

This is an English Speaking Cultures Specialisation course and also a course in the Film Specialisation. It looks at different Australian social issues as they are presented in documentary films with the double aim of gaining an insight into Australian society and understanding how documentary techniques and approaches work in presenting the content matter. The course gives a glimpse into the society and multicultural development of Australia through documentaries of different genres. It also offers the participants an opportunity to deliver and write up researched presentations on the topics of the course.

Readings will contain sections from:

Jászay, D. and Velich, A. (eds). (2016). *Film & culture*. Budapest: Eötvös Loránd University.
<https://edit.elte.hu/xmlui/bitstream/handle/10831/30209/FSA.Film%20and%20Culture.Angol-Amerikai%20Int%c3%a9zet.pdf?sequence=2&isAllowed=y>

Nichols, B. (2001). *Introduction to Documentary*. Bloomington IN: Indiana University Press.

Plantinga, C.B. (1997). *Rhetoric and representation in nonfiction film*. Cambridge: CUP.

And:

Auderheide, P., Jaszi, P. and Chandra, M. (2009). *Honest Truths: Documentary Filmmakers on Ethical Challenges in Their Work*. Centre for Media and Social Impact & School of Communication, American University Washington DC.

Available from: <http://cmsimpact.org/resource/honest-truths-documentary-filmmakers-on-ethical-challenges-in-their-work/>

Requirements:

- active participation, thorough preparation for classes; all assignments have to be completed
- preparing and doing presentations and discussant's tasks
- completing all homework tasks and a major assignment

Procedures:

- The lessons will have the following framework:
 - discussion of the film (viewed as home assignment) and reading using the worksheets provided by the tutor;
The discussions will be led by the discussants whose task it is to use the worksheets and their own questions and opinions to moderate the discussion by involving all course participants.
 - student presentations;

- Students' tasks:

- For the discussion:

Be prepared to present a coherent summary of the films viewed/texts read to the others.

Fill in the worksheet for the films. (These are supplied as a separate file at: <http://hollo.web.elte.hu/AusDocFilms.htm>)

Do the following for the readings:

Identify the most important ideas in the text.

Find ideas that you find appealing/strange/interesting.

Find new vocabulary items or ones that you have not used actively before. (see below)

Discussants: Prepare for moderating the discussion by creating questions and formulating (controversial) views concerning the topic.

- For the presentation:

Everyone will do at least one presentation of 10-15 minutes. On most occasions there will be two presentations.

- One will be about a social issue in Australia – connected to the topic of the film. The presenter will be responsible for researching their topic in the library or on the Internet (finding and using **RELIABLE** sources, i.e. **NOT** Wikipedia or similar sources). To start browsing the web for sources for the presentations and the essay, you can go to the 'Australian links' page: <http://australian.elte.hu> Apart from giving an overview of the issue in question, the presentation must also draw the audience's attention to social issues and possible controversies. It would also be interesting if the presenter could make relevant comparisons between the Australian situation and that of other countries.

- The other presentation will be about an aspect of documentary films. A text on which to base these presentations is provided for every presentation. A difficulty may be that these texts illustrate their points by referring to documentaries that may not be familiar for the course participants. The task of the presenter is to relate the content of the texts to the films that constitute the programme of the course.

The presenters for both types of presentations are also required to point out relevant vocabulary and interesting structures or other language features they encountered while reading up on their topic. These, along with the outline of the presentation, must be put on a handout to be distributed to all the participants. Presentations must not be read out but notes can be used.

The handout has to be sent to the tutor by email by the Friday before the presentation is due. When she approves the text, the presenter has to make enough copies to go round the group.

- For the vocabulary work:

Collect at least fifteen new words/expressions from the film/reading of each session. Suggestion: Write them up as a wordlist providing the sentence they appeared in, an explanation of the meaning in English, an indication about style or language use. Be prepared to present the new items to the others in class as a quiz.

Major assignment:

There will be one assignment of 1200 words (+/- 10%). This will be a researched review of one of the films viewed during the course or another episode of one of the series discussed. Participants may also choose another film but their choice must be discussed with the tutor. The review should present the film, explain the topic in context, discuss how the film represents the topic using a clear analytical framework. The sources used should relate both to content issues and concepts in the technicalities of analysing the films. The author should also add their personal opinion. The paper must be based on trustworthy sources that are clearly indicated in the text and in the references, too. **Papers with the smallest instance of plagiarism will automatically lead to immediate suspension, a fail mark and disciplinary measures.** The topic and an outline as well as some sources to be used have to be submitted a few weeks before submitting the paper. See the schedule below for the deadlines.

Formatting and submitting the major assignment:

- Prepare your essay in a “regular” document format (A4, single spaced ‘portrait’ pages) in **.doc**, **.docx** or **.rtf** format
- Pages must be numbered and paragraphs indented
- The documentation must follow the APA style.
- Save your work with the following name: ausessaySURNAME.rtf
- The assignment is to be submitted electronically to hollo.dorottya@btk.elte.hu.

Rules:

- Should you be unable to come when it is your turn to do a presentation, please let me know at: hollo.dorottya@btk.elte.hu . Also: try to find a fellow student to take your role. If an emergency keeps you from coming on the day of your presentation, please ring +36 1 460 4407 (the joint department office for DELG and DELP) and leave a message with our secretary to let me know.
- Papers have to be handed in on time. Absence from class in no excuse for not writing an assignment. Make sure you submit your paper even if you cannot come to class.
- Late papers will be automatically be given a grade a full mark lower.
- If you miss more than three classes, you will be dropped from the class list and will not be given a credit for the term's work.

Grading: The presentations and the essay will be marked on both content and language. The end-of-term grades will reflect all your marks, your participation and effort.

Despite all these grim(?) rules and requirements the course aims at providing a useful and enjoyable time for all of us.

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Please observe the anti-discrimination statement of the Department of English Language Pedagogy:

The staff of the Department of English Language Pedagogy are fully committed both to promoting freedom of expression and to respecting the rights and dignity of all people regardless of their ethnic or socio-cultural background, gender, religion, beliefs or sexual orientation. As we consider diversity beneficial, and respectful communication essential, we expect the same commitment from our students in their discourse and behaviour.

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Go on to pages 3&4 for the schedule

Intended schedule

Class 1	Feb 12	Introduction: Panorama Australia; Worksheet 1
Class 2	19	Reading: http://www.dfat.gov.au/aib/the-land-and-its-people.html (History, Australia's national symbols, Population, Indigenous Australia, Government, Economy, Environment) Identity: We are Australian https://www.youtube.com/watch?v=Q_JBnDnL96M (episode 25 from the series: Our Century, 1999) 22 mins Worksheet 2 Discussants:
Class 3	26	Identity: Images of Australia 1 Understanding images https://www.youtube.com/watch?v=Lm5pPa0CieQ (rather poor quality) 30 mins Worksheet 3 Discussants: Presentation: AUS: Reading: Holló, D. (2016). Culture(s) through films: Learning opportunities. In: Jászay, D. and Velich, A. (eds). Film & culture. Budapest: Eötvös Loránd University. pp. 110-123. https://edit.elte.hu/xmlui/bitstream/handle/10831/30209/FSA.Film%20and%20Culture.Angol-Amerikai%20Int%C3%A9zet.pdf?sequence=2&isAllowed=y
Class 4	Mar 5	Colonisation: Tony Robinson: Against the Odds https://www.youtube.com/watch?v=n6XaEGEk130 (episode 2 from the series: Tony Robinson Down Under) 46mins Worksheet 4 Discussants: Presentation: AUS: Presentation: Film: based on Nichols ch. 1 Why Are Ethical Issues Central to Documentary Filmmaking?
Class 5	12	Language: The Muvver Tongue, episode 7 of "The Story of English" 54 mins https://www.youtube.com/watch?v=VGID-SgatN8 or https://www.youtube.com/watch?v=0EF-9-2N0uA Worksheet 5 Discussants: Presentation: AUS: Presentation: Film: based on Nichols ch. 3 What Gives Documentary Films a Voice of Their Own?
Class 6	19	Aboriginal Australians: Finding a Voice https://www.youtube.com/watch?v=ov1kwK3cYXo (episode 23 from the series: Our Century, 1999) 22 mins Worksheet 6 Discussants: Presentation: AUS: Presentation: Film: based on: Nichols, ch. 8: How can we write effectively about documentary? TO BE READ BY EVERYONE
Class 7	26	Aboriginal Australians: First Contact series1, episode 1, 52 mins https://www.youtube.com/watch?v=pXQZ-Gb8ogU Worksheet 7 Discussants: Presentation: AUS: Presentation: Film: based on: Nichols, ch. 6: What Types of Documentary Are There?
Class 8	Apr 2	Aboriginal Australians: Our Generation https://www.youtube.com/watch?v=Tcq4oGL0wII 73 mins Worksheet 8 Discussants: Presentation: AUS: Presentation: Film: Based on Plantinga ch. 4: Indices and the use of images

Class 9	9	<p>Immigration/Multiculturalism: Immigration Nation episode 3 (54 mins) https://www.youtube.com/watch?v=-WNRb8Hypjo Worksheet 9 Discussants: Presentation: AUS: Presentation: Film: Based on Plantinga ch.5: Nonfiction discourse</p> <p>Reading: The multiculture model: https://sg.news.yahoo.com/australia-urges-europe-copy-multiculture-model-20110216-231348-170.html or: http://www.expatica.com/fr/news/country-news/Australia-urges-Europe-to-copy-multiculture-model_241289.html Deadline for choosing the topic for the major assignment: Submit the proposed topic, outline and some sources.</p>
Class 10	16	<p>Immigration/Multiculturalism: Punished not protected episodes 1-4 altogether 60 mins https://www.youtube.com/watch?v=prvRoaZKUSQ https://www.youtube.com/watch?v=cq6lN2-3PAg https://www.youtube.com/watch?v=fqxxRl6RqHY&spfreload=5 https://www.youtube.com/watch?v=JPCsUGbr8-A Worksheet 10 Discussants: Presentation: AUS: Presentation: Film: Based on Plantinga ch. 6: Voice and authority</p> <p>Reading: PM Tony Abbott on boat people: http://www.news.com.au/national/tony-abbott-compares-stopping-asylumseeker-boats-to-war/story-fncynjr2-1226798726896 read the readers' comments too.</p>
Spring Break		
Class 11	30	<p>Deadline for the major assignment. No extension is given. Immigration/Multiculturalism: Go back to where you came from – season 1 episodes 1-2 Worksheet 11 Discussants: Presentation: AUS: Presentation: Film: Based on Plantinga ch. 7: Structure</p> <p>Reading: Racist T-shirts http://www.smh.com.au/national/big-w-follows-aldi-in-pulling-racist-tshirt-from-shelves-following-online-outcry-20140108-30i32.html</p>
Class 12	May 7	<p>Immigration/Multiculturalism: Marrickville https://www.youtube.com/watch?v=1y8JaRHGkWs 27 mins Worksheet 12 Discussants: Presentation: AUS: Presentation: Film: Based on Plantinga ch. 8: Style and technique</p> <p>Reading: Racial abuse on train http://www.smh.com.au/nsw/woman-launches-racist-tirade-on-packed-train-20140703-zsui5.html http://www.smh.com.au/nsw/woman-launches-racist-tirade-on-packed-train-20140703-zsui5.html#ixzz36OOhHqoY http://www.smh.com.au/nsw/racisttiradeontrainwoman-karen-bailey-gave-false-name-on-tv-20140704-zswa4.html http://www.smh.com.au/nsw/train-racist-targeted-kids-get-your-fing-bogan-children-off-the-seat-20140704-zsvee.html http://www.smh.com.au/nsw/train-racist-targeted-kids-get-your-fing-bogan-children-off-the-seat-20140704-zsvee.html#ixzz36VdzU1zq</p>
Class 13	14	<p>A mock documentary: Babakiueria 29 mins https://www.youtube.com/watch?v=oUMpPgMGce8 or https://www.youtube.com/watch?v=w2RfyRpy3w4 Worksheet 13 Discussants: Presentation: AUS: Presentation: Film: based on: Aufderheide, Jaszi & Chandra http://cmsimpact.org/resource/honest-truths-documentary-filmmakers-on-ethical-challenges-in-their-work/</p>