

Course Last Updated [06/06/2024]



University of
New Haven

Australian, Asian and Pacific Literatures

Section I: Course Overview

Course Code: ENG355SYD

Subject Area(s): English Language and Literature

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: None

Course Description

This course covers a wealth of literature from the Australian, Asian and South Pacific region, from Australia's earliest colonial outback and horsemen stories to the city-focused cosmopolitanism of the 1980s, Aboriginal and Asian literature of the 1990s and 2000s, and the contemporary Polynesian literatures' reformulations of place that respond to both contemporary and traditional understandings of islands, archipelagos, and identity.

Students will be encouraged to consider the issues of 'now', namely the anxieties shared by many nations and ethnicities in the Asia-Pacific region concerning identity politics, the environment and globalization, as they are depicted in literature from across the region.

This course gives students experience in writing and completing assessments in a range of styles and genres, from the short form to the formal scholarly essay, and will even give students the opportunity to do a small amount of their own creative fiction writing if desired.

Learning Objectives

Upon successful completion of this course, students are able to:

- Recognize representations of the impact of globalization in the urban environment, within the Australian, Asian and Pacific literature set for study, including in the identification and unpacking of literary devices used in the texts;
- Explain how the literary devices used in the Australian, Asian, and Pacific literature set illustrate the impact of globalization on the urban environment.
- Identify representations of spatial and temporal inhabitation in the literature set for study, including the formations of nationality, ethnicity, gender, geography and cultural history that define time, space and place in the Asia-Pacific region;
- Identify representations of spatial and temporal inhabitation in the literature set for study, including the formations of nationality, ethnicity, gender, geography and cultural history.
- Understand the differences between their own identities as American-college-readers and the identities of others as represented in the literature set for study;
- Compare the differences between their own identities as American-college-readers and the identities of others as represented in the literature set for study;
- Describe the theories – and their implications – of some of the key thinkers of the twentieth and twenty-first centuries on the structures and operations of power, privilege and inequality in urban and rural environments, and the ways these are demonstrated in the literature set for study.
- Explain how the theories of some of the key thinkers of the twentieth and twenty-first centuries address power, privilege, and inequality in urban and rural environments in the literature set for study.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: By appointment.

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Tutorial Q&A sheets – 10%

Minor Essay 1 – 15%

Major Essay Status Progress – 10%

Major Essay – 30%

Minor Essay 2 – 15%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Tutorial Q&A sheets (10%): Seminars 2-12 Q&As (approx. 1,250 words total)

The collected tutorial Q&As will be marked on the quality of student responses. This task allows students to prepare for the tutorials, and receive a mark that reflects the combination of the consistency of their efforts over the duration of the course, and the individual quality of student engagement with particular texts.

Minor Essay 1 – 750 Words (15%): Students should consider poetic devices and techniques used by the poets and/or short story writers, such as metaphors and similes, rhyme, rhythm and meter, and word choice. Students should reference the poem or literary text and ONE scholarly reading, which may be selected from the additional readings provided for the subject.

The criteria for this assessment will include: ability to correctly identify and discuss poetic or literary techniques, devices and forms; critical and analytical knowledge of the texts set for study and the main issues presented in them as discussed in course material and scholarly readings; ability to write coherently and accurately in a formal academic style; ability to structure an argument and address the question; appropriate use of quotations from texts to support argument and the correct application of MLA referencing style.

Major Essay Status Progress (10%): Students submit a detailed essay plan addressing one of the questions handed out for the major essay. The essay plan should consist of the following:

1. An introductory paragraph that addresses the question and previews your 'conclusions';
2. Five 'topic sentences' (first sentence of a paragraph). Each topic sentence should a) state the main point of the upcoming paragraph, and b) tie this point back to the essay question and your 'answering' of it. This means that your essay should make five strong points in response to the chosen question;
3. A list of scholarly readings to support the argument being made in the Major essay with a brief statement (1 or 2 sentences) explaining their relevance to your argument.

Major Essay – 1500 words (30%): The formal essay is the most recognized and respected mode of scholarly engagement with literature, and it is therefore important for students to practice the skills involved in this form of writing. Students choose from a range of essay questions to explore in detail one of the subject themes of nationalism, colonialism and post-colonialism, multiculturalism, identity

and class, in relation to selected literary examples encountered in the weekly classes. Student should include at least 3 scholarly sources in the argument, in addition to the novel. The in-text references and reference list must be formatted using the MLA (in text) referencing system. Students will be marked on their ability to write coherently and accurately in a formal academic style; knowledge of the texts set for study and the main issues presented in them as discussed in course material and additional research material; ability to correctly identify and discuss poetic techniques, devices and forms; ability to structure an argument and address the question; appropriate use of quotation from texts to support argument.

Minor Essay 2 – 1000 words (15%): The second minor essay task has the same parameters as the first minor essay (see above). However, students must choose from a different selection of questions, and the texts on which students may write will be the ones studied in UNIT 2: Islands, Continents and Transnational Identities (Session 7 to 12).

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Guided literary tour of multicultural neighborhood.

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Anderson, B. (2020). Imagined communities: Reflections on the origin and spread of nationalism. In *The new social theory reader* (pp. 282-288). Routledge.

Avieson, B., Giles, F., & Joseph, S. (Eds.). (2017). *Mediating Memory: Tracing the Limits of Memoir*. Routledge.

Beveridge, J. (1996) *Yachts*

Cheng, M. (2017). *Australia Day*. Text Publishing.

Cobby-Eckermann, A. Fogarty, L. (2011) *Southerly*, Editorial Vol 71

Elder, C. (2020). *Being Australian: Narratives of national identity*. Routledge.

Fogarty, L (2011). *Untitled*

Garner, H. (2011). *Postcards from surfers*. ReadHowYouWant.com.

Ginibi, R. L. (2007). *Don't take your love to town*. Univ. of Queensland Press.

Gorman, S. (2011). Politics of Indigeneity in Fogarty's Poetry. *CLCWeb: Comparative Literature and Culture*, 13(2), 8.

Harkin, N. (2011). *White Picket Fence*

Jones, G. (2011). *Five Bells*

Lawson, H. (1982). *The Drover's Wife*

Leanne, J. (2011). *Snake Children*

Loukis, A. (1981). *Douherty*.

McDonald, W. (2017). Redressing the Silence: Racism, Trauma, and Aboriginal Women's Life Writing. In *Mediating Memory* (pp. 284-298). Routledge.

Morgan, S. (2010). *My place*. Fremantle Press.

Pilkington, D. (2013). *Follow the rabbit-proof fence*. Univ. of Queensland Press.

Rosa, N. (2011) *The Fishing Trip*

Simic, Z. (2013). 'Women's writing' and 'feminism': a history of intimacy and estrangement. *Outskirts: feminisms along the edge*, 28.

Walwicz, A (1981). *Australia*

Waterhouse, R. (2000). Australian legends: Representations of the bush, 1813–1913. *Australian Historical Studies*, 31(115), 201-221.

Recommended

Beveridge, J. (2014). *Making Space for the Inner Life*, NSW Writers Centre.

Jurgensen, M. (1999). Transformative Identities of Literary Multiculturalism, *Southerly*.

Weedon, C. (2004). *Identity and Culture: Narratives of Difference and Belonging*, Open University Press/McGraw Hill Educational.

Course Calendar

Session 1	
Topics	Introductory activities Theoretical and thematic frameworks Nationalism, colonialism and post-colonialism, multiculturalism, identity, and class. Literary and poetic techniques

	Literary genres
Activity	Preparatory Tutorial Q & A on Canvas and completion of E-learning activities to consolidate classwork.
Readings & Assignments	<p>Required:</p> <ul style="list-style-type: none"> Anderson, Benedict, Excerpt from Introduction, Reflections on the Origins and Spread of Nationalism, Verso, 1983, London. Elder, Catriona, Imagining Nations, Telling National Tales, chapter 1 in Being Australian: Narratives of National Identity, Taylor & Francis, 2008. <p>Recommended:</p> <ul style="list-style-type: none"> Weedon, C., Subjectivity and Identity, Chapter 1 in Identity and Culture: Narratives of Difference and Belonging, Open University Press/McGraw Hill Educational, 2004, Berkshire, England.

Session 2	
Topics	<p>1788 to 1920's Colonial literature</p> <p>Australian poetry and prose White Australian national identity Indigenous identities Settlement narratives Comic ballad</p>
Activity	Preparatory Tutorial Q & A on Canvas and completion of E-learning activities to consolidate classwork.
Readings & Assignments	<p>Required:</p> <ul style="list-style-type: none"> Paterson, A.B., 'Mulga Bill's Bicycle' (1896) Lawson, Henry, 'The Drover's Wife' (1892). Waterhouse, Richard, Australian Legends: Representations of the Bush, 1813-1913, Australian Historical Studies, Vol 31, No 115, pp 200 - 221 (2000). <p>Recommended:</p> <ul style="list-style-type: none"> Garner, Bill, Bushmen of the Bulletin: re-examining Lawson's 'Bush credibility' in Graeme Davison's 'Sydney and the Bush', Australian Historical Studies Vol 43 No 3, pp 452 - 462. Mclaren, John, A Haunted Land, Australian Studies, Vol 20, pp 153 - 168, 2005/2007.

Session 3	
Topics	<p>Aboriginal Literature in Australia: Politics, Tradition and Humour</p> <p>Representations of Aboriginal people and their lives Australian Indigenous poets</p>

	Fogarty Leanne Harkin Rosas
Activity	Preparatory Tutorial Q & A on Canvas and completion of E-learning activities to consolidate classwork.
Readings & Assignments	<p>Required:</p> <ul style="list-style-type: none"> • Harkin, Natalie, 'White Picket Fence' 2011 • Rosas, Norman, 'The Fishing Trip' 2011 • Fogarty, Lionel, 'untitled' 2011 • Leanne, Jeanne, 'Snake Children' 2011 • Gorman, Sean, "Politics of Indigeneity in Fogarty's Poetry" Comparative Literature and Culture, Vol 13 No 2, June 2011 <p>Recommended:</p> <ul style="list-style-type: none"> • Eckermann, Ali Cobby, & Fogarty, Lionel, Editorial, Southerly, Vol 71 No 2 2011 • Hile, Fiona, Fiona Hile Reviews Lionel Fogarty, 10 March 2015, http://cordite.org.au/reviews/fhile-lfogarty/

Session 4	
Topics	<p>Late-twentieth-century multicultural literature in Australia</p> <p>Post-World War II immigrant literature Twentieth-century national identity Poems by Greek-Australian, Arab-Australian and Italian-Australian writers Hybrid identity Postcolonial theory Multiculturalism in 1980s and 1990s Australia.</p>
Activity	Preparatory Tutorial Q & A on Canvas and completion of E-learning activities to consolidate classwork.
Readings & Assignments	<p>Required:</p> <ul style="list-style-type: none"> • Walwicz, Ania, 'Australia', The Penguin Book of Australian Women Poets, Editors, Susan Hampton and Kate Llewellyn, Penguin, 1986, Ringwood, Au. (1981), • Loukakis, Angelo, 'Doherty', For the Patriarch, University of Queensland Press, 1981, AU. • Elder, Catriona, White Australia Meets Multiculturalism: Ethnicity and Nation, Chapter 5 in Being Australian: Narratives of National Identity, Taylor & Francis, 2008. <p>Recommended:</p>

	<ul style="list-style-type: none"> • Jurgensen, Manfred, Transformative Identities of Literary Multiculturalism, Southerly, Vol 59, No 3 – 4, pp 267 – 276 (1999). • Larsen, Svend Erik, Australia between White Australia and Multiculturalism: a World Literature Perspective, Comparative Literature: East and West, Vol 1, No 1, pp 74-95, 2017. <p>Assignment: First Minor Essay due, submission via CANVAS (Turnitin).</p>
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Session 5	
Topics	<p>Memoir, Trauma and Aboriginal Life writing</p> <p>Postcolonialism</p>
Activity	Preparatory Tutorial Q & A on Canvas and completion of E-learning activities to consolidate classwork.
Readings & Assignments	<p>Required:</p> <ul style="list-style-type: none"> • Pilkington-Garimara, Doris (Nugi Garimara), Introduction, Chapter 1 and Chapter 5 (Jigalong) in Follow the Rabbit-Proof Fence, University of Queensland Press, 1996, AU. • McDonald, Willa (2019) Redressing the Silence: Racism, Trauma, and Aboriginal Women's Life Writing in B. Avison, F. Giles & S. Joseph Mediating Memory: Tracing the Limits of Memoir, Routledge, 217 N.Y. <p>Recommended:</p> <ul style="list-style-type: none"> • Brewster, Anne, Aboriginal life writing and globalisation: Doris Pilkington's Follow the Rabbit-Proof Fence, Southerly, Vol 62 No 2, pp 153 – 161 (2002) • Ginibi, Ruby Langford, Corroboree, Chapter 10 in Don't Take Your Love to Town, Penguin, 1988, AU. • Morgan, Sally. My Place. Fremantle Arts Centre Press, 1988, AU. • Scutter, Heather, Writing the Childhood Self, The Lion and the Unicorn, Vol. 25 No. 2, pp 226- 241 (2001).

Session 6	
Topics	<p>Changing Voices – writing from the margins</p> <p>Regional, cultural, ethnic and gender-focused voices. Myth, memory and subjectivity The city/bush divide Cultural nationalism Identity, ideology, gender, ethnicity and sexuality in Australian literature.</p>

Activity	Preparatory Tutorial Q & A on Canvas and completion of E-learning activities to consolidate classwork.
Readings & Assignments	<p>Required:</p> <ul style="list-style-type: none"> • Beveridge, Judith, Yachts, https://www.lyrikline.org/en/poems/yachts-1792 • Garner, Helen, The Dark, The Light from <i>Postcards from Surfers</i>, Camberwell, Vic. Penguin Group, 2008. • Jones, Gail, Chapter 1 from <i>Five Bells</i>, North Sydney, Au. Random House / Vintage 2011 • Cheng, Melanie, Fracture, Australia Day, Text, Sydney, 2017 p. 105 • Simic, Zora 'Women's Writing' and 'Feminism': A history of intimacy and estrangement, <i>Outskirts</i>, Vol 28, 2013. <p>Recommended:</p> <ul style="list-style-type: none"> • Beveridge, Judith, Making Space for the Inner Life, NSW Writers Centre blog post, May 2014 http://www.nswwc.org.au/2013/05/making-space-for-thehttp://www.nswwc.org.au/2013/05/making-space-for-the-inner-life-judith-beveridge-on-poetry-spirituality/inner-life-judith-beveridge-on-poetry-spirituality/ • Falconer, Delia, Ghosting from Sydney, UNSW Press Sydney, NSW 2010 • Fagan, Melissa, Postcards from Surfers: 30 years on, from Meanjin Quarterly November 15, 2015, https://meanjin.com.au/blog/postcards-from-surfers-30https://meanjin.com.au/blog/postcards-from-surfers-30-years-on/years-on/ • Mitchell, Lauren, An interview with Melanie Cheng, Griffith Review, Edition 54, October 2016. <p>Assignment: Essay Plan for Major Essay, submission via CANVAS.</p>

Session 7	
Topics	<p>Masculinity, Islands, and the Self in Polynesian and Australian Literature</p> <p>Polynesia Postcolonial to transnational ideas of identity Masculinity</p>
Activity	Preparatory Tutorial Q & A on Canvas and completion of E-learning activities to consolidate classwork.
Readings & Assignments	<p>Required:</p> <ul style="list-style-type: none"> • Albert Wendt, 'Inside Us the Dead' (1976). • Brenda Saunders, 'Deadly' (2011). • Teresia Teaiwa & Selina Tusitala Marsh, Albert Wendt's Critical and Creative Legacy in Oceania: An Introduction, <i>The Contemporary Pacific</i>, Vol 22, No 2, 2010, pp 233–248 <p>Recommended:</p>

	<ul style="list-style-type: none"> Ellis, Junniper, "'Tatau' and 'Malu': Vital Signs in Contemporary Samoan Literature." PMLA 121.3 (2006): 687-701.
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Session 8	
Topics	<p>Diaspora – Parents & children, generational change, and transnational identity through Literature</p> <p>European migration Refugees Asylum-seekers</p>
Activity	Preparatory Tutorial Q & A on Canvas and completion of E-learning activities to consolidate classwork.
Readings & Assignments	<p>Required:</p> <ul style="list-style-type: none"> Le, Nam, 'Love and Honor and Pity and Pride and Compassion and Sacrifice' from <i>The Boat</i> (2008) Ommundsen, Wenche, 'This Story Does Not Begin on a Boat': What Is Australian about Asian Australian Writing?" <i>Continuum: Journal of Media & Cultural Studies</i> 25.4 (2011): 503–513 <p>Recommended:</p> <ul style="list-style-type: none"> Pham, Hoa, "Finding a Place in the World – Vietnamese-Australian Diasporic Writing." <i>Southerly (Long Paddock)</i> vol.71.1 (2011): <p>Assignment: Major essay due, submission via CANVAS</p>

Session 9	
Topics	<p>Singaporean ethnicities and the ancient/modern transition</p> <p>Singaporean culture and society. The short story genre</p>
Activity	<p>Preparatory Tutorial Q & A on Canvas and completion of E-learning Activities to consolidate classwork</p> <p>Guest lecture</p>
Readings & Assignments	<p>Required:</p> <ul style="list-style-type: none"> Hoong, Yong Shu , 'The Handover', <i>Quarterly Literary Review of Singapore</i>, Vol 6 No 1 October 2006 Lee Koe, Amanda , <i>Flamingo Valley</i>, Ministry of Moral Panic, Epigram Books, Singapore, 2013, pp. 1-21 Poon, Angela & Whitehead, Angus, <i>Introduction: Singapore Literature in English in Singapore Literature and Culture: Current Directions in Local and Global Contexts</i>. 1st ed., vol. 1, Routledge, 2017

	<p>Recommended:</p> <ul style="list-style-type: none"> • Cheng, Boey Kim, Plum Blossom, or Quong Tart at the QVB, https://www.poetry.sg/boey-kim-cheng-plum-blossom • Leong, Liew Geok. "Dissenting Voices: Political Engagements in the Singaporean Novel in English." World Literature Today 74.2 (2000): 285-292. • Means, Laurel. "The Role of the Writer in Today's Singapore: Voice of the Nation?" Asian Survey 34.11 1994: 962-973 • Tay, Eddie, A Luxury we Cannot Afford: The Poetry of Yong Shu Hoong and Boey Kim Cheng, Chapter 3 in Angela Poon & Angus Whitehead, Singapore Literature and Culture: Current Directions in Local and Global Contexts. 1st ed., vol. 1, Routledge, 2017
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Session 10	
Topics	<p>Chinese Poetry – cultural traditions and contemporary expressions</p> <p>Literary ties between China and Australia, Translations Twentieth-century language theory Linguistic Turn</p>
Activity	Preparatory Tutorial Q & A on Canvas and completion of E-learning Activities to consolidate classwork
Readings & Assignments	<p>Required:</p> <ul style="list-style-type: none"> • Li Po 'Alone and Drinking under the Moon' (8th century) • Li Wei 'For the Heck of It' 2012. • Zhang, Xiaohong & Lin, Jiazhao, Between Modern and Post-modern: contemporary Chinese Poetry from the Outside In, Journal of Modern Literature, 44(2) 2021 pp 34 – 48 <p>Recommended:</p> <ul style="list-style-type: none"> • Hockx, Michel, Virtual Chinese Literature: A Comparative Case Study of Online Poetry Communities, The China Quarterly 183, 2005, pp. 670-691. • Wong, Lisa Lai-Ming. Voices from a Room of One's Own: Examples from Contemporary Chinese Women's Poetry, Modern China 32.3 (2006): 385-408. • Yu, Ouyan. Bias: Offensively Chinese/Australian: A Collection of Essays on China and Australia, Otherland, Melbourne 2007

Session 11	
Topics	<p>Tectonic shifts and the reformulation of identities in Japanese Literature in the climate-change era</p> <p>Japanese cultural change</p>

	Environmental influences The 'human' and 'animal'
Activity	Tutorial Q & A on Canvas as preparation and completion of E-learning Activities to consolidate classwork
Readings & Assignments	<p>Required:</p> <ul style="list-style-type: none"> • Murakami, Haruki , 'SuperFrog Saves Tokyo' & 'Honey-Pie', <i>After the Quake</i>, NY, Vintage/Random House 2003 • Welch, Patricia. "Haruki Murakami's Storytelling World." <i>World Literature Today</i> Vol 79 No.1, 2005, pp. 55-59. <p>Recommended:</p> <ul style="list-style-type: none"> • Strecher, Matthew. <i>Dances with Sheep: The Quest for Identity in the Fiction of Murakami Haruki</i>. Ann Arbor, MI: University of Michigan Press, 2002. • Okada, Sumie. <i>Japanese Writers and the West</i>. New York: Palgrave Macmillan, 2003.

Session 12	
Topics	<p>Encounters – Future Writers</p> <p>FIELD TRIP - BANKSTOWN The lecture will be followed by a walking tour of Bankstown that takes us through key sites relevant to our discussion of diversity in 21st century Australian literature.</p>
Activity	Preparatory Tutorial Q & A on Canvas and completion of E-learning Activities to consolidate field trip learning. Guest lecture by Michael Mohammad Ahmad, author and member of the Western Sydney Writers Group, followed by a walking tour.
Readings & Assignments	<p>Required:</p> <ul style="list-style-type: none"> • Ahmad, Michael Mohammed, <i>The Lebs</i>, Hachette, Sydney, 2017 • Loukakis, Angelo, Language and Love, <i>Sydney Review of Books</i>, December 2014, pp 1-8. <p>Recommended:</p> <ul style="list-style-type: none"> • Mapping Frictions, Stories linked to the Interactive map http://www.mappingfrictions.com/html/about.html • MacGuire, Matt, <i>The New Australian Literary Frontier: Writing Western Sydney</i>, <i>The Conversation</i>, (2015). http://theconversation.com/the-new-australian-literary-frontier-writing-western-sydney-37284literary-frontier-writing-western-sydney-37284

Assignment: Second Minor Essay due, submission via CANVAS
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Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.