



# ENGL108

## Literature and the Political

S2 Day 2014

*English*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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W6A 633

Wednesday 2-3pm

Jimmy Van

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

The relationship between politics and literature is never simple. Writers have always addressed political issues: supporting or resisting revolution, analysing the ethics of war or the sophistries of political language, interrogating ideas of power embedded in gender, class, ethnicity, industrialisation and sexuality. Literary language can make available subversive and powerful critiques of dominant political structures and hierarchies just as it can normalise inequality and stifle dissent. Poets and novelists participate in the dissemination of myths, stereotypes and narratives that privilege certain worldviews over others. Covering writing from the Renaissance to the present this unit addresses a series of political issues as they are constructed in literary texts, and looks at the aesthetic forms writers invent and deploy in order to reflect, produce and contain change.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

To develop the capacity to read and respond to a wide range of literary texts

To develop analytical and research skills that can be applied to past and present cultural and literary debates

To learn to communicate historical and theoretical concepts in verbal and written forms

To develop a greater understanding of the way in which literary texts and literary language function to produce political critique

To develop a greater understanding of the historical and often hierarchical deployment of concepts of gender, class, and ethnicity

To develop the ability to engage in informed critical discussion on unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

## General Assessment Information

Please download the English Department Essay Preparation and Presentation Guide from the English Department website. All tutors will assume you are familiar with it.

All assignments are to be submitted through Turnitin on the unit's iLearn site. Assignments will be marked using Grademark.

Students must attempt all forms of assessment to remain eligible to pass the unit.

### PENALTIES

Late submission of written work without prior approval and relevant supporting documentation will attract a **penalty of 2% per day (including weekends)**. If you have a legitimate reason for being unable to submit your work on time, contact your tutor to discuss an extension (before the due date). Do not hesitate to speak to your tutor if you are having difficulties.

Essays more than 10% over or under length will attract a penalty – please be mindful of the word length. The word count includes all footnotes, but not the bibliography or works cited.

For a detailed chart of 100 level grade descriptors, please see unit's iLearn site.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Analysis/practical criticism</u></a>	10%	Wednesday 27 August 2014
<a href="#"><u>Essay 1</u></a>	30%	Wednesday 24 September 2014
<a href="#"><u>Essay 2</u></a>	40%	Monday 17 November 2014
<a href="#"><u>Tutorial Participation</u></a>	20%	Each teaching week of semester

### Analysis/practical criticism

Due: **Wednesday 27 August 2014**

Weighting: **10%**

Brief analytical exercise: a diagnostic tool to give students early warning should they have problems with literary analysis/argumentation, 500 words

On successful completion you will be able to:

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- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
- To develop a greater understanding of the historical and often hierarchical deployment of concepts of gender, class, and ethnicity

## Essay 1

Due: **Wednesday 24 September 2014**

Weighting: **30%**

Research essay, 1000 words

On successful completion you will be able to:

- To develop the capacity to read and respond to a wide range of literary texts
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
- To develop a greater understanding of the historical and often hierarchical deployment of concepts of gender, class, and ethnicity

## Essay 2

Due: **Monday 17 November 2014**

Weighting: **40%**

Research essay, 1500 words

On successful completion you will be able to:

- To develop the capacity to read and respond to a wide range of literary texts

- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
- To develop a greater understanding of the historical and often hierarchical deployment of concepts of gender, class, and ethnicity

## Tutorial Participation

Due: **Each teaching week of semester**

Weighting: **20%**

Active participation in class discussion throughout semester.

On successful completion you will be able to:

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- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
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- To develop the ability to engage in informed critical discussion on unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

## Delivery and Resources

### Classes

Students attend one lecture and one tutorial per week.

**Lectures** begin in **week one**. Attendance at lectures is expected.

**Tutorials** begin in **week two**. Tutorial attendance is compulsory. Absence from more than two tutorials without a medical certificate may result in failure of the unit.

You are expected to read the texts before the lectures and arrive at the tutorials fully prepared. Active participation in tutorial discussion throughout the semester is a graded element of this unit.

For lecture times and tutorial rooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and tutorial

room locations.

## Required and Recommended Texts and/or Materials

Required (in the order in which they are studied):

Elizabeth Barrett Browning: selection of poems provided in PDF on iLearn site

Sir Arthur Conan Doyle *The Sign of Four*

George Orwell *Homage to Catalonia*

Maya Angelou *I Know Why the Caged Bird Sings*

World War I poetry: selection of poems provided in PDF on iLearn site

Christos Tsiolkas *Loaded*

Behn *Oroonoko*

Shakespeare's sonnets: selection provided in PDF on iLearn site

Shakespeare *Antony and Cleopatra*

Oscar Wilde *The Picture of Dorian Gray*

A short list of recommended reading will be available on the unit's iLearn site.

A lecture schedule is available on the Unit's iLearn site.

## Technology Used and Required

Turnitin, Grademark

Online units can be accessed at: <http://learn.mq.edu.au>

## Unit Schedule

	Pleas see Unit's iLearn site for lecture schedule.


## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- To develop the capacity to read and respond to a wide range of literary texts
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- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
- To develop a greater understanding of the historical and often hierarchical deployment of concepts of gender, class, and ethnicity
- To develop the ability to engage in informed critical discussion on unit content with peers and tutors, to respond to others' points of view, and to argue a critical position



## Assessment tasks

- Analysis/practical criticism
- Essay 1
- Essay 2
- Tutorial Participation

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcomes

- To develop the capacity to read and respond to a wide range of literary texts
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
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## Assessment tasks

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- Essay 1
- Essay 2
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## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary

solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- To develop the capacity to read and respond to a wide range of literary texts
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
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## **Assessment tasks**

- Analysis/practical criticism
- Essay 1
- Essay 2
- Tutorial Participation

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- To develop the capacity to read and respond to a wide range of literary texts
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
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- To develop the ability to engage in informed critical discussion on unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

## **Assessment tasks**

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- Essay 1
- Essay 2
- Tutorial Participation

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- To develop the capacity to read and respond to a wide range of literary texts
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
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- To develop the ability to engage in informed critical discussion on unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

## **Assessment tasks**

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- Essay 1
- Essay 2
- Tutorial Participation

## **Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## **Learning outcomes**

- To develop the capacity to read and respond to a wide range of literary texts
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
- To develop a greater understanding of the historical and often hierarchical deployment of concepts of gender, class, and ethnicity
- To develop the ability to engage in informed critical discussion on unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

## **Assessment tasks**

- Analysis/practical criticism
- Essay 1
- Essay 2
- Tutorial Participation

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- To develop the capacity to read and respond to a wide range of literary texts
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
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and tutors, to respond to others' points of view, and to argue a critical position

## Assessment tasks

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- Essay 1
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## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcomes

- To develop the capacity to read and respond to a wide range of literary texts
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
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- To develop the ability to engage in informed critical discussion on unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

## Assessment tasks

- Analysis/practical criticism
- Essay 1
- Essay 2
- Tutorial Participation

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active

participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- To develop the capacity to read and respond to a wide range of literary texts
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop a greater understanding of the way in which literary texts and literary language function to produce political critique
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