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

Room 312, level 3 Robert Webster Building

Phone: (02) 9385 4856

Email:

Course Details

Credit Points 6

Summary of the Course

Subject Area: *C I ejgqf*

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

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 fe1he fe1he fe1he fe1he fe1he fe1

Resources

Prescribed Resources

Complete texts (available in UNSW bookshop)

George Eliot, *Kgbbjc k_paf*

Jamaica Kincaid, *?l lgc Hmf l*

Sylvia Plath, *Rfc @cjj H_p*

Zadie Smith, *Qugle Rgkc*

Shorter texts in reader (and on Moodle):

Marcel Proust, *Rfc U_w `w Qu_ l l%q* (extract)

Jean-Jacques Rousseau, *Aml dcqqgm lq** book 1

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

William Wordsworth, *Rfc Npcjsbc* (extract)

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, *Kw Qrpseejc*, 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

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 . 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

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

- 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/