



Arts & Social  
Sciences

School of Humanities and Languages

## **ARTS1211, Australia's Asian Context Semester 2, 2014**

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1. Course Staff and Contact Details			
<b>Course Convenor</b>			
Name	Professor Louise Edwards	Room	MB332
Phone	93851027	Email	Louise.edwards@unsw.edu.au
Consultation Time			
<b>Lecturer</b>			
Name	Professor Louise Edwards	Room	MB332
<b>Tutors</b>			
Name	Professor Louise Edwards	Room	MB332

2. Course Details	
Units of Credit (UoC)	6
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.
Course Aims	<ol style="list-style-type: none"> <li><b>ARTS1211</b> aims to build students 'Asia literacy' by introducing them to the history and culture of Australia's relationship with the broad Asian region since the beginnings of European colonization.</li> <li>Students who successfully complete the learning activities and assessment will enhance a wide range of generic analytical/critical skills as well as discipline specific skills that will consolidate their studies in Asian Studies, History and the wider Arts and Social Sciences.</li> <li>Successful students will also attain an understanding of the major themes and issues in the study of cultural attitudes in Australia and how students can look to a wide variety of sources when examining the past.</li> </ol>
Student Learning Outcomes	<ol style="list-style-type: none"> <li>Write a research essay that makes an interpretative argument about an event or an issue using scholarly literature</li> <li>Summarize and critically evaluate scholarly literature in interdisciplinary fields from the Humanities &amp; Social Sciences</li> <li>Understand the diversity of Australia's responses to diverse Asian societies as they have developed through time</li> <li>Be able to analyse scholarship and present their own interpretations orally in class and in written work</li> </ol>
Graduate Attributes	<ol style="list-style-type: none"> <li>An informed understanding of diversity of the human experience, history, culture and society in the Asian region</li> <li>A capacity to engage in and appreciate the value of reasoned and open-minded discussion and debate</li> <li>Effective oral and written communication skills</li> <li>The capacity for critical analysis of scholarship, writing and sources on and about Asia</li> </ol>

### 3. Learning and Teaching Rationale

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.

### 4. Teaching Strategies

Read, absorb, contemplate the rich variety of materials provided in lectures, tutorials and readings/viewings--then extrapolate the deeper significances of the issues discussed to other domains of your study and work lives. I work on the principle that I commit to complete my responsibilities and so I take it as given that students complete theirs.

### 5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
In-class Test	1000 words	20%	1,2,3	1,2,3,4	25/9/2014
Essay	2000 words	40%	1,2,3	1,2,3,4	9/10/2014
In-class Exam	1000 words	40%	1,2,3	1,2,3,4	30/10/2014

**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

#### Formal Examination

This course has NO exam in the formal examination in the formal examination period.

#### 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>

#### Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

#### Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

## 6. Attendance/Class Clash

### Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## 7. 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: <http://www.lc.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>

## 8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week Starting:	Topic	Lecture Content	Tutorial/Lab Content	Readings
28 -7-2014	Week 1- Introduction: From Fear to Opportunity	<ul style="list-style-type: none"> <li>*Introduction to the course and assessment items</li> <li>*Is Australia and Asian nation?</li> <li>* Overview of core events and issues in Australia's connection with Asia</li> </ul>	<ul style="list-style-type: none"> <li>*What are the underlying shifts that propelled these changes?</li> <li>*What are the new perspectives that might emerge in the near future?</li> </ul>	<p><b>Post lecture reading</b></p> <ul style="list-style-type: none"> <li>*Alison Broinowski, 'Australia as Model or Moral,' in <i>Double Vision: Asian Accounts of Australia</i>, pp. 155-60. Available online <a href="http://oopen.org/search?keyword=The+yellow+lady+%3A+Australian+impressions+of+Asia+">http://oopen.org/search?keyword=The+yellow+lady+%3A+Australian+impressions+of+Asia+</a></li> </ul>
4-8-2014	'Week 2- Othering Asia' and the Creation of an Australian Identity	<ul style="list-style-type: none"> <li>*Origins and impact of the White Australia Policy</li> <li>*Our 'exotic' but 'dangerous' neighbours</li> <li>*Orientalism and objectification</li> </ul>	<ul style="list-style-type: none"> <li>*What does Said mean by 'Orientalism'?</li> <li>*How does it operate?</li> <li>*Why does it operate?</li> </ul>	<ul style="list-style-type: none"> <li>*Edward Said, <i>Orientalism</i>, pp. 1-9 (On Moodle)</li> <li>*David Walker, 'Introduction' pp. 1-13 in <i>Anxious Nation: Australia and the rise of Asia</i> (1999, 2012). Available online via UNSW Library <a href="http://search.informit.com.au.wwwproxy0.library.unsw.edu.au/browsePublication;res=IELHSS;isbn=0702231312">http://search.informit.com.au.wwwproxy0.library.unsw.edu.au/browsePublication;res=IELHSS;isbn=0702231312</a></li> <li>*Department of Immigration, 'Fact Sheet 8: Abolition of White Australia Policy', 2009, 2012. Available Online <a href="https://www.immi.gov.au/media/fact-sheets/08abolition.htm">https://www.immi.gov.au/media/fact-sheets/08abolition.htm</a></li> </ul>

11-8-2014	Week 3- Asia in Australia	<p>*From the Gold Rush to business migration and family reunion</p> <p>* Hardworking 'Model Migrants' or drug-runners, trafficked women, victims, opportunists?</p> <p>*Demographic shifts and linguistic diversity</p>	<p>*What does the changing nature of Asian presence in Australia tell us about broader social and economic shifts?</p> <p>*What are the consequences of Asian immigration to Australia?</p> <p>*Are migrants supposed to be 'grateful' and uncritical?</p>	<p>*James Jupp, <i>From White Australia to Woomera</i>, pp. 200-219. (UNSW Library e-book available)</p> <p>*Read Ouyang Yu's poem 'Fuck you, Australia', <i>Moon over Melbourne</i>, 1995. Available online <a href="http://www.poetrylibrary.edu.au/poets/ouyang-yu/fuck-you-australia-0282048">http://www.poetrylibrary.edu.au/poets/ouyang-yu/fuck-you-australia-0282048</a></p> <p>*Read Ouyang Yu's poem 'A Racist Chinese Father' <i>Moon Over Melbourne</i>, 1995. Available online <a href="http://www.poetrylibrary.edu.au/poets/ouyang-yu/a-racist-chinese-father-0282043">http://www.poetrylibrary.edu.au/poets/ouyang-yu/a-racist-chinese-father-0282043</a></p> <p>*Read Mohinder Pal's story of his journey from India, 2012. Available online <a href="http://www.migrationheritage.nsw.gov.au/moving/moving-stories/mp-singhs-migration-story/">http://www.migrationheritage.nsw.gov.au/moving/moving-stories/mp-singhs-migration-story/</a></p>
18-8-2014	Week 4- Urban Space and Australia's Asia	<p>*Formation and construction of 'Chinatown' as a 'taste of Asia'</p> <p>*Ideological messages of 'Chinatown' through history, literature and film</p> <p>*From Asian Ghetto to Family Tourist Location</p>	<p>*What broader concepts does the term 'Chinatown' connote?</p> <p>*What does the architecture of Chinatowns tell us about the meanings Asia holds for Australia?</p> <p>*What is different about Cabramatta and Dixon St?</p>	<p>*Anna-Lisa Mak, 'Negotiating Identity: Ethnicity, Tourism and Chinatown,' <i>Journal of Australian Studies</i>, 27,77 (2003), pp. 93-100. (On Moodle)</p> <p>*Sunil Badami, 'Country and Western', 2010. Available online <a href="http://verityla.com/country-and-western-sunil-badami/">http://verityla.com/country-and-western-sunil-badami/</a></p>

25-8-2014	Week 5- Asian Australians talk back	<p>*Asian Australians' creative works about being 'hyphenated'</p> <p>*Expanding public profile of Asian Australians</p> <p>*Managing stereotypes and expanding opportunities</p>	<p>*How to escape performing 'minority' difference.</p> <p>*Challenges of Whitebread Culture in the Arts</p> <p>*'Where are you <i>really</i> from?'</p>	<p>*Read the 'About' and Watch the 'Videos' of Jennifer Wong Comedian. Online <a href="http://jenniferwong.com.au/about/">http://jenniferwong.com.au/about/</a></p> <p>*Read the excerpt of Michelle Law's 'A Call to Arms', 2008. Available online <a href="http://michelle-law.com/selected-works/a-call-to-arms/">http://michelle-law.com/selected-works/a-call-to-arms/</a></p> <p>*Listen to the podcast of 'Stories East and West'. Interview of Annette Shun Wah and Sumil Badami on Radio National's 'Books and Arts'. Online <a href="http://www.abc.net.au/radionational/programs/booksandartsdaily/stories-east-and-west/4245900">http://www.abc.net.au/radionational/programs/booksandartsdaily/stories-east-and-west/4245900</a></p> <p>*Read the personal story of Tony Ayres, 'Sexual identity and cultural identity: A crash course,' <i>Journal of Australian Studies</i>, vol. 24, issue 65 (2000): 159-63. (on Moodle)</p> <p>*Skim the blog, Monica Tan, '17 Asian Australians That Are Making Waves and Breaking Stereotypes'. <i>Buzzfeed</i>, April 4, 2014. Available online <a href="http://www.buzzfeed.com/monicatan/young-asian-australians-that-are-totally-blowing-up-right">http://www.buzzfeed.com/monicatan/young-asian-australians-that-are-totally-blowing-up-right</a></p>
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1-9-2014	Week 6- Educating Asia and Education about Asia	<p>*Colombo Plans—teaching then learning about Asia</p> <p>*Curriculum Reform and Asia Literacy equipping Australian’s for their Asian present and future</p> <p>*International Students—problems and prospects</p>	<p>*What role does education play in connecting Australia and Asia?</p> <p>*What are the outcomes for individuals and nations in studying abroad?</p> <p>*What is the impact and value of learning an Asian language?</p>	<p>*Benjamin Herscovitch, ‘Australia’s Asia Literacy Non-Problem’, 2012, pp. 1-16. Available Online <a href="http://www.cis.org.au/images/stories/issue-analysis/ia133.pdf">http://www.cis.org.au/images/stories/issue-analysis/ia133.pdf</a></p> <p>*Juliet Pietsch and Hadyn Aarons, Chapter 3’ of <i>Australia: Identity, Fear and Governance in the 21<sup>st</sup> Century</i>, pp. 33-46, 2012. Available online <a href="http://press.anu.edu.au/titles/australia-identity-fear-and-governance-in-the-21st-century/">http://press.anu.edu.au/titles/australia-identity-fear-and-governance-in-the-21st-century/</a></p>
8-9-2014	Week 7- Invaders and Peacemakers	<p>*Australia’s involvement in military action in Asia</p> <p>*Faithful defender of British and US geo-political interests</p> <p>*Middle Power peacemaker status</p>	<p>*How does military involvement change our perception of Asia?</p> <p>*What are our post-war responsibilities?</p> <p>*Women and children as the more ‘legitimate’ refugees as—leaving men as ‘illegals’</p>	<p>*Redgum, ‘I was only Nineteen’ (1983) Available online <a href="http://redgumlyrics.weebly.com/i-was-only-nineteen-a-walk-in-the-light-green5.html">http://redgumlyrics.weebly.com/i-was-only-nineteen-a-walk-in-the-light-green5.html</a></p> <p>*Read the blog about <i>Boat People</i> at <a href="http://diacritics.org/2011/a-book-launch-in-australia---carina-hoangs-boat-people">http://diacritics.org/2011/a-book-launch-in-australia---carina-hoangs-boat-people</a></p> <p>*Listen to the TEDX talk by Carina Hoang. Available on line <a href="http://carinahoang.com/being-a-refugee-is-not-a-choice-carina-hoang-at-tedxperth">http://carinahoang.com/being-a-refugee-is-not-a-choice-carina-hoang-at-tedxperth</a></p> <p>*Read Mai Ho’s personal story from the Victorian Museum. Available online <a href="http://museumvictoria.com.au/collections/themes/3512/mai-ho-vietnamese-migrant-1981">http://museumvictoria.com.au/collections/themes/3512/mai-ho-vietnamese-migrant-1981</a></p>

15-9-2014	Week 8- Australian Identity and the use and abuse of 'Asia'	<p>*Is Australia an Asian country?</p> <p>*The importance of stories about Asia in the creation of an Australian identity</p> <p>*The ideologies behind the terms 'east' and 'west'</p> <p>*Asia as symbol of hope and fear for Australia</p>	<p>*What makes Australia so insecure?</p> <p>*What does the hope/fear dichotomy mean for Asian Australian's?</p> <p>*Do we need an 'Australian' identity?</p>	<p>*Carol Johnson, Pal Ahluwalia, Greg McCarthy, 'Australia's Ambivalent Re-imagining of Asia', <i>Australian Journal of Political Science</i>, 45. 1 (2010), pp. 59-74. (On Moodle).</p> <p>*Read the Blog by Alison Broinowski, 'The "lucky, lazy country" shows how not to win friends in Asia', <i>The Conversation</i>, 12 October 2011. Available online <a href="http://theconversation.com/the-lucky-lazy-country-shows-how-not-to-win-friends-in-asia-3654">http://theconversation.com/the-lucky-lazy-country-shows-how-not-to-win-friends-in-asia-3654</a></p> <p>*Read the Blog by Matthew Clarke, 'How Australian aid in Asia can benefit those at home,' <i>The Conversation</i>, 13 October 2011. Available online <a href="http://theconversation.com/how-australian-aid-in-asia-can-benefit-those-at-home-3786">http://theconversation.com/how-australian-aid-in-asia-can-benefit-those-at-home-3786</a></p>
22-9-2014	Week 9- In-class Test	--	No tutes	--
29-9-2014	Mid Semester Break	--	--	--

6-10-2014	Week 10- Australia's Exotic Playground: Tourism to Asia	<p>*Evolution of Australian's travel to Asia from Hippies to Surfies</p> <p>*Bali Bombing bringing terrorism 'home'</p> <p>*Australia's Asian Muslims and 'Being Alert Not Alarmed'</p>	<p>*What are the different motivations for different generations of Australia tourists to Asia?</p> <p>*What does an Asian holiday mean to Australians?</p> <p>*What specific challenges to Muslim Asian Australians face in the post-9/11 world?</p>	<p>Redgum, 'I've been to Bali Too' (1984) – Lyrics and Video Available online <a href="http://redgumlyrics.weebly.com/ive-been-to-bali-too.html">http://redgumlyrics.weebly.com/ive-been-to-bali-too.html</a></p> <p>*I Noyoman Darma Putri, 'Loving Guests in Bali', pp. 198-220 in David Walker and Agnieszka Sobocinska eds, <i>Australia's Asia</i>. 2012. (On Moodle).</p>
13-10-2014	Week 11- Economic Foundations of the Interconnections	<p>*Shifting types of trade ties</p> <p>*Economic interdependency</p> <p>*Risks and Opportunities</p>	<p>*Does economic power equate to cultural and political influence?</p> <p>*What are the links between politics, culture and economics?</p> <p>*What is Soft Power?</p>	<p>*Ann Capling, 'Twenty years of Australia's Engagement with Asia,' <i>The Pacific Review</i>, vol. 21, no. 5 (2008), pp. 601-22. (On Moodle)</p> <p>*Read the Online Article by Trefor Moss, 'Soft Power? China Has Plenty,' <i>The Diplomat</i>, June 4 2013. Available online <a href="http://thediplomat.com/2013/06/soft-power-china-has-plenty/1/">http://thediplomat.com/2013/06/soft-power-china-has-plenty/1/</a></p> <p>*Read the Blog by James Laurenceson, 'Why Australia's trade relationship with China remains at ground level,' <i>The Conversation</i> 17 October 2011. Available online <a href="http://theconversation.com/why-australias-trade-relationship-with-china-remains-at-ground-level-3852">http://theconversation.com/why-australias-trade-relationship-with-china-remains-at-ground-level-3852</a></p>

20-10-2014	Week 12- Conclusion	<p>*What does the future hold for Asia in Australia and Australia in Asia?</p> <p>*The impact of historical legacy on the creation of the future</p> <p>*What's in the exam?</p> <p>*Key learning points and provocations from the Course</p>	<p>*Will Asian voices in Australia and Australian voices in Asia have greater and different impact on social change in the near future?</p> <p>*How trapped are we in the creation of new futures by the historical legacy of White Australia?</p> <p>*Any questions students may feel they have to raise</p> <p>*Make up tutorials lost for Public Holidays – on demand</p>	*Revise all readings and do a couple more of your own sparked by your own interest
27-10-2014	Week 13- In-class Exam	--	--	--

9. Course Resources	
<b>Textbook Details</b>	
There is no set text for this course but the following items are likely to be of use.	
Brawley, Sean. <i>The White Peril: Foreign Relations and Asian Immigration to Australasia and North America, 1919-1978</i> , UNSW Press, Sydney, 1995.	
Betts, Katherine. <i>Ideology and Immigration</i> , MUP, Melbourne, 1988.	
Broinowski, Alison (ed.). <i>Double Vision: Asian Accounts of Australia</i> , Pandanus Books, Canberra, 2004.	
Broinowski, Alison. <i>The Yellow Lady: Australian Impressions of Asia</i> , OUP, London, 1992.	
Burke, Anthony. <i>In Fear of Security: Australia's Invasion Anxiety</i> , Pluto Press, Sydney	
Byrnes, Michael. <i>Australia and the Asia Game</i> , Allen and Unwin, Sydney, 1994.	
Fitzgerald, John. <i>Big White Lie: Chinese Australians in White Australia</i> . UNSW Press, Sydney, 2007.	
Fitzgerald, Stephen. <i>Is Australia an Asian Country?</i> , Allen and Unwin, Sydney, 1997.	
Frei, H.P. <i>Japan's Southward Advance and Australia from the Sixteenth Century to World War 2</i> , MUP, Melbourne, 1991.	
Gerster, Robin. <i>Hotel Asia: Australian Literary Travelling to the 'East'</i> , Penguin, Melbourne, 1995	
Goldsworthy, David (ed). <i>Facing North: A century of Australian Engagement with Asia</i> , MUP, Carlton South, Victoria, 2001-2003.	
Hage, Ghassan. <i>White Nation: Fantasies of White Supremacy in a Multicultural Society</i> , Pluto Press, Australia, 1998.	
Jayasuriya, Laksiri, David Walker and Jan Gothard (eds.). <i>Legacies of White Australia: Race, Culture and Nation</i> , UWAP, Western Australia, 2003.	
Jupp, James. <i>From White Australia to Woomera</i> . Cambridge University Press, Cambridge, 2002.	
Lawson, Sylvia. <i>The Archibald Paradox</i> , Allen Lane, Melbourne, 1983.	
McGillivray, Mark and Gary Smith (eds). <i>Australia and Asia</i> , OUP, Oxford, 1997.	
Meaney, Neville. <i>Towards a New Vision: Australia and Japan through 100 Years</i> , Kangaroo Press, Sydney, 1999.	
Milner, Andrew and Mary Quilty (eds). <i>Australia in Asia: Communities of Thought</i> , OUP, Melbourne, 1996.	
Pung, Alice (ed). <i>Growing Up Asian in Australia</i> , Black Inc., Melbourne, 2008.	
Rolls, Eric. <i>Sojourners: The Epic Story of China's Centuries-old Relationship with Australia</i> , UQP: Brisbane, 1992.	
Said, Edward. <i>Orientalism: Western Conceptions of the Orient</i> . Penguin, London, 1978.	
Tavan, Gwenda. <i>The Long, Slow Death of White Australia</i> , Scribe, Melbourne, 2005.	
Torney-Parlicki, Prue. <i>Somewhere in Asia: War, Journalism and Australia's Neighbours 1941-1975</i> . UNSW Press, Sydney, 2000.	
Walker, David & Sobocinska, Agnieszka (eds). <i>Australia's Asia: From the Yellow Peril to Asian Century</i> . UWA Publishing, Crawley, WA, 2012.	
Walker, David. <i>Anxious Nation: Australia and the Rise of Asia, 1850-1939</i> , UQP, St Lucia, 1999; UWA Publishing, Crawley, 2012.	
White, Richard. <i>Inventing Australia: Images and Identity, 1688-1980</i> , Allen and Unwin, Sydney, 1981.	
<b>Journals</b>	
Asian Studies Review, Australian J. of Politics and History, J. of Australian Studies	
<b>Additional Readings</b>	
As above	
<b>Websites</b>	
Asia Education Foundation; The Diplomat; The Conversation	

## 10. 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.

## 11. 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>

## 12. 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://my.unsw.edu.au/student/atoz/Complaints.html>

## 13. 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>

<https://my.unsw.edu.au/student/atoz/ABC.html>

### 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://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

### 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: <http://www.studentequity.unsw.edu.au>

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.