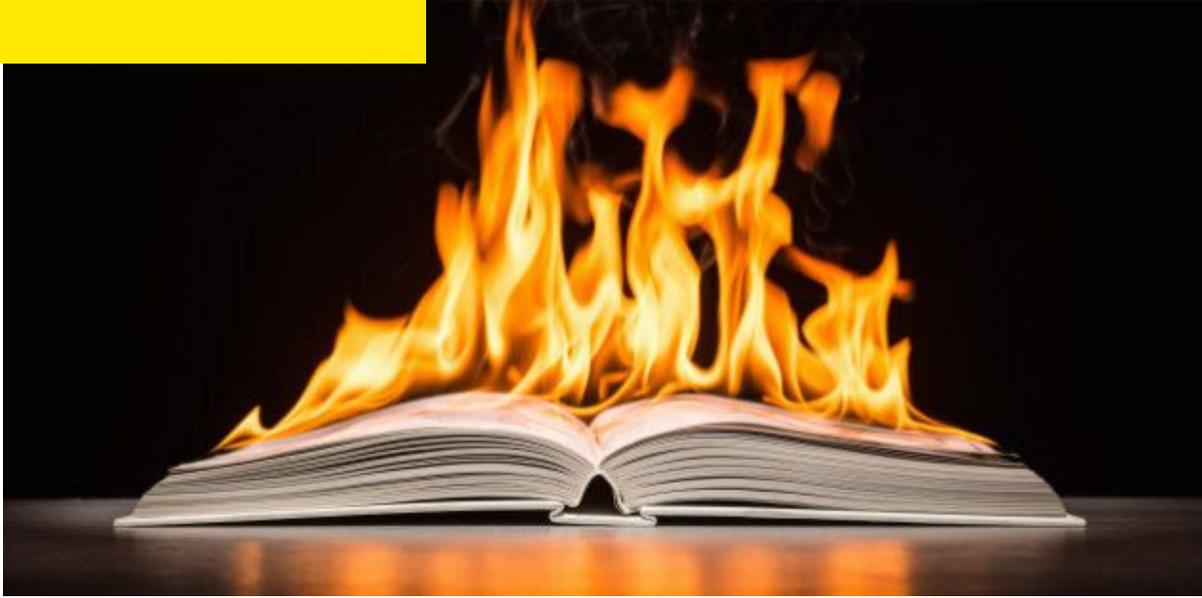




**UNSW**  
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# **ARTS3055**

Literature and Power

Term Two // 2020

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Laetitia Nanquette	<a href="mailto:l.nanquette@unsw.edu.au">l.nanquette@unsw.edu.au</a>	By appointment	Robert Webster room 216	9385 7792

### School Contact Information

School of the Arts and Media

Room 312, Level 3, Robert Webster Building (G14)

Phone: (02) 9385 4856

Email: [sam@unsw.edu.au](mailto:sam@unsw.edu.au)

Website: [www.arts.unsw.edu.au/sam](http://www.arts.unsw.edu.au/sam)

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

Who decides what is literature? Who selects what is a literary classic? How does literature work in a world of media conglomerates and small online presses? Reading and writing literature may be a contemplative act, a singular experience, or a pleasure, but it is also produced, distributed, and consumed by a multitude of people. The power struggles involved in this distributive process are many, between writers, literary agents, publishers, translators, readers, who all contribute to the texts. Positioning literature as a social construction, this course will explore literature's link to power.

### Course Learning Outcomes

1. Demonstrate understanding of key sociology of literature theories and methodologies, in relation to key historical and contemporary issues and trends in the relationship between literature and society
2. Effectively employ relevant technologies, methods, and research skills
3. Construct an original argument in relation to a field of scholarly debate and use the critical skills necessary to support arguments with evidence
4. Conduct formal textual analysis of literary works and put theoreticians' conceptual arguments in conversation with literary interpretations

### Teaching Strategies

#### Rationale for the inclusion of content and teaching approach

I am dedicated to promoting the value of literature as an art form, and as a vital element of public discourse. I feel that my role as a teacher, beyond ensuring that students acquire relevant disciplinary knowledge, is to demonstrate how to succeed in this field, and how to contribute to its ongoing development. The qualities and attributes which I think are necessary to this success include: a spirit of open enquiry; a willingness to experiment; the capacity to interrogate received opinion; and an ambition to produce high quality work. To promote this ambition I try to lead by example, engaging students with my passion for the subject and my commitment to teaching. I aim to give students as much autonomy as possible in the learning process, encouraging them to pursue the work which most interests them. I aim to foster a learning environment which is both respectful and critically robust. To this end I engage openly with all student opinions and encourage open and honest debate in classes. The combination of practice-based work and reflective analysis in the course will give students transferable skills relevant to related professional worlds, like publishing houses, digital media, journalism, and media related research.

#### Teaching strategies

Lectures to familiarise students with key issues and concepts in the course

Group discussion of issues raised by lectures

In-class group exercises to workshop research methods, e.g. by analysing data-sets or interviews with literary practitioners.

Time allocated for each student to offer their own opinion

No set questions for major essay to encourage students to research the topics which most interest them, and to provide them with the opportunity to make their own original intervention in a scholarly debate

Possibility to interview a literary practitioner

Real-world problem-solving: the combination of practice-based work and reflective analysis in the course will give them transferable skills relevant to related professional worlds, like publishing houses, digital media, journalism, and media related research.

## Assessment

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Multiple Choice Question	25%	To complete each week before the seminar	1
Interview Analysis and Questions	35%	05/07/2020 11:00 PM	1,2,4
Essay	40%	15/08/2020 11:00 PM	1,2,3,4

### Assessment Details

#### Assessment 1: Multiple Choice Question

**Start date:** 08/06/2020 12:00 AM

**Details:**

Individual Assessment

25-percent.

From Week 2 to 10 inclusive, you must write one multiple choice question and answer at least five questions on the readings.

Feedback via LMS.

**Turnitin setting:** This is not a Turnitin assignment

#### Assessment 2: Interview Analysis and Questions

**Start date:** 08/06/2020 12:00 AM

**Details:**

Individual Assessment

1500 words

35-percent

Select one among four interviews, analyse it and discuss the main findings you discovered in your comprehension of how the literary field works. You will also need to write a set of five to seven interview questions that you would ask to the same type of literary practitioner.

Feedback via LMS

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### **Assessment 3: Essay**

**Start date:** 13/07/2020 12:00 AM

#### **Details:**

Individual assessment

1500 words

35-percent

Essay on a topic of your choosing. You must cover material from Week 7 inclusive to 10 inclusive only (do not pick up a topic that covers week 1 to 5). To help you prepare for your essay, and in order to get initial feedback, you are asked to write a 200-word abstract for the convenor. This should include your proposed title, and a description of your topic area and of the question devised.

This is the final assessment.

Feedback will be provided via LMS.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## **Resources**

### **Prescribed Resources**

See Leganto list

### **Recommended Resources**

See Leganto list

### **Course Evaluation and Development**

This is a new course in T2 2020

## **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](mailto: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

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## CRICOS

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## Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.