ENGL234

Fiction and History

S1 Day 2019

Dept of English

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General Information

Unit convenor and teaching staff
Unit convenor
Hsu-Ming Teo
hsuming.teo@mq.edu.au
Please email for an appointment

James Mckenzie
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Credit points
3

Prerequisites
ENGL120

Corequisites

Co-badged status

Unit description
This unit explores the relationship between fiction and history. It looks at the rise of the historical novel from the 18th century onwards, and it asks: How is history used in fiction today? Is historical fiction a form or history or historiography? We will examine contemporary literature as well as popular genre fiction - crime, romance and fantasy novels - to analyse how historical novels engage with "medievalism", "neo-Victorianism'" and the representation of problematic pasts such as settler-indigenous relations in Australia, slavery in the United States, or the Holocaust. We will also evaluate: the claim that women's historical novels represent a significant intervention by women writers into male-dominated historical narratives; the longstanding historiographical debate about the relative truth-status and relationship between fiction and history; and the development of what Canadian critic Linda Hutcheon has called "postmodern historiographic metafiction" – historical fiction that points self-reflexively and self-consciously to its own artifice as historical discourse. Novels to be studied include A.S. Byatt's "Possession", Ian McEwan's "Atonement", Kate Grenville's "The Secret River" and Marcus Zusak's "The Book Thief" as well as other genre fiction.

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:

1. Explain the development and evolution of historical novels
2. Analyse and explain the various ways history is used in different genres of fiction
3. Investigate and explain the role of historical fiction in debates in the public sphere over contested or problematic histories
4. Evaluate critical literary and historiographic scholarship on historical fiction
5. Develop well-researched and well-reasoned arguments about literary texts, and present these arguments orally and in writing

General Assessment Information

ASSIGNMENT SUBMISSION

- Please read *The Preparation and Presentation of Essays* on the iLearn site.
- Students are required to submit their written work electronically only, via the Turnitin link in the unit's iLearn site. **Note that your essay will not be marked unless it has been submitted via Turnitin in the unit's iLearn site. Do not send essays via email.**
- Return of marked work and feedback will be via the unit's iLearn site.

SPECIAL CONSIDERATION AND SUBMISSION OF LATE ASSIGNMENTS

If you have a legitimate reason for being unable to submit your work on time, for which you can provide documentation, you will need to complete a Special Consideration request (which must be submitted at **www.ask.mq.edu.au** within 5 working days of the commencement of the disruption). The full special consideration policy can be found here:

https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-andprocedures/policies/special-consideration

Unless a Special Consideration request has been submitted and approved,

1. **a penalty for lateness will apply** – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and
2. **no assignment will be accepted more than seven (7) days (incl. weekends)** after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Please be aware that if you apply for Special Consideration, your unit convenor might not be

alerted and might not process your request, so please alert them separately by email when lodging a Special Consideration application. For any issues relating to university policies and processes, please note that the Student Advocacy Service and other support services are available.

Assessment Tasks

Name	Weighting	Hurdle	Due
Tutorial participation	20%	No	Weekly
Critical book review	20%	No	31 March 2019
Research Project	40%	No	19 May 2019
Exam	20%	No	9 June 2019

Tutorial participation

Due: **Weekly**
Weighting: **20%**

Tutorial attendance, preparation & participation. See Details on iLearn site

On successful completion you will be able to:

- 1. Explain the development and evolution of historical novels
- 2. Analyse and explain the various ways history is used in different genres of fiction
- 3. Investigate and explain the role of historical fiction in debates in the public sphere over contested or problematic histories
- 4. Evaluate critical literary and historiographic scholarship on historical fiction
- 5. Develop well-researched and well-reasoned arguments about literary texts, and present these arguments orally and in writing

Critical book review

Due: **31 March 2019**
Weighting: **20%**

800-1000w critical book review

On successful completion you will be able to:

- 2. Analyse and explain the various ways history is used in different genres of fiction
- 4. Evaluate critical literary and historiographic scholarship on historical fiction
- 5. Develop well-researched and well-reasoned arguments about literary texts, and

present these arguments orally and in writing

Research Project

Due: **19 May 2019**
Weighting: **40%**

2500w research essay OR equivalent researched creative writing project

On successful completion you will be able to:

- 2. Analyse and explain the various ways history is used in different genres of fiction
- 3. Investigate and explain the role of historical fiction in debates in the public sphere over contested or problematic histories
- 4. Evaluate critical literary and historiographic scholarship on historical fiction
- 5. Develop well-researched and well-reasoned arguments about literary texts, and present these arguments orally and in writing

Exam

Due: **9 June 2019**
Weighting: **20%**

1 hour open-book online exam consisting of 1 synoptic essay

On successful completion you will be able to:

- 1. Explain the development and evolution of historical novels
- 2. Analyse and explain the various ways history is used in different genres of fiction
- 3. Investigate and explain the role of historical fiction in debates in the public sphere over contested or problematic histories
- 4. Evaluate critical literary and historiographic scholarship on historical fiction
- 5. Develop well-researched and well-reasoned arguments about literary texts, and present these arguments orally and in writing

Delivery and Resources

Lectures

You must attend or access the one-hour lecture each week, beginning in week 1.

Please consult the MQ Timetable website: http://www.timetables.mq.edu.au for updated information. To complete your enrolment in the unit, you must enrol in the weekly lecture as well as one tutorial.

Recorded lectures and slides are available in the ENGL234 iLearn site: https://ilearn.mq.edu.au/login/MQ/

Tutorials

You must attend a 1-hour tutorial each week, beginning in week 1.

Attendance at tutorials is compulsory, and is a prerequisite for both fulfilling the requirements of the unit and for earning the tutorial participation mark. Attendance at tutorials is only a prerequisite for the tutorial mark; active participation, showing significant preparation beforehand, is necessary to earn a good mark.

Policies on Missed Classes:

Absence from more than two tutorials without written explanation (medical or counselling certificate) will result in loss of the whole of the 20% tutorial mark

Students who miss class as the result of attending a teaching practicum or to participate in sporting or other activities that do not fall under the University's Special Consideration provisions should alert their tutor beforehand, and complete the allocated task as directed (the written submission of tutorial questions, due within 48 hrs of the missed class). Failure to complete the task may jeopardise the student's participation mark. These alternative arrangements may extend to a maximum of 2 weeks of the teaching session, other than in exceptional circumstances via prior negotiation with the unit convenor.

Single Missed Class

For a single absence covered by a medical or other certificate, no Special Consideration application is necessary. Rather, email your tutor with an explanation and copy of the certificate, and send written responses to the questions relating to the missed tutorial.

Required and Recommended Texts and/or Materials

Required (In order of study):

1. Josephine Tey, *The Daughter of Time*
2. A.S. Byatt, *Possession: A Romance* (You will need this for your first assignment)
3. Marcus Zusak, *The Book Thief*
4. Kate Grenville, *The Secret River*

Recommended (In order of study):

1. Jerome De Groot, *The Historical Novel*
2. George R.R. Martin, *A Game of Thrones*
3. Beverly Jenkins, *Indigo*

Unit webpage and technology used and required

Online units can be accessed at: http://ilearn.mq.edu.au

Unit Schedule

Week & Date	ENGL234 Fiction and History LECTURE AND TUTORIAL SCHEDULE
Week 1 27/02/19	**Lecture 1**: Introduction: Is history fiction? Is fiction history? **Tutorial 1**: Orientation to the unit
Week 2 6/03/19	**Lecture 2**: Fiction and history before the novel *Prof. Louise D'Arcens* **Tutorial readings**: 1. Emma Donoghue, 'The Woman Who Gave Birth to Rabbits' 2. Martin Roy Hill, 'The Thirty-Fourth Man'
Week 3 13/03/19	**Lecture 3**: The rise of the English historical novel **Tutorial reading**: Jerome De Groot, *The Historical Novel*, ch.2 'Origins'
Week 4 20/03/19	**Lecture 4**: Empirical history and the empirical detective: Josephine Tey's *The Daughter of Time* **Tutorial readings:** 1. E.H. Carr, 'What Is History?' (extract) 2. Josephine Tey, *The Daughter of Time* (1951)

Week 5 27/03/19	**Lecture 5**: Postmodernism and the Neo-Victorian novel: **Tutorial reading**: Josephine Tey, *The Daughter of Time* (1951)
Week 6 3/04/19	**Lecture 6**: A.S. Byatt's *Possession: A Romance* **Tutorial reading**: A.S. Byatt, *Possession: A Romance* (1990)
Week 7 10/04/19	**Lecture 7**: 'Postmodern historiographic metafiction' and the YA Holocaust novel: Markus Zusak's *The Book Thief* **Tutorial reading**: A.S. Byatt, *Possession: A Romance* (1990)
Mid-session break	
Week 8 1/05/19	**Lecture 8**: Genre fiction 1. Medievalism and fantasy *Prof. Louise D'Arcens* **Tutorial reading**: Markus Zusak, *The Book Thief* (2005)
Week 9 8/05/19	**Lecture 9**: Genre fiction 2: Historical romance **Tutorial reading**: 1. George R.R. Martin, *A Game of Thrones* (extract) 2. Brian A. Pavlac, 'Introduction: The Winter of Our Discontent.' *Game of Thrones Versus History: Written in Blood* 3. Gillian Pollack, 'Setting up Westeros: The Medievalesque World of Game of Thrones'. *Game of Thrones Versus History: Written in Blood*

Week 10 15/05/19	**Lecture 10**: Kate Grenville's *The Secret River* *Dr. Toby Davidson* **Tutorial readings**: 1. Beverly Jenkins, *Indigo* (extract) 2. Rita B. Dandridge, 'Interview with Beverly Jenkins'
Week 11 22/05/19	**Lecture 11**: Kate Grenville's *The Secret River* and the Australian History Wars **Tutorial reading**: Kate Grenville's *The Secret River* (2005)
Week 12 29/05/19	**Lecture 12**: History and fiction: what do we do with the past? **Tutorial readings**: 1. Kate Grenville's *The Secret River* (2005) 2. Inga Clendinnen, 'The History Question: Who Owns the Past?' 3. Kate Grenville, response to Clendinnen

Week 13. Online exam to be completed by **11.59pm, Sunday, 9 June 2019**

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4*

December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

- 2. Analyse and explain the various ways history is used in different genres of fiction
- 4. Evaluate critical literary and historiographic scholarship on historical fiction
- 5. Develop well-researched and well-reasoned arguments about literary texts, and present these arguments orally and in writing

Assessment tasks

- Critical book review
- Research Project
- Exam

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

- 1. Explain the development and evolution of historical novels
- 2. Analyse and explain the various ways history is used in different genres of fiction
- 3. Investigate and explain the role of historical fiction in debates in the public sphere over contested or problematic histories
- 4. Evaluate critical literary and historiographic scholarship on historical fiction

Assessment tasks

- Tutorial participation

- Critical book review
- Research Project
- Exam

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

- 1. Explain the development and evolution of historical novels
- 2. Analyse and explain the various ways history is used in different genres of fiction
- 5. Develop well-researched and well-reasoned arguments about literary texts, and present these arguments orally and in writing

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

- 1. Explain the development and evolution of historical novels
- 2. Analyse and explain the various ways history is used in different genres of fiction
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Assessment tasks

- Tutorial participation
- Critical book review

- Research Project
- Exam

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

- 1. Explain the development and evolution of historical novels
- 2. Analyse and explain the various ways history is used in different genres of fiction
- 3. Investigate and explain the role of historical fiction in debates in the public sphere over contested or problematic histories
- 4. Evaluate critical literary and historiographic scholarship on historical fiction
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Assessment tasks

- Tutorial participation
- Critical book review
- Research Project
- Exam

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

- 2. Analyse and explain the various ways history is used in different genres of fiction
- 3. Investigate and explain the role of historical fiction in debates in the public sphere over contested or problematic histories
- 4. Evaluate critical literary and historiographic scholarship on historical fiction

- 5. Develop well-researched and well-reasoned arguments about literary texts, and present these arguments orally and in writing

Assessment tasks

- Critical book review
- Research Project
- Exam

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

- 1. Explain the development and evolution of historical novels
- 2. Analyse and explain the various ways history is used in different genres of fiction
- 3. Investigate and explain the role of historical fiction in debates in the public sphere over contested or problematic histories
- 4. Evaluate critical literary and historiographic scholarship on historical fiction
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Assessment tasks

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- Critical book review
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- Exam

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

- 2. Analyse and explain the various ways history is used in different genres of fiction
- 3. Investigate and explain the role of historical fiction in debates in the public sphere over contested or problematic histories

Assessment task

- 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

- 2. Analyse and explain the various ways history is used in different genres of fiction
- 3. Investigate and explain the role of historical fiction in debates in the public sphere over contested or problematic histories

Assessment task

- Tutorial participation