



# ABST202

## Culture, Creation and Characters: Indigenous Australian Literature

S1 External 2018

*Dept of Indigenous Studies*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Lecturer

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Credit points

3

Prerequisites

12cp at 100 level or above

Corequisites

Co-badged status

Unit description

This unit will examine the writing of Indigenous Australians to explore Indigenous perspectives of culture and continuity. Students will be introduced to a variety of written work, including biography, and the growing and rich array of fiction and poetry. We will consider the range of reasons Indigenous Australians write, from resistance to celebration, as well as the political motivations for publication. Students will also examine the impact of Indigenous literature on national identity and understandings of Indigenous Australia.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Discuss key features of Indigenous Australian literature (written creative texts produced by Aboriginal and Torres Strait Islanders).

Articulate the place of Indigenous Australian literature in relation to Indigenous Studies, Australian literature, and comparative Indigenous literary studies.

Demonstrate an understanding of relevant literary traditions, histories of interaction colonisation and nationalism, various creative art forms, and the politics of publication and anthologising in Australia.

Critically consider specific texts by Indigenous Australian people in the light of the above understandings.

## General Assessment Information

### ***Late Submission Penalty***

*“Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.”*

### ***Terminology protocol***

In Australia there are two distinct Indigenous peoples: Aboriginal people and Torres Strait Islander people.

When writing about Aboriginal and Torres Strait Islanders do not use the acronym ‘ATSI’, write in full. Capital letters should always be used when referring to Aboriginal peoples and or Torres Strait Islander peoples.

While Aboriginal and Torres Strait Islander are acceptable terms to use, it should be recognised that these are collective terms and often used improperly to impose a single identity on the many different communities.

Aboriginal and Torres Strait Islander people generally prefer to be known by the language/cultural groups or communities, to which they belong, that is, own names rather than terms such ‘the Aboriginals’ or ‘the Islanders’. For example, Aboriginal people in the area surrounding Macquarie University may refer to themselves as Dharug. It is important that you always check the correct name or terms to use for people in the area/region.

The use of incorrect, inappropriate or dated terminology is to be avoided as it can give offence. Many historical terms or those in common usage some years ago are now not acceptable, including terms such as ‘aborigine’ ‘native’, ‘savage’ and ‘primitive’. Similarly, do not use the terms ‘half-caste’, ‘part-Aborigine/Aboriginal’ or any reference to skin colour or physical features, as they do not signify that a person is Aboriginal and/or Torres Strait Islander and may cause offence. When quoting from academic or other sources that uses inappropriate, dated terminology or racist language, use (sic) directly after the inappropriate term or phrase, thus calling attention to the fact that it has been sourced from the original and that you understand it to be outdated, inappropriate or problematic in the contemporary context.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Pictorial Essay</u>	15%	No	Friday 16th March, 2018
<u>Review of literature</u>	15%	No	Thursday of topic week
<u>Critical Analysis</u>	40%	No	Friday 8th June, 2018
<u>Online tasks</u>	30%	No	Friday of each week

### Pictorial Essay

Due: **Friday 16th March, 2018**

Weighting: **15%**

Students will present a two page collection of images that represent the beginning, middle, and end of a story – a storyboard related to Indigenous Australia.

Further information about the assignment, including the criteria and standards by which your work will be assessed will be available in the ilearn site.

On successful completion you will be able to:

- Discuss key features of Indigenous Australian literature (written creative texts produced by Aboriginal and Torres Strait Islanders).
- Articulate the place of Indigenous Australian literature in relation to Indigenous Studies, Australian literature, and comparative Indigenous literary studies.
- Demonstrate an understanding of relevant literary traditions, histories of interaction colonisation and nationalism, various creative art forms, and the politics of publication and anthologising in Australia.
- Critically consider specific texts by Indigenous Australian people in the light of the above understandings.

### Review of literature

Due: **Thursday of topic week**

Weighting: **15%**

Write a minimum 600 word review of a song or poem written by an Indigenous Australian.

Further information about the assignment, including the criteria and standards by which your work will be assessed will be available in the ilearn site.

On successful completion you will be able to:

- Discuss key features of Indigenous Australian literature (written creative texts produced by Aboriginal and Torres Strait Islanders).
- Articulate the place of Indigenous Australian literature in relation to Indigenous Studies, Australian literature, and comparative Indigenous literary studies.
- Demonstrate an understanding of relevant literary traditions, histories of interaction colonisation and nationalism, various creative art forms, and the politics of publication and anthologising in Australia.
- Critically consider specific texts by Indigenous Australian people in the light of the above understandings.

## Critical Analysis

Due: **Friday 8th June, 2018**

Weighting: **40%**

This 1500 word review should be a critical and constructive analysis of the literature. Students will self-select **ONE** text and provide an analysis and interpretation of the text and how that text relates to two of the topic weeks.

Further information about the assignment, including the criteria and standards by which your work will be assessed will be available in the ilearn site.

On successful completion you will be able to:

- Discuss key features of Indigenous Australian literature (written creative texts produced by Aboriginal and Torres Strait Islanders).
- Articulate the place of Indigenous Australian literature in relation to Indigenous Studies, Australian literature, and comparative Indigenous literary studies.
- Demonstrate an understanding of relevant literary traditions, histories of interaction colonisation and nationalism, various creative art forms, and the politics of publication and anthologising in Australia.
- Critically consider specific texts by Indigenous Australian people in the light of the above understandings.

## Online tasks

Due: **Friday of each week**

Weighting: **30%**

Participation in online tutorials and activities each week and attend (or listen to) lectures.

Further information about the assignment, including the criteria and standards by which your work will be assessed will be available in the ilearn site.

On successful completion you will be able to:

- Discuss key features of Indigenous Australian literature (written creative texts produced by Aboriginal and Torres Strait Islanders).
- Articulate the place of Indigenous Australian literature in relation to Indigenous Studies, Australian literature, and comparative Indigenous literary studies.
- Demonstrate an understanding of relevant literary traditions, histories of interaction colonisation and nationalism, various creative art forms, and the politics of publication and anthologising in Australia.
- Critically consider specific texts by Indigenous Australian people in the light of the above understandings.

## Delivery and Resources

### Resources -

All readings and other media will be made available, where possible via the unit's iLearn site. Items that are not available will be available in the University library.

## Unit Schedule

### Weekly Lectorial Schedule

#### ABST 202: Culture, Creation and Characters: Indigenous Australian Literature

#### Semester One 2018

Week 1	<u>What is literature? Interpreting and critically evaluating texts</u>
26 <sup>th</sup> Feb	Heiss, A., 2003. Indigenous Discourse in Heiss, A. Dhuuluu-Yala: To Talk Straight-Publishing Indigenous Literature. Aboriginal Studies Press.
	<b>Tutorial Exercise:</b>  Post an example of Indigenous literature. You can post a link, an image, a video or a brief description of the text. Write 250 words about the author/creator and what text is about.

<p>Week 2</p> <p>5<sup>th</sup> Mar</p>	<p><u>Auto/biography and identity</u></p> <p>Haag, O., 2011. Indigenous Australian autobiography and the question of genre: an analysis of scholarly discourse. Acta Neophilologica, 44(1-2), p.69.</p> <p>Paradies, Y.C., 2006. Beyond black and white: Essentialism, hybridity and indigeneity. Journal of Sociology, 42(4), pp.355-367.</p> <p><b>Tutorial Exercise:</b></p> <p>Use three images to write the biography of a famous Indigenous person. Each image should have a one sentence caption and all information and images used must be referenced. In addition, students need to post an image that demonstrates the most important aspects of your own identity. Write 100 words to explain your image.</p>
<p>Week 3</p> <p>12<sup>th</sup> Mar</p>	<p><u>The burden of history</u></p> <p>Sullivan, C.T., 2017. Indigenous Australian women's colonial sexual intimacies: positioning indigenous women's agency. Culture, health &amp; sexuality, pp.1-14.</p> <p><b>Tutorial Exercise:</b></p> <p>Find a news article that describes a significant event for Indigenous people. In 250 words try re-imagining it in future tense and in a way that centres Indigenous agency. For example, you might want to imagine what the dual citizen debate might mean for Australian and Indigenous identity in the future.</p>
<p>Week 4</p> <p>19<sup>th</sup> Mar</p>	<p><u>Land and Country</u></p> <p>Moreton-Robinson, A., 2009. Imagining the good indigenous citizen: Race war and the pathology of patriarchal white sovereignty. Cultural studies review, 15(2), p.61.</p> <p><b>Tutorial Exercise:</b></p> <p>Find an example of Indigenous street art. Post a photo of it. Research the artist and the message. Discuss the piece and how it relates to themes of resistance, land rights and sovereignty.</p>
<p>Week 5</p> <p>26<sup>th</sup> Mar</p>	<p><u>Sex and Sexuality</u></p> <p>Clark, M., 2014. Against authenticity CAL-Connections: Queer Indigenous identities. Overland, (215), p.30.</p> <p><b>Tutorial Exercise:</b></p> <p>Read the following article <a href="https://www.sbs.com.au/nitv/article/2017/06/26/open-letter-margaret-court-gay-aboriginal-man">https://www.sbs.com.au/nitv/article/2017/06/26/open-letter-margaret-court-gay-aboriginal-man</a></p> <p>Write your own letter addressing Marriage Equality. It can be to a public figure or to someone you care about impacted by the plebiscite/change to marriage laws. It must include consideration of how Indigenous people are impacted by current definitions of marriage and sexuality. You might want to consider how politicians sang 'We Are Australian' when the bill was passed or how Margaret Court's argument involves Christianity.</p>

Week 6  2 <sup>nd</sup> Apr	<b>Public Holiday – No classes or tutorial exercises</b>
Week 7  9 <sup>th</sup> Apr	<p><u>Comedy</u></p> <p><b>Berglund, J., 2017. 'Go Cry Over Someone Else's Tragedy': The YouTube Activism of The 1491s. Australasian Journal of Information Systems, 21.</b></p> <p>Tutorial Exercise: Locate an Indigenous Australian comedy. This can be a television show, a comedy, book, play etc. Drawing from the lecture how does the idea of comedy as activism transpire in your example, write 300 words discussing your findings.</p>
<b>Mid-Semester Break</b>	
Week 8  30 <sup>th</sup> Apr	<p><u>Creation and Futurism</u></p> <p>James, L., 2016. Children of Change, Not Doom: Indigenous Futurist Heroines in YA. Extrapolation, 57(1-2), pp.151-176.</p> <p><b>Tutorial Exercise:</b></p> <p>Select one of The Dreaming Series videos and watch the Storyteller background and profile that accompanies it. Research the Indigenous nation the storyteller comes from. Write 250 words on the relationship/s between creationism and futurism in an Indigenous context.</p>
Week 9  7 <sup>th</sup> May	<p><u>Chick lit/Chock lit</u></p> <p>Mathew, I. "'The Pretty and the Political Didn't Seem to Blend Well': Anita Heiss' Chick Lit and the Destabilisation of a Genre.' Journal of the Association for the Study of Australian Literature 15.3 (2015): 1-11.</p> <p>Heiss, A., 2006. Black poetics. Meanjin, 65(1), p.180.</p> <p><b>Tutorial Exercise:</b></p> <p>Find another example of Indigenous Chick lit not discussed in the lecture. This can be a film, television show, book, play etc. Using the ideas referenced in this week's reading write 250 words about how it challenges assumptions about Chick lit.</p>
Week 10  14 <sup>th</sup> May	<p><u>Social media</u></p> <p>Carlson, B.L., Jones, L.V., Harris, M., Quezada, N. and Frazer, R., 2017. Trauma, Shared Recognition and Indigenous Resistance on Social media. Australasian Journal of Information Systems, 21.</p> <p><b>Tutorial exercise:</b></p> <p>Create your own meme about a current Indigenous issue in the news media. Post the meme and write 250 words to explain what you have done and why.</p>



<p>Week 11</p> <p>21<sup>st</sup> May</p>	<p><u>Monsters and Mythology</u></p> <p><b>Karlovsy, B., 2016. Dawn of the cleverman. Inside Film: If, (170), p.12.</b></p> <p>Tutorial Exercise:</p> <p>Watch some of the Dust Echoes stories on Youtube. Post the link to one story with a 250 word description. Explain what you think the teaching message of the story is.</p>
<p>Week 12</p> <p>28<sup>th</sup> May</p>	<p><u>Children's literature</u></p> <p>O'Neill, A., 2011. Aboriginal Australian and Canadian First Nations children's literature. CLCWeb: Comparative Literature and Culture, 13(2), p.4.</p> <p><b>Tutorial Exercise:</b></p> <p>Find another example of Indigenous children's literature. Post a 250 word description of it. Identify whether anything in particular about the text resonates with you. What about the text appeals to you as an adult?</p>
<p>Week 13</p> <p>4<sup>th</sup> Jun</p>	<p>Review and Conclusion</p>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(http](#)

[s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central)).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be

imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate an understanding of relevant literary traditions, histories of interaction colonisation and nationalism, various creative art forms, and the politics of publication and anthologising in Australia.
- Critically consider specific texts by Indigenous Australian people in the light of the above understandings.

## **Assessment tasks**

- Pictorial Essay
- Review of literature
- Critical Analysis
- Online tasks

## **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## **Learning outcomes**

- Articulate the place of Indigenous Australian literature in relation to Indigenous Studies, Australian literature, and comparative Indigenous literary studies.
- Critically consider specific texts by Indigenous Australian people in the light of the above understandings.

## **Assessment task**

- Online tasks

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcome**

- Demonstrate an understanding of relevant literary traditions, histories of interaction colonisation and nationalism, various creative art forms, and the politics of publication and anthologising in Australia.

## **Assessment tasks**

- Pictorial Essay
- Review of literature
- Critical Analysis
- Online tasks

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Discuss key features of Indigenous Australian literature (written creative texts produced by Aboriginal and Torres Strait Islanders).
- Articulate the place of Indigenous Australian literature in relation to Indigenous Studies, Australian literature, and comparative Indigenous literary studies.
- Demonstrate an understanding of relevant literary traditions, histories of interaction colonisation and nationalism, various creative art forms, and the politics of publication and anthologising in Australia.
- Critically consider specific texts by Indigenous Australian people in the light of the above understandings.

## **Assessment tasks**

- Pictorial Essay
- Review of literature
- Critical Analysis
- Online tasks

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- Discuss key features of Indigenous Australian literature (written creative texts produced by Aboriginal and Torres Strait Islanders).
- Articulate the place of Indigenous Australian literature in relation to Indigenous Studies, Australian literature, and comparative Indigenous literary studies.
- Demonstrate an understanding of relevant literary traditions, histories of interaction colonisation and nationalism, various creative art forms, and the politics of publication and anthologising in Australia.
- Critically consider specific texts by Indigenous Australian people in the light of the above understandings.

### Assessment tasks

- Pictorial Essay
- Review of literature
- Critical Analysis
- Online tasks

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- Articulate the place of Indigenous Australian literature in relation to Indigenous Studies, Australian literature, and comparative Indigenous literary studies.
- Demonstrate an understanding of relevant literary traditions, histories of interaction colonisation and nationalism, various creative art forms, and the politics of publication

and anthologising in Australia.

- Critically consider specific texts by Indigenous Australian people in the light of the above understandings.

## **Assessment tasks**

- Review of literature
- Critical Analysis
- Online tasks

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Assessment tasks**

- Pictorial Essay
- Review of literature
- Critical Analysis
- Online tasks

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- Articulate the place of Indigenous Australian literature in relation to Indigenous Studies, Australian literature, and comparative Indigenous literary studies.
- Demonstrate an understanding of relevant literary traditions, histories of interaction colonisation and nationalism, various creative art forms, and the politics of publication and anthologising in Australia.
- Critically consider specific texts by Indigenous Australian people in the light of the above

understandings.

## **Assessment tasks**

- Review of literature
- Critical Analysis
- Online tasks

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- Articulate the place of Indigenous Australian literature in relation to Indigenous Studies, Australian literature, and comparative Indigenous literary studies.
- Demonstrate an understanding of relevant literary traditions, histories of interaction colonisation and nationalism, various creative art forms, and the politics of publication and anthologising in Australia.
- Critically consider specific texts by Indigenous Australian people in the light of the above understandings.

## **Assessment task**

- Online tasks