



***School of English, Journalism
and European Languages***

Faculty of Arts

**HEA370
Fictions of History**

Semester 2, 2010

Unit Outline

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CRICOS Provider Code: 00586B

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Unit description

How does literature represent the past? This unit introduces students to key theoretical frameworks for interrogating the complex and contentious relationship between "fiction" and "history." Students have the opportunity to discuss "fictions of history" from a range of historical, cultural, and national contexts. Texts will range from literary classics to popular genre fiction to postmodern tours de force.

Intended learning outcomes

On completion of this unit, you should be able to:

1. Analyse selected works of historical fiction demonstrating knowledge of:
 - a. their historical, cultural, and national contexts
 - b. key theories and methodologies used in the study of historical fiction
2. Construct an argument supported by:
 - a. evidence from your chosen texts
 - b. reference to secondary sources
3. Communicate through:
 - a. written essays
 - b. exams

Generic graduate attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit you should make progress in attaining the following attributes:

Knowledge: students will build knowledge of key topics in the study of historical fiction.

Communication skills: students will enhance skills in:

1. written communication through work on essay tasks
2. oral communication through participation in tutorial activities

Problem-solving skills: students will enhance problem-solving skills through responding to assessment tasks and through close critical analysis of the set texts and secondary readings.

Global perspective: students will develop a global perspective through consideration of the ways history has been represented in fiction by writers from diverse time periods, cultures and nationalities.

Alterations to the unit as a result of student feedback

Not Applicable: This is the first time the unit has been offered.

Prior knowledge &/or skills

25% at level 100 in English (HEA)

Learning expectations and teaching strategies/approaches

Expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Teaching and learning strategies

The teaching in this unit will be undertaken through lectures and tutorials:

- The weekly **lectures** (50 minutes) will introduce key terms and concepts in the study of historical fiction and model a range of approaches to analysing literary texts.
- The weekly **tutorials** (90 minutes) provide the opportunity for students to clarify ideas presented in the lectures, analyse and discuss the required reading, and raise questions regarding the preparation of assignments. You are expected to come to tutorials fully prepared, having completed the required reading, attended the lecture, and generated your own thoughts and questions. **Tutorials begin in week 2 of semester.**

Learning resources required

Requisite texts

Shakespeare, William. *Henry V*
Scott, Walter. *Ivanhoe*
Heyer, Georgette. *Sylvester*
Farrell, J. G. *The Siege of Krishnapur*
Bainbridge, Beryl. *The Birthday Boys*

Note: Required texts are stocked by and can be purchased from the Co-op Bookshop online or on campus. The library also holds copies of all required texts on reserve.

Recommended reading

Note: Several books have been placed on reserve in the Morris Miller Library and a further list of recommended reading will be distributed with the essay questions.

E- (electronic) resources

Library

You are encouraged to make use of the library's Subject Guide for English at <http://utas.libguides.com/english>. This page includes resources for English students including information about key reference resources held by the library and a guide to MLA referencing style.

MyLO

HEA370 is not an online unit. The unit's MyLO site, "HEA370 Fictions of History," is an additional resource designed primarily to provide access to Lectopia and electronic copies of the course materials. Lecture and tutorial outlines and copies of assignment questions will also be available through MyLO for review. Log-in to MyLO at: <https://mylo.utas.edu.au/> and then select "HEA370 Fictions of History" in the Course List.

Equipment & materials

Computer hardware & software

For MyLO

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. Please see UConnect at <http://uconnect.utas.edu.au/> for information about computer software you will need.

Note: Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 1818 if you experience difficulties.

See *MyLO: Information for Students* for further information about accessing MyLO.

Details of teaching arrangements

For lecture and tutorial times and venues please see the timetable at <http://student.admin.utas.edu.au/coursesenrolment/timetable/GridLayout.asp>

Lectures

Mondays 12.00-12.50

Tutorials

Tutorials in this unit run for 90 minutes. Tutorial sign-up sheets will be posted on the English noticeboard on the first day of the semester.

Occupational health and safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at: http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf

Specific attendance/performance requirements

Students are expected to attend all classes and will be required to do in-class oral presentations in tutorials. These will not be marked but should be taken seriously as part of the learning process and as an opportunity to test ideas and approaches for the written assessment tasks. Each student will be required to nominate a week when they will help lead discussion.

If these conditions are not fulfilled, the student will lose 10% of the available marks for the unit.

Assessment

Assessment schedule

Assessment task	Task length	Date due	Percent weighting	Links to Intended Learning Outcomes
Assessment Task 1:	1000 words	Friday 20/08/10	20%	1a, 2a, 3a
Assessment Task 2:	2500 words	Friday 01/10/10	40%	1, 2, 3a
Assessment Task 3:	2-hour exam	Scheduled in the official examination period.	40%	1, 2a, 3b

Assessment details

Assessment task 1

Task description

This task provides opportunity for you to write a detailed explication in response to a question about one of the set texts. Topics will be distributed in class.

Assessment criteria

To complete this task you should:

1. Critically analyse one of the set texts, demonstrating knowledge of its historical, cultural, and national contexts.
2. Construct an argument in response to the question, supported by evidence from your chosen text.
3. Communicate ideas in the form of a written essay that:
 - a. uses an essay structure that meets the question requirements
 - b. adheres to conventions of written English (word choice, grammar, punctuation and spelling)
 - c. conforms to MLA style for presentation and referencing.

Date due Friday 20/08/10

Assessment task 2

Task description

This task is a research essay that provides opportunity for you to develop an extended argument based on both your own analysis of selected texts and your investigation of other critical responses. You will not be able to write on the text used for Assessment task 1. Topics will be distributed in class.

Assessment criteria

Please refer to the criteria sheet for this task included in this unit outline.

Date due Friday 01/10/10

criteria	High Distinction (HD)	Distinction (DD)	Credit (CR)	Pass (PP)	Fail (NN)
	In this essay you:	In this essay you:	In this essay you:	In this essay you:	In this essay you:
<p>critterion 1</p> <p>Critically analyse your selected set text(s) demonstrating knowledge of key topics in advanced study of historical fiction relevant to your chosen question.</p>	<p>presented a <i>critical, thorough and incisive</i> analysis of the set text(s) that:</p> <ul style="list-style-type: none"> identified <i>key concepts and issues</i> relevant to the question and explained their relevance demonstrated <i>comprehensive</i> knowledge of the set text(s) demonstrated <i>comprehensive</i> knowledge of key topics in advanced study of historical fiction relevant to the question. 	<p>presented a <i>critical and thorough</i> analysis of the set text(s) that:</p> <ul style="list-style-type: none"> identified <i>key concepts and issues</i> relevant to the question and explained their relevance demonstrated <i>broad</i> knowledge of the set text(s) demonstrated <i>broad</i> knowledge of key topics in advanced study of historical fiction relevant to the question. 	<p>presented a <i>critical</i> analysis of the set text(s) that:</p> <ul style="list-style-type: none"> identified <i>some key concepts and issues</i> relevant to the question demonstrated <i>some</i> knowledge of the set text(s) demonstrated <i>some</i> knowledge of key topics in advanced study of historical fiction relevant to the question. 	<p>presented <i>some</i> analysis of the set text(s) but may have focussed more on <i>textual summary</i> than analysis and:</p> <ul style="list-style-type: none"> touched on <i>some key concepts and issues</i> relevant to the question demonstrated <i>partial</i> knowledge of the set text(s) demonstrated <i>partial</i> knowledge of key topics in advanced study of historical fiction relevant to the question. 	<p><i>described</i> some aspects of the set text(s), but provided insufficient analysis of them and:</p> <ul style="list-style-type: none"> provided comments that were only loosely related to the question demonstrated <i>negligible</i> knowledge of the set text(s) demonstrated <i>negligible</i> knowledge of key topics in advanced study of historical fiction relevant to the question.
<p>critterion 2</p> <p>Construct an argument in response to the question, supported by:</p> <ol style="list-style-type: none"> evidence from your chosen text(s) reference to secondary sources. 	<p>constructed a <i>coherent and very persuasive</i> argument by:</p> <ul style="list-style-type: none"> supporting your ideas with <i>detailed and convincing</i> evidence from the texts identifying and engaging with <i>pertinent and authoritative secondary sources</i> <i>smoothly integrating</i> evidence from the texts and references to critics with your own <i>independent</i> line of argument 	<p>constructed a <i>coherent and persuasive</i> argument by:</p> <ul style="list-style-type: none"> supporting your ideas with <i>convincing</i> evidence from the texts identifying and engaging with <i>pertinent and authoritative secondary sources</i> <i>integrating</i> evidence from the texts and references to critics with your own line of argument 	<p>constructed a <i>coherent</i> argument by:</p> <ul style="list-style-type: none"> supporting your ideas with evidence from the texts identifying and engaging with <i>relevant secondary sources</i> <i>linking</i> evidence from the texts and references to critics to your own line of argument 	<p><i>partially constructed</i> an argument in response to the question and:</p> <ul style="list-style-type: none"> supported your ideas with limited references to the texts mentioned some <i>relevant secondary sources</i>, but may have : <ol style="list-style-type: none"> used these ineffectively to further your own argument <i>or</i> presented an argument that was insufficiently researched 	<p>presented a discussion that may have:</p> <ul style="list-style-type: none"> presented personal opinion unsupported by evidence from the text <i>or</i> failed to engage with secondary sources <i>or</i> restated simple ideas from crib notes or other non-academic secondary sources <i>or</i> presented a series of paraphrases or quotations from critics in place of an argument

<p>critterion 3 Communicate ideas in the form of a written essay that:</p> <p>a. uses an essay structure that meets the question requirements</p> <p>b. adheres to conventions of written English (word choice, grammar, punctuation and spelling)</p> <p>c. conforms to MLA style for presentation and referencing.</p>	<p>communicated ideas by using:</p> <ul style="list-style-type: none"> • a logical and well planned essay structure that introduces the topic, provides a clear sense of direction and draws the argument to a forceful conclusion • a clear, fluid and concise writing style with consistently accurate grammar, punctuation and spelling • MLA style accurately throughout the essay 	<p>communicated ideas by using:</p> <ul style="list-style-type: none"> • a logical and well planned essay structure that introduces the topic, provides a sense of direction and draws the argument to a strong conclusion • a mostly clear, fluid and concise writing style with consistently accurate grammar, punctuation and spelling • MLA style accurately for most of the essay 	<p>communicated ideas by using:</p> <ul style="list-style-type: none"> • a logical essay structure that provides a sense of direction and draws the argument to a conclusion • a competent writing style, free of major grammatical errors, with accurate punctuation and spelling for most of the essay • MLA style accurately for some of the essay 	<p>communicated ideas by using:</p> <ul style="list-style-type: none"> • elements of a standard essay structure, but with some predictability and repetition <i>and / or</i> lack of balance • written expression that is mostly competent and free of major grammatical errors, with accurate punctuation and spelling for parts of the essay • some elements of MLA style 	<p>communicated by using:</p> <ul style="list-style-type: none"> • an essay structure that may not have met the requirements of the question <i>and / or</i> • written expression that adheres to some conventions of written English, but has problems associated with grammar, word choice, punctuation or spelling <i>and / or</i> • presentation <i>and / or</i> referencing that does not conform to MLA style
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Comments

Grade

Assessment task 3: Exam

Description / conditions

2-hr exam. The exam will be in two parts:

- Part 1: Questions on Shakespeare, Scott and Heyer
- Part 2: Questions on Farrell and Bainbridge

Assessment criteria

To complete this task you should:

Date

1. Critically analyse your selected set texts, demonstrating knowledge of key topics in advanced study of historical fiction relevant to your chosen questions.
2. Construct an argument in response to each selected exam question, supported by evidence from your chosen texts.
3. Communicate ideas in the form of written exam essays that:
 - a. use an essay structure that meets the question requirements
 - b. adhere to conventions of written English (word choice, grammar, punctuation and spelling)

The exam is conducted by the University Registrar in the formal examination period. See the Current Students homepage (>Examinations and Results) on the University's website.

Submission of assignments

Students are required to submit a signed assignment cover sheet with every assignment. The cover sheet includes a declaration that all material submitted is your own work except where there is clear acknowledgement or reference to the work of others. Assignment cover sheets are available from the School office and the School website. **Assignments submitted without a completed, 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 should be completed within two weeks of the assignment due date.

Assignments must be submitted in hard copy (not by email) via the assignment slot at the School office. If there are additional submission requirements (eg the use of Turnitin) this will be specified in your unit outline. Students are required to keep copies of all submitted assignments.

Assignment cover sheets can be downloaded from http://www.utas.edu.au/ejel/student_resources/student_resources.htm

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.

Penalties

Undergraduate units (100, 200 and 300 level)

Late submissions will be penalised as follows: 5% of the available marks for the first day, and then 2% per working day thereafter.

Honours and postgraduate coursework units (400, 500 and 600 level)

Late submissions will be penalised as follows: 10% of the available marks per day for the first five (5) working days and 50% on the following day.

Honours and postgraduate research project units (400 and 700 level)

Honours and postgraduate research project submission due dates are treated as the equivalent of exam dates and therefore, late submissions will not be accepted.

Requests for extensions

Late work will be accepted without penalty if accompanied by a medical certificate for the relevant period or equivalent documentation in the case of a serious non-medical reason but you must contact the unit coordinator prior to the assignment due date.

How your final result is determined

Undergraduate and Postgraduate Coursework units

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%

Honours

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

- First Class (HF)—80-100%
- Second Class upper division (HU)—70-79%

- Second Class lower division (HL)—60-69%
- Third Class (HT)—50-59%
- Fail (HN)—0-49%

All marks are subject to moderation.

Review of results and appeals

Please refer to the **Student Resources** page on the School's website for information that addresses how to apply for a review of assessment, make an appeal or seek clarification regarding any assessment practices in this unit:

http://www.utas.edu.au/ejel/student_resources/student_resources.htm

Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The English, French and German disciplines use MLA Style. The Journalism, Media and Communications discipline uses the Harvard style of referencing. For more information about referencing, and brief introductory guides for each of these styles, please refer to:

<http://www.utas.edu.au/ejel/referencing.html>

For general information on presentation of assignments, including referencing styles:

<http://utas.libguides.com/referencing>

Please read the following statements on academic misconduct and plagiarism. Should you require clarification please see your unit coordinator or lecturer.

Academic misconduct

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination and any other conduct by which a student:

- a) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
- b) improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit 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/>

Plagiarism

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.academicintegrity.utas.edu.au/>

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.

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.

For further information on this statement and general referencing guidelines, see <http://www.utas.edu.au/plagiarism/> or follow the link under 'Policy, Procedures and Feedback' on the **Current Students** homepage.

Further information and assistance

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 are advised to raise these with your lecturer in the first instance.

There is a range of University-wide support services available to you including Teaching & Learning, Student Services, International Services. Please refer to the **Current Students** homepage at: <http://www.utas.edu.au/students/>

Should you require assistance in accessing the Library visit their website for more information at <http://www.utas.edu.au/library/>

You are also welcome to contact the School of English, Journalism and European Languages with any enquiries:

Room 557, Humanities Building
Sandy Bay campus, Hobart

Tel: (03) 6226 2347
Fax: (03) 6226 7631
Email: SEJEL.admin@utas.edu.au
<http://www.utas.edu.au/ejel>

Unit schedule

Week	Date beginning	Topic	Lecturer	Further information
14	12 July	Intro: Early modern historiography & the Shakespeare history play	RG	
15	19 July	Shakespeare, <i>Henry V</i>	RG	
16	26 July	Shakespeare, <i>Henry V</i>	RG	
17	2 August	Theoretical approaches to reading fictions of history (1)	LF	
18	9 August	Scott, <i>Ivanhoe</i>	DL	
19	16 August	Scott, <i>Ivanhoe</i>	DL	Assessment task 1 due 20/08/10 (Friday)
20	23 August	Theoretical approaches to reading fictions of history (2)	LF	
	Mid-semester break			
21	6 September	Heyer, <i>Sylvester</i>	JK	
22	13 September	Heyer, <i>Sylvester</i>	LF	
23	20 September	Farrell, <i>The Siege of Krishnapur</i>	RC	
24	27 September	Farrell, <i>The Siege of Krishnapur</i>	RC	Assessment task 2 due 01/10/10 (Friday)
25	4 October	Bainbridge, <i>The Birthday Boys</i>	EL	
26	11 October	Bainbridge, <i>The Birthday Boys</i>	DL	
Study period: 18 – 22 October 2010				
Examination period: 23 October – 9 November 2010				