



School of English, Journalism  
& European Languages

## Unit Outline

HEA269/369  
The Body in the Text  
Semester 1, 2007  
<http://www.utas.edu.au/english>

<b>Convenor:</b>	Dr CA Cranston Room: Newnham Campus, Arts Building, Room L219 Phone: 6324 3904 Email: <a href="mailto:CA.Cranston@utas.edu.au">CA.Cranston@utas.edu.au</a>
<b>Consultation Hours:</b>	Wed 11 am – 12 noon; Thu 2 pm – 3 pm
<b>Unit Description:</b>	Investigates the relationship between the anomalous body and its Australian context through various 20th-century texts (primarily Australian). The unit undertakes a critical inquiry into how the 'disabled' body has been appropriated to reflect a range of discourses including eugenics, gender, colonial, cyborg, as well as the archetypal myths that are a part of the baggage of 'physical deviation'. Students read the set texts alongside ideas about mind/body dualisms put forward by Plato, St Augustine, Spinoza, Kristeva, Cixous, Bourdieu, and Foucault.
<b>Unit Aims and Objectives:</b>	<p>The general aim is to develop competency in the <i>critical</i> reading of selected imaginative texts alongside <i>theoretical</i> discourses surrounding the body. The work in this unit is designed to help improve critical and textual reading skills by encouraging close examination of a number of representative texts, alongside current theories that read 'the body' itself as a type of text.</p> <p>On completion of your work in this unit, it is expected that you should be able to:</p> <p>a) demonstrate, through close reading and critical discussion, soundly based, independent evaluations of a number of 20th Century Australian literary texts in terms of their significance within the various discourses surrounding 'the body' including race, nation, gender, and ableism.</p> <p>b) show, in the completion of a major written assignment, that you have consolidated and extended the literary research and writing skills which you developed in your previous literature units.</p>
<b>Learning Outcomes:</b>	Students will: 1. build <i>knowledge</i> in the areas described in the Unit Aims and Objectives (above);

	<p>2. enhance skills in</p> <ol style="list-style-type: none"> <li>a) written <i>communication</i> across a range of contexts;</li> <li>b) oral <i>communication</i> through participation in tutorial and video link activities;</li> </ol> <p>3. explore issues of <i>social responsibility</i> by studying the representation of race, nation, gender, and disability in literature (broadly defined);</p> <p>4. develop competencies in information literacy.</p>
<p><b>Required Texts:</b></p>	<p>Primary Sources:</p> <ol style="list-style-type: none"> <li>1) Stead, Christina. <i>The Man Who Loved Children</i> (1940, rpt)</li> <li>2) Jolley, Elizabeth. <i>The Well</i> (1986)</li> <li>3) Stone, Louis. <i>Jonah</i> (1911 rpt)</li> <li>4) Marshall, Alan. <i>I Can Jump Puddles</i> (1955)</li> <li>5) McQueen, James. <i>Hook's Mountain</i> (1982) This is out of print and will be available from the Printery during the <i>second</i> week of the semester.</li> </ol> <p>Secondary Sources:</p> <ol style="list-style-type: none"> <li>6) HEA269/369 Unit Reader. (Available for purchase from UniPrint Launceston, Week 1. Also available electronically on a weekly basis.)</li> <li>7) Cranny-Francis, Anne. <i>The Body in the Text</i>, MUP, 1995. (This is our foundational theory text. It is also Out of Print and can be purchased at cost price from UniPrint. Copies on Reserve in the Library.)</li> <li>8) J.A. Cuddon, ed <i>The Penguin Dictionary of Literary Terms, and Literary Theory</i>, 4th ed. Ringwood: Penguin, 1998.</li> </ol>
<p><b>When Taught:</b></p>	<p><u>Lectures</u> Monday 5:10pm A034/CCA119 Friday 2:10pm A034/CCA119</p> <p><u>Tutorials</u> Tuesday 5:10pm A034/CCA119 Weeks 2;4;6;8;10;12</p> <p>Note: This unit is taught cross-campus via video conference.</p>
<p><b>Assessment:</b></p>	<p>2,000-word essay (40%), 2-hr unseen exam (60%).</p>

# LECTURE/SEMINAR SCHEDULE

## Unit schedule

Week	Week beginning	Topic	Due Dates	Activities and Assignments
1	26 Feb Monday 5:10; Friday 2:10	Introduction: 'Metaphors & Myths of Deformity'	<i>Tutorial: none</i>	Reader pp.1-51 (Cranston; Klemke); Cranny-Francis: pp.1-7.
2	5 March	<b>The Man Who Loved Children:</b> Sam 'Monoman and Monomania' Min/Body, Science / Religion and Eugenics	<i>Tutorial: We'll go over the theoretical dualisms presented in the readings so far in order for us to develop a language base for future 'readings' of the body.</i>	Reader pp.52-67 (Plato; Leviticus; Kristeva; St.Augustine; Bourdieu); Cranny-Francis: pp.4-7.
3	12 March <b>N.B.</b> <b>Monday</b> <b>12<sup>th</sup> Public Holiday (no lecture)</b> <b>Friday 16<sup>th</sup> lecture as normal</b>	<b>The [Wo]Man Who [Had the] Children:</b> Henny		Cranny-Francis: Ch 2: '(En)acting, (per)forming Gender'
4	19 March	Finish reading <b>The Man Who Loved Children</b>	<i>Tutorial: Prepare 'Monoman and the Misfits' from Ch 2; &amp; 'Baby's bedroom', Ch 10</i>	
5	26 March	<b>The Well</b> 'Beyond/Beneath Motherhood': Hester and Katherine		Reader pp.69-92 (Garland; Fiedler <i>et al</i> ); Cranny-Francis: Chapter 4 'Classifying Bodies'
6	2 April	<b>The Well</b> 'The Double-Speak of the Unspeakable': Hester/Hexter	<i>Tutorial: Examine images of the body and landscape as sites of desire. Prepare a list of pre-texts that utilise the image of deformity; be prepared to discuss how fear is part of</i>	

			<i>an unspoken discourse.</i>	
<b>Mid-semester break 5 – 11 April</b>				
<b>7</b>	16 April	<b>Jonah</b> 'The Hunchback as the Father of a Colonial Text'		Reader pp.69-92 (Garland; Fiedler <i>et al</i> ); Cranny-Francis: Chapter 4 'Classifying Bodies'
<b>8</b>	23 April	<b>Jonah</b> 'Economic Rationalism and Fairytale Love '	<i>Tutorial: 'Jonah discovers the baby' Ch 4; &amp; prepare 'The Pipes of Pan' Ch 19</i>	Reader pp. 105-125 (Kriegel; Byrd <i>et al</i> ; Carey; Shakespeare; Margolis & Shapiro); Cranny-Francis: Review Chapter 3
<b>9</b>	30 April	<b>Hook's Mountain</b> 'Separating the Man from the Machinery': Hook		Theoretical reading: Cranny-Francis: Chapter 5 'Cyborgs and Wet-ware'
<b>10</b>	7 May	<b>Hook's Mountain</b> 'Separating the Man from the Myth': Arthur	<i>Tutorial: Discuss the readings ». Be able to discuss and give examples showing that the character of Hook exists (or does not exist) as an embodiment of masculine/metal 'mythologies'</i>	Theoretical reading: Independent: draw up a list of pre-texts and Australian texts in which 'dwarfs' figure, then examine ways in which the myths are narrativised into a contemporary context.
<b>11</b>	14 May	<b>I Can Jump Puddles</b> Autobiography: Writing from the Body		Reader pp. 126-127 (Mill and Vonnegut)
<b>12</b>	21 May	<b>I Can Jump Puddles</b>	<i>Tutorial: Ch 10: First, examine the term 'social realism'; then examine the Chapter. Which discourses does it consciously dismiss? and what replaces them?</i>	
<b>13</b>	28 May	<b>Review (and Exam format revealed!)</b>		
<b>Study Period 4-8 June</b> <b>First Semester Examinations commence 9 June</b> <b>First Semester Examinations end 26 June</b>				

## ASSESSMENT

Assessment in this unit takes the form of one written work to be submitted during the semester, and one formal examination in the examination period.

**You have a choice of topic from three texts; due dates depend on the topic chosen.**

Christina Stead <i>The Man Who Loved Children</i>	Due date: Anytime during Week 8 COB
Elizabeth Jolley <i>The Well</i>	Due date: Anytime during Week 9 COB
Louis Stone <i>Jonah</i>	Due date: Anytime during Week 10 COB

The examination will be scheduled in the official examination period. The timetable is posted to all eligible students and published on the School notice boards.

**The Essay** will require close reading and an understanding of genre. The word limit is 2,000 words and this essay is worth 40% of your final mark in this unit.

**This assignment will assess learning outcomes 1, 2a, 3, and 4.**

## SUBMISSION OF ASSIGNMENTS

All work submitted for assessment must conform to the requirements of the School of English, Journalism and European Languages. Essays must be submitted on time to avoid penalty. They must be correctly formatted, and referencing must be in accordance with MLA Citation System: A Brief Guide. See:

[http://www.utas.edu.au/english/english1/english1\\_laun.htm](http://www.utas.edu.au/english/english1/english1_laun.htm).

For information on presentation of assignments, including referencing methods, see:

<http://www.utas.edu.au/library/assist/gpoa/gpoa.html>

**Topic choice #1:** Christina Stead *The Man Who Loved Children* Due Week 8

It was proposed in the lectures that the characters Sam Pollit and Henny Pollit can be read as gendered bodies, arising out of a mind/body dualism.

- 1) Briefly, give examples demonstrating the existence of those dualism; then
- 2) Discuss the ways in which Louisa Pollit disrupts those dualisms

**Topic choice #2:** Elizabeth Jolley *The Well* Due Week 9

Explore the way(s) in which embedded texts, pre-texts, or *fabula* (stories) concerning Hester Harper's disability help to create a psychological reality that resists a rational 'knowing' approach concerning the central drama of the well.

**Topic choice #3:** Louis Stone *Jonah* Due Week 10

How does Jonah's deformed body conform to or depart from the stereotypes associated with the 'colonised body' of the Australian 'Currency Lads'?

The **examination** will take the form of a closed book exam. You need only answer questions of three of the set texts (prose fiction), but you must not answer the question on the work on which you submitted an essay. The examination is worth 60% of your final mark in this unit.

**The exam will assess learning outcomes 1, 2a, 3, and 4.**

### Attendance and performance requirements

- Eligibility to sit the examination depends upon the completion and submission of all written work and **regular attendance at tutorials**.
- The school will notify students of the final date that any work will be accepted.
- **If written work is not completed you will not be eligible to sit the end-of-semester examination.**

If your tutorial attendance has not met the requirements, you may also be required to do additional work in order to be eligible to sit the end-of-semester examination.

## ADDITIONAL INFORMATION

### Submission of Assignments

Students are required to submit a signed cover sheet with every assignment. This includes a declaration that all material submitted is their own work except where there is clear acknowledgement or reference to the work of others and that they have read the University statement on Academic Misconduct (Plagiarism) on the University website at [www.utas.edu.au/plagiarism](http://www.utas.edu.au/plagiarism) or in the Student Information Handbook.

Assignment cover sheets are available from the School office or the School website. **Assignments submitted without a signed cover sheet will not be marked.** Students who submit assignments without a signed cover sheet will be contacted once via their UTAS email address; in such instances the cover sheet must be completed within two weeks of the due date.

All assignments must be submitted in hard-copy (not by email) and placed in the essay box at the School office on or before 5pm on the due date. Students are required to keep copies of all submitted assignments. Assignments submitted on time will be returned within three weeks of the due date; once on time assignments have been returned no further late assignments will be accepted. All marked assignments will be returned in tutorials unless otherwise advised.

### Late Assignments

Late submissions will be penalized as follows: 5% of the available marks for the first day, and then 2% per working day thereafter. Late work will be accepted without penalty if accompanied by a medical certificate for the relevant period or a letter from a counsellor in the case of a serious non-medical reason.

### Difficulties with your Studies

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you should raise these with your lecturer and/or one of the following Student Services staff as soon as possible:

- Learning Skills Adviser
- Disability Adviser
- Careers Adviser
- Student Counsellor

### University Statement on Plagiarism and Academic Integrity

**"Plagiarism** is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/>.

**The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.**

### Assignment Presentation

The English discipline uses MLA Style, which is characterized by in-text referencing and a list of works cited. See the *MLA Handbook for Writers of Research Papers*, 6th ed. Ed. Joseph Gibaldi (New York: The Modern Language Association of America, 2003). For a brief introduction, refer to [http://www.utas.edu.au/english/english1/mla\\_citation\\_syst.doc](http://www.utas.edu.au/english/english1/mla_citation_syst.doc), MLA Citations System: A Brief Guide.

### Marking Scale

The following distribution of marks and grades is applied in assessing your work:

- High Distinction (HD)—80-100%
- Distinction (DN)—70-79%
- Credit (CR)—60-69%
- Pass (PP)—50-59%
- Fail (NN)—0-49%

All marks are subject to moderation.

### Assessment Criteria

The following criteria apply to assessment of the essay:

- Effectiveness of introduction
- Relevance and coherence of argument
- Effectiveness of conclusion
- Scope of textual referencing
- Use of critics
- Attention to expression, spelling, proof-reading and stylesheet.

### IT Support

Learning online—for online learning and Vista support – <http://www.utas.edu.au/coursesonline/>  
Information Technology Services—for general IT Support (includes link to UTAS download website)  
<http://www.utas.edu.au/servicedesk/student/index.html>

Library Services—for information literacy support – <http://www.utas.edu.au/library/>  
Help Desk (email [HelpDesk@utas.edu.au](mailto:HelpDesk@utas.edu.au) or 6226 1818, within University 1818)