



ENGL108

Literature and the Political

S2 Day 2017

Dept of English

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	8

Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

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Australian Hearing Hub, level 2

Monday 3-4pm

Gai Ramesh

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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.

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	Hurdle	Due
<u>Analysis/practical criticism</u>	10%	No	21 August
<u>Essay 1</u>	30%	No	3 October
<u>Essay 2</u>	40%	No	8 November
<u>Tutorial Participation</u>	20%	No	Each teaching week of semester

Analysis/practical criticism

Due: **21 August**

Weighting: **10%**

Brief analytical exercise: a diagnostic tool to give students early warning should they have problems with literary analysis/argumentation, 650 words

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Essay 1

Due: **3 October**

Weighting: **30%**

Research/critical 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
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Essay 2

Due: **8 November**

Weighting: **40%**

Research/critical essay, 2000 words

On successful completion you will be able to:

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

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

Students attend one lecture and one tutorial per week. Lectures and tutorials begin in week one. 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.

Mary Shelley, *Frankenstein* (1818/1831)

Elizabeth Barrett Browning, "The Cry of the Children"; "The Runaway Slave at Pilgrim's Point" (1843, 1848/50)

Maya Angelou, *I Know Why the Caged Bird Sings* (1969)

Christos Tsiolkas, *Loaded* (1995)

William Shakespeare, *Titus Andronicus* (1594)

Revolutionary Poetry, a selection of 4 sonnets

Joe Weisberg, *The Americans*, season 1 (2013); if you choose to write on *The Americans* you must write on at least 2 episodes of season 1.

Chris Kraus, *I Love Dick* (1997)

Aphra Behn, *Oroonoko* (1688)

Oscar Wilde, *The Picture of Dorian Gray* (1890/91)

George R.R. Martin, *A Game of Thrones* (the novel 1996; David Benioff, D.B Weiss, season 1, 2011). If you choose to write on *A Game of Thrones* you must write on at least 2 episodes of season 1, or the novel, or a combination of both.

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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) 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

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

Graduate Capabilities

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
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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

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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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
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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

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- To learn to communicate historical and theoretical concepts in verbal and written forms
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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
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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
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- Essay 1
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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
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- To learn to communicate historical and theoretical concepts in verbal and written forms
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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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- 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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