School of Humanities and Languages

ARTS1211, Australia’s Asian Context
Semester 2, 2016

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1. Course Staff and Contact Details

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<thead>
<tr>
<th>Course Convenor</th>
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<tbody>
<tr>
<td><strong>Name</strong></td>
<td>Professor Louise Edwards</td>
</tr>
<tr>
<td><strong>Room</strong></td>
<td>MB 332</td>
</tr>
<tr>
<td><strong>Phone</strong></td>
<td>9385-1027</td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:louise.edwards@unsw.edu.au">louise.edwards@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

**Consultation Time**

<table>
<thead>
<tr>
<th>Tutors</th>
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</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td>Louise Edwards</td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:louise.edwards@unsw.edu.au">louise.edwards@unsw.edu.au</a></td>
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</tbody>
</table>

| **Name** | Dr Marnie Feneley |
| **Email** | m.feneley@unsw.edu.au |

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
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</table>

| Course Description | Introduces students to transdisciplinary ways of viewing and examining modern Australia’s relationship with the broad Asian region. Examines the conflicting perceptions, images and emotions that Australians have held towards their region and the various themes and events that have impacted upon them. Materials examined include historical accounts, literature, art and movies. Topics outlined below. |

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Write a research essay that makes an interpretative argument about an event or an issue using scholarly literature</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>Summarize and critically evaluate scholarly literature in interdisciplinary fields from the Humanities &amp; Social Sciences</td>
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<tr>
<td><strong>3.</strong></td>
<td>Understand the diversity of Australia’s responses to diverse Asian societies as they have developed through time</td>
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<tr>
<td><strong>4.</strong></td>
<td>Be able to analyse scholarship and present their own interpretations orally in class and in written work</td>
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### 3. Course Schedule

**To view course timetable, please visit:** [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Wk 1: 25 July   | From Fear to Opportunity | Introduction to the course and assessment items  
*Is Australia and Asian nation?*  
*Overview of core events and issues in Australia's connection with Asia* | No Tutorials | **Post lecture reading**  
| Wk 2: 1 August  | Othering Asia and the Creation of an Australian Identity | *Origins and impact of the White Australia Policy*  
*Our 'exotic' but 'dangerous' neighbours*  
*Orientalism and objectification* | *What does Said mean by ‘Orientalism’?*  
*How does it operate?*  
*To whose benefit does it operate?*  
*How did people resist/absorb Orientalism?*  
*Are Australians still ‘anxious about Asia’?* | **Post lecture reading**  
*Edward Said, *Orientalism*, pp. 1-9 (On Moodle)*  
*Pakaj Mishra, *From the Ruins of Empire*, pp. 1-11 Prologue.* |
| Wk 3: 8 August  | Asia *in* Australia  
*Multiculturalism and Assimilation* | *What does the changing nature of Asian presence in* | **Post lecture reading**  
*Tim Soutphommasane, *Don’t Go Back to Where you Came From*, Chapter 1, pp. 1-44.* |
<table>
<thead>
<tr>
<th>Week 4: 15 August</th>
<th>Urban Space and Australia’s Asia</th>
</tr>
</thead>
</table>

**Political Opportunities and Race**

*Demographic shifts and linguistic diversity*

*Managing Ethnic Diversity in Asia*

Australia tell us about broader social and economic shifts?

*What are the consequences of Asian immigration to Australia?*

*Are migrants supposed to be ‘grateful’ and uncritical?*

*How does Australian multiculturalism work?*


**Formation and construction of ‘Chinatown’ as a ‘taste of Asia’**

*Ideological messages of ‘Chinatown’ through history, literature and film*

*From Asian Ghetto to Family Tourist Location*

*‘Foreign Towns’ in Asia*

*What broader concepts does the term ‘Chinatown’ connote?*

*What does the architecture of Chinatowns tell us about the meanings Asia holds for Australia?*

*What is different about Cabramatta and Dixon St?*

*‘But where are you really from?’*


**Wk 5: 22 August**  
**Asian Australians talk back**

*Asian Australians’ creative works about being ‘hyphenated’*  
*Who gets to laugh at themselves?*  
*Managing stereotypes and expanding opportunities*

*How to escape performing ‘minority’ difference.*  
*Challenges of Whitebread Culture in the Arts*  
*Performing Australian-ness in Asia*

*Watch Natalie Tran on Asians in Media: [https://www.youtube.com/watch?v=TakJZtGlLJw](https://www.youtube.com/watch?v=TakJZtGlLJw)*  
*And watch any of her Community Channel videos on Youtube*


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**Wk 6: 29 August**  
**Mid Semester Test**  
No tutorials

**Wk 7: 5 Sept**  
**Educating Asia and Education about Asia**

*Colombo Plans—teaching then learning about Asia*  
*Curriculum Reform*  
*What role does education play in connecting Australia and Asia?*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Wk 8: 12 Sept | Invaders and Peacemakers | *Australia’s involvement in military action in Asia  
*Faithful defender of British and US geopolitical interests  
*Aussie Digger Myths and War Propaganda  
*Middle Power peacemaker status  
*How does military involvement change our perception of Asia?  
*What are our post-war responsibilities?  
*Australia and the Anglosphere. Are we in it?  
*Women and children as the more ‘legitimate’ refugees as—leaving men as ‘illegals’  
*Listen to the song by Redgum, ‘I was only Nineteen’ (1983) Available online http://redgumlyrics.weebly.com/i-was-only-nineteen-a-walk-in-the-light-green5.html  
*Listen to the TEDX talk by Carina Hoang. Available online http://carinahoang.com/being-a-refugee-is-not-a-choice-carina-hoang-at-tedxperth |
| Wk 9: 19 Sept | Australia’s Exotic Playground: Tourism to Asia | *Adventurer reporters  
*Evolution of Australian’s travel to Asia  
*What are the different motivations for different generations of Australia tourists to Asia?  
*Listen to the song by Redgum, ‘I’ve been to Bali Too’ (1984) –Lyrics and Video Available online |
<table>
<thead>
<tr>
<th>Wk 10: 3 Oct</th>
<th>Economic Foundations of the Interconnections</th>
<th>*What does the future hold for Asia in Australia and Australia in Asia?</th>
<th>*Does Asia’s rise mean the west’s decline?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid Sem Break</td>
<td>Economic Foundations of the Interconnections</td>
<td>*Shifting types of trade ties</td>
<td>*Does economic power equate to cultural and political influence?</td>
</tr>
<tr>
<td>Wk 11: 10 Oct</td>
<td>Economic Foundations of the Interconnections</td>
<td>*Risk and Opportunities</td>
<td>*What are the links between politics, culture and economics?</td>
</tr>
<tr>
<td>Wk 11: 10 Oct</td>
<td>Economic Foundations of the Interconnections</td>
<td>*Cultures of economic thinking as impediments to change</td>
<td>*What is Soft Power?</td>
</tr>
<tr>
<td>Wk 10: 3 Oct</td>
<td>Economic Foundations of the Interconnections</td>
<td>*What does an Asian holiday mean to Australians?</td>
<td>*Does economic power equate to cultural and political influence?</td>
</tr>
<tr>
<td>Wk 11: 10 Oct</td>
<td>Economic Foundations of the Interconnections</td>
<td>*Australia as Destination</td>
<td>*What are the links between politics, culture and economics?</td>
</tr>
<tr>
<td>Wk 11: 10 Oct</td>
<td>Economic Foundations of the Interconnections</td>
<td>*Bali Bombing bringing terrorism ‘home’</td>
<td>*What is Soft Power?</td>
</tr>
</tbody>
</table>

- [http://redgumlyrics.weebly.com/ive-been-to-bali-too.html](http://redgumlyrics.weebly.com/ive-been-to-bali-too.html)
- [http://globalbrief.ca/blog/2013/03/05/is-australia-serious-about-asia/](http://globalbrief.ca/blog/2013/03/05/is-australia-serious-about-asia/)

- *Ramesh Thakur, ‘Is Australia Serious about Asia,’ *Global Brief*, March 5 2013. Available at: [http://globalbrief.ca/blog/2013/03/05/is-australia-serious-about-asia/](http://globalbrief.ca/blog/2013/03/05/is-australia-serious-about-asia/)

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 12: 17 Oct</td>
<td>End of Semester Test</td>
<td>No tutorials</td>
</tr>
<tr>
<td>Wk 13: 24 Oct</td>
<td>No Lecture</td>
<td>Recap</td>
</tr>
</tbody>
</table>

* Key learning points and provocations from the Course

*What’s in the exam? Country?

Moodle).

*Louise Edwards, ‘Australia needs more than luck to build stronger bonds with Asia’.  
http://asaablog.tumblr.com/post/111048122396/australia-needs-more-than-luck-to-build-stronger

*Watch Kishore Mahbubani ‘Rise of Asia and Decline of the West’ on Youtube University of California TV, 57 Mins:  
https://www.youtube.com/watch?v=wc4eMtAqcvo
4. Course Resources

Textbook Details

There is no set text for this course but the following items are likely to be of use.


Burke, Anthony. *In Fear of Security: Australia’s Invasion Anxiety*, Pluto Press, Sydney


Fraser, Malcolm *Dangerous Allies*, MUP, Melbourne 2013.

Frei, H.P. *Japan’s Southward Advance and Australia from the Sixteenth Century to World War 2*, MUP, Melbourne, 1991.


Milner, Andrew and Mary Quilty (eds). *Australia in Asia: Communities of Thought*, OUP, Melbourne, 1996.


Sobocinska, Agnieszka/ Visiting the Neighbours: Australians in Asia, New South, Sydney, 2014.


**Journals**

*Asian Studies Review, Australian J. of Politics and History, J. of Australian Studies*

**Additional Readings**

**Websites**

Asia Education Foundation; The Diplomat; The Conversation, Asian Currents, The Interpreter

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### 5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/ No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class test</td>
<td>50 mins</td>
<td>20%</td>
<td>2-4</td>
<td>30 August</td>
<td>No</td>
</tr>
<tr>
<td>Essay</td>
<td>1500-2000 words</td>
<td>40%</td>
<td>1-4</td>
<td>28 Sept</td>
<td>Yes</td>
</tr>
<tr>
<td>In-class test *</td>
<td>90 mins</td>
<td>40%</td>
<td>1-4</td>
<td>18 October</td>
<td>No</td>
</tr>
</tbody>
</table>

* This is the final assessment task for attendance purposes.

**Please Note:** The UNSW Policy on Class Attendance and Absence states the following:

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority.

It is the student’s responsibility to read the course outline before the course commences to ensure that they are familiar with any specific attendance requirements for that course.

Students must attend 80% of lectures (10 out of 12 lectures). Students must attend 80% of tutorials (10 out of 12 tutorials).

The UNSW Policy on Class Attendance and Absence can be viewed at: [https://student.unsw.edu.au/attendance](https://student.unsw.edu.au/attendance)

The Faculty of Arts and Social Sciences guidelines on attendance can be viewed at: [https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/)

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: [https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html](https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html)
Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au). You must use your zID login to submit your assignments in Moodle.

Refer to the section “Course Assessment” for details of assessment tasks that are to be submitted via Moodle.

** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedures. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission of Assignments

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a ‘day’ is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been
achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

**Task with a non-percentage mark**

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25.

**Task with a percentage mark**

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- Work submitted 10 to 19 days after the stipulated deadline will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;

- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

6. **Learning and Teaching Rationale and Strategies**

I am an enthusiastic and committed educator who works hard to produce informative and engaging lectures and tutorials. Students who prepare well, engage with background reading and think about the broader implications of the issues discussed in this course will find it a satisfying learning experience.

7. **Extension of Time for Submission of Assessment Tasks**

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.
A student who wishes to seek extension for submission of assessment tasks that are not held within class contact hours for courses offered by the School of Humanities and Languages must apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section “Late Submission of Assignments” for penalties of late submission.

8. Attendance

The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

8.1 Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance [or for absence] must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

8.2 Absence from classes

A student who attends less than eighty per cent of the classes within a course may be refused final assessment.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(s) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for Special Consideration.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

9. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an
online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

10. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

11. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: http://www.lc.unsw.edu.au

13. Grievances
All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: https://student.unsw.edu.au/guide

14. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/guide

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: https://student.unsw.edu.au/disability

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.