



Faculty of Arts & Social Sciences

School of the Arts and Media

ARTS3011

Writing Bodies

Session 1, 2014

UNSW Course Outline

1. Location of the course

Lecture: Thursday 1-2 Webster B

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3. Staff Contact Details

Position	Name	Email	Availability and location	Phone
Course Convener	Assoc Prof Anne Brewster	a.brewster@unsw.edu.au	Robert Webster Building 215	9385 2302

4. School of the Arts and Media Contact Information

Room 312, level 3 Robert Webster Building

Phone: 9385 4856

Email: sam@unsw.edu.au

5. Attendance Requirements

- A student is expected to attend all class contact hours.
- Attendance at lectures and seminars will be recorded. It is the student's responsibility to ensure their name is entered on the roll each week
- A student who attends less than 80% of class contact hours without justification may be awarded a final grade of UF (Unsatisfactory Fail).
- A student who arrives more than 15 minutes late may be penalised for non-attendance.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, they should seek permission from the Course Authority. The application should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- A Course Authority may excuse a student from classes for up to one month. A student seeking approval to be absent for more than one month must apply in writing to the Dean.
- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course

without failure.

- For more information about the FASS attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

6. Essential Information For FASS/SAM Students

For essential student information relating to: attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage:

<https://sam.arts.unsw.edu.au/students/resources/policies-guidelines>

7. Course details

Credit Points:

6 units of credit
Prerequisites: 24uoc in English or Creative Writing

Summary of the Course

This course investigates bodies as a focus for techniques of writing. It examines filmic, literary and theoretical texts, addressing issues such as the racialisation, gendering, masculinity and intercorporeality of bodies. The literary texts include fiction, poetry and fictocriticism. The theoretical texts are central to the course. The course includes some creative writing exercises and workshops designed to encourage student experimentation with forms of writing in various genres.

Aims of the Course

This course aims to teach understandings of how bodies are represented in literature. It engages with the contemporary interdisciplinary fields such as cultural studies, whiteness studies, textual studies and cultural identity formation. The course will examine how we can apply theories associated with the body, subjectivity, identity and affect to the analysis of literary or film texts. It will develop students' proficiencies in reading and writing skills across a range of genres, and further develop editorial skills in the workshoping of students' writing. The course also aims to introduce students to advanced forms of hybrid writing, such as fictocritical writing, and students are instructed in the techniques for writing made available in this genre.

Student learning outcomes

At the conclusion of this course the student will be able to:

1. Be conversant with key issues in contemporary literary and cultural studies
2. Apply theory to an analysis of literary and filmic texts and cultural formations
3. Undertake close readings of literary and cultural texts
4. Experiment with a range of writing styles

Graduate Attributes

The students will be encouraged to develop the following Graduate Attributes as a result of the above learning outcomes. These attributes will be assessed within the prescribed assessment tasks. At the conclusion of this course the student will be able to:

1. Demonstrate a capacity for analytical thinking close readings of texts in English
2. Demonstrate an awareness of historical and cultural contexts of production
3. Undertake independent and reflective learning
4. Perform effective communication and collaborative team work

8. Rationale for the inclusion of content and teaching approach

This course aims to encourage students to engage in discussion of key contemporary cultural issues. While the teacher provides a range of carefully selected theoretical materials and will guide students in navigating these theoretical materials, students are encouraged to develop independent learning. The lectures provide information about historical, theoretical and discursive issues germane to the course. They provide students with examples of how to read literary texts and how to analyse them in relation to various contexts. Seminars provide an opportunity for group discussion, and the development of both collaborative and independent learning skills.

9. Teaching strategies

The course will have one lecture per week, followed by a two-hour seminar which will pick up on and expand issues raised in the lecture. The seminar is a forum for discussion. Students will undertake one in-class presentation in which they will lead discussion. They will be encouraged to bring several questions to the seminar rather than read from a prepared paper. This practice encourages independent and reflective learning. It will be expanded in the Minor assignment which will involve self-directed research. The Major assignment will provide the opportunity for students to exercise their capacity for analytical and critical thinking and writing. It will also accommodate fictocritical experiments with writing styles thus allowing students to develop creative approaches to issues discussed during the course.

10. Assessment

In order to pass this course, you must make a serious attempt at and submit ALL assessment tasks.

Assessment task	Length	%	Learning outcomes assessed	Graduate attributes assessed	Due date
1. Preparatory Research task	1,000 words	20 %	* Display an awareness of some key issues in contemporary cultural studies * Analyse critically filmic, literary and theoretical texts	* The ability to relate literary and filmic texts to the contexts in which they are produced * The ability to engage in independent and reflective learning	Thursday 27 th March at 4pm

2. In-class presentation	10 minutes	15 %	* Display an awareness of some key issues in contemporary cultural studies * Analyse critically filmic, literary and theoretical texts	* The skills of effective communication and effective collaborative teamwork * The ability to engage in independent and reflective learning * The ability to relate literary and filmic texts to the contexts in which they are produced * Skills in analysis through close readings of literary and theoretical texts	Throughout semester
3. Responses to in-class student presentations		15 %	* Display an awareness of some key issues in contemporary cultural studies * Experiment with a range of writing styles	* The ability to engage in independent and reflective learning * The skills of effective communication and effective collaborative teamwork	6 times throughout semester
4. Major written assignment	3,000	50 %	* Display an awareness of some key issues in contemporary cultural studies * Experiment with a range of writing styles * Analyse critically filmic, literary and theoretical texts * Apply theoretical and critical insights to close readings of texts	* The ability to engage in independent and reflective learning * The ability to relate literary and filmic texts to the contexts in which they are produced * Skills in literary analysis through close readings of texts	Thursday 5 th June at 4 pm

Further details of assessment tasks:

1. Preparatory Research Task

This task will involve using a suitable academic database (e.g. MLA, Austlit) to find a minimum of 3 pertinent articles/chapters on/responses to the 'history wars' in Australia. In your written response to these article/chapters do the following:

- (a) Summarise the main points of each article/chapter and
- (b) explain how you think the articles/chapters you have chosen shed light the texts (literary and theoretical) that we have studied in the course so far.

2. In-class presentation

Each student will be scheduled for one in-class presentation. Choose one of the theoretical texts and identify (at least) one key theoretical issue and discuss how it relates the literary, fictocritical or filmic text that is scheduled for that week (Moreton's poetry, *The Tracker*, *The Slap* or *The Smoking Book*). Prepare a list of 3-4 bullet points to discuss in class. Prepare two questions about the literary/filmic text you are examining. The presentation must aim to engage your classmates in a stimulating manner. You will of course prepare notes but do not write and read a paper. Hand your notes (including questions) to the teacher at the end of class.

3. Responses to in-class student presentations

Oral and written engagement with other students' presentations is an important aspect of this course. It will be assessed continuously throughout the course. Each week students will be asked to write in class a short response (100-200 word) on the student in-class presentation that week. These will be collected at random 8 times during the semester by the teacher. They will be given a general grade (F, P, C, D, HD) and returned. The last 2-3 weeks of the course will comprise a **writing workshop** where students who so desire will have the opportunity to workshop some of their own creative writing (this is not compulsory). Student responses will be collected in these weeks. Of the 8 weekly responses collected the teacher will take the top 6 grades for each student in order to formulate an overall grade and a numerical score, for each student.

4. Major Written Assignment

The Major Assignment must focus on two of the literary, filmic or fictocritical texts (Moreton's poetry, *The Tracker*, *The Slap* or *The Smoking Book*). It must analyse these texts using some of the theoretical materials provided in the course syllabus (and other materials where relevant). The Major Assignment may either be a critical essay or a fictocritical essay (which may include some of the creative writing workshoped during the last 2-3 weeks). If you decide to do a fictocritical assignment you **MUST** discuss it in the weeks leading up to the due date with your teacher.

IF YOU WANT YOUR MAJOR WRITTEN ASSIGNMENT RETURNED TO YOU WITH WRITTEN COMMENTS ON IT YOU MUST PROVIDE **A STAMPED SELF-ADDRESSED ENVELOPE** WHEN YOU HAND IN THE ASSIGNMENT. IF A STAMPED SELF-ADDRESSED ENVELOPE IS NOT PROVIDED YOU WILL GET A MARK BUT THERE WILL BE NO WRITTEN COMMENTS MADE ON YOUR ASSIGNMENT.

Submission of Assessment Tasks

*Three copies of the Preparatory Research Task and the Major Assignment *must* be submitted - two electronic versions and a hard copy version. The hard copy of the assignment must be submitted into the correct locked assignment box outside the SAM School Office, room 312U, Level 3 Webster. One electronic version must be emailed to sam.assessment@unsw.edu.au Students will receive an auto reply. The second electronic copy must be submitted through Turn-it-in a site for which will be provided on Moodle. Only the hard copies will be marked. The e-copy to the SAM School office is only for verifying submission.

*A completed cover sheet should be securely attached to the assignment.

*The School is not responsible for any missing pages due to assignments not being stapled properly.

*Please do not put your assignments as separate pages into plastic sleeves.

*The School office will collect the hard copies of the assignment and place them in the lecturer's/tutor's pigeon holes.

Late Submission

Course Code
Session 1, 2014
CRICOS Provider Code: 00098G

PLEASE NOTE THAT THESE RULES APPLY FOR ALL COURSES IN SAM.

If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51%. If your assignment is not submitted within 2 weeks of its due date, it will receive a mark of 0. For more information on submission of late work, consult the FASS assessment protocols at <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>.

Extension Procedure

- A student seeking an extension should submit a SAM extension application form to the Course Authority before the due date.
- The Course Authority should respond to the request within two working days.
- The Course Authority can only approve an extension of up to five days. A student requesting an extension of more than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through email.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.
- A student who missed an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
- This procedure does not apply to assessment tasks that take place during regular class hours or any task specifically identified by the Course Authority as not subject to extension requests.
- For more information, see the FASS extension protocols on the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Special Consideration

In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration. For information on Special Consideration please go to this URL:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

11. Academic honesty and plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

• **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

• **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

• **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Details of what plagiarism is can be found on the Learning Centre's Website [Plagiarism & Academic Integrity website \(http://www.lc.unsw.edu.au/plagiarism\)](http://www.lc.unsw.edu.au/plagiarism), in the myUNSW student A-Z: Guide <https://my.unsw.edu.au/student/atoz/Plagiarism.html> and in Appendix A of the student misconduct procedure:

<https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures>

The Learning Centre also provides substantial education written materials, workshops, and tutorials to aid students, for example:

- Correct referencing practices;
- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

It is also recommended that you include a statement about Turnitin. Eg UNSW makes use of the similarity detection tool Turnitin. For this course you are required to submit an electronic version of your written assignments so they may be reviewed using this procedure.

12. Course schedule

Lecture: Thursday 1-2pm Webster Theatre B

Lecture Topic	Date (week starting..)	Seminar Topic	Required Readings
Introduction	Week 1	No seminar	

	3/3/14		
R. Moreton (poems – on Moodle)	Week 2 10/3/14	Leane, Byrne, Brewster	Leane, Byrne, Brewster (x2)
R. Moreton (poems – on Moodle)	Week 3 17/3/14	Leane, Pateman	Leane, Pateman
Film: <i>The Tracker</i> (screening)	Week 4 24/3/14	Leane, Mills	Mills
<i>First assignment due Thursday 27th March 4pm</i>			
Film: <i>The Tracker</i> (screening & lecture)	Week 5 31/3/14	Weiss, Connell	<i>The Tracker</i> , Weiss, Connell,
Film: <i>The Tracker</i> (lecture)	Week 6 7/4/14	<i>The Tracker</i> , Connell, Demetriou	Demetriou
C. Tsiolkas, <i>The Slap</i>	Week 7 14/4/14	<i>The Tracker</i>	Tsiolkas, <i>The Slap</i> , Tsiolkas, 'On Tolerance' and Tsiolkas interview with N. Papastergiadis.
<i>Week free of teaching 18-27th April</i>			
C. Tsiolkas <i>The Slap</i>	Week 8 28/4/14	C. Tsiolkas, <i>The Slap</i> (Tsiolkas, 'On Tolerance' and Tsiolkas interview with N. Papastergiadis.)	Tsiolkas, Hage
L. Stern <i>The Smoking Book</i>	Week 9 5/5/14	C. Tsiolkas, <i>The Slap</i> , Hage	Stern
L. Stern <i>The Smoking Book</i>	Week 10 12/5/14	L. Stern <i>The Smoking Book</i> , Foster	Stern
Fictocriticism	Week 11 19/5/14	Stern, Brewster and Smith, Writing Workshop	Fictocriticism; Brewster and Smith
Student readings	Week 12 26/5/14	Writing Workshop	
No lecture	Week 13 2/6/14	Writing Workshop	

13. Expected Resources for students

This course will be supported by Moodle. All courses materials will be posted on Moodle. Please check Moodle regularly for bulletins, information etc.

Textbooks (to be purchased from the UNSW Bookshop):

Jeanine Leane, *Dark Secrets*, Berry: PressPress, 2012
Lesley Stern, *The Smoking Book*, Chicago: University of Chicago Press, 2001
Christos Tsiolkas, *The Slap*, Crows Nest: Allen & Unwin, 2008.

Set Weekly Readings (available on Moodle):

- Brewster, Anne 'Indigenous sovereignty in the poetry of Romaine Moreton' in *Manifesting Feminisms*. Eds. Margaret Henderson and Anne Vickery, Special Issue *Australian Literary Studies*, 24 (3-4), October-November, 2009: 108-20.
- Brewster, Anne 'Engaging the Public Intimacy of Whiteness: the Indigenous Protest Poetry of Romaine Moreton' *Journal of the Association for the Study of Australian Literature*, Special issue: the Colonial Present, 2008: 56-76.
- Brewster, Anne and Hazel Smith. 'ProseThetic Memories', *Salt*, 16 2002: 199-211
- Byrne, D. 'Deep Nation: Australia's Acquisition of an Indigenous Past', *Aboriginal History*, 20, 1996: 82-107.
- Connell, R and J W Messerschmidt, 'Hegemonic Masculinity: Rethinking the Concept', *Gender and Society*, 19 (6), December 2005: 829-59.
- Demetrious, D. Z. 'Connell's Concept of Hegemonic Masculinity: A Critique', *Theory and Society*, 30 (3) June 2001: 337-61.
- Hage, Ghassan. *White Nation: Fantasies of White Supremacy in a Multicultural Society*, Annandale: Pluto, 1998: 78-104
- Mills, Charles W. 'Race and the Social Contract Tradition,' *Social Identities* 6.4 (2000): 441-462
- Moreton, Romaine, *post me to the prime minister*, Alice Springs: jukurrrpa books, 2004(excerpted poems in Moodle).
- Pateman, Carole, 'The Settler Contract' in Carole Pateman and Charles Mills. *Contract and Domination*, Cambridge: Polity, 2007: 35-78
- Tsiolkas, C. 'On the Concept of Tolerance' in *Tolerance, Prejudice & Fear*, Allen & Unwin, Crows Nest, NSW, 2013: 1-56.
- Tsiolkas, C. 'Hospitality, Multiculturalism and Cosmopolitanism: A Conversation between Christos Tsiolkas and Nikos Papastergiadis' *Journal of Intercultural Studies*, 2013: 1-12
- Weiss, Gail. 'Bodily Imperatives - Toward an Embodied Ethics', in *Body Images: Embodiment as Intercorporeality*. Routledge: 1999: 129-163.

Students may also consult the UNSW Library website:
<http://info.library.unsw.edu.au/web/services/services.html>

14. Course evaluation and development

This course has been revised and restructured. At its completion students will be asked to evaluate this course through CATEI questionnaires which will be made available to them through email. Feedback will be acted upon by the teacher of this course and the Faculty of Arts and Social Sciences to ensure the continual improvement of the student learning experience.