

This is an English Speaking Cultures Specialisation course looking at different Australian social issues as they are presented in documentary films with the 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 research the topics of the course and deliver a formal presentations as well as write an essay summing up their work.

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. (2010). *Introduction to Documentary*. (2nd edition). Bloomington IN: Indiana University Press.

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://hollod.web.elte.hu/AusDocumentaries.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.

- The presentations have to discuss 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.

Presenters 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, the meaning in English (and Hungarian or your mother tongue), 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 1500 words (+/- 10%). This will be a researched reaction essay to one of the topics of the course. The writer may choose to present the topic in an expository essay (i.e., explaining the issue, its background, its effects, related controversies, etc.) or in an argumentative essay (i.e., an essay that explains and takes sides as well). In either case, the paper must be based on trustworthy sources (not Wikipedia or similar sites!) 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 **.rtf** (rich text) format
- Pages must be numbered and paragraphs indented
- The documentation must follow the APA style. Please see <http://delp.elte.hu/APA&MLAGuide.htm> for details.
- Save your work with the following name: auessaySURNAME.rtf
- Written tasks – including the major assignment – must 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 unless the delay is caused by serious illness.
- 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 11	Introduction: Panorama Australia; Worksheet 1
Class 2	18	Identity: We are Australian https://www.youtube.com/watch?v=Q_JBnDnL96M (episode 25 from the series: Our Century, 1999) 22 mins Worksheet 2 – Discussant for the film: > Presentation about facets of being Australian Reading: http://www.dfat.gov.au/aib/the-land-and-its-people.html (History, Australia’s national symbols, Population, Indigenous Australia, Government, Economy, Environment) – Discussants for the text:
Class 3	25	Identity: Images of Australia 1 Understanding images https://www.youtube.com/watch?v=Lm5pPa0CieQ (rather poor quality) 30 mins Worksheet 3 – Discussant for the film: > Presentation about Australian identity / Australianness... : 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 – Discussant for the text:
Class 4	Mar 3	Colonisation: Tony Robinson: Against the Odds https://drive.google.com/file/d/1htNXGWRAaXa0fTn_dXxk8o1elv3TPoV/view?usp=sharing (episode 2 from the series: Tony Robinson Down Under) 46mins Worksheet 4 – Discussant: > Presentation about colonisation in Australia:
Class 5	10	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 – Discussant: > Presentation about Australian English:
Class 6	17	Aboriginal Australians: Finding a Voice https://www.youtube.com/watch?v=ov1kwK3cYXo (episode 23 from the series: Our Century, 1999) 22 mins Worksheet 6 – Discussant for the film: > Presentation about Aboriginal issues: Reading: Nichols, ch. 9: How can we write effectively about documentary? http://hollod.web.elte.hu/AusDocumentaries.htm Discussant for the text:
Class 7	24	Aboriginal Australians: First Contact series1, episode 1, 52 mins https://www.youtube.com/watch?v=pXQZ-Gb8ogU Worksheet 7 – Discussant: > Presentation about Aboriginal issues:
Class 8	31	Aboriginal Australians: Our Generation https://www.youtube.com/watch?v=Tcq4oGL0wII 73 mins Worksheet 8 – Discussants: > Presentation about Aboriginal issues:

Class 9	Apr 7	<p>Immigration/Multiculturalism: Immigration Nation episode 3 https://drive.google.com/open?id=0B9c8r2Gq-4mJOFkzTWd3cHRDeWc 54 mins Worksheet 9</p> <p>– Discussant for the film: > Presentation about immigration and multiculturalism in Australia</p> <p><u>Reading:</u> The multiculture model: https://sg.news.yahoo.com/australia-urges-europe-copy-multiculture-model-20110216-231348-170.html or: http://www.expatca.com/fr/news/country-news/Australia-urges-Europe-to-copy-multiculture-model_241289.html</p> <p>– Discussant for the text: Deadline for choosing the topic for the major assignment: Submit the proposed topic, outline and some sources!!!</p>
	14	Spring Break
Class 10	21	<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</p> <p>– Discussants for the film: > Presentation about immigration and multiculturalism in Australia</p> <p><u>Reading:</u> 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. – Discussant for the text:</p>
Class 11	28	<p>Deadline for the major assignment! No extension is given!</p> <p>Immigration/Multiculturalism: Go back to where you came from – season 1 episodes 1-2 https://drive.google.com/file/d/1adCqInYl6wXUHfVrubK89R3OYmTCC6y_/view?usp=sharing (1/1- 51 mins.) https://drive.google.com/file/d/1GmiagzSCdC4kXA8D7De1mM8UHgapgM3b/view?usp=sharing (1/2 – 4 mins) https://drive.google.com/file/d/1bkR0CecRBNoWRpHUP1gEJfb9tUw0GP6s/view?usp=sharing (2/1- 51 mins.) https://drive.google.com/file/d/1XZXAa4EnaNIDohwwpnlrZqJKCggDnXjd/view?usp=sharing (2/2 – 4 mins) Worksheet 11</p> <p>– Discussant for the film: > Presentation about immigration and multiculturalism in Australia:</p> <p><u>Reading:</u> Racist T-shirts http://www.smh.com.au/national/big-w-follows-aldi-in-pulling-racist-t-shirt-from-shelves-following-online-outcry-20140108-30i32.html – Discussant for the text:</p>
Class 12	May 5	<p>Immigration/Multiculturalism: Marrickville https://www.youtube.com/watch?v=1y8JaRHGkWs 27 mins Worksheet 12</p> <p>– Discussant for the film: > Presentation about immigration and multiculturalism in Australia:</p> <p><u>Reading:</u> 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/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 – Discussant for the texts:</p>
Class 13	12	<p>Climate: Australia: Ravaged by drought and fire https://www.youtube.com/watch?v=m0LLW-tJDAM 28 mins Worksheet 13</p> <p>– Discussant for the film: > Presentation about the effects of climate change in Australia:</p> <p><u>Reading:</u> Australia is Committing Climate Suicide https://www.nytimes.com/2020/01/03/opinion/australia-fires-climate-change.html – Discussant for the text:</p>

A bonus: A mock documentary: Babakiueria 29 mins

<https://www.youtube.com/watch?v=oUMpPgMGce8> or <https://www.youtube.com/watch?v=w2RfyRpy3w4>
(Worksheet 14)