



School of Humanities and Communication Arts

Summer Scholarship Research Program 2019

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Project 136: An overview of online literary publishing

Supervisor(s): Dr Catriona Menzies-Pike (Principal Supervisor)
Dr Andrew Brooks (Second Supervisor)

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Project description

The Sydney Review of Books is Australia's leading online literary journal. An initiative of the Writing and Society Research Centre at WSU, the journal has twice won the prestigious Walkley-Pascall Prize for arts criticism and is a destination of choice for Australian critics and essayists. The journal represents a unique form of public engagement for the Writing and Society Research Centre and WSU, and our local, national and international successes have helped build the university's brand as a cultural leader in Western Sydney and nationally. Our publishing program is funded by the Australia Council for the Arts, Create NSW, the Potter Foundation, Creative Victoria, Arts Queensland, Arts Tasmania, City of Sydney, Parramatta City and the Copyright Agency. This summer scholarship project will provide us with information to help guide our publishing program and to seek new funding arrangements and collaborators.

Over the coming five-year period, the Sydney Review of Books is seeking to extend our collaborations with international literary organisations, and in particular to build relationships with other online literary journals, such as Public Books (USA), the Los Angeles Review of Books (USA), and the Johannesburg Review of Books (SA). Over the course of 8 weeks our summer scholarship student will research and compile a dossier on international online literary journals. The project will involve two components:

1. research and write an entry for up to thirty international online literary publications, that aggregates available data about the publication (contact details, funding arrangements, partner organisations, payment model etc) and presents an analysis of the journal's contributor base and audience, as well as an overview of their publishing interests.
2. compile a select annotated bibliography of scholarly writing and media discussion of online literary journals (2009-2019).
3. Compile a contacts database of literary journal editors and managers for use by the SRB editorial staff.

Project Aims

The final dossier will provide a comprehensive snapshot of the current state of online literary publishing. It will provide new perspectives on the work that we do in publishing the *Sydney Review of Books* here at Western Sydney University. Specifically this research will:

- provide us with a birds-eye view of the sector in which we work;
- identify partners for potential collaboration and inform the strategic planning of international collaborations;
- allow us compare literary journals in order to situate the SRB in a global publishing network and ensure the publication continues to implement best practices.

Ultimately we hope to convene an international network of online literary journals and this dossier will be an important resource for building the network.

Project Methods

The project will involve independent research into up to thirty online literary publications. Specifically, it will include the collection and aggregation of data about online publications (including such things as: contact details, organisational structure and funding arrangements, partnerships, payment and fee structures, audience size, publication platforms, and so on) as well as some interpretative analysis of how these publications relate to one another.

The student will read, analyze, categorise and describe the material published by literary journals, and will synthesise that information to inform a practical evaluation of each journal's place in the literary ecosystem.

The research will primarily be conducted through various database searches, web searches, and email correspondence and will be presented as a written report into the state of online literary publishing and a simple database of publications.

The student will be directly and independently engaged with this research; the principal supervisor will provide initial and specific training to the student in searching for and accessing materials through online searches and, where necessary, through online databases. The relevant online databases are all accessible to WSU students through WSU's library server. The student will also be thoroughly briefed on the operations of the *Sydney Review of Books* so that they have a good sense of the broader aims and frameworks of that project. They will receive continuous support from SRB staff throughout the research and writing process.

Opportunity for Skill Development

The core skills that the student will develop throughout the course of the proposed project are:

- advanced scholarly information literacy;
- ability to accurately navigate, search and source scholarly material about online publishing through a variety of online sources;
- ability to compile descriptive bibliographies and Excel databases;
- ability to correctly reference and cite online journals;
- ability to refine research criteria to obtain useful results and summarise effectively those results;
- understanding of scholarly vocabulary essential for describing appropriate methodologies for higher degree research in literary studies which are also used in preparing Masters and Ph.D. proposals;
- advanced critical and analytical skills;
- Detailed insight into the operation and structure of cultural organisations.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

Eligible students must be enrolled in a WSU BA degree and have experience of successfully completing undergraduate units in English, and/or have advanced standing credit. Students can be at any level of their degree to take on this research. An enthusiasm for contemporary literature would be an advantage.

Project 137: Talking sex: An investigation into the discursive recontextualisation of sexual practice in the language of research interviews

Supervisor: Dr David McInnes (Principal Supervisor)

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Project description

The word sex, as a linguistic sign, aggregates a set of social practices and activities under a 'token' in which is encoded a complex set of meanings and values. Such an aggregation means that there exists a complex semiotic process that recontextualises social (sexual) activities and practices when 'sex' is talked about. Many linguistic systems come into play when someone is asked about their sexual identity and sexual practice in a research interview. What are these? How do they recontextualise the practice of sex.

A large data set is available of qualitative interviews with gay men about their sexual practices. Much of this data was generated for research projects throughout Australia's experience of the HIV epidemic and after, from the 1980s until the present. It therefore represents a significant corpus of 'talk about gay sex'.

This internship will involve work reading and organising interview data along the following lines:

1. An initial review of the kinds of genres of interaction present in the data set, that is, where the dialogic exchange of an interview (themselves involving specific sequences of turntaking/exchange, speech function etc.) contains sub-genres in the questions and responses produced by participants, for example, the shift into forms of narrative (story-telling) or explanation etc. This stage will also an initial description of the linguistic and discourse features of these sub-genres drawing on and expanding the work of SFL scholars.
2. A delineation of the kinds of linguistic forms used to represent sex using
 - a. the mode continua – action-reflection; spoken-written;
 - b. dimensions of field and ideational meaning
 - c. evaluative and other interpersonal meaning
 - i. in terms of transitivity structures, nuclear relations, nominalisation and other forms of abstraction and incongruence, modality and appraisal as described by Martin (1991 and elsewhere).

Project Aims

The project, in this stage, aims

to organise interview data by executing an analysis of text type (via structure and purpose) and

- to execute an initial, rudimentary identification of linguistic patterns and features involved in the recontextualisation of the social practice of sex.

Project Methods

The project will use the methods of Systemic Linguistic Analysis (including lexicogrammatical and discourse semantic analyses, and genre analysis) within a Critical Discourse Analysis approach. This stage of the project will only involve rudimentary use of the first of these as a way of systematically organising the corpus.

Opportunity for Skill Development

This project provides a sound opportunity for a student to work hands-on with interview data (thereby becoming familiar with such) and to work to organise that data as an initial stage of analysis. Skills will also be developed in rudimentary text and linguistic/discourse analysis.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

A rudimentary knowledge of English grammar and text structures, possibly with some experience in linguistic analyses of formal or functional grammar.

A rudimentary understanding of the theory and principles of Critical Discourse Analysis.

Well developed writing skills.

Project 138: Australian music on the Vietnam war

Supervisor: Diana Blom (Principal Supervisor)

Supervisor(s) contact information: d.blom@westernsydney.edu.au

Project description

Within a larger project focusing on the role of music on war (the ANZAC experience), the views and experiences of university students (of varying ages), in relation to Australian music on the Vietnam War are sought. While considerable research has been undertaken into US music about the Vietnam War, this project is interested in Australian music about the Vietnam War. The student views and experiences may come, for mature-aged students, from their own experience with hearing this music. For younger students who may have a relative who fought in the Vietnam War, their views and experience of the Vietnam War may be post memory, Marianne Hirsch's term for the relationship between generations after a war and their 'memories' of the war, in this study, their musical associations. These associations may come from popular songs, classical music, films, TV shows, commemorative events, and the music may be from the period of the war itself or be commemorative, written long after the war events themselves.

Project Aims

1. Investigate the views and experiences of university students of Australian music on the Vietnam War;
2. Determine the reasons for these views and experiences and where they come from;
3. Analyse the genre, musical style, lyrics, original context and date of the music.

Project Methods

The study will focus on the student experiences and associations between Australian music and the Vietnam War through a self-interview and/or auto-ethnographic process. The questions will be discussed with the student researchers, and responded to by them.

Opportunity for Skill Development

- Conduct a literature review of literature on Australian music on the Vietnam War; student views on war; the difference between memory and post-memory;
- Design interview questions for themselves to respond to;
- Respond to the questions and engage in auto-ethnographic thinking (particularly for mature-aged students);
- Analyse the data;
- Write a draft paper, with the supervisor, on the topic for presentation at a history or musicology conference in the future.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

It is presumed only students interested in the topic will be in contact, and the students can be from any stage of their degree.

Project 139: Skatepark traces and community health

Supervisor(s): Dan Johnston (Principal Supervisor)
Michelle Catanzaro (Second Supervisor)

Supervisor(s) contact information: d.johnston@westernsydney.edu.au
m.catanzaro@westernsydney.edu.au

Project description

This research will expand upon Dan Johnston's preliminary research on skate culture which documents the ways skateparks are utilised for purposes beyond skateboarding. This research project will focus on a constrained selection of skateparks in low socio-economic communities in Western Sydney, and will utilise a variety of site surveys to give insights into historic, geographical, social and physical aspects of skateboarding communities and skateparks. Visual, audio and geographical traces will be captured and analysed to discover how broader community health affects the visual traces found at the skatepark.

Vinson's (2007) report *Dropping Off the Edge* will provide valuable information on community indicators and how they may be used to paint a portrait of community health. A selection of communities will be chosen, utilising Vincon's five indicators:

- Social distress;
- Health;
- Community safety;
- Economic; and
- Education.

Using this information, we will compare and contrast skateparks within the selected communities to discover how community health can impact skatepark usage and localised skateboarding communities.

Project Aims

- Determine whether correlations exist between community health and skatepark usage in Western Sydney.
- Investigate youth culture and the role of public spaces in supporting or alienating young people in Western Sydney.
- Inform and educate on youth issues, with a specific focus on skatepark facilities in Western Sydney.
- Explore the ways that visual methods can be utilised to capture and map public spaces.

Project Methods

Experiential learning is the process of learning through experience and reflection, where knowledge is continuously gained through both personal and environmental experiences (Kolb, 1984). The project will employ a variety of practice-based design methods, that draws upon a reflective and iterative design process which implements:

- Discovery
- Interpretation
- Ideation
- Experimentation
- Reflection

The student will draw on a range of practice based methods such as:

- Behavioural and spatial mapping
- Observational research methods (visual ethnography + site surveys)
- Audio recordings
- Geographical analysis

Opportunity for Skill Development

- Student will collaborate with established WSU researchers.
- Student will have the opportunity of co-authoring a journal article and engaging in a research based case study.
- Student will have the opportunity of collating a professional body of creative work in the form of an online archive with future potential of having their creative work exhibited.
- Practice how to professionally communicate and present ideas/artwork both verbally and in writing, through working as part of a team and interacting with learning partner/s.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

- Student must have completed at least two years of 1571 B. Design (Visual Communication), 1843 B. Design (Pathway to Teaching Secondary) or 1839 B. Design/B. Creative Industries.
- Student must have completed the M1571 Photomedia specialisation).

Project 140: The mathematics of language evolution

Supervisor(s): A/Prof Robert Mailhammer (Principal Supervisor)
Prof Andrew Francis (Second Supervisor)

Supervisor(s) contact information: R.Mailhammer@westernsydney.edu.au
A.Francis@westernsydney.edu.au

Project description

Language evolves through many mechanisms, but one important one is changes to the way sounds are produced in speech. Changes to language can be used to reconstruct an evolutionary history of the set of languages, using phylogenetic reconstruction techniques that have been developed within mathematical biology. However, by looking at the way different sounds are produced, and studying the way changes might happen, it is possible to understand some changes asymmetrically, meaning that changes in one direction may be more likely than changes in another. Recent work by Mailhammer and colleagues has tracked such changes in a set of languages (Mailhammer et al. 2015, Mailhammer & Harvey 2018). This project will explore the application of results in mathematical phylogenetics to this particular scenario. While some theory already exists that supports phylogenetic reconstruction with related types of data, the details of this particular data may require the development of new mathematical theory.

This project will investigate this problem, identifying gaps in the theory, and possibly developing solutions to those problems. Outcomes of the summer project will include support for further research directions, in the context of further study or joint projects between the supervisors.

Project Aims

- Describe a model of language evolution involving asymmetric changes to sound production
- Investigate character-based phylogenetic reconstruction methods and results to identify theory that can be applied to this scenario
- Identify mathematical questions to be answered to reconstruct a phylogeny with these data
- Stretch goal: develop a phylogenetic reconstruction method that applies to these data.

Project Methods

The methods will be mainly mathematical but will rely on a sound understanding of the underlying linguistics. The student will need to begin by understanding the linguistic context and problem description, under the guidance of A/Prof Mailhammer, and then progress to searching the mathematical phylogenetics literature to find methods that can be used or adapted for this problem (under guidance of Prof Francis). The final stage will involve working on that adaptation, which may possibly require developing new mathematics, or using some software tools, alongside careful understanding of the linguistic details.

Opportunity for Skill Development

The student will develop an understanding of linguistic problems in language evolution, and of the mathematics of phylogenetics. They will also gain experience in bridging the divide between theory and application, and answering problems outside mathematics, using mathematics.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

They will need an advanced ability to think mathematically and to learn new mathematical ideas quickly.

Project 141: Representing gender in gender diverse picturebooks

Supervisor: Dr Di Dickenson (Principal Supervisor)

Supervisor(s) contact information: d.dickenson@westernsydney.edu.au

Project description

The last two years has seen increased focus on transgender children in the Australian media, not all of it uniformly positive. In this context, the growing number of picture books featuring trans and gender diverse children has the potential to be an important resource for trans children, their parents and children more generally, as a way of increasing their understanding of gender diversity. Many of these books have been seen as controversial, particularly by conservative commentators. However, more recently some of these books have also been critiqued for drawing on gender stereotypes (e.g. Bartholomaeus, Riggs and Yarrow 2016).

Contemporary gender diverse picture books provide a rich domain for the analysis of the visual representation of gender and its relation to the accompanying verbal text. Using multimodal discourse analysis (Painter, Martin and Unsworth 2014, Kress and van Leeuwen 2006), this research explores how English language gender diverse picture books published in the last decade represent gender.

This research builds on research undertaken for a conference paper delivered at the International Research Society for Children's Literature in Stockholm August 2019.

Project Aims

- To map the changes in the visual and verbal representation of gender in gender diverse picturebooks across the last decade.
- To intervene in debates about the cultural value of these books
- To determine whether gender diverse picturebooks successfully challenge gender norms through their representations of gender

Project Methods

The picture book corpus that has been identified will be coded and analysed and a set of preliminary findings will be used to develop refereed journal articles.

The picturebooks will coded through a 'thematic' analysis. This will involve the iterative identification of key themes around gender and identity in the corpus and a grouping process such that segments of the data will be grouped in preparation for more detailed analysis.

The detailed analysis of the data will involve a multi-modal discourse analysis (Painter, Martin and Unsworth 2014, Kress and van Leeuwen 2006). Such a process will be used to identify the key meanings and values used to represent gender. These 'discourses' (knowledge/power) will enable the researchers to develop a more coherent and nuanced understanding of how gender is represented in gender diverse picturebooks, published in the last decade.

Opportunity for Skill Development

The student involved in the project will have an opportunity to further develop skills in data coding, analysis and the development of findings. The coding and analysis of data is a central, often overlooked skill, for developing researchers in the humanities. The project will require the student to learn the principles and execute a thematic coding of data. They will also learn how to apply a close language and image/visual analysis as part of a discourse analysis, honing their skills in an evidence-based form of discourse analysis. The development of findings from this analysis will allow them the opportunity to follow through on analysis to the articulation of findings in collaboration with a researcher experienced in these forms of analysis, findings development and publication

Students are required to have the following skills/meet the following pre-requisite(s) to apply

The student selected to undertake the project must have completed units, preferably focused on children's literature, that have taught multimodal discourse analysis/visual analysis. Units that have taught close textual and language analysis and/or gender would also be beneficial.

Project 142: Dative sickness in Icelandic

Supervisor(s): Robert Mailhammer (Principal Supervisor)
Stacey Sherwood (Second Supervisor)

Supervisor(s) contact information: R.Mailhammer@westernsydney.edu.au
s.sherwood@westernsydney.edu.au

Project description

Variation in subject case marking has been well studied both synchronically and diachronically in Icelandic. One particular instance of this kind of variation, known as Dative Substitution among linguists and “Dative Sickness” more popularly, occurs when accusative subjects are marked as dative subjects (Barðdal, 2011). See (1) and (2) below.

(1) *Mig langar að fara*
I.ACC long.PRES to go
'I long'

(2) *Mér langar að fara*
I.DAT long.PRES to go
'I long'

(Schätzle et al., 2015)

While the internal, linguistic factors surrounding the phenomenon of Dative Sickness have been well explored in the literature (Barðdal, 2011; Dunn et al., 2017; Friðriksson, 2009; Schätzle et al., 2015), the external, sociolinguistic factors which influence the distribution of datively marked subjects remains largely unexplored (Friðriksson, 2009). This favouring of linguistic constraints over sociolinguistic constraints presents a significant gap in the research as it is well known that linguistic variation is influenced by both internal and external factors. Thus, the aim of the internship is to probe the social correlates of datively marked pronouns to determine which social factors contribute to the distribution of Dative Sickness in Icelandic through a corpus study of existing, freely available texts.

Project Aims

- Collect speech samples of Old Icelandic from available corpora
- Analyse speech samples to identify relevant morphosyntactic marking
- Perform synchronic or diachronic analysis of analysed samples
- Relate findings to current literature

Project Methods

The intern will take part in a study of case marking in Old Icelandic. Specifically, the intern will research the phenomenon whereby accusative objects are marked as datives; known as “dative sickness”. Utilising available corpora on Icelandic, the intern will collect speech samples of datives in Old Icelandic. The samples will then be analysed diachronically and/or synchronically, where relevant, in order to determine the distribution of datives in Icelandic. The findings will then be compared to recent literature surrounding a similar phenomenon occurring in Germanic languages. Ultimately, the intern will be involved in the literature review, the corpus search, and data analysis of the research study.

Opportunity for Skill Development

The benefits for the intern are threefold. Firstly, the intern will have the opportunity to apply the theoretical knowledge they learn as part of a linguistics major to a rigorous historical linguistics project. Secondly, the intern will gain valuable skills in research design and data analysis. Thirdly, the ability for the intern to participate in creating research output in the form of a journal article is an effective method of training and development for students who may be considering postgraduate study and/or academic careers.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

Completed the unit “Introduction to Linguistics”

Project 143: A journey of academic motherhood: rebuilding professional identity post-career break.

Supervisor(s): Dr Anne Jamison (Principal Supervisor)
Dr Dorothea Bowyer (Second Supervisor)
Dr Chloe Taylor (Third Supervisor)

Supervisor(s) contact information: a.jamison@westernsydney.edu.au
d.bowyer@westernsydney.edu.au;
c.taylor@westernsydney.edu.au

Project description

This summer scholarship represents a unique opportunity for a student to engage with a multi-disciplinary team of staff from across the University. This collaborative research project stems from a wider research study being conducted by the Engaged Parent Network at WSU which seeks to understand the experiences of academic and professional staff who have returned to work after parental leave, and the support that is needed to assist with this transition. This project is currently funded through WSU's Gender Equity funding scheme. The proposed summer scholarship project focusses on the particular experiences of female academics who have taken one or more periods of maternity leave across their career to date and the ways in which this type of career interruption has impacted the longer-term career trajectories and professional identities of female academic staff. The project aims to be inclusive and diverse across different modes of parenting, including adoptive and foster parents, as well as single mothers, and is cross-disciplinary in terms of its human subjects of study who are drawn from multiple Schools at WSU. The first phase of this project is already underway and involves an auto-ethnographic analysis of self-reflective "return-to-work" narratives by 6 to 7 female academics based at WSU. This summer scholarship project will extend this work by enabling a broader consideration and analysis of the current literature on academic motherhood and professional identity frameworks, as well as providing a draft ethics proposal to extend the study to a much larger group of female academics in 2020. The student who is successful in securing this summer scholarship will therefore have the opportunity to gain valuable research experience through an exciting project (potentially outside of their direct field of study) and make a meaningful contribution to this impactful research involving mothers in academia. It will also provide the student with an opportunity to be a significant co-author on a journal publication.

Project Aims

The core aims of the project are to develop an understanding of the existing critical literature around mothering, academia and professional identity in order to more accurately contextualise and extend the auto-ethnographic studies which form the preliminary stages of a wider research project on this topic. The measurable objectives of the proposed project are:

1. to produce an annotated bibliography and literature review on mothering in academia, as well as the theoretical frameworks that define professional academic

identities (both male and female), which will be utilised to (i) inform the research of a broader funded project in this field; and (ii) contribute to the research for a journal article on this topic;

2. to assist in drafting an ethics proposal to enable the current project to utilize human participants and personal data in 2020 and widen the scope of the project with a view to publishing a second future journal article on this topic.

Project Methods

The student will largely be engaged in:

- advanced online search and navigation methods to locate relevant secondary literature relating to the topic of mothering and academia, as well as professional academic identity;
- the compilation and writing of an annotated bibliography of research findings, as well as the synthesis of these findings in order to produce an accompanying literature review;
- and, the drafting of a human ethics application with guidance from the supervisors.

The student will be directly and independently engaged with this research. All three supervisors will support the student in initially searching for and accessing materials through the library's online databases. These online databases are all accessible to WSU students through WSU's library server. The student will also be thoroughly briefed on the larger project to which their research will contribute so that they have a good sense of the broader aims and frameworks of that project. Direct training and supervision will also be provided to the student in drafting the human ethics application.

The student's time will be spent in the following way:

Weeks 1-4

Compile an annotated bibliography of secondary literature relating to both mothering and academia, and professional academic identity.

Weeks 5-6

Write a literature review based on the annotated bibliography with a particular emphasis on academic women and professional identity.

Weeks 7-8

Draft a human ethics application to extend the preliminary autoethnographic data collection of the wider project.

Opportunity for Skill Development

The core skills that the student will develop throughout the course of the proposed project are:

- advanced scholarly information literacy;
- an ability to accurately navigate, search and source relevant scholarly online and library databases;
- an ability to compile descriptive bibliographies through summative analysis of relevant secondary literature and synthesize that information to inform scholarly opinion;
- an ability to refine research criteria to obtain useful results and summarise effectively those results;
- an understanding of scholarly vocabulary essential for describing appropriate methodologies for higher degree research in literary studies which are also used in preparing Masters and Ph.D. proposals;
- advanced critical and analytical skills;
- an understanding of and ability to design human ethics applications.
- enhanced communication (verbal and written) skills, as well as project and time management skills.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

Eligible students must be enrolled in a WSU degree in any discipline and have experience of successfully completing level 1 and level 2 undergraduate units in their chosen major, and/or have advanced standing credit. Ideally, students should be in their third or fourth year of study of their degree to take on this research and have an interest in gender equality. Female students who are parents are particularly welcome to apply. It will be advantageous to have experience of human ethics applications, but this is not a requirement.

Project 144: Fiction for Children in Nineteenth-Century Australian Newspapers, 1880-1900

Supervisor(s): Dr Anne Jamison (Principal Supervisor)
Dr Helen Koukoutsis (Second Supervisor)

Supervisor(s) contact information: a.jamison@westernsydney.edu.au
h.koukoutsis@westernsydney.edu.au

Project description

This research project is based on online collections of nineteenth-century Australian newspapers and the dedicated columns for children produced by those newspapers. It seeks to identify and produce detailed annotated listings of the short fiction published for children in these columns across a selected and fixed number of seminal Australian newspapers in circulation during the period 1880 to 1900. The project is part of a larger research project which seeks to rectify the knowledge gap in our current scholarly understanding of children's literary history in Australia which, to date, has largely ignored the contributions of nineteenth-century periodicals and newspapers to this history. My most recent outputs (*Australian Literary Studies* [2018]; *Victorian Periodicals Review* [2017]) have started to significantly revise how scholars understand, in particular, the Australianisation and urbanization of children's newspaper fiction in late nineteenth-century Australia, as well as recuperate marginalized genres, such as didactic tales and fairy stories, for serious scholarly attention.

This wider project was originally funded by a WSU Women's Research Fellowship (\$40,000) in 2016, as well as a State Library of NSW Fellowship (\$12,000) in 2016/2017. The project continued with School RIF Collaboration funding (\$4670) in 2018. I used this funding to develop a project proposal for an RSVP Field Development Grant (\$27,500 USD) and am now working in collaboration with the State Library of South Australia and AustLit towards a funding application to RSVP in March 2020 to continue and further expand the project. The work of this Summer Scholarship proposal will contribute both to the development of the RSVP grant application, as well as provide preliminary research data for a journal article I am currently devising on selected editions of the *Adelaide Observer* published throughout the 1880s. I presented this research at the ACLAR International Conference in New Zealand (July 2018) and am now extending this conference paper into a journal article for potential publication with the international peer-reviewed MLA journal, *Children's Literature*.

This wider project also contributes to the research ambitions and core principles of my School and Research Centre; Literary Studies is recognized as a distinctive research strength in the School of Humanities and Communication Arts, and the study of Australian literature is a key area of research in the Writing and Society Research Centre.

Project Aims

The core aims of the project are:

1. to provide necessary foundational bibliographic research on nineteenth-century children's newspaper fiction in Australia during the period 1880-1900 which will be utilised to (i) inform the research of a broader funded project in this field; (ii) contribute to the research for a journal article on this topic; and (iii) assist in developing a project for future external funding;
2. to identify key writers in Australia in the period 1880-1900 engaged in publishing newspaper fiction for children specifically for an Australian audience, as well as compile descriptive listings and contextual information about the writers identified and their works;
3. and, to establish specific contextual historical and literary frameworks within which to revise current scholarly understanding of nineteenth-century children's literary history in Australia, as well as challenge some of the dominant scholarly narratives in this field.

Project Methods

The student will largely be involved in online archival research involving nineteenth-century Australian newspaper collections in TROVE, as well as the AustLit and CLDR online databases, and will be engaged in:

- advanced search and navigation methods to locate relevant newspaper columns for children in online collections of Australian nineteenth-century newspapers;
- and, the compilation of descriptive bibliographies to record and present research findings which will involve reading, analyzing, categorizing and describing nineteenth-century short fiction for children, as well as synthesizing that information to inform scholarly opinion.

The student will be directly and independently engaged with this research and the principle supervisor will provide initial and specific training to the student in searching for and accessing materials through the online databases listed below. These online databases are all accessible to WSU students through WSU's library server. The student will also be thoroughly briefed on the larger project to which their research will contribute so that they have a good sense of the broader aims and frameworks of that project.

The student's time will be spent in the following way:

Weeks 1-6: TROVE online database [accessed at WSU]

Identify and compile annotated bibliographies of the fiction published for children in the following Australian newspapers for the selected periods: *South Australian Chronicle* (1889-1900); *Australian Town and Country Journal* (1880-1900); *Illustrated Sydney News* (1880-1900); *Daily Telegraph* [Sydney] (1883-1900).

Weeks 7-8

1. Write a summary report that highlights key texts and authors for further research in terms of those texts' significance to the wider project.

The amount of material the student on the project will be dealing with in the time period given [1880-1900] is sufficient and manageable in the 8-week timeframe. Confining the bibliographies to particular databases and collections also ensures that the student can complete finite listings and the search phases of the project are contained and capped by the online and physical limits of those databases/collections.

Opportunity for Skill Development

The core skills that the student will develop throughout the course of the proposed project are:

- advanced scholarly information literacy;
- ability to accurately navigate, search and source nineteenth-century materials through a variety of online archival collections, namely TROVE, AustLit and CLDR;
- ability to compile descriptive bibliographies through summative analysis of nineteenth-century materials and synthesize that information to inform scholarly opinion;
- ability to utilize detailed online databases for literary studies research;
- ability to correctly reference and cite nineteenth-century newspapers and literary texts;
- ability to refine research criteria to obtain useful results and summarise effectively those results;
- understanding of scholarly vocabulary essential for describing appropriate methodologies for higher degree research in literary studies which are also used in preparing Masters and Ph.D. proposals;
- advanced critical and analytical skills.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

Eligible students must be enrolled in a WSU BA degree and have experience of successfully completing undergraduate units in English, and/or have advanced standing credit. Ideally, students should be in their third or fourth year of study of their degree to take on this research.

Project 145: MOVE WEST: Mapping Western Sydney

Supervisor(s): Katrina Sandbach (Principal Supervisor)
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Project description

The name ‘Greater Western Sydney’ is used to describe an expansive geographic area comprising the local government areas of Auburn, Bankstown, Blacktown, Blue Mountains, Camden, Campbelltown, Fairfield, Hawkesbury, Holroyd, Liverpool, Parramatta, Penrith and Wollondilly (Western Sydney University, 2015). Geographically, this is a huge land area that includes national parks, waterways and parklands, with “substantial residential, rural, industrial, commercial, institutional and military areas”—in other words, the region is at once urban, suburban, and rural, with an equally diverse population in cultural, social, and economic terms. Due to this large land mass, there is a variety of ways that each LGA has been captured both geographically and visually. In this project, researchers will draw together a diverse range of maps and visual media pertaining to Western Sydney. While we expect a map to be objective, maps (like all images) are made for purposes (Boyd Davies, 2009) and whilst this project will entail accessing archival maps and data, it will also include collating abstract, poetic and non-literal material that visually captures the West. This will include short lived temporal maps, digital material and printed matter that relates to the urban growth and development in the Western Suburbs from the 1950’s onwards.

Project Aims

- To collate and curate an expansive body of visual material that represents Western Sydney of the past and present day.
- To capture the sense of growth and development that has occurred within Western Sydney since the 1950s (socially and culturally)
- To understand and define what could constitute a “map” of the region
- To explore and develop existing archival material pertaining to the Western Sydney region for the intention of an online archive or physical exhibition.

Project Methods

Experiential learning is the process of learning through experience and reflection, where knowledge is continuously gained through both personal and environmental experiences (Kolb, 1984). The project will employ a variety of practice-based design methods, that draws upon a reflective and iterative design process which implements:

- Discovery
- Interpretation
- Ideation
- Experimentation
- Reflection

The student will draw on a range of practice based methods such as:

- Cartographical analysis
- Archival research
- Visual analysis

Opportunity for Skill Development

- Student will collaborate with established WSU researchers.
- Student will develop skills in evaluating, retrieving and curating archival materials.
- Student will have the opportunity of co-authoring a journal article and engaging in a research based case study.
- Student will have the opportunity of collating a professional body of creative work in the form of an online archive with future potential of having the work exhibited.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

Student must have completed at least two years of 1571 B. Design (Visual Communication), 1843 B. Design (Pathway to Teaching Secondary) or 1839 B. Design/B. Creative Industries.