

## 670-325 Aboriginal Writing

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| <b>Credit Points:</b>                    | 12.500  |
| <b>Level:</b>                            | Undergraduate   |
| <b>Dates &amp; Locations:</b>            | 2008,<br>This subject commences in the following study period/s:<br>Semester 2, - Taught on campus.   |
| <b>Time Commitment:</b>                  | Contact Hours: A 1.5-hour lecture and a 1-hour tutorial per week Total Time Commitment: Not available   |
| <b>Prerequisites:</b>                    | Usually 12.5 points of first-year English.  |
| <b>Corequisites:</b>                     | None  |
| <b>Recommended Background Knowledge:</b> | None  |
| <b>Non Allowed Subjects:</b>             | None  |
| <b>Core Participation Requirements:</b>  | <p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p> |
| <b>Coordinator:</b>                      | Philip Morrissey  |
| <b>Subject Overview:</b>                 | This subject studies Aboriginal fiction, poetry and drama, as well as life stories and criticism, focusing on questions of reading positions (particularly for non-Aboriginal students) and representation. It pays particular attention to the diversity of Aboriginal writing in terms of form, content, voice and place and examines the manner in which the reception of Aboriginal texts has been conditioned by political and economic factors. On completion of this subject students should understand the problematics of Aboriginal writing in the context of postcolonial Australia, and its relation to everyday life here.   |
| <b>Assessment:</b>                       | Tutorial participation and a 10-minute presentation, 10%; an essay of 1500 words 30% (due mid-semester); and an essay of 2500 words 60% (due at the end of the semester). Students are required to attend a minimum of nine tutorials in order to qualify to have their written work assessed.  |
| <b>Prescribed Texts:</b>                 | Prescribed Texts: Bran Nue Dae (J Chi), Currency No Sugar (J Davis), Currency Shadow Lines (S Kinnane), Fremantle Arts My Place (S Morgan), Fremantle Arts Gularabulu (Muecke & Roe), Fremantle Arts Story About Feeling (W Neidjie), Magabala Shark (B Pascoe), Magabala Gularabulu (P Roe), Fremantle Arts True Country (K Scott), Fremantle Arts Watershend (F Bayet-Charlton) Swallow the Air (T Winch) Plains of Promise (A Wright)  |
| <b>Breadth Options:</b>                  | This subject is a level 2 or level 3 subject and is not available to new generation degree students as a breadth option in 2008.<br>This subject or an equivalent will be available as breadth in the future.<br>Breadth subjects are currently being developed and these existing subject details can be used as guide to the type of options that might be available.<br>2009 subjects to be offered as breadth will be finalised before re-enrolment for 2009 starts in early October.   |
| <b>Fees Information:</b>                 | Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>   |

**Generic Skills:**

- # be able to apply new research skills and critical methods to a field of inquiry;
- # develop critical self-awareness and shape and strengthen persuasive arguments;
- # communicate arguments and ideas effectively and articulately, both in writing and to others.