PLH 326

Polish Poetry and Prose

S1 External 2018

Dept of International Studies

Contents

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General Information

Unit convenor and teaching staff
Convenor
Kamila Walker
kamila.walker@mq.edu.au
Contact via 02 9850 7014
AHH L2 North Wing
Thursdays 12:00pm to 13:00pm

Credit points
3

Prerequisites
6cp in units at 200 level

Corequisites

Co-badged status

Unit description
This distance education course will introduce students to different types and forms of Polish poetry and prose. It will consider the relationship between the content and form, texts and readers, and language and communication. The selected texts will be studied to help students develop and refine skills in textual analysis and to equip them with a range of interpretive tools to aid their understanding of how cultural context influences the way texts are written and read, how different literary techniques deployed by writers invite meaning making, and how literature can be used as a vehicle for exploring social, cultural and historical issues. More broadly, this course aims to increase students' awareness of Polish literary texts and to cultivate an appreciation of their cultural specificity and richness.

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:

An increased awareness of different kinds and forms of Polish literary texts and an appreciation of their cultural specificity and richness.

Ability to develop critical reading skills and competence in interpretive analysis, research,

and effective communication in the context of Polish literature.

Ability to identify how different types of literary texts are strategically constructed to convey ideas, and how they are open to a range of interpretations.

Ability to argue a critical position; to develop and justify one's own interpretation of a text by exploring the relationship between ideas and themes and the way they are presented; and to critically respond to implied points of view.

Development of a critical consciousness informed by scholarly research and an awareness of the reasoned views of others.

Ability to engage in informed critical discussions with peers and teachers on the unit content through the participation in online sessions and associated activities.

General Assessment Information

Detailed grading standards (such as rubrics) and indicative examples of tasks are provided in the iLearn unit.

Electronic submission

Unless otherwise approved, all text-based assessment tasks will be submitted electronically using the University's electronic learning management system.

Use of plagiarism detection software

Text-based work submitted by students for assessment will be subject to plagiarism detection software, such as Turnitin or similar approved software, unless otherwise approved.

Plagiarism detection methods are to be used on a routine basis to check student work or when plagiarism is suspected.

Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) 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 (b) 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.

Special Consideration Policy

All assessment tasks are compulsory and must be submitted on time. Students unable to meet due dates **must** apply for 'Special Consideration' via ask.mq.edu.

If a Special Consideration Application is either not submitted or not approved, the student will be awarded a mark of 0 for the task.

Assessment Tasks

Name	Weighting	Hurdle	Due
Essay 1	40%	No	Week 6
Essay 2	40%	No	Week 12
Participation	20%	No	Week 13

Essay 1

Due: **Week 6**
Weighting: **40%**

Essay 1 - Students will choose an essay question (list provided) and discuss at least two texts studied

On successful completion you will be able to:
- An increased awareness of different kinds and forms of Polish literary texts and an appreciation of their cultural specificity and richness.
- Ability to develop critical reading skills and competence in interpretive analysis, research, and effective communication in the context of Polish literature.
- Ability to identify how different types of literary texts are strategically constructed to convey ideas, and how they are open to a range of interpretations.
- Ability to argue a critical position; to develop and justify one's own interpretation of a text by exploring the relationship between ideas and themes and the way they are presented; and to critically respond to implied points of view.
- Development of a critical consciousness informed by scholarly research and an awareness of the reasoned views of others.

Essay 2

Due: **Week 12**
Weighting: **40%**

Essay 2 - Students will choose an essay question (different from essay 1) and discuss at least two different texts studied, including novels

On successful completion you will be able to:
- An increased awareness of different kinds and forms of Polish literary texts and an appreciation of their cultural specificity and richness.

- Ability to develop critical reading skills and competence in interpretive analysis, research, and effective communication in the context of Polish literature.
- Ability to identify how different types of literary texts are strategically constructed to convey ideas, and how they are open to a range of interpretations.
- Ability to argue a critical position; to develop and justify one's own interpretation of a text by exploring the relationship between ideas and themes and the way they are presented; and to critically respond to implied points of view.
- Development of a critical consciousness informed by scholarly research and an awareness of the reasoned views of others.

Participation

Due: **Week 13**
Weighting: **20%**

Preparation and participation: active involvement in the unit content and associated activities

On successful completion you will be able to:
- An increased awareness of different kinds and forms of Polish literary texts and an appreciation of their cultural specificity and richness.
- Ability to develop critical reading skills and competence in interpretive analysis, research, and effective communication in the context of Polish literature.
- Ability to identify how different types of literary texts are strategically constructed to convey ideas, and how they are open to a range of interpretations.
- Ability to argue a critical position; to develop and justify one's own interpretation of a text by exploring the relationship between ideas and themes and the way they are presented; and to critically respond to implied points of view.
- Ability to engage in informed critical discussions with peers and teachers on the unit content through the participation in online sessions and associated activities.

Delivery and Resources

Prescribed Texts

The Poems

Jan Kochanowski: *Fraszki*: 'O żywocie ludzkim', 'Na lipę', 'O doktorze Hiszpanie'; *Treny*: 'Tren V, VII, VIII' and *Peśni*: Księgi wtóre, 'Pieśń IX'

Adam Mickiewicz: *Sonety krymskie* (*Crimean sonnets*): 'Burza'; 'Bakczysaraj'

Kazimierz Przerwa-Tetmajer, 'Evviva l'arte!'

Leopold Staff, 'Ars poetica'

Wisława Szymborska, 'Radość pisania', 'Pod jedną gwiazdką', 'Widok z ziarnkiem piasku'

Czesław Miłosz, 'Piosenka o końcu świata'

Tadeusz Różewicz, 'Ocalony'

Krzysztof Kamil Baczynski, 'Pokolenie II'

Zbigniew Herbert, 'Przesłanie pana Cogito'

The Short Stories

Bolesław Prus, 'Kamizelka'

Izabela Szolc, 'Teraźniejszość rzeczy minionych'

Stefan Grabiński, 'Szary pokój'

The Novels

Bolesław Prus, *Lalka* (excerpt)

Witold Gombrowicz, *Ferdydurke*

Stanisław Lem, *Solaris*

All the poems and short stories are available on the online unit.

The novels are available at the Macquarie Library. You may also purchase these titles at the University Co-op Bookshop: https://www.coop.com.au/s/macquarie-university

A Brief List of References

Poetry and short stories

Bojanowska, Edyta M. 'Wisława Szymborska: Naturalist and Humanist', *The Slavic and East European Jornal* 41.2 (1997): 199-223.

Carpenter, Bogdana. 'Wisława Szymborska and the Importance of the Unimportant', *World Literature Today* 71.1 (1997): 8-12.

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Dixon, Megan. 'How the Poet Sympathizes with Exotic Lands in Adam Micwiewicz's Crimean Sonnets and the Digression from Forefathers' Eve, Part III', *The   Slavic and Eastern European Journal* 45.4 (2001): 679-694.

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Fiut, Aleksander. *The Eternal Moment: The Poetry of Czesław Miłosz*, trans. Theodosia S. Robertson (Berkeley, CA: University of California Press, 1990).

Hidalgo Downing, Laura. 'Creating Things that Are Not: The Role of Negation in the poetry of

Wisława Szymborska', *Journal of Literary Semantics* 31 (2002): 113-132.

Jarzyńska, Karina. 'Miłosz biblijny oczami teologa', *Teksty Drugie* 3 (2010): 93-103.

Kalaidjian, Walter. *Understanding Poetry* (Boston and New York: Houghton Mifflin Co., 2005).

Kalinowska-Blackwood, Izabela. 'The Dialogue between East and the West in the "Crimean Sonnets"', *The Polish Review* 43.4 (1998) 229-239.

Koropeckyj, Roman. 'Orientalism in Adam Mickiewicz's Crimean Sonnets', *The Slavic and Eastern European Journal* 45.4 (2001) 660-678.

Lisowski, Zbigniew. *Tragizm wojny i okupacji w poezji Krzysztofa Kamila Baczyńskiego, Tadeusza Różewicza i Zbigniewa Herberta* (Warszawa: Wydawnictwo Naukowe Semper, 2008).

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Miłosz, Czesław. *The History of Polish Literature*, 2nd ed. (1969: repr. Berkley and Los Angeles: University of California Press, 1983).

Schwiebert, John E. *Reading and Writing from Literature*. 3rd ed. (Boston and New York: Houghton Mifflin Co., 2005).

Stabro, Stanisław. *Chwila bez imienia: O poezji Krzysztofa Kamila Baczyńskiego* (Kraków: Universitas, 2003).

Szmydtowa, Zofia. *Jan Kochanowski* (Warszawa: Państwowe Wydawnictwo Naukowe, 1985).

Welsh, David. 'Kochanowski's "Songs of the City of God" (1579)', *The Polish Review* 18.3 (1973): 44-51.

Gombrowicz, *Ferdydurke*

Ciesielski, Mieszko. 'Human on the Periphery of Community: Witold Gombrowicz on Provincialism', *Poznań Studies in the Philosophy of the Sciencies and the Humanities* 100.1 (2012): 103-119.

De Bruyn, Dieter. 'The Janus-Faced Author: Narrative Unreliability and Metafiction in Karol Irzykowski's *Pałuba* and Witold Gombrowicz's *Ferdydurke*', *Science Direct* 62.4 (2007): 401-422.

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Głowiński, Michał. *Gombrowicz i nadliteratura* (Kraków: Wydawnictwo Literackie, 2002).

Gombrowicz, Witold. *Autobiografia pośmiertna*. Ed. Włodzimierz Bolecki (Kraków: Wydawnictwo Literackie, 2002).

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Liszka, Jakób. 'The Face: I and Other in Gombrowicz's *Ferdydurke*', *Philosophy and Literature* 5.1 (1981) 62-72.

Lucey, C. 'Gombrowicz, Polish Modernism, and the Subversion of Form by Michael Goddard', *Slavic and East European Journal* 55.4 (2011): 685-686.

Łapiński, Zdzisław. Ed. *Gombrowicz i krytycy* (Kraków: Wydawnictwo Literackie, 1984).

Millati, Piotr. *Gombrowicz wobec sztuki: Wybrane zagadnienia* (Gdańsk: Słowo/Obraz Terytoria, 2002).

Płonowska-Ziarek, Ewa. Ed. *Gombrowicz's Grimaces: Modernism, Gender, Nationality* (Albany: State University of New York Press, 1998).

Lem, *Solaris*

Angenot, Marc. 'The Absent Paradigm: An Introduction to the Semiotics of Science Fiction', *Science Fiction Studies* 6.1 (1979): 9-19.

Balcerzan, Edward. Trans. Konrad Brodziński. 'Seeking only Man: Language and Ethics in *Solaris*', *Science Fiction Studies* 2.2 (1975): 152-156.

Bell, Michael. *Literature, Modernism, and Myth: Belief and Responsibility in the Twentieth Century* (Cambridge: Cambridge University Press, 1997).

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Csicsery-Ronay, Jr., Istvan. 'Modelling the Chaosphere: Stanisław Lem's Alien Communications', in *Chaos and Order: Complex Dynamics in Literature and Science*, ed. N. Katherine Hayles (Chicago and London: The University of Chicago Press, 1991) 244-262.

Easterbrook, Neil. 'The Sublime Simulacra: Repetition, Reversal, and Re-covery in Lem's *Solaris*', *Critique* 36.3 (1995): 177-194.

Enns, Anthony. 'Mediality and Mourning in Stanisław Lem's *Solaris* and *His Master's Voice*', *Science Fiction Studies* 29.1 (2002): 34-52.

Fitting, Peter. '"Ubik": The Deconstruction of Bourgeois SF', *Science Fiction Studies* 2.1 (1975): 47-54.

Kowalewski, Hubert. 'In Space No One Can Hear You Speak: Embodied Language in Stanisław Lem's *Solaris* and Peter Watts's *Blindsight*', *Extrapolation* 56.3 (2015): 353-376.

Lem, Stanisław, et al. 'An Interview with Stanisław Lem', *The Missouri Review* 7.2 (1984): 218-237.

Tighe, Carl. 'Stanisław Lem: Socio-Political Sci-Fi', *The Modern Language Review* 94.3 (1999): 758-774.

Weinstone, Ann. 'Resisting Monsters: Notes on *Solaris*', *Science Fiction Studies* 21.2 (1994): 173-190.

Weissert, Thomas P. 'Stanisław Lem and a Topology of Mind', *Science Fiction Studies* 19.2

(1992): 161-166.

On-line materials include:

The Student Handbook, Study Plan Schedule, the primary sources excluding the novels, and recorded lectures.

TECHNOLOGY USED AND REQUIRED

Online Unit

Login is via: https://ilearn.mq.edu.au/

Is my unit in iLearn?: http://help.ilearn.mq.edu.au/unitsonline/ to check when your online unit will become available.

Technology

Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

For students attending classes on campus we strongly encourage that you bring along your own laptop computer, ready to work with activities in your online unit. The preferred operating system is Windows 10.

Students are required to access the online unit in iLearn by the end of Week 1 and follow any relevant instructions and links for downloads that may be required. If applicable, students are required to download the relevant language package prior to Week 2.

Please contact your course convenor **before** the end of **Week 1** if you do not have a suitable laptop (or tablet) for in-class use.

- **For central technical support go to:** http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/
- **For student quick guides on the use of iLearn go to:** https://students.mq.edu.au/support/study/tools-and-resources/ilearn/ilearn-quick-guides-for-students

Unit Schedule

A recommended study plan including assessment due dates called **Study Plan Schedule** can be located in your online unit.

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 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

- An increased awareness of different kinds and forms of Polish literary texts and an appreciation of their cultural specificity and richness.
- Ability to develop critical reading skills and competence in interpretive analysis, research, and effective communication in the context of Polish literature.
- Ability to identify how different types of literary texts are strategically constructed to convey ideas, and how they are open to a range of interpretations.
- Ability to argue a critical position; to develop and justify one's own interpretation of a text by exploring the relationship between ideas and themes and the way they are presented; and to critically respond to implied points of view.
- Development of a critical consciousness informed by scholarly research and an awareness of the reasoned views of others.

Assessment tasks

- Essay 1
- Essay 2
- 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

- Ability to argue a critical position; to develop and justify one's own interpretation of a text by exploring the relationship between ideas and themes and the way they are presented; and to critically respond to implied points of view.
- Development of a critical consciousness informed by scholarly research and an awareness of the reasoned views of others.
- Ability to engage in informed critical discussions with peers and teachers on the unit content through the participation in online sessions and associated activities.

Assessment tasks

- Essay 1
- Essay 2
- 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

- An increased awareness of different kinds and forms of Polish literary texts and an appreciation of their cultural specificity and richness.
- Ability to develop critical reading skills and competence in interpretive analysis, research, and effective communication in the context of Polish literature.
- Ability to identify how different types of literary texts are strategically constructed to convey ideas, and how they are open to a range of interpretations.
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- Development of a critical consciousness informed by scholarly research and an awareness of the reasoned views of others.

- Ability to engage in informed critical discussions with peers and teachers on the unit content through the participation in online sessions and associated activities.

Assessment tasks

- Essay 1
- Essay 2
- Participation

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

- An increased awareness of different kinds and forms of Polish literary texts and an appreciation of their cultural specificity and richness.
- Ability to develop critical reading skills and competence in interpretive analysis, research, and effective communication in the context of Polish literature.
- Ability to identify how different types of literary texts are strategically constructed to convey ideas, and how they are open to a range of interpretations.
- Ability to argue a critical position; to develop and justify one's own interpretation of a text by exploring the relationship between ideas and themes and the way they are presented; and to critically respond to implied points of view.
- Development of a critical consciousness informed by scholarly research and an awareness of the reasoned views of others.
- Ability to engage in informed critical discussions with peers and teachers on the unit content through the participation in online sessions and associated activities.

Assessment tasks

- Essay 1
- Essay 2
- 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

- An increased awareness of different kinds and forms of Polish literary texts and an appreciation of their cultural specificity and richness.
- Ability to develop critical reading skills and competence in interpretive analysis, research, and effective communication in the context of Polish literature.
- Ability to identify how different types of literary texts are strategically constructed to convey ideas, and how they are open to a range of interpretations.
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- Development of a critical consciousness informed by scholarly research and an awareness of the reasoned views of others.
- Ability to engage in informed critical discussions with peers and teachers on the unit content through the participation in online sessions and associated activities.

Assessment tasks

- Essay 1
- Essay 2
- 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

- An increased awareness of different kinds and forms of Polish literary texts and an

appreciation of their cultural specificity and richness.

- Ability to develop critical reading skills and competence in interpretive analysis, research, and effective communication in the context of Polish literature.

- Ability to identify how different types of literary texts are strategically constructed to convey ideas, and how they are open to a range of interpretations.

- Ability to argue a critical position; to develop and justify one's own interpretation of a text by exploring the relationship between ideas and themes and the way they are presented; and to critically respond to implied points of view.

- Development of a critical consciousness informed by scholarly research and an awareness of the reasoned views of others.

Assessment tasks

- Essay 1
- Essay 2
- 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

- An increased awareness of different kinds and forms of Polish literary texts and an appreciation of their cultural specificity and richness.

- Ability to develop critical reading skills and competence in interpretive analysis, research, and effective communication in the context of Polish literature.

- Ability to identify how different types of literary texts are strategically constructed to convey ideas, and how they are open to a range of interpretations.

- Ability to argue a critical position; to develop and justify one's own interpretation of a text by exploring the relationship between ideas and themes and the way they are presented; and to critically respond to implied points of view.

- Development of a critical consciousness informed by scholarly research and an awareness of the reasoned views of others.

- Ability to engage in informed critical discussions with peers and teachers on the unit content through the participation in online sessions and associated activities.

Assessment tasks

- Essay 1
- Essay 2
- Participation

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 outcome

- Ability to engage in informed critical discussions with peers and teachers on the unit content through the participation in online sessions and associated activities.

Assessment task

- 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

- Development of a critical consciousness informed by scholarly research and an awareness of the reasoned views of others.
- Ability to engage in informed critical discussions with peers and teachers on the unit content through the participation in online sessions and associated activities.

Assessment tasks

- Essay 1
- Essay 2
- Participation

Changes from Previous Offering

Change of assessment tasks: replacement of Essay Plans with Participation task.