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ARTS1031

Reading Through Time: Literature from the Renaissance to Postmodernity

Term Three // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Professor Helen Groth	h.groth@unsw.edu.au	Friday 2:00 - 4:00pm	220 Webster Building	9385 4864

School Contact Information

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The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

Course Details

Credit Points 6

Summary of the Course

Subject Area: *English*

This course will develop your skills in English through a focused introduction to the development of English literature in time and place. Taking as its starting point the notion that each period sees itself as “modern”, the course will concentrate on key historical shifts in English literary culture from 1500 to the present. Your understanding of literary movements will be extended through a focus on other kinds of contexts, such as national and transnational frameworks. Further, by considering the extent to which modernity is about rewriting the past, it will associate periodization with issues of canonicity. Canonicity will be approached mainly in terms of literary fashion and literary value: we will consider when and why some texts remain read and taught, and in what ways they are consumed. The course will develop your skills in literary analysis as a basis for textual interpretation and aesthetic judgement.

Course Learning Outcomes

1. Display knowledge of English literature from 1550 to the present
2. Analyse complex literary texts
3. Demonstrate an ability to think critically about literary texts
4. Demonstrate an ability to write good prose, in accordance with the conventions of the discipline

Teaching Strategies

Lectures, tutorials and assessment in this course should give you the skills necessary to perform intelligent, independent readings of literary texts and to communicate those readings in cogent speech and prose.

Lectures:

- give examples of the skills of textual analysis that you will need to display in your assessment tasks
- situate texts in their cultural and historical contexts
- indicate a range of different critical and theoretical approaches to literature
- introduce some of the specialized vocabulary used in English studies

Lecture attendance is compulsory unless you have an approved clash.

Tutorials: Weekly tutorials encourage you to **read continuously throughout the semester** and provide a forum to develop your own independent perspectives on the texts in dialogue with your tutor and peers.

Most weeks you will read a set literary text and a short passage from a secondary text. In tutorial, you will discuss these texts with your tutor and your class-mates.

Assessment

All assessment tasks above are essential components. You must attempt all assessment tasks in order to pass the course.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Class Quizz	20%	19/09/2019 09:00 AM	1
Essay	45%	Not Applicable	1,2,3,4
Take-home exam	35%	Not Applicable	1,2,3,4

Assessment Details

Assessment 1: Class Quizzes

Start date:

Length: Class quiz

Details: In class testing closed reading skills

Assessment 2: Essay

Start date:

Details: 2,000 word essay. Written feedback via turnitin.

Additional details:

Please see details in moodle

Assessment 3: Take-home exam

Start date:

Details: 1500 words.Feedback via turnitin.

Additional details:

Please see details in moodle

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 16 - 20 September	Lecture Tutorial	<p>Introductory lecture: This lecture will explain the course and its purpose. It will address the broad questions raised by this course. Why do some books capture the imagination of generations of readers? Why do some forms, characters and voices endure while others are forgotten? Why do some authors acquire celebrity status? Why are some stories retold, rewritten, and adapted in multiple media formats?</p> <p>In the second half of this lecture these questions will be considered in relation to the enduring motif – ‘Love’ in sonnets from the Renaissance to the Harlem Renaissance.</p> <p>Tutorial: Introduction of all modules and explanation of the structure of the course and assessments. This class will focus on the set texts in the folder – marked Module 1: Love. Sonnets by Shakespeare, Pope, Barrett Browning, Mackay will be the focus of this tutorial.</p> <p>Group Task: Students will be asked to identify the recurring motif of ‘Love’ in the work of poets selected from a range of historical periods from the Renaissance to the Contemporary. How does the representation & expression of love and desire change over time and in different literary contexts?</p>
Week 2: 23 -27 September	Lecture Tutorial	<p>Module 1: Voices/Poetry</p> <p>This lecture will trace the many literary versions of Sappho. Writers have been fascinated by Sappho as both a writer and an idea from the Renaissance through to the twentieth-century. This lecture explores how the figure of Sappho has haunted and inspired generations of writers. How do we read and understand this legacy?</p> <p>Tutorial:</p> <p><i>Close analysis:</i> Read Sappho’s 2 fragments alongside poems by Donne, Keats, Swinburne, Pound, & HD from the folder on the moodle site.</p>

		<p><i>Group task:</i> Groups of 3-4 students will discuss the pros and cons of a range of translations and adaptations of the myth of Sappho. What gets lost in translation? What remains as 'her voice' is channelled and refashioned by poets in different times and contexts? Can we talk about a single poetic voice in relation to Sappho?</p>
<p>Week 3: 30 Sept- 4 October</p>	<p>Lecture Tutorial</p>	<p>Module 1: Voices/Poetry</p> <p>This week's lecture will focus on the poetry of Sylvia Plath. It will pay close attention to her confessional poetic mode in the context of a more general consideration of the ways in which her poetry is often read through the lens of her tragic biography. This lecture will also consider the long critical history of blurring the lines between life and words, with a particular focus on the impact of this critical tendency on the reception of women writers.</p> <p>Tutorial:</p> <p>This class will read selected poems in detail before transitioning to a group work focus on the tension between life and art that Plath's poetry exemplifies.</p>
<p>Week 4: 7 - 11 October</p>	<p>In class test & first Lecture in Module 2 Tutorial on Poe</p>	<p>In Class Test (first hour of lecture – 40 mins)</p> <p>This test is intended as a close reading exercise and will be open book.</p> <p>Answers should focus on close textual analysis. Students can choose to write on any of the poets that have been studied in the first module. They must write on 1 poet/poem for each question.</p> <p>Module 2: Character/ Genre Fiction</p> <p>This lecture will introduce the second module - Character and Genre Fiction. The focus of this lecture will be on selected short detective fictions by Edgar Allan Poe - including <i>The Murders in the Rue Morgue</i>, <i>The Black Cat</i> & <i>The Tell Tale Heart</i>. Poe created enduring characters that have shaped the contours of the genre of detective fiction. This lecture will trace how these characters have been reworked and adapted over time. Attention will be given to theories of character and genre in the context of a broader consideration of the emergence of popular fiction and mass readership.</p> <p>Tutorial: close analysis of character and genre in relation to Poe's tales. Group task: Students will be asked to discuss examples of more contemporary adaptations of Poe detectives</p>

		(see course folder for examples). What has survived? What has changed and why?
Week 5: 14-18 October	Lecture Tutorial	<p>Module 2: Character/ Genre Fiction</p> <p>This lecture will focus on the Horror genre and on Robert Louis Stevenson's <i>The Strange Case of Dr Jekyll and Mr Hyde</i>. Stevenson's disturbing tale captivated Victorian readers and continues to engage contemporary readers, film-makers and writers. This lecture explores the reasons for this enduring popularity in the context of this module's focus on character and genre.</p> <p>Tutorial: close analysis of character and genre in relation to Stevenson's tale.</p> <p>Group task: Students will be asked to discuss examples of more contemporary adaptations of Stevenson's legendary character (see course folder for examples). What has survived? What has changed and why?</p>
Week 6: 21-25 October	Reading Week	
Week 7: 28 October -1 November	Lecture Tutorial	<p>Module 2: Character/ Genre Fiction</p> <p>This week's lecture focuses on Charlotte Bronte's classic novel <i>Jane Eyre</i>. Bronte's extraordinary novel blurs generic lines. It is a fusion of realism and gothic romance. It is also a novel that has been adapted and reworked in multiple forms and media. Jean Rhys' <i>Wide Sargasso Sea</i>, for example, tells the occluded story of Bertha Mason, Mr Rochester's first wife, challenging the racial assumptions and imperial entitlement that shapes Bronte's novel.</p> <p>Tutorial: This class will examine the character of Jane Eyre in detail. Why is her voice so insistent and compelling? How does Bronte's fiction blur the lines between romance and realism? Attention will also be paid to the various cinematic retellings of the novel.</p>
Week 8: 4-8 November	Lecture Tutorial	<p>Module 3: Performance/ Polemical Forms</p> <p>This lecture focuses on the essay as a polemical form and is designed to help students think about the practice of essay writing</p>

		<p>and critical interpretation. The lecture will introduce students to a range of essay styles from the 18thC to the present.</p> <p>Tutorial: This class will be a writing workshop in which you will have space to talk about your own essay writing/essays for this course with reference to the issues raised in the lecture. A key part of this class will be thinking about the essay as a polemical genre – what makes a good essay? Argument alone? Rhetoric? Interpretation?</p>
Week 9: 11-15 November	Lecture Tutorial	<p>Module 3: Performance/Polemical Forms</p> <p>This lecture will read the short stories of West-Indian writer, Jean Rhys (see folder on moodle) in the context of her polemical rewriting of Charlotte Bronte’s <i>Jane Eyre</i> in her 1966 novella, <i>Wide Sargasso Sea</i>. Rhys’s work compels her readers to avow the entangled histories of racial and sexual exploitation that have shaped the history of literary writing.</p> <p>Tutorial: This class will focus on 3 short fictions – ‘Sleep it Off Lady’, ‘I Used to Live Here Once’, ‘Good-bye Marcus, Good-bye Rose’, & ‘Let Them Call It Jazz’. Group work will focus on how voice, memory and place are evoked in Rhys’s fiction.</p>
Week 10: 18-22 November	Lecture Tutorial	<p>Module 3: Performance/ Polemical Forms</p> <p>This week’s lecture focus on a major figure of literary modernism, Virginia Woolf and the 2 short lectures that she first gave at the University of Cambridge in 1928, which were subsequently published in essay form in <i>A Room of One’s Own</i>. Woolf’s challenges her audience to imagine a different version of literary history in which Judith Shakespeare – the talented sister of William – might have lived and inspired other women to follow in her footsteps. Woolf takes up this challenge herself concluding her essay with an appeal to her female audience ‘to write all kinds of books, hesitating at no subject however trivial or however vast.’</p> <p>Tutorial: This seminar will pay close attention to Woolf’s polemical imaginative scenarios in <i>A Room of One’s Own</i>. How effective is Woolf’s re-reading of literary history in making her case for the value of women’s writing and the need to hear and discover forgotten traditions of women writers? This lecture focuses on the essay as a polemical form and is designed to help students think about the practice of essay writing and critical interpretation. The lecture will introduce students to a range of essay styles from the 18thC to the present.</p>

Resources

Prescribed Resources

Set texts:

1. Love sonnets (moodle folder)
2. Sappho set texts (moodle folder)
3. Plath set poems (moodle folder)
4. Edgar Allan Poe, 'Murders in the Rue Morgue' , 'The Black Cat' and 'The Tell-Tale Heart' (moodle folder)
5. Robert Louis Stevenson, The Strange Case of Dr Jekyll and Mr Hyde (Bookshop)
6. Charlotte Bronte, Jane Eyre (bookshop)
7. Virginia Woolf, A Room of One's Own (bookshop)
8. Jean Rhys, Short Fictions (moodle folder)

Recommended Resources

See Moodle site for some recommended readings.

An online lesson on Moodle deals with research skills in literary studies and the MLA database

Course Evaluation and Development

Students in previous years have commented that the course moves very quickly and covers a lot of material. It is difficult to balance coverage, which is one of the aims of this course, with depth. This is also one of the main differences between high school and university English, and it requires some adjustment at first year. This semester, we have responded to this feedback and to the changes required by moving to a shorter term, by reducing the reading and organising the material thematically to provide students with frameworks for understanding the historical range of material that the course covers.

Submission of Assessment Tasks

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Image Credit

Alicia Martin, Book

Sculpture: <https://inhabitat.com/alicia-martins-amazing-book-sculptures-pour-out-of-windows-and-into-the-streets/alicia-martin-books5/>

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