

School of Humanities and Languages

**ARTS1190 AUSTRALIAN LEGENDS:  
INTRODUCING AUSTRALIAN STUDIES  
Semester 2, 2014**

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Max Dupain, *Form at Bondi* 1939 AGNSW

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## 1. Course Staff and Contact Details

Course Convenor, Lecturer and Tutor			
Name	Assoc. Prof. Grace Karskens	Room	Morven Brown 340
Phone	02 9385 1673	Email	G.Karskens@unsw.edu.au
Consultation Time	Wednesdays 2-3		
Additional Lecturers			
Name	Dr Ruth Balint	Room	Morven Brown 345
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## 2. Course Details

Units of Credit (UoC)	6	
Course Description	<p>Welcome to this course!</p> <p>Australian Legends takes key themes in the Australian imaginary and examines their contemporary usages in film, advertising, politics and popular culture. It explores their origins, how they have been deployed and interpreted over time and matches them against historical experience. It examines crucial components of Australian self-understanding in their evolving historical and cultural contexts.</p> <p>As the Gateway to Australian Studies, Australian Legends will introduce students to multi-disciplinary ways of understanding Australian society and culture. It will marry broad content to methodology by exploring the modes through which various disciplines understand those representations. It will thus introduce students to the benefits of multi/interdisciplinarity and help them understand how these operate. This overt combination of method/theory and sustained content has the advantage of demonstrating clearly how certain threshold principles operate, while working at the same time to retain student interest.</p> <p>By exploring these key threshold concepts (through course content and assessment tasks), successful students will be prepared with the requisite skills and knowledge required for the successful study of advanced courses in the Australian Studies Minor.</p>	
Course Aims	1.	To introduce students to the Australian Studies Minor in terms of both content and methodology.
	2.	To provide students with a broad-brush knowledge of the origins, development and historical accuracy of a variety of images drawn upon in contemporary public discourse, noting the political implications of their usages over time.
	3.	To thereby provide the basis for more focused courses at second and third years.
	4.	To introduce students to multi-disciplinary ways of

		understanding Australia, marrying broad content to methodology by exploring the modes through which various disciplines understand those representations.
Student Learning Outcomes		At completion, students <b>who actively participate in and successful complete this course</b> will be able to:
	1.	critically assess various forms of evidence through an understanding of the political and cultural context of its construction and its intended and real audience
	2.	construct an argument in response to a posed question through using multiple forms of evidence to arrive at astute and nuanced generalization, and through assessing various and shifting interpretations of scholars over time.
	3.	be conversant with the historical origins of the field of Australian Studies
	4.	develop their knowledge of the various ways different disciplines approach Australian Studies
	5.	develop their ability to write clearly and fluently and express their ideas orally.
Graduate Attributes include:	1.	critical thinking (developed via documentary analysis, major essay and tutorial participation)
	2.	sustaining an argument (major essay);
	3.	good writing (major essay) and
	4.	being critically informed re Australia (lectures, documentary analysis, major essay and tutorial participation)

### 3. Learning and Teaching Rationale and Teaching Strategies

I believe there is an important link between research and teaching. I think the advantage of being an active researcher is that one can explore a subject more deeply, and can share original research and new insights with students (*see Lectures, Tutorials and Excursions below*)

I aim to give students a sense of history and cultural development as interlinked processes rather than as a set of discrete themes or events, yet also demonstrate the complex and contested nature of historical interpretations and the importance of taking multiple standpoints (*see Lectures and Tutorials below*)

I strive to develop generic skills in analysis, critique, writing and oral expression and presentation in students through both theoretical and practical work (*see Tutorials and Course Assessment components below*).

I want to foster a sense of the connectedness of past and present and between scholarship and the world beyond the academy (*see below, especially Excursions and Major Essay*)

### 4. Teaching Strategies

[ see above]

### 5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
1. Outline and annotated bibliography for major essay	1500 words	25%	Research, analytical and writing skills; familiarity with cross-disciplinary/ studies approaches.	1,2,3,4	Friday 12 September by 4pm
2. Major essay	2500 words	40%	Research, analytical and writing skills; familiarity with cross-disciplinary/ studies approaches	1,2,3,4	Friday 24 October by 4pm
3. Artefact project	200-300 words	10%	Research, analytical and writing skills; familiarity with cross-disciplinary/ studies approaches	1,2,3,4	48 hours before the relevant tutorial
4. Tutorial preparation and participation		25%	Time management self-discipline, critical reading and thinking,	1,2,4	24 hours before the relevant tutorial and each tutorial

			oral discussion.		
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**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

### **Assesment task 1: Outline and bibliography for the major essay**

**Due:** Friday 12 September by 4 pm

**Value:** 25%

**Submit:** paper copy to School of Humanities and Languages Drop Box; E-copy submitted to Turnitin on Moodle.

#### **Description and instructions:**

For this assignment you will compile a bibliography, read sources and write an outline of your major essay. It will ensure you start work on your major project in good time, and that you receive timely feedback on it.

The first three steps towards completing this project are:

#### **1. choose your question from the list below**

#### **2. compile and annotate a bibliography**

An annotated bibliography is a list of at least EIGHT relevant readings from reputable library-derived sources. Each reading should be formatted in school bibliographical style (see *Little Red Booklet* available on Moodle under Content and Resources). The use of primary sources is encouraged!! An annotation is one or more paragraphs (~ 150 words) briefly explaining the following about the reading:

- the main purpose and scope of the cited work
- its value and importance in its field, that is, for example, what historical debate does it participate in? who does it argue with? how convincing is it?
- its value and importance to your essay

Note: do not include references which, although you may consult them, turn out to be not relevant to the topic. Books of essays normally count as one reference.

Then **3. write your essay outline.**

An **outline** is a draft introduction and essay plan. It should outline the main issues your essay will address, the approach taken and the sorts of sources you will use, and the essay structure you will develop. (About 300 words)

### **Assessment task 2: Major essay**

**Due:** Friday 24 October by 4 pm

**Value:** 40%

**Word length:** (excluding synopsis, footnotes and bibliography) 2,500 words

**Submit:** paper copy to School of Humanities and Languages Drop Box; E-copy submitted to Turnitin on Moodle

#### **Description and instructions:**

The major essay will allow you to develop the learning outcomes listed above, in particular: to think critically, research widely, use evidence to make an argument, to understand the

nature of historiography and to write clearly and in a professional and scholarly style (that is, avoid slang, chattiness and raving!).

**If you choose one of the essay topics below PLEASE type the whole question at the top of your essay. Do not alter it in any way. Make sure you answer the question.** Make sure you reference your work properly. Unreferenced work will fail automatically.

#### LIST OF ESSAY TOPICS:

1. Choose two novels OR two films/mini-series portraying convict Australia OR two convict heritage sites. How do they portray convicts and the convict period in Australia? What are the implications of these interpretations for Australian history as a whole?
2. Why did Russell Ward's book *The Australian Legend* (1958) become so popular?
3. If Australia has always been a highly urbanised country, especially after the 1880s, why have so many Australian artists, writers and film-makers promoted a national identity focused firmly on the bush?
4. Should Anzac Day become Australia's "National Day"?
5. "White Australia has never really disappeared". Do you agree with this statement? Why or why not?
6. Why did Miriam Dixson say Australian women were 'the doormats of the western world'? (Miriam Dixson, *The Real Matilda*, 1976). Do you agree or not?
7. Australian society is said to be egalitarian. Is the term 'egalitarian' accurate and useful, or misleading and problematic when used to describe Australian society? Examine two different areas where egalitarianism is observed and measured in Australia to argue your case (some examples include: income levels, education, housing, sport, health care, manners and dress; or other major facets of national life).
8. Who was and was not defined as 'modern' in late nineteenth and twentieth century Australian society? Why?
9. Writing about the 2009 Victorian bushfires for *Inside Story*, historian Tom Griffiths titled his essay 'We have still not lived long enough'. What did he mean by this phrase, and what are the implications for the past and future of Australians living with fire?

Students in Australian Legends also have the option of researching and writing a project:

10. Australian Legends Contemporary Issues Project. Choose a major issue in current news and affairs (for example, the 2014 Budget, the debates over asylum seekers). How is it related to and illustrative of one or more of the 'legends' explored in this course? Does the longer perspective of cultural history and national ethos help us understand what is going on? If you wish to do this project, please discuss it with your lecturer first.
11. Australian Legends Art Project. Students can research and write a project on a painting or series of paintings in the collection of the Art Gallery of New South, which is/are related to one or more of the 'legends' explored in this course. If you wish to do

this project, please see your lecturer ASAP for further information, key questions and directions.

### **Assessment task 3: Artefact project**

**Due:** 48 hours before the relevant tutorial (Tutorials for weeks 2, 3, 4, 5, 8, 9, 10, 11, 12)

**Value:** 10%

**Word length:** 300 words

**Submit:** post on Moodle posting board for your tutorial group

#### **Description and instructions:**

In this assignment you must find a digital artefact – for example, an image, object, piece of music, film clip, advertisement) and describe in less than 300 words how it illustrates key themes in your week's readings. (As a rule, avoid simply finding an e-book or document). You can choose the week/theme you want to do in the first tutorial.

For reasons of copyright, it is best to post a web-link to the artefact. Type your caption immediately below. We have provided instructions and a model caption (the first posting in each tutorial discussion). Make sure you:

1. Identify the artist and/or source of the picture
2. If possible provide a date
3. Link the artefact into the week's tutorial readings
4. Link the artefact into the relevant 'legend'.

### **Assessment task 4: Tutorial preparation and participation**

**Due:** 24 hours before the relevant tutorial (Tutorials for weeks 2, 3, 4, 5, 8, 9, 10, 11, 12)

**Value:** 25%

**Submit:** post on Moodle

#### **Description and instructions:**

Besides research, analysis and writing, this course also gives you experience in speaking, debate and discussion.

This assessment component has two parts.

**1. Preparation.** (15%) Make sure you read for each of the 9 tutorials for which readings are set. Then, for each reading, post on Moodle

- one aspect, fact or theme that struck you, or that you found interesting and important. A sentence or two is fine.
- one question you have arising from that reading.

So, if there are two readings, there should be four responses (two comments and two questions), three readings, six responses, and so on. You may be asked to elaborate on your comment and/or question in class.

**2. Participation** (10%) Your tutorial preparation and participation mark will be based on the following criteria:

- regular attendance at weekly tutorials
- careful and consistent reading of the set material
- relevant contributions to classroom discussions
- ability to provide well-founded examples/evidence in support of opinions
- ability to extend the discussion creatively and intellectually
- respectful attitude towards other people and their views
- ability to encourage discussion, by asking questions of others

The UNSW Assessment Policy is available at:



[my.unsw.edu.au/student/academiclife/assessment/AssessmentPolicyIndex.html](http://my.unsw.edu.au/student/academiclife/assessment/AssessmentPolicyIndex.html)

## Grades

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All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

## Submission of Assessment Tasks

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Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

## Late Submission of Assignments

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Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

## 6. Attendance/Class Clash

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### Attendance

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Students are expected attend ALL classes in the courses in which they are enrolled - including lectures and tutorials, and to be regular and punctual in attendance. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

For further guidelines see <https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/>

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### **Class Clash**

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A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## **7. Academic Honesty and Plagiarism**

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

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

<b>Week/Lecture Date:</b>	<b>Lecture no</b>	<b>Lecture Content</b>	<b>Tutorial Content</b>
Week 1 30 July	1 and 2	Introductions/ What is Australian Studies?	No tutorial in Week 1
Week 2 6 August	3 and 4	Quiet Continent, Timeless Land	Australian Studies, Australian identity: scope, concepts, directions
Week 3 13 August	5 and 6	The Fatal Shore: Legends and Legacies of the Convicts	Outside history
Week 4 20 August	7 and 8	The Bush Legend	Fear and fascination: the convict legacy
Week 5 27 August	9 and 10	Australia Unlimited? Nature and Nation	From Bush workers to Crocodile Dundee
Week 6 3 September	11 and 12	EXCURSION: How legends built the city	(No separate tutorial)
Week 7 10 September	13 and 14	The Anzac Legend	Writing workshop
Week 8 17 September	15 and 16	A Modern Nation: Dreams and Aspirations	What's wrong with Anzac?
Week 9 24 September	17 and 18	Sporting Paradise	Beach culture
27 September -	5 October	<b>SESSION</b>	<b>BREAK</b>
Week 10 8 October	19 and 20	Man's World	Drinking rights/rites
Week 11 15 October	21 and 22	Land of the Fair Go	Egalitarianism – fair enough?
Week 12 22 October	23 and 24	White Australia to Multicultural Nation	A multicultural nation?
Week 13 29 October	No lectures		Legends and laments: reflections

## 8. Course Resources

**Textbook Details** Recommended text: Catriona Elder, *Being Australian: Narratives and Australian Identity*, Sydney, Allen & Unwin, 2007

Please purchase the ARTS1190 Study Kit, available from UNSW Bookshop

**Suggested further reading:**

Burgmann, V. & Lee, J, *A People's History of Australia Since 1788*, 4 Vols, Vic, 1988.

Carroll, John (ed), *Intruders in the Bush: The Australian Quest for Identity*, Melbourne, Oxford University Press, 1992.

Carter, David, *Dispossession, dreams and diversity: issues in Australian Studies*, Sydney, Pearson and Longman, 2006.

Curran, James and Ward, Stuart, *The Unknown Nation: Australia After Empire*, Melbourne University Press, 2010.

Day, D, *Claiming a Continent: A History of Australia*, Sydney, 1996

Grimshaw, P., Lake, M. et.al, *Creating a Nation*, Melbourne, McPhee Gribble, 1994.  
Hudson, Wayne, and Bolton, Geoffrey (eds), *Creating Australia: Changing Australian History*, Sydney, Allen & Unwin, 1997.

Macintyre, Stuart, *A Concise History of Australia*, Melbourne, Cambridge University Press, 2009.

Stokes, G (ed), *The Politics of Identity in Australia*, Sydney, UNSW Press, 1997.

Teo, Hsu Ming and White, Richard (eds), *Cultural History in Australia*, Sydney, UNSW Press, 2003.

White, Richard, *Inventing Australia: Images and Identity 1688-1980*, Sydney, Allen & Unwin, 1981.

Whitlock, Gillian and Carter, David (eds), *Images of Australia: An Introductory Reader in Australian Studies*, St Lucia, Qld, University of Queensland Press, 1999.

### **Journals**

*Australian Historical Studies*

*Journal of Australian Studies*

*Public History Review*

*Aboriginal History*

*Arena* (now *Arena magazine*)

*Australian Book Review*

*Australian Cultural History*,

*Australian Economic History Review*

*Australian Historical Studies* (formerly *Historical Studies*, and earlier *Historical Studies*,

*Australia and New Zealand* )

*Australian Journal of Politics and History*

*Australian Literary Studies*

*Gender & History*

*Griffith Review*

*History Australia*

*History Workshop*

*Independent Monthly*

*Island Magazine*

*Journal and Proceedings of the Royal Australian Historical Society*

*Journal of Australian Studies*

*Journal of Religious History*

*Journal of Women's History*

*Labour History*

*Overland*

*Southerly*

*The Monthly*

*Meanjin*

**Quadrant**

**Websites** Your Moodle website for ARTS1190 is

<http://moodle.telt.unsw.edu.au/course/view.php?id=9734>

<http://www.sl.nsw.gov.au/using/search/> State Library/Mitchell Library: search here for references, digitised pictures and manuscripts.

<http://www.nla.gov.au/catalogue/pictures/> National Library of Australia: many pictures online and searchable.

<http://trove.nla.gov.au> search online for books and pictures and early Australian newspapers.

More websites are found with weekly tutorial reading lists.

Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is:

[info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

## 9. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

## 10. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

## 11. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:

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

## 12. Other Information

**myUNSW**

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

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

## **OHS**

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UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

## **Special Consideration**

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In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

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

## **Student Equity and Disabilities Unit**

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Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.