

**AJ18083 Contemporary Australian Literature**

Autumn 2010, Wednesdays 11.40-13.10/ 15-16.30

Instructor: Mgr. Martina Horáková, Ph.D.

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Office hours: Mon 15-16.30

Week 1: September 29

Introduction to course policies, assignments and readings

**The Poetics of “Australiannes”**

selection of poetry on Australian identity, history and landscape

Week 2: October 6

**National Identity, History and Place**

Kate Grenville, *The Secret River* (2005).

interview with Kate Grenville

secondary essays:

Paul Carter, “Spatial History” and “Naming Place.”

Richard White, “Inventing Australia.”

James Walter, “Defining Australia.”

Week 3: October 13

**Aboriginal Voices: The Stolen Generations**

Doris Pilkington, *Follow the Rabbit-Proof Fence* (1996).

Doris Pilkington, “The Stolen Generations: Rites of Passage: Doris Pilkington Interviewed by Anne Brewster.”

secondary essays:

Kay Schaffer and Sidonie Smith, “Indigenous Human Rights in Australia: Who Speaks for the Stolen Generations?”

Anne Brewster, “Aboriginal Life Writing and Globalisation: Doris Pilkington’s *Follow the Rabbit-Proof Fence*.”

Aileen Moreton-Robinson, “Telling It Straight.”

Amanda Nettleback, “Presenting Aboriginal Women’s Life Narratives.”

Mark Sanders, “Miscegenations: Race, Culture, Phantasy.”

Week 4: October 20

**Aboriginal Voices: Contemporary Urban Experience**

Alf Taylor, “The Last Drop” and “Charlie” from *Long Time Now* (2001).

Alf Taylor, “‘That Child is My Hero’: An Interview with Alf Taylor.”

secondary essays:

Anne Brewster, “Humour and the Defamiliarization of Whiteness in the Short Fiction of Australian Indigenous writer Alf Taylor.”

Week 5: October 27

**Postcolonial Australia: Resistance and Complicity**

screening of *The Tracker*, all students are required to attend

Week 6: November 3

**Postcolonial Australia: Resistance and Complicity**

*The Tracker*, dir. Rolf de Heer (2002)

secondary essays:

Gordon Coleman, “A Man Hunter’s Story: Alex Riley in Retirement.”

Marcia Langton, “Out From the Shadows.”

Fiona Probyn, “An Ethics of Following and the No Road Film: Trackers, Followers and Fanatics”

Week 7: November 10

**Australian Myths: Bush and Outback**

extracts from Kim Mahood’s *Craft for a Dry Lake* (2000)

secondary essays:

Roslyn D. Haynes, “Introduction” from *Seeking the Centre: The Australian Desert in Literature, Art and Film*

Sue Rowley, “Imagination, Madness and Nation in Australian Bush Mythology.”

Week 8: November 17

**national holiday, reading week**

Week 9: November 24

**Australian Myths: Ned Kelly**

Peter Carey, *True History of the Kelly Gang* (2001)

secondary essays:

Bob Hodge and Vijay Mishra, "The Bushranger Myth."

Susan K. Martin, "Dead White Male Heroes: *True History of the Kelly Gang*, and Ned Kelly in Australian Fictions."

Carolyn Bliss, "'Lies and Silences': Cultural Masterplots and Existential Authenticity in Peter Carey's *True History of the Kelly Gang*."

Week 10: December 1

**Gendered Australia: Women and the Bush**

"Drover's Wife" short story cycle (Henry Lawson's "The Drover's Wife", Barbara Bayton's "The Chosen Vessel", Murray Bail's "The Drover's Wife", Barbara Jefferis' "The Drover's Wife", Anne Gambling's "The Drover's De Facto", Mandy Sayers "The Drover's Wife").

secondary essays:

Kay Schaffer, from *Women and the Bush: Forces of Desire in the Australian Cultural Tradition*

Week 11: December 8

**The Other Australia: Chinese-Australian Heritage**

Brian Castro, *Birds of Passage* (1982)

secondary essays:

Wenche Omundsen, "Writing as Migration: Brian Castro, Multiculturalism and the Politics of Identity."

recommended:

Ien Ang, "Asians In Australia: A Contradiction in Terms?"

Week 12: December 15

**The Other Australia: Writing Multiculturalism**

Merlinda Bobis, "White Turtle."

Ania Walwicz, "Wogs" and "New World."

Beverly Farmer, "Melpo."

secondary essays:

Sneja Gunew, "Denaturalizing Cultural Nationalisms: Multicultural Readings of 'Australia'."

**Assignments Guidelines:**

Readings and discussion: please come prepared to the class, having read all primary texts; your assessment will be based, among other things, on how actively you participate in discussions and how well you can formulate and contribute with your ideas; occasional short in-class quizzes about primary texts will be part of some classes;

Presentations (10 min max.): each student will choose one of the secondary essays, read it carefully and present and overview of its main argument(s) and issues raised (5min); students should lead a discussion, elicit questions, overlaps with the text, be in charge of the class (5min); NO powerpoint, just YOUR reading of the text;

Final essay: full 6 pages minimum, double-spaced, 12p. Times New Roman, page numbers, heading; please strictly follow MLA for documenting sources, references and format; work with reliable and scholarly sources only; plagiarism is unacceptable in any form and will result in automatic failing the course;

**Evaluation:**

attendance and contribution to discussions:	30%
presentation	30%
final essay	40%