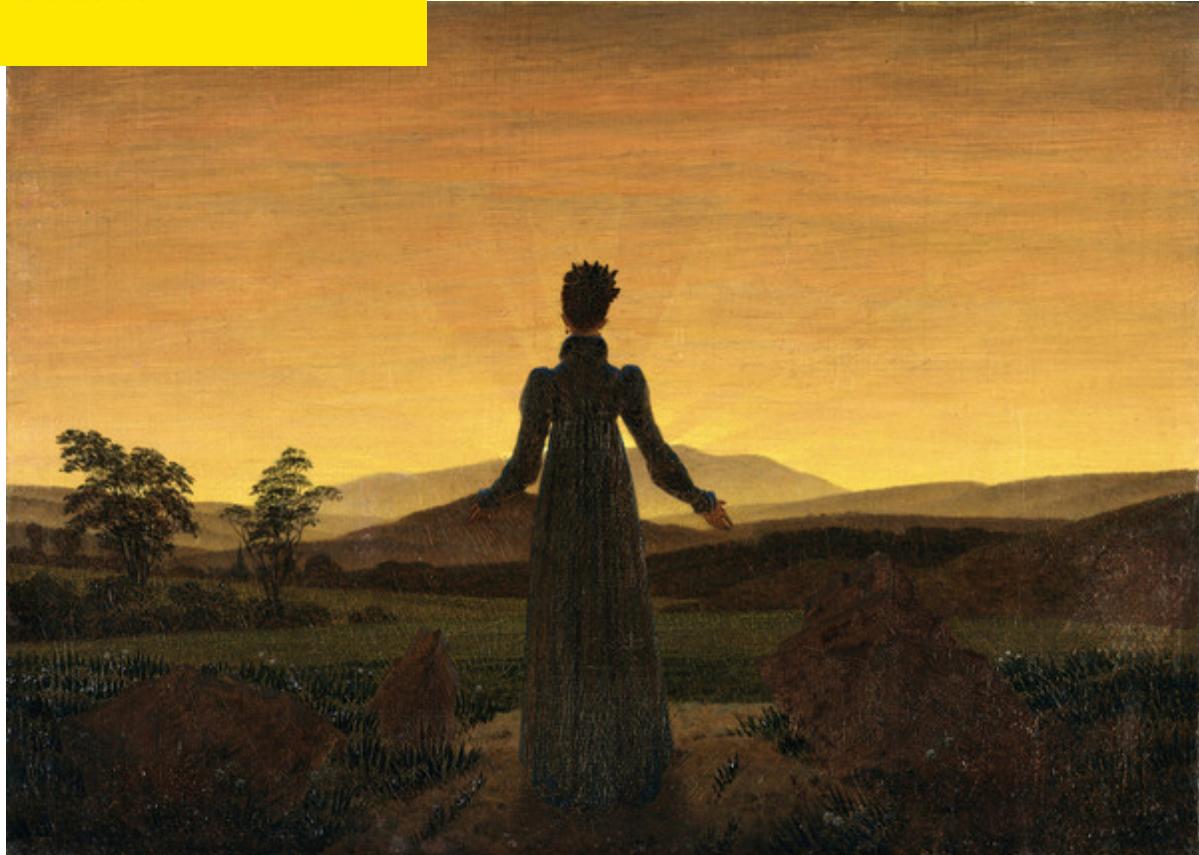




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ARTS3054

The Getting of Wisdom: Youth, Literature and the Formation of the Self

Term One // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
John Attridge	j.attridge@unsw.edu.au	Friday 1-2	Webster 228	93854484

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*

What do you want to be when you grow up? At some point during the eighteenth century, this question went from being more or less meaningless to one of the central preoccupations of Western literature and culture: the driving principle of countless—if not most—classic novels, and the occasion for many canonical works in other genres and media. The idea that the shape of an individual life follows a basic pattern of development, leading from the open-ended possibility of youth to the stable identity of adulthood, seems self-evident to us, but this idea has a history: it has been figured, configured and reconfigured in many different ways over the past 250 years, and continues to mutate and develop under our eyes today. The aim of this course is to track the related ideas of youth, adulthood and development over this period, as they are represented in key works of literature and cinema, and especially within the genre of the *Bildungsroman*. Our inquiry will be guided by the assumption that narratives of development, in prose, poetry and film, are not only passive reflections of reality, but rather that these literary and film representations are essential tools for making sense of our time-bound lives. Accordingly, your engagement with these questions will take the form of class discussion and a traditional essay, but also an original narrative in which you implement your understanding of the genre. The course is designed as a history of ideas and representations, but also as a toolkit, which will help us think about what it means to come of age in our own society and how best to approach the problem of education.

Course Learning Outcomes

1. Think and write critically about the role of cultural representations in shaping assumptions about youth, adulthood, education and other related concepts.
2. Situate a variety of course materials in relation to an overarching cultural theme.
3. Construct an independent argument.
4. Relate materials and concepts studied to contemporary questions of youth, education, adulthood and coming of age.

Teaching Strategies

The course will be delivered in a 1 hour lecture/2 hour seminar format. Lectures will introduce key concepts and theoretical materials and situate texts and films in relation to their historical contexts. The lectures will foster dialogue and engagement by incorporating questions, discussion and other activities. Seminars will be discussion-based, and will be focused on encouraging students to develop their own arguments and opinions about the materials studied and, especially, about the concepts underlying these materials. Some seminar time will be devoted to workshopping assessment tasks.

The major essay will require students to develop their own understandings of primary texts and films but also to engage with scholarly and theoretical material on the *Bildungsroman* and related texts, including both set readings available via Moodle and materials that they find themselves. Students will be expected to use their reading and viewing of different narratives of education to construct an independent argument about the central concepts of the course.

The presentation will develop skills of oral communication and foster discussion within seminars. The personal reflection exercise will encourage students to seek connections between the materials studied in the course and factual narratives of development, whether autobiographical or drawn from other sources. The quiz serves the purpose of cultivating familiarity with the texts and/or film(s) studied, and also allows students another, non-discursive means of demonstrating their grasp of the readings and films.

Assessment

You must attempt all assessments in order to be eligible to pass the course.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Presentation	25%	Not Applicable	4
Major essay	50%	26/04/2019 06:00 PM	1,2,3
Personal reflection exercise	25%	07/03/2019 06:00 PM	1,4

Assessment Details

Assessment 1: Presentation

Start date: Not Applicable

Details: A short oral presentation (< 8 minutes) dealing with materials studied and activities undertaken in the course. Mark, rubric and some written notes provided in class.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Major essay

Start date:

Details: An essay will require students to complete a major research task on a selection of texts and films studied across the semester. Students will be required to demonstrate a familiarity with scholarship on Bildung narratives as well as with the primary texts. 2500 words. This is the final assessment task. Mark and comment by LMS.

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

Assessment 3: Personal reflection exercise

Start date:

Details: This exercise requires students to write a short factual narrative describing an experience of education, development, formation and/or coming of age. The narrative may be autobiographical, or may deal with another person, historical or otherwise. The narrative must show an awareness of the genre of the narrative of education or Bildung, by referring to one or more of the texts/films studied in the course either formally or thematically. 1500 words. Mark and written feedback via LMS.

Attendance Requirements

You must attend at least 80% of seminars. This is so that:

- you can work towards the CLOs through discussion and group activities
- you can learn from presentations by other students and give feedback on their presentations
- you can participate in discussions that prepare you for the assessments
- you can participate in breakout group activities that teach collaboration skills and prepare you for the assessments
- you can be part of a learning community

Lecture attendance is not recorded. However, you are strongly encouraged to attend. Although the lectures are recorded, structured interactive learning activities will also take place during some specified lecture slots. Some presentations will also be scheduled during designated lecture slots.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 18 February - 24 February	Lecture	Introduction: the genre of the <i>Bildungsroman</i> + Wordsworth
	Seminar	Wordsworth + Rousseau
Week 2: 25 February - 3 March	Lecture	Proust + Woolf
	Seminar	Proust + Woolf
Week 3: 4 March - 10 March	Lecture	Eliot, <i>Middlemarch</i>
	Seminar	Eliot, <i>Middlemarch</i>
Week 4: 11 March - 17 March	Lecture	TBA
	Seminar	Eliot, <i>Middlemarch</i>
Week 5: 18 March - 24 March	Lecture	Plath, <i>The Bell Jar</i>
	Seminar	Plath, <i>The Bell Jar</i>
Week 6: 25 March - 31 March	Lecture	Kincaid, <i>Annie John</i>
	Seminar	Kincaid, <i>Annie John</i>
Week 7: 1 April - 7 April	Lecture	<i>Aparajito</i> , dir. Satyajit Ray
	Seminar	<i>Aparajito</i> , dir. Satyajit Ray
Week 8: 8 April - 14 April	Lecture	Zadie Smith, <i>Swing Time</i>
	Seminar	Zadie Smith, <i>Swing Time</i>
Week 9: 15 April - 21 April	Lecture	<i>Moonlight</i> , dir. Barry Jenkins + conclusion
	Seminar	<i>Moonlight</i> , dir. Barry Jenkins.

Resources

Prescribed Resources

Complete texts (available in UNSW bookshop)

George Eliot, *Middlemarch*

Jamaica Kincaid, *Annie John*

Sylvia Plath, *The Bell Jar*

Zadie Smith, *Swing Time*

Shorter texts in reader (and on Moodle):

Marcel Proust, *The Way by Swann's* (extract)

Jean-Jacques Rousseau, *Confessions*, book 1

Virginia Woolf, "A sketch of the past" (extract)

William Wordsworth, *The Prelude* (extract)

Films (streamable via the UNSW library portal)

Aparajito [*The Unvanquished*], dir. Satyajit Ray (if you have a chance, please try to also watch the first and third films in the Apu trilogy, *Pather Panchali* and *Apur Sansar* - but *Aparajito* can be appreciated perfectly well as a standalone film)

Moonlight, dir. Barry Jenkins

Secondary and historical readings

Selected additional readings made available on Moodle and/or Leganto.

Recommended Resources

Consult Moodle for notes on further reading.

Course Evaluation and Development

Nb. Because this course last ran in S2 2018, it was impossible to incorporate some suggestions, as many changes have to pass through the university's governance structures, which move slowly.

That said, I am increasing the *maximum* word limit for the essay in response to student comments.

In 2017, some students wanted more contemporary texts, and a more diverse selection of contemporary texts, representing a wider range of experiences. The new material on the syllabus in 2018 was Jamaica Kincaid, *Annie John* and the film *Moonlight*, and in 2019 we have added Zadie Smith, *Swing Time*, as a

replacement for Knausgaard.

Course structure: in 2018 I introduced modules, to give a more obvious structure to the latter part of the course.

Too much secondary reading: in 2018, I changed some of the compulsory secondary readings to optional secondary readings.

Two texts that were on this course in 2017 and 2018, Freud, "From the history of an infantile neurosis", and Knausgaard, *My Struggle*, have been removed in 2019 in response to comments made by students in both 2018 and 2019. In general, I don't think that texts should be included/excluded by popular vote, but people made some thoughtful objections to those particular readings.

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 externalteletsupport@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

Caspar David Friedrich, *A Woman at Sunset or Sunrise* (1818)

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