



CIEE Global Institute – Sydney

Course name:	Contemporary Australian Literature
Course number:	LITT 3101 SYAU
Programs offering course:	Open Campus
Open Campus Track:	Language, Literature and Culture
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2020

Course Description

Stories occupy an important place in human life as influencers and reflectors of society as life is lived. Despite the differing stories that are set in time and place, narratives are also transnational and trans historical offering themselves instruments to understand societies' thoughts, actions and interactions. This course engages students in a close study of a range of contemporary Australian literature within a context of the 'literature of place'. Students will read and view texts, which ideate how authors represent living in, belonging to or occurring in the contemporary Australian landscape. In studying contemporary Australian Literature students will explore the shifts in the focus of Australian literature since World War Two and the representations of social and political views from the 40's to present time. This course will therefore involve students in examining the evolution of Australia as a place; stories of the outback mystique; Aboriginal and multicultural Australia. Students will examine literature through the study of realistic characters, places and current events to understand more about Australian contemporary times. Students are expected to read and view widely; write in different forms; develop and demonstrate a range of literary concepts in the field of literature and narrative theory.

Learning Objectives

By completing this course, students will:

- Appraise and analyse an Australian author's work and differentiate the elements that make the story unique in the Australian landscape and culture, examining the techniques the author has used.
- Explore the Rocks area in Sydney and appraise the time and place, both with historically and fictionalised narratives. Create and produce an e-zine or zine (hardcopy) to compile that experience and the stories of the time encapsulated.
- Critically evaluate with the 'place' of the coastal region and create a journal to appraise the student's reflections with this influence, with the text and pictures compiled.
- Examine and critique an Australian based novel, poem or play from the early development of that genre to that of a recent text. Critique how the form has changed, developed and/or is similar in style, characterisation, social development, tone and language.



Course Prerequisites

Students should have completed a level 2000 class in literature.

Methods of Instruction

The course will be taught using lectures, seminars, case study discussions, as well as field trips to the 'Rocks' area in Sydney and a coastal region. Students will also be expected to create an e-zine or zine form both as an observation task and research task and present the finished product to class for discussion. Invited authors will be guest speakers and will add to the learning objectives of this course.

Assessment and Final Grade

1. Australian Literary Text / Author Analysis:	20%
2. The Rocks e-zine or zine, and presentation:	25%
3. Australian Coastal Landscape Journal:	20%
4. Comparative Book Report:	15%
5. Class participation:	20%
TOTAL:	100%

Course Requirements

Australian Literary Text/Author Analysis

Students will evaluate an Australian novel and compare the elements that make the story unique in the Australian landscape and culture, character/s, the place/s set, use of language and any historical aspects. The review will be 1500 words exactly. A student's grade will be determined by their ability to appraise the techniques the author has used, to create this place and also assess whether the author's background has had a direct influence upon it.

The Rocks E-zine or zine and Presentation

Students will create and produce an e-zine or a hard copy zine of 1000-words of text plus pictures and quotes. The e-zine format should take 15-pages of design. Students will assess their experience in the 'Rocks' area of Sydney. They will appraise key places in the area and write stories on the people, historical background or events that occurred in the region. The students will also choose and compare the fictional books related to this time period. Pictures to be used will be both their own and/or from other sources. They will present their work in a tutorial session with class discussion. If the zine (hardcopy) is chosen 2 copies must be presented for class discussion.

Australian Coastal Landscape Journal

Students will create a journal with both pictures (smartphone) and text, in an exploration experience of a coastal landscape and its impact. The journal will be 1500-words exactly.



Students will assess the essence of 'place' and compose their own story, in narrative form, from their emotional experience, their viewpoints on their observations and the class as a unit.

Comparative Book Report of a Genre, from an Early Form to a Recent Text

Students will critique and contrast two books, poems or plays, set in Australia. The comparative report must be 1000-words exactly. The first will be from the early period of that particular genre or style and the second will be a recent text (last 20 years). The students will compare the differences and development and also similarities that are evident between the two texts. A student's work will be graded on their ability to appraise how the form has changed, developed and/or is similar in style, characterisation, social development, tone and language. The form can be the novel (same genre style), children's books, poetry or a play. Text selections will be discussed in detail with the facilitator during the course and before the assessment is due.

Participation

Participation is valued as meaningful contribution to tangible learning, utilizing resources and materials as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities. Participation is NOT the same as attending.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, punctuality is critical to professional engagement in your studies. Students will be marked absent when 15-minutes or longer. Attendance policies also apply to any required co-curricular class excursion or event, as well as Internship, Service Learning or required field placement. Students, who miss class for personal travel, including unforeseen

delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate. Students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

Week 1

Orientation Week

Class 1:1

Introduction to 'Place' within the Australian Literary Context

This opening lecture will introduce the essence of 'place' and its influence within Australian contemporary Literature. This class will critique different forms, and outline and review how it has been evoked within the text. Students will develop their understanding of the development of 'place' and its impact and evolution on texts. Details of the first assessment will be discussed.

Reading:

Malouf, D. (2014). *A First Place*, Random House Australia, North Sydney, NSW, Australia, pp 99-113 & 160-177.

Week 2

Class 2:1

Australian Literature, the Colonial Years and Forward

In this lecture there will be an overview of Australian Literature in the first one hundred years of colonialism. The novels by Australian authors, both written and set in this time period, who have instilled the perspective of the

convict, to the hard working battler, or a reflection on the white British national perspective or the use of oral stories from Aboriginal civilisation, will be appraised and compared. The student will be able to critically analyse the culture and perspective and their meanings.

Reading:

Goodwin, K.L. (1986). *A History of Australian Literature*, Macmillan Publishers Ltd, London, UK, pp 1-35.

Literary Texts:

Franklin, Miles, (1901), *My Brilliant Career*, The HarperCollins Publishers Australia, Pymble, NSW, Australia.

Grenville, K. (2005). *The Secret River*, The Text Publishing Company, Melbourne Vic, Australia.

Class 2:2

Australian Literature, from the Turn of the Century

In this lecture there will be an assessment of the development and changes in Australian Literature, challenging the previous traditions. There will also be an interpretation of novels by Australian authors who have brought a dynamic perspective to their works from the development of Aboriginal stories, refugees, migrants and female discourse. By the end of the course students will be engaged with the novels and distinguish the various discourses.

Readings:

Huggan, G. (2007). *Australian Literature, Postcolonialism, Racism and Transnationalism*, Oxford University Press, Oxford, UK, pp 1-27.

Jose, Nicholas (Ed), Goldsworthy, K. (2009). *Fiction and Drama, from Macquarie PEN Anthology of Australian Literature*, Allen & Unwin, Crows Nest, NSW, Australia, pp 31-40.

Literary Texts:

Keneally, T. (1972). *The Chant of Jimmy Blacksmith*, Angus and Robertson Publishers Pty Ltd, Sydney, NSW, Australia.

Winton, T. (2001). *Dirt Music*, Penguin Group Australia, Melbourne, Victoria, Australia.

Class 2:3

Characters, Language and the Social Etiquette

In this lecture there will be an evaluation on the Australian people, from historical and well-known figures, to literary characters, all who society

identifies with. Students will critique the development of language, with local slang, idioms and the social etiquette being identified and appraised.

Reading:

Inglis M., T. (1971). *Social Patterns in Australian Literature*, University of California Press, Los Angeles, USA, pp 23-66.

Russell, P. (2010). *Savage or Civilised, Manners in Colonial Australia*, University of New South Wales Press Ltd, Sydney NSW, Australia, pp 351-342.

Literary Texts:

McCullough, C. (1977). *The Thorn Birds*, Harper and Row, USA.

Date Due for Submission of the Australian Literary Text / Author Analysis Assessment

Week 3

Class 3:1

Australian History from Earliest and the Colonial

In this class there will be an appraisal of the colonial period to the Second World War. Key events will be evaluated, within Australia. The students will assess and compare idealised historical icons and their myths, from convicts, leaders and politicians, advocates, gold field miners, bushrangers, explorers, aboriginal notables and the diggers and also critique the dominant discourse in this period. Details of the second assessment will be discussed.

Reading:

Crotty, M., & Eklund, E. (2003). *Australia to 1901*, Tertiary Press, Croydon, Victoria, Australia, pp 9-22.

Hirst, J. (2007). *The Australians, Insiders & Outsiders on the National Character, Since 1770*, Blanc Inc, Melbourne, Victoria, Australia, pp 5-23.

Literary Texts:

Clarke, M. (1874). *For the Term of His Natural Life*, HarperCollins Publishers, Pymble, NSW, Australia.

Lawson, H. (1892). *The Drovers Wife*, Penguin Australia, Melbourne, Victoria, Australia.

Class 3:2

A Present Day History – Is History a Story?

This lecture will critique Australian Society since the Second World War and the significant struggles for equality, acceptance, displacement and change.

Students will be challenged in considering the definition of 'what is history,' in relation to the stories that are written and the discourse society is shown to represent, value or be engaged with.

Reading:

Clark, A. & Ashton, P. (2013). *Australian History Now*, New South Publishing, University of New South Wales Press Ltd, Sydney NSW Australia, pp 13-20.

Carr, E. H. (2008). *What is History?* Penguin Books (Australia), Camberwell, Victoria, Australia, pp 31-44.

Hirst, J. (2005). *Sense and Nonsense in Australian History*, Black Inc, Melbourne, Victoria, Australia, pp 11-23.

Literary Texts:

Malouf, D. (1994). *Remembering Babylon*, Vintage, Random House, London, UK.

Class 3:3 How Gender, Aboriginality, Ethnicity and Religion Have Shaped and Changed the Australian Identity

This lecture will critique the changes of the Australian identity. The class will focus on the early colonial times of the white Australian culture, to the changes of over the past 70 years, embracing diversified cultures and heritage. Students will discuss the current climate, with inclusive, diverse and excluded groups and the challenges presented.

Readings:

Curthoys, A. (1993). *Identify Crisis: Colonialism, Nation and Gender in Australia History*, from *Gender and History* 5(2) Summer, pp165-176.

Schaffer, K. (1988). *Women and the Bush, Forces of Desire in the Australian Cultural Tradition*, Cambridge University Press, Cambridge, England, pp 1-22.

Memmott, P., & Long, S. (2010). *Place Theory and Place Maintenance in Indigenous Australia*, *Urban Policy and Research*, 20:1, 39-56, DOI: [10.1080/08111140220131591](https://doi.org/10.1080/08111140220131591)
pp 39-56.

Literary Texts:

Culotta, N. (1957). *They're a Weird Mob*, The Text Publishing Company, Melbourne, Victoria, Australia.

Heiss, A. (2001). *My Story, Who Am I*, Scholastic Press, Lindfield, NSW, Australia.

Week 4

Class 4:1

The Rocks, Sydney

Students will attend and connect with a field site of the 'Rocks' in Sydney. They will research the past colonial stories and buildings of this area. This will be in conjunction to their assessment of producing an e-zine (digital) version or a zine (printed) version. From this field site visit the students will compile diversified stories and collect photos about the 'Rocks' area. The stories will encompass events and people, both real and fictional, written at the time or reflecting this colonial period.

Reading:

Knobel, M., & Lankshear, C. (2001). *Cut, Paste, Publish: The Production and Consumption of Zines*, Paper prepared for the State of the Art Conference, Athens, Georgia, pp 1-30.

Class 4:2

Application of Knowledge

Students will complete a presentation of their Rocks e-zine or zine (10-minutes), expanding on their ideas, in their compilation of specified stories and the reasons for their choices, with class discussion.

Reading:

French, J. (2013). *Let the Land Speak*, Harper Collins Publishers Australia Pty Ltd, Sydney NSW, Australia, pp 123-169.

Date Due for Submission of the Rocks e-zine / zine and Presentation Assessment

Class 4:3

The Australian Landscape and Bush Writing

Students will distinguish the unique Australian landscape and its strong representation within the texts. This subject will appraise what is categorized as the outback of deserts, bushland and mountains and the country as the outdoor space in literature. By the end of this lecture students will be able to identify the influential strength of place in the novel and its significance and value. Details of the fourth assessment task will be discussed.

Readings:

Winton, T. (2015). *Island Home, a Landscape Memoir*, Penguin Australia Pty Ltd, Melbourne, Victoria, Australia, pp 15-21.

Haynes, R. D. (1998). *Seeking the Centre, The Australian Desert in Literature, Art and Film*, Cambridge University Press, Cambridge, UK, pp 129-142.

Hodge, B., & Mishra, V. (1990). *Dark Side of the Dream*, Allen & Unwin Pty Ltd, North Sydney NSW, Australia, pp 143-161.

Ross, J., (Ed) & Flannery, T. (2011). *The Penguin Book of Australian Bush Writing*, Penguin Group (Australia), Camberwell, Victoria, Australia, pp 272-280.

Literary Texts:

Gunn, J. (1902). *We of the Never Never*, HarperCollins, Sydney, NSW, Australia.

Week 5

Class 5:1

Australian Urban and Coastal Landscape

In this lecture there will be an appraisal and critique of how the urban and coastal are classified and the impact in the novel. Characterization and urban myths will be discussed based on the landscape, covering the beach and surf culture, coming of age texts, sporting culture and the country towns.

Reading:

Cranston, C.A., & Zellar, R., (Ed), Bennett, B. (2007). *A Beach Somewhere: The Australian Littoral Imagination at Play*. In *The Littoral Zone, Australian Contexts and Their Writers*, Rodopi, Amsterdam, Netherlands, pp 31-44.

Literary Texts:

Temple, P. (2005). *The Broken Shore*, The Text Publishing, Melbourne, Vic, Australia.

Carey, G., & Lette, K. (1979). *Puberty Blues*, Penguin Books Australia, Melbourne Vic, Australia.

Class 5:2

Exploring the Coastal Place

Students will participate on a field site of an exploration experience, of a coastal landscape. They will create and compose a journal with both pictures (smartphone) and text, evaluating their experience and the essence of 'place,' and the effect it has upon themselves, their own observations and within their class as a unit.

Reading:

Tredinnick, M. (Ed). & Hay, A. (2003). *A Place on Earth*, University of New South Wales Press Ltd, Sydney, NSW, Australia, pp 101-106.

Literary Texts:

Stedman, M.L. (2012). *A Light Between Oceans*, Penguin Books Australia, Melbourne, Vic, Australia.

Class 5:3 Poetry: From the Urban to the Bush

Students will critique Australian poetry and the reality and myths. From the colonial idealized world, the country and bush perspective, to modern representations and poetry slams. Students will analyze and debate the commonality and evolution of these forms and their representations.

Reading:

Kane, P. (1996). *Australian Poetry: Romanticism and Negativity*, Cambridge University Press, Cambridge, UK, pp 1-23.

Date Due for Submission of the Australian Urban/Coastal Landscape Journal

Week 6

Class 6:1 The Genre of Children's Books

In the lecture there will be an evaluation of Australian children's books. The fictionalized Australian characters will be compared, from the classic to contemporary eras, with an overview of the picture book, middle grade and YA forms. The value of illustrations incorporated within the texts will also be analyzed. Details of the fourth assessment task will be discussed.

Reading:

Hunt, P. (Ed). (1999). *Understanding Children's Literature, Watkins, Tony, Space, History and Culture: The Setting of Children's Literature*, Routledge, London, pp 50-72.

Literary Texts:

Gibbs, M. (1918). *The Complete Adventures of Snugglepoot and Cuddlepoot*, reprinted Angus and Robertson Publishers, Sydney NSW, Australia.

Wheatley, N., & Rawlins, D. (1987). *My Place*, Walker Books, Newtown, NSW, Australia.

Silvey, C. (2009). *Jasper Jones*, Allen & Unwin, St Leonards, NSW, Australia.

Class 6:2 The Stage and Plays

In this class, students will consider Australian plays that reflect the Australian idiom and the cultural groups that support or differentiate this persona. Students will also assess the development of the Australian play and will be able to recognize aspects of playwriting techniques.

Reading:

Davison, P. H. (June 1963). *Three Australian Plays: National Myths under Criticism* [online]. *Southerly*, 23(2), pp 110-127.

Aykborn, A. (2003). *The Crafty Art of Playmaking*, John Hopkins University Press, USA, Volume 14, Number 2, pp 4-27.

Plays:

Lawler, R. (1955). *Summer of the Seventeenth Doll*, Currency Press Pty Ltd, Sydney NSW, Australia.

Williamson, D. (1977). *The Club*, Currency Press Pty Ltd, Sydney NSW, Australia.

Class 6:3

Comedy Scripts

Students will watch, evaluate and critique an Australian film, *The Castle (1997)*. In the lecture students will appraise and discuss the use of comedy as a tool in this mockumentary. There will be an evaluation of the strategies this film uses, to organize and connect to the Australian identity and the portrayal of that national self-image, such as the concept of working-class Australians within modern Australia and its representations.

Readings:

Turnball, S. (2008). *Mapping the Vast Suburban Tundra: Australian comedy from Dame Edna to Kath and Kim*, 11(1), pp 15-32.

Collins, F., & Davis, T. (2004). *Australian Cinema, After Mabo*, Cambridge University Press, Cambridge, UK, pp 112-126.

Due Date for Submission of the Comparative Book Report Assessment

Course Materials

Readings

Aykborn, A. (2003). *The Crafty Art of Playmaking*, *John Hopkins University Press*, 14(2), pp 4-27.

Carr, E. H. (2008). *What is History?* Penguin Books (Australia), Camberwell, Victoria, Australia, pp 31-44.

Clark, A. & Ashton, P. (2013). *Australian History Now*, New South Publishing, University of New South Wales Press Ltd, Sydney NSW Australia, pp 13-20.

- Collins, F., & Davis, T. (2004). *Australian Cinema, After Mabo*, Cambridge University Press, Cambridge, UK, pp 112-126.
- Cranston, C.A., & Zellar, R., (Ed), Bennett, B. (2007). *A Beach Somewhere: The Australian Littoral Imagination at Play*. In *The Littoral Zone, Australian Contexts and Their Writers*, Rodopi, Amsterdam, Netherlands, pp 31-44.
- Crotty, M., & Eklund, E. (2003). *Australia to 1901*, Tertiary Press, Croydon, Victoria, Australia, pp 9-22.
- Curthoys, A. (1993). *Identify Crisis: Colonialism, Nation and Gender in Australia History*, from *Gender and History* 5(2) Summer, pp165-176.
- Davison, PH. (June 1963). *Three Australian plays: National myths under criticism* [online]. *Southerly*, 23(2), pp 110-127.
- French, J. (2013). *Let the Land Speak*, Harpercollins Publishers Australia Pty Ltd, Sydney NSW, Australia, pp 123-169.
- Goodwin, K.L. (1986). *A History of Australian Literature*, Macmillan Publishers Ltd, London, UK, pp 1-35.
- Haynes, R. D. (1998). *Seeking the Centre, The Australian Desert in Literature, Art and Film*, Cambridge University Press, Cambridge, UK, pp 129-142.
- Hirst, J. (2007). *The Australians, Insiders & Outsiders on the National Character, Since 1770*, Blanc Inc, Melbourne, Victoria, Australia, pp 5-23.
- Hirst, J. (2005). *Sense and Nonsense in Australian History*, Black Inc, Melbourne, Victoria, Australia, pp 11-23.
- Hodge, B., & Mishra, V. (1990). *Dark Side of the Dream*, Allen & Unwin Pty Ltd, North Sydney NSW, Australia, pp 143-161.
- Huggan, G. (2007). *Australian Literature, Postcolonialism, Racism and Transnationalism*, Oxford University Press, Oxford, UK, pp 1-27.
- Hunt, P. (Ed). (1999). *Understanding Children's Literature, Watkins, Tony, Space, History and Culture: The Setting of Children's Literature*, Routledge, London, pp 50-72.
- Jose, N. (Ed), Goldsworthy, K. (2009). *Fiction and Drama, from Macquarie PEN Anthology of Australian Literature*, Allen & Unwin, Crows Nest, NSW, Australia, pp 31-40.
- Inglis M., T. (1971). *Social Patterns in Australian Literature*, University of California Press, Los Angeles, USA, pp 23-66.
- Kane, P. (1996). *Australian Poetry: Romanticism and Negativity*, Cambridge University Press, Cambridge, UK, pp 1-23.
- Knobel, M., & Lankshear, C. (2001). *Cut, Paste, Publish: The Production and Consumption of Zines*, Paper prepared for the State of the Art Conference, Athens, Georgia, pp 1-30.
- Malouf, D. (2014). *A First Place*, Random House Australia, North Sydney, NSW, Australia, pp 99-113 & 160-177.
- Russell, P. (2010). *Savage or Civilised, Manners in Colonial Australia*, University of New South Wales Press Ltd, Sydney NSW, Australia, pp 351-342.
- Memmott, P., & Long, S. (2010). Place Theory and Place Maintenance in Indigenous Australia, *Urban Policy and Research*, 20(1), pp 39-56.

pp 39-56.

Ross, J., (Ed) & Flannery, T. (2011). *The Penguin Book of Australian Bush Writing*, Penguin Group (Australia), Camberwell, Victoria, Australia, pp 272-280.

Schaffer, K. (1988). *Women and the Bush, Forces of Desire in the Australian Cultural Tradition*, Cambridge University Press, Cambridge, England, pp 1-22.

Tredinnick, M. (Ed). & Hay, A. (2003). *A Place on Earth*, University of New South Wales Press Ltd, Sydney, NSW, Australia, pp 101-106.

Turnball, S. (2008). *Mapping the Vast Suburban Tundra: Australian comedy from Dame Edna to Kath and Kim*, Vol 11, Issue 1, <https://doi.org/10.1177/1367877907086390> pp 15-32.

Winton, T. (2015). *Island Home, a Landscape Memoir*, Penguin Australia Pty Ltd, Melbourne, Victoria, Australia, pp 15-21.

Literary Texts and Play Readings:

Carey, G. & Lette, K. (1979). *Puberty Blues*, Penguin Books Australia, Melbourne Vic, Australia.

Clarke, M. (1874). *For the Term of His Natural Life*, HarperCollins Publishers, Pymble, NSW, Australia.

Franklin, M. (1901). *My Brilliant Career*, The HarperCollins Publishers Australia, Pymble, NSW, Australia.

Gibbs, M. (1918). *The Complete Adventures of Snugglepot and Cuddlepie*, reprinted Angus and Robertson Publishers, Sydney NSW, Australia.

Grenville, K. (2005). *The Secret River*, The Text Publishing Company, Melbourne Vic, Australia.

Gunn, J. (1902). *We of the Never Never*, HarperCollins, Sydney, NSW, Australia.

Heiss, A. (2001). *My Story, Who Am I*, Scholastic Press, Lindfield, NSW, Australia.

Keneally, T. (1972). *The Chant of Jimmy Blacksmith*, Angus and Robertson Publishers Pty Ltd, Sydney, NSW, Australia.

Lawler, R. (1955). *Summer of the Seventeenth Doll*, Currency Press Pty Ltd, Sydney NSW, Australia.

Lawson, H. (1892). *The Drovers Wife*, Penguin Australia, Melbourne, Victoria, Australia.

McCullough, C. (1977). *The Thorn Birds*, Harper and Row, USA.

Malouf, D. (1994). *Remembering Babylon*, Vintage, Random House, London, UK.

Silvey, C. (2009). *Jasper Jones*, Allen & Unwin, St Leonards, NSW, Australia.

Stedman, M.L. (2012). *A Light Between Oceans*, Penguin Books Australia, Melbourne, Vic, Australia.

Temple, P. (2005). *The Broken Shore*, The Text Publishing, Melbourne, Vic, Australia.

Wheatley, N., & Rawlins, D. (1987). *My Place*, Walker Books, Newtown, NSW, Australia.

Williamson, D. (1977). *The Club*, Currency Press Pty Ltd, Sydney NSW, Australia.

Winton, T. (2001). *Dirt Music*, Penguin Group Australia, Melbourne, Victoria, Australia.