



UNSW | Arts and
THE UNIVERSITY OF NEW SOUTH WALES | Social Sciences

SCHOOL OF HUMANITIES & LANGUAGES

ARTS1211

Australia's Asian Context

SEMESTER 2, 2013

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COURSE STAFF

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COURSE DETAILS

ARTS1211 is a six-credit point First Year course that aims to examine Australia's relationship with the broad Asian region since the beginnings of European colonization. It provides students with an overview of various historical developments, themes and events while examining the changing and often recurring perceptions that have characterized Australia's relationship with the Asia-Pacific region. The course covers a wide range of generic fields and offers students an opportunity to develop important historiographic, textual and theoretical skills that will be important in their further studies and careers.

COURSE AIMS

The aims of the course are to build students 'Asian literacy' by introducing them to the history and culture of Australia's relationship with the broad Asian region since the beginnings of European colonization. Students who successfully complete the learning activities and assessment for this course will enhance a wide range of generic analytical/critical skills as well as discipline specific skills that will consolidate their studies in the Asian Studies, History and the wider Arts and Social Sciences. With regard to course content, 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.

STUDENT LEARNING OUTCOMES

At the completion of this course students will be able to produce, through participation and the completion of the various assessment tasks, the skills and abilities that will further enhance your university learning experience and provide you with *Graduate Attributes* that will be beneficial in a wide variety of possible career paths.

Generic Skills

1. Enhance the ability to think critically and imaginatively and make judgements through;
 - a. The ability to assess causation
 - b. The ability to mount arguments directed at analytical questions
 - c. The ability to deal with diverse interpretations of issues concerning society and culture
 - d. The ability to interpret and combine source materials
2. Enhance problem solving skills through:
 - a. The capacity to test models applied to social and cultural phenomena
3. The ability to compare societies and cultures in order to enhance understanding
4. Enhance the ability to communicate ideas effectively in both verbal and written form and a willingness to share such ideas
5. Enhance the ability to listen critically
6. Enhance the ability to work collaboratively
7. Enhance an awareness of others' interests and needs
8. Experience personal development through independent and cooperative activities and exercises
9. Enhance abilities in assessing and managing information.
10. Enhance an ability and sense of enjoyment for lifelong learning

History Specific Skills

ARTS 1211 is informed by the discipline of history. The study of history also provides students with the opportunity to develop skills specific to the discipline. An understanding of the discipline of history; including its methodological and philosophical underpinnings, and its central place in a civil society and a democratic culture is a valuable achievement. Specific history skills include:

1. Understanding the notion of historical explanation and the impact of historical change
2. Understanding the role of evidence in historical debate
3. Understanding that the past can be examined not only through books but also through a wide range of forms such as literature, photographs, television, art, memories etc.
4. Understanding the role of interpretation in historical narrative
5. Understanding the concept of historiography and how it informs historical narrative and debate
6. Understanding the role of theory in historical explanation
7. Acquiring a historically informed mind

LEARNING AND TEACHING RATIONALE

In 2007 the Bachelor of International Studies degree was reviewed and one of the recommendations was that the Asian Studies plan contain a first year a foundational course that places students' studies of Asia in an Australian context. Designed for this degree, **ARTS1211** was also made available to interested students in the Bachelor of Arts and Bachelor of Social Science degrees.

I have lectured and tutored at Undergraduate and Postgraduate levels since 1996. In 1998 I was invited by Sean Brawley to help put together a Masters course examining Australian perceptions of Asia. This course then informed the basis of an upper level undergraduate course. Throughout the past decade, Sean and I have shared the preparation and teaching of this course, revising and updating content to reflect the changing social, political and cultural environment. This collaborative process reflects a basic and consistent desire to identify strengths and weaknesses, try new approaches (continual improvement), read and absorb theory, gain frequent feedback from students, develop collegial relationships, and share ideas with others. With the creation of **ARTS1211** significant structural changes were required to meet the educational outcomes and requirements of a first year course.

The importance of continual development and diversification of pedagogy is also reflected in my interests and experience in a range of educational professions. My research embraces literature and theory as much as history. The main areas of my academic teaching are Australian Studies, literature, art and history. In addition, I have an extensive teaching background in ESL and Academic Writing and have taught in these areas at schools as well as university. At present I balance academic teaching and research with my work as a Librarian at UNSW Library.

My philosophy of teaching recognizes that any learning environment is situated within a number of contexts. These contexts represent and reflect not only the constituencies within the education sector but the broader social and cultural communities of the nation. As a university teacher I seek to deliver engaging and inclusive learning environments that include classroom teaching, the use of multi-media teaching tools, and face-to-face discussion.

I hope you find the subject stimulating and enjoyable,

TEACHING STRATEGIES

Class contact hours for this subject are three hours per week consisting of 1 x two-hour lecture and 1 x one-hour tutorial each week. Lectures are held on Tuesday between 12pm and 2pm in the **Biomed Theatre A**. Students will already know their tutorial time from their enrolment. Attendance at lectures and tutorials is compulsory and Faculty policy dictates that students who attend less than 85% of classes can be failed. All lectures are recorded allowing students to catch up on a missed lecture in case of illness or other difficulty. With this said, lectures usually include a number of activities for which a recording offers little assistance.

The course is supported by Moodle. This use will be limited and mostly confined to acting as a repository for course materials and providing an environment where students can exchange ideas. Some course information may, from time to time, be promulgated through Moodle and its email system.

COURSE SCHEDULE

Week	Lecture	Tutorial
1	Introduction & Aboriginal Australia's Asian Context	No Tutorials
2	The Early Colonial Context & Orientalism	Introductions
3	The Gold Rushes	Image, Power & Imperialism
4	The Great White Walls	Image, Power and Travelling
5	White Australia	Fear & Hatred, Everyday life & Crossing Oceans
6	The Pacific War & Lecture Quiz	Invasion Literature, Immigration Debates & Trade with the East
7	The Red Peril	POW Narratives & Postwar Encounters
8	Australian Cinema and Asia	Essay Discussion/Annotated Bibliography
9	Australia's Asia-Pacific Journey	Australia's Asia-Pacific Journey
10	Asian Perceptions of Australia	Gallery Presentation
11	The Howard Years	Growing up Asian in Australia
12	At the Crossroads	Rethinking Nation: Contemporary Debates
13	No Lectures	Essay feedback & Course discussion

Week One 29 July - 4 August

Lecture One

Introduction to the course; Aboriginal Australia's Asian Context (James Paull)

In today's lecture you will be introduced to the course and the study of Australia's Asian Context. What insights can we gain about Australia by looking at its attitudes towards Asia? We will begin by looking at some contemporary perceptions on Asia and some current topics in the headlines. The lecture will also examine Australia's early contact with Asia from the period predating 1788. Indigenous Australia has had a long history of contact with Asia. Eric Rolls, for example, suggests that the Chinese made contact with Aborigines of East Arnhem Land as early as 1200 AD.

In this first lecture we will also be introduced to Blackboard, an online education system that will aid us in the teaching and administration of this course.

Week Two 5– 11 August

Lecture Two

Constructing 'Asia' & the Early Colonial Context (James Paull)

Today we will examine one of the main theoretical concepts underpinning this course, the 'discourse' of Orientalism. In the late 1970s Edward Said produced a book that has since transformed the way we understand the West's relationship with Asia. In the first part of today's lecture, our focus is on the early decades of British settlement. This is a period in which Asia's geographical proximity influenced initial developments and debates in the Australian colony.

Tutorial One (Week Two)

Introductions, Organization & Quiz

This week we will introduce ourselves and organize for the session ahead. To get to know your team members, the highlight of this first tutorial will be a friendly quiz. Let's see how much you do or do not already know about Australia and its relationship to Asia.

Week Three 12– 18 August

Lecture Three

The Gold Rushes (James Paull)

Prior to 1850, it could be argued that Australians were only intermittently aware of their proximity to Asia. With the discovery of gold the context would change dramatically. In the second half of the nineteenth century contact between white settlers and Chinese immigrants saw the ideal of an exotic Orient turn into a degraded image, one that would influence the emergent projection of a White Australia.

Tutorial Two (Week Three)

Image, Power & Imperialism

This week's tutorial will be in the form of group presentations in response to a documentary on the work of Edward Said. The themes concern power, language and exclusion. What does Edward Said mean by Orientalism? How does he understand it to work and how might the term help us to understand Australia's Asian context?

Tutorial Readings

Edward Said: On Orientalism – Video Documentary (Dir Sut Jhally). 1998

Week Four 19– 25 August

Lecture Four

The Great White Walls (James Paull)

An emergent White Australia energized debates about national identity at the end of the century. Asia played an important part in these debates, influencing and being represented in a range of literary and political genres. Important examples can be found in the writing and cartoons of the *Bulletin* and the genre of 'invasion literature'.

Tutorial Three (Week Four)

Image, Power and Travelling

The selections from the writings of James Hingston, Mary Gaunt, Charles Bean and Richard Neville provide a concise and revealing anthology of how from the late-nineteenth century to the late-twentieth century Australians have experienced Asia as Other. Greg Lockhart argues that Asia is generally seen as a 'loose end' in the Australian 'national story'. What does he mean? Do you agree? What challenges might this raise in approaching Australia's Asian Context?

Tutorial Readings

Robin Gerster (ed) Excerpts from *Hotel Asia: Australian Literary Travelling to the East*, Penguin, Melbourne, 1995, pp, 32-53; 122-132; 195-199; 298-302

Greg Lockhart. 'Absenting Asia' in *Australia's Asia: From the Yellow Peril to Asian Century*. UWA Publishing, Crawley, WA, 2012, pp, 269-297. **NB This reading will be made available in Blackboard.**

Week Five 26 August – 1 September

Lecture Five

White Australia (James Paull)

When the new federal Parliament met in 1901, one of its earliest pieces of legislation was the Immigration Restriction Act. From the outset, immigration restriction was used to exclude people from Australia on racial grounds. We will examine this within the context of the White Australia Policy as played out during the first decades of the century. Another topic of today's lecture is Japan's rise to military and political power. The nation's fear of Japan influenced restrictions to Asian immigration. Before and after WW1, Australia's mixed admiration for Japan was replaced by increasing suspicion.

Tutorial Four (Week Five)

Fear and Hatred

A classic of 1890s fiction, Edward Dyson's 'A Golden Shanty' dramatizes the contact and conflict between white settlers and Chinese immigrants during the gold rush. The story can be interpreted as a paradigm of Australian racism and its fear of Asia. Valerie Lovejoy presents an alternative reading of this paradigm using inquest records and local records to

recover details into the lives of Chinese migrants. Finally, Kate Bagnall examines the life of tea-merchant and philanthropist, Quong Tart. His life offers a personal history that remaps connections between white Australia with Asia.

Tutorial Readings

Edward Dyson, *The Golden Shanty*, Angus and Robertson, Sydney, 1976, pp. 1-11

Valerie Lovejoy, 'The Things that Unite: inquests into Chinese deaths on the Bendigo goldfields, 1854-65' in *Provenance: The Journal of Public Record Office Victoria*, September 2007, No. 6. **NB This reading will be made available in Blackboard.**

Kate Bagnall. 'Crossing Oceans and Cultures' in *Australia's Asia: From the Yellow Peril to Asian Century*. UWA Publishing, Crawley, WA, 2012, pp, 121-144.

Week Six 2– 8 September

Lecture Six

The Pacific War (Sean Brawley)

For many Australians Japan's attack on Pearl Harbour and advance through the Asia-Pacific region was the realization of the Yellow Peril fears they had long held. The Pacific War has been described as a war without mercy, a prolonged violent testimony to the discourses of racism and orientalism informing Australia's Asian context.

Class Quiz

Today's Quiz is based on lecture content. If you have attended all lectures and dedicated some time to revision of the lecture material, you should do well. Best of luck!

Tutorial Five (Week Six)

Invasion Literature & Immigration Debates

In this tutorial we will discuss the emergence of invasion literature as a literary genre in Australia. What does a story like 'The Commonwealth Crisis' tell us about Australian perceptions of Asia? What does it tell us about Australian national identity? Does invasion literature remain influential in current Australian cultural discourses? We will also explore emerging regional tensions influencing Australia in the first decades of the 20th century. The first area focuses on the interconnection between the rise of Asia and the beginnings of Australia's alliance with the United States. The second addresses immigration restriction debates in which Australia took the lead on international stage.

Tutorial Readings

Charles Kirmess, 'The Commonwealth Crisis' in *The Lone Hand* 3, May-October 1908, pp. 683-691

David Walker. 'Pacific Visitors' in *Anxious Nation: Australia and the Rise of Asia, 1850-1939*, UQP, St Lucia, 1999, pp., 85-97

Marilyn Lake and Henry Reynolds, 'Immigration Restriction in the 1920s: "segregation on a large scale"' in *Drawing the Global Colour Line: White Men's Countries and the Question of Racial Equality*, MUP, Melbourne, 2008, pp 310-331

Week Seven 9 September – 15 September

Lecture Seven

The Red Peril (James Paull)

The US atomic destruction of Hiroshima and Nagasaki ushered in a new era that carried immediate and long-term implications for Australia's Asian context. Among the immediate consequences was the military occupation of Japan and a decisive shift to embrace a new era of postwar immigration. Another important topic in today's lecture is Asia's position in the international struggle between the US and the Soviet Union. Were Asians friends or foes in the Cold War? Had the 'Yellow Peril' been replaced by the 'Red Peril'?

Tutorial Six (Week Seven)

POW Narratives & Postwar Encounters

Continuing on from the lecture on the Pacific War, we examine the Australian POW experience. What perceptions of the Japanese are presented in Braddon's wartime narrative? How might we understand them? How does this account contrast with an Australian's first-hand encounter with Japan in the postwar years? How might the encounters with war and postwar Japan be contrasted with those with Australian support for Indonesian decolonization?

Tutorial Readings

Russell Braddon, *The Naked Island*, Lloyd O'Neil, Melbourne, 1975, pp. 244-263

T.A.G Hungerford, 'Tourist with Haiku' in *A Knockabout with a Slouch Hat*, Fremantle Arts Centre Press, Fremantle, 1985, pp. 63-78.

Agnieszka Sobocinska. 'Hearts of darkness, hearts of gold' (excerpt) in *Australia's Asia: From the Yellow Peril to Asian Century*. UWA Publishing, Crawley, WA, 2012, pp, 185-195.

Week Eight 16 – 22 September

Lecture Eight

Australian Cinema (James Paull)

Film, literature and art offer significant explorations of Australia's complex relationship with Asia. Today we will attempt to contextualize them within the themes of the course. We will examine Peter Weir's 1983 film of Christopher Koch's novel, *The Year of Living Dangerously*.

Tutorial Seven (Week Eight)

Essay Discussion & Annotated Bibliography

This tutorial provides all students with the opportunity to discuss their essays with their tutor. As evidence of their essay preparation, a short Annotated Bibliography will be submitted for assessment.

Week Nine 23 – 29 September

Lecture Nine

Australia's Asia-Pacific Journey (James Paull)

In the postwar era Asia was transformed. Japan enjoyed a sustained economic miracle that extended to other parts of East Asia during the postwar decades. Such developments have greatly influenced Australia's changing relationship with the Asia-Pacific region. Australia itself was radically changing. Up until the 1950s, the White Australia Policy was an integral component of national life. After more than a decade of reforms, it was ended in 1973. The Hawke and Keating governments helped further shift debate on Australia's relationship with the region in the 1980s and 1990s. By the 1990s, some Australian commentators were asking whether Australia had become an 'Asian country'.

Tutorial Eight (Week Nine) *Migrant Histories & Changing Perceptions*

Keiko Tamura, 'Becoming an Australian Wife and Mother' in *Michi's Memories: The Story of a Japanese War Bride*, Pandanus Books, ANU, 2001, pp. 29-49

Sean Brawley 'Slaying the White Australia Dragon: some factors in the abolition of the White Australia policy' in Nancy Viviani (ed). *The Abolition of the White Australia Policy: The Immigration Reform Group Revisited*, CSAAR, Griffith University, Nathan, 1992, pp. 1-9

Stephen Fitzgerald, *Is Australia an Asian Country? Can Australia Survive an East Asian Future?* Allen and Unwin, Sydney, 1997, pp 1-15

Week Ten 7– 13 October

Lecture Ten

Asian Perceptions of Australia (Stuart Upton)

Today we examine the position of Australians in Asia and Asian perceptions of Australia. As we have seen throughout this course, Australians have lived in Asia, but since the Pacific War, these numbers have greatly increased for a variety of reasons (military and diplomatic services, business, and tourism). We consider some of these experiences within the context of changing and/or enduring perceptions of the region. Similarly, we look at the way Asians perceive and experience Australia. Can we make generalizations about Asian perceptions of Australia? If so, what might these be?

Tutorial Nine (Week Ten)

Gallery Visit: Group Presentations

No readings

Week Eleven 14 - 20 October

Lecture Eleven

The Howard Years (James Paull)

Former Prime Minister John Howard is the second longest serving prime minister in Australian history. His government was characterized by the resurfacing of attitudes that privileged a more homogenous view of the nation over a multicultural society predicated on cultural diversity. As Howard stated in 2005, "our celebration of diversity must not be at

the expense of the common values that bind us together as one people". Today we will examine some of the issues that characterized the Howard era and its relation to Australia's Asian context. Among the more persistent questions his leadership raised is whether White Australia ended in the 1970s or whether it remains deeply embedded in the discourse of national identity.

Tutorial Ten (Week Eleven)

Asia's Australian Context

Today's class discussion looks at how Asians perceive and write about Australia. Can we make generalizations about Asian perceptions of Australia? How might the narratives of Asian-Australians inform our broader understanding of contemporary Australian cultural identity?

Tutorial Readings (no written assessment for this week)

Sean Brawley, 'An iron curtain Canberra style': Asian Perceptions of the White Australia Policy' in Don Grant and Graham Seal (eds) *Australia and the World: Perceptions and Possibilities*, Black Swan Press, Perth, 1994, pp. 255-262

Alice Pung (ed) Excerpts from *Growing Up Asian in Australia*, Black Inc, Melbourne, 2008, pp, 42-50; 96-100; 227-234; 239-240; 280-281.

Week Twelve 21-27 October

Lecture Twelve

At the Crossroads: The Context Today and Conclusions (James Paull)

We conclude the course by revisiting some of the major themes we have explored, and posing some questions on the future of Australia's Asian context.

Class Essay

Tutorial Eleven (Week Twelve)

Refiguring Nation: Contemporary Debates

Australia remains a contested space in terms of its identity and its relationship to Asia. One of the ways contestation is expressed relates to concern over levels of Asian immigration to Australia. Pauline Hanson's maiden parliamentary speech exemplifies this lingering concern. The different views found in White and Sheridan respectively are part of a larger debate over the rise of China and what it means for Australia. Finally, Regina Ganter offers some insights into a future Australian history by viewing the country from a northern configuration.

Tutorial Readings

Pauline Hanson, Maiden Parliamentary Speech, 'Australia, Wake Up!' (10 September 1996) in Donald Horne, *Looking for Leadership: Australia in the Howard Years*, Viking, Victoria, 2001, pp. 272-279

Hugh White, 'As China Rises, We Must Look Beyond the US Alliance' in *The Australian*, 13 Sep 2010, p. 14.

Greg Sheridan, 'US Involvement Remains Central to Asia-Pacific Security, Growth' in *Weekend Australian*, 25 Sep 2010, p. 23.

Regina Ganter, 'Turning the Map Upside Down' in *Griffith Review*, Spring 2005, pp. 77-85

Tutorial Twelve (Week Thirteen)

Essay feedback & Course discussion

The final tutorial is an opportunity for you to discuss any outstanding or recurring issues, themes or concepts from the course. Major essays will be returned and feedback offered by your tutors.

COURSE EVALUATION AND DEVELOPMENT

Student evaluative feedback on this course is welcomed and is gathered periodically, using among other means UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

REFERENCES

A reading kit containing the tutorial readings for this course is available from the UNSW bookshop. It comes in two volumes. It is strongly recommended that students acquire a copy of this kit. A copy of the Reading Kit is also held in Open Reserve. It may also appear in digitised form through MyCourse.

There is no set text for this course. The following, however, is a recommended reading and all titles are available in UNSW Library:

Suggested Texts

Brawley, Sean. *The White Peril: Foreign Relations and Asian Immigration to Australasia and North America, 1919-1978*, UNSW Press, Sydney, 1995.

Betts, Katherine. *Ideology and Immigration*, MUP, Melbourne, 1988

Broinowski, Alison (ed.). *Double Vision: Asian Accounts of Australia*, Pandanus Books, Canberra, 2004

Broinowski, Alison. *The Yellow Lady: Australian Impressions of Asia*, OUP, London, 1992

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

Byrnes, Michael. *Australia and the Asia Game*, Allen and Unwin, Sydney, 1994.

Evans, Raymond, Kay Saunders and Kathryn Cronin. *Race Relations in Colonial Queensland: A History of Exclusion, Exploitation and Extermination*, UQP, St Lucia, 1993.

Fitzgerald, Stephen. *Is Australia an Asian Country?*, Allen and Unwin, Sydney, 1997.

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

Gerster, Robin. *Hotel Asia: Australian Literary Travelling to the 'East'*, Penguin, Melbourne, 1995

Goldsworthy, David (ed). *Facing North: A century of Australian Engagement with Asia*, MUP, Carlton South, Victoria, 2001-2003.

Hage, Ghassan. *White Nation: Fantasies of White Supremacy in a Multicultural Society*, Pluto Press, Australia, 1998.

Jayasuriya, Laksiri, David Walker and Jan Gothard (eds.). *Legacies of White Australia: Race, Culture and Nation*, UWAP, Western Australia, 2003.

Lawson, Sylvia. *The Archibald Paradox*, Allen Lane, Melbourne, 1983.

Markus, Andrew. *Fear and Hatred: Purifying Australia and California, 1850-1901*, Hale and Iremonger, Sydney, 1979.

McGillivray, Mark and Gary Smith (eds). *Australia and Asia*, OUP, Oxford, 1997.

McQueen, Humphrey. *A New Britannia: An Argument Concerning Australian Radicalism and Nationalism*, Penguin Books, Ringwood, 1970.

Meaney, Neville. *Towards a New Vision: Australia and Japan through 100 Years*, Kangaroo Press, Sydney, 1999.

Meaney, Neville. *The Search for Security in the Pacific, 1901-14: A History of Australian Defence and Foreign Policy 1901-23, Volume 1*, Sydney University Press, Sydney, 1976

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

Pearson, Charles. *National Life and Character: A Forecast*, Macmillan, London, 1893.

Price, Charles. *The Great White Walls Are Built*, Australian National University Press, Canberra, 1974.

Pung, Alice (ed). *Growing Up Asian in Australia*, Black Inc., Melbourne, 2008.

Rivett, K. (ed.). *Immigration: Control or Colour Bar?* MUP, 1962.

Rolls, Eric. *Sojourners: The Epic Story of China's Centuries-old Relationship with Australia*, UQP: Brisbane, 1992.

Said, Edward. *Orientalism: Western Conceptions of the Orient*. Penguin, London, 1978.

Tavan, Gwenda. *The Long, Slow Death of White Australia*, Scribe Publications, Melbourne, 2005

Walker, David & Sobocinska, Agnieszka (eds). *Australia's Asia: From the Yellow Peril to Asian Century*. UWA Publishing, Crawley, WA, 2012.

Walker, David. *Anxious Nation: Australia and the Rise of Asia, 1850-1939*, UQP, St Lucia, 1999.

White, Richard. *Inventing Australia: Images and Identity, 1688-1980*, Allen and Unwin, Sydney, 1981.

Windschuttle, Keith. *The White Australia Policy*, Macleay Press, Sydney, 2004

Yarwood, A.T. *Asian Migration to Australia: The Background to Exclusion*, MUP, Melbourne, 1964.

Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is:

<http://info.library.unsw.edu.au/web/services/services.html>

ASSESSMENT

The major form of assessment for **ARTS1211** is the completion of a research essay. Students choose a question from the list at the end of this guide. **All essays** will meet the formal requirements for School of History essays and will be 2000 words in length. The essay will be worth 40 per cent of your final assessment and will be submitted to the School of History and Philosophy Office on **Friday 11th October**. Essays must be submitted via the essay box outside the school office.

Weekly Reading Notes and Class participation (see back of Course Outline)

An important aspect of any History course is reading in preparation for tutorials. Obviously you gain more from a tutorial when you come prepared, having read the materials for discussion and considered the issues.

Apart from your essay and other presentations, reading for tutorials will take up much of the time you dedicate to this course. It is only fair therefore that the effort you place into preparations for tutorials be recognised in the assessment.

The *Weekly Reading Notes* are preset questions on the readings that are contained at the back of this booklet. They are submitted at each tutorial and no excuses will be accepted if you fail to present your reading notes in class. Each set of notes must be 400 words length and should be typed.

If you cannot attend a tutorial you should ensure that your notes are handed to your tutor before the class. Late notes will only be accepted with documented explanations such as medical certificates.

Eight tutorials require you to have read and analysed a set of assigned readings. Of these, **five** tutorials require the completion of weekly reading notes. Each set of reading notes will be worth four marks and be worth a total of 20% of your final mark. They are, therefore, an important assessment task for the course.

Lecture Quiz

Another part of your dedicated time for this course will be spent in lectures. Again it is important that this effort is rewarded and it is also important to measure the degree to which you have successfully embedded the content of the course. In the Week 6 Lecture you will complete a multiple choice/short answer quiz on the lecture material in the course. In Week 12 you will write an essay, which although based on lecture material is also speculative in nature. An additional surprise quiz will be given at one of the lectures during the semester.

The Week 6 Quiz and surprise Quiz are worth 5% each. The Week 12 Quiz is worth 10%.

Regular lecture attendance and some preparation should leave you well prepared for these assessments.

Gallery Visit-Group Presentation

The Gallery visit is an opportunity to visit and explore a major contemporary Australian-Asian art space. Intended as a collaborative experience, groups are to prepare a short presentation about their visit to the gallery. The visit and presentation is designed to develop critical analysis of non-textual sources.

Gallery information will be discussed in a class lecture

Media Analysis-Group Presentation

A second collaborative experience, groups are to prepare a short presentation on one of the key theoretical concepts of the course: Orientalism.

Annotated Bibliography

This is a component of the major essay. You are expected to compile a bibliographic list of four sources you are researching for your essay. Each source is to be followed by a brief annotation

For university resources on this task go to:

http://www.lc.unsw.edu.au/onlib/annotated_bib.html

The assessment for this course is as follows.

Essay (2000 words)	40%
Weekly Reading Notes (2000 words)	20%
3 Lecture quizzes	20%
Gallery Excursion & Presentation	10%
Orientalism Presentation	5%
Annotated Bibliography (400 words)	5%

A Guide to Marking Criteria in History

High Distinction 85% +

An outstanding essay, excellent in every regard. A High Distinction essay shows flair, originality and creativity in its analysis. Based on extensive research and reading, it engages with complex historiographical issues, demonstrates theoretical acumen and involves both the critical analysis of argument and innovative interpretation of evidence. This essay is a delight to read and the prose is of exceptionally high standard. A High Distinction essay shows the potential to undertake post-graduate studies in History.

Distinction 75%-84%

An essay of a superior standard. Well written, closely argued and based on wide, thoughtful and critical reading, a distinction essay answers the question convincingly and shows an understanding of complex historiographical issues. At its best, it is elegantly expressed and pursues an argument with subtlety and imagination. Distinction students are encouraged to progress to Honours in History.

Credit 65%-74%

A credit essay is work of a high degree of competence. It answers the question well, demonstrating a sound grasp of subject matter, and arguing its case with clarity and confidence. It engages critically and creatively with the question, attempts to critique

historical interpretations and positions itself within the relevant historiography. A credit essay demonstrates the potential to complete honours work in history.

Pass _____ 50%-64%

A pass essay is work of a satisfactory standard. It answers the question but does not do so fully or particularly well. It has a coherent argument, and is grounded in the relevant reading but the research is not extensive and the argument fails to engage important historiographical issues. The prose is capable but could be much improved. A pass grade suggests that the student can (with application) complete a satisfactory pass degree; it does not qualify a student for admission to honours. There is a world of difference between a bare and a high pass essay. The latter signals far more reading and a much deeper understanding of the question. With work, a high pass essay can achieve credit standard.

Fail _____ Under 50%

This is work of unacceptable standard for university study. It fails to answer the question and/or is based on inadequate reading. A failed essay usually has serious faults in terms of prose, presentation and structure.

International and study abroad students are reminded that the marking culture in Australia and that in their home institution are often very different. Most students will find their marks for this course to be in the range of 60 to 70 per cent.

Assignment Submission

- The cut off time for all assignment submissions in the School is **4pm** of the stated due date.
- 2 assignment copies must be submitted for every assessment task - 1 paper copy and 1 electronic copy.
- All hard/paper copy assessments should be posted into the Assignment Drop Boxes outside the front counter of the School of Humanities and Languages on level 2, Morven Brown Building by 4pm on the due date.
- A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages from poorly bound or stapled assignments.
- In addition, a soft copy must be sent through **Moodle** on Turnitin by 4pm on the due date

Assignment Collection

Assignments should be collected from your lecturer/tutor and must be collected by the owner/author of the assignment. A Stamped Self Addressed Envelope must be provided on submission if students require their assignment to be posted back to their home address.

Assignment Extensions

A student may apply to the Lecturer/Tutor for an extension to the submission date of an assignment. Requests for extension must be made via myUNSW before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should

be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.

To apply for an extension please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration

Late Submission of Assignments

Assignments submitted after the due or extended date will incur a 5% penalty for the first day late and 1% per day after that including weekends (calculated from the maximum marks available for that assignment).

Assignments received more than 21 calendar days after the due or extended date will not be allocated a mark.

ATTENDANCE

To successfully complete this unit you are required to attend minimum 80% of classes. If this requirement is not met you will fail the unit. The Tutor will keep attendance records.

ACADEMIC HONESTY AND PLAGIARISM

Students seeking information on plagiarism should visit the following web site:

<http://www.lc.unsw.edu.au/plagiarism/index.html>

OCCUPATIONAL HEALTH AND SAFETY POLICY

UNSW's Occupational Health and Safety (OHS) Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others.

Any OHS concerns should be raised with your immediate supervisor, the School's OHS representative, or the Head of School. The OHS guidelines are available at:

http://www.ohs.unsw.edu.au/ohs_policies/index.html

STUDENT EQUITY AND DIVERSITY

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. Alternatively, the Student Equity and Diversity Unit can

be contacted on 9385 4734. Further information is available at:

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

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>

OTHER STUDENT INFORMATION

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & 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>

Weekly Reading Notes

These are preset questions on the readings that are contained in the Weekly Reading Note booklet. Your notes will be submitted at the end of each class and will be marked and returned to you in class the following week. No excuses will be accepted if you fail to present your reading notes in class. Students completing reading notes during a tutorial will also receive no marks for that week.

If you cannot attend a tutorial you should ensure that your notes are handed to your tutor before the class. Late notes will only be accepted with documented explanations such as medical certificates.

Assessment

0 No attempt has been made to answer the questions.

1–2 A minimal attempt has been made to answer the questions.

3 A good attempt has been made to answer the questions. However, some additional issues need consideration by the student.

4 An excellent response to the questions with the student demonstrating an informed and critical awareness of the specific and broader issues raised by the questions.

Tutorial 2 (Week 3): Image, Power and Imperialism

A group presentation only is required for the tutorial.

- 1) "...the Orient is not an inert fact of nature. It is not merely there, just as the Occident is not just there either". Discuss Said's statement in your attempt to define Orientalism and the broader discussion in the documentary *Edward Said: On Orientalism*.

Tutorial 3 (Week 4): Image, Power and Travelling

- 1) How does travel influence Australian perceptions of Asia in the stories by Hingston, Gaunt, Bean and Neville. In what ways might Orientalism be relevant to a reading of these works?

- 2) Greg Lockhart argues that Asia is generally seen as a 'loose end' in the Australian 'national story'. What does he mean? Do you agree? What challenges might this raise when studying Australia's Asian Context?

Tutorial 4 (Week 5): Fear, Hatred, everyday life and sojourners

- 1) What perceptions of Asia and Australia are revealed in "A Golden Shanty"?

- 2) In what ways does Lovejoy challenge the view that the Chinese were victims of Eurocentric fear and hatred? What picture of the goldfields do we take from her study?

3) Bagnall documents the complexity of personal negotiations around family, identity and culture during the white Australia period. Briefly discuss these. How do they help us understand the connections between white Australia and China?

Tutorial 5 (Week 6): Invasion Literature, Trade & Immigration Debates

1) In what ways is Australia seen as vulnerable to invasion in "The Commonwealth Crisis"?

2) With reference to Walker, what do both the Japanese and American naval visits to Australia tell us about Australia's Asian context? Does this context remain present in Australian attitudes today?

3) According to Lake and Reynolds what is the relation between the ideal of 'White Australia' and immigration policies in the 1920s?

Tutorial 6 (Week 7): POW Narratives & Postwar Encounters

1) In what ways are Braddon's perceptions influenced by the prevailing attitude of Australia towards Japan?

2) "Sometimes I wondered what I, the Occupation soldier, was doing in Japan. Very soon I was to wonder what Japan was doing to me". Discuss Hungerford's comment with reference to his autobiographical story.

3) In Sobocinska's account of young Australians working in post-war Indonesia, how can we understand Australia's uncertainty about race, colony and its place in the region?

Tutorial 7 (Week 8):

Essay Discussion & Annotated Bibliography

Tutorial 8 (Week 9): Postwar Encounters & Changing Perceptions

1) How would you describe Michi's experience in Australia?

2) To what degree did the demise of 'White Australia' reflect changing Australian perceptions of Asia? Discuss with reference to Brawley.

3) What are the arguments by Fitzgerald for and against the notion that Australia is part of Asia?

Tutorial 9 (Week 10): Gallery Excursion and Group Presentation:

You have 5-6 minutes to present as a group your experience at the Gallery 4a OR White Rabbit Gallery.

Discuss a minimum of 1 work to a maximum of 3 works: describe them. You are also expected to discuss something about the gallery itself, eg, the gallery space, its organisational mission, its programs. Based on your experience, what are the connections with some of the themes, concepts and stories presented in this course?

Tutorial 10 (Week 11): Asia's Australian Context

Class Discussion – No Reading Notes required

1) Can we make a generalisation and talk about Asian perceptions of Australia? If so, what are these perceptions and how have they been informed? Discuss with reference to Brawley’s essay.

2) Read through the personal narratives from *Growing Up Asian in Australia*. What do they tell us about Australian-Asian identity? Your discussion should consider the divisions between being Asian and Australian as well as emergent connections. Using these narratives as a guide, you are invited to discuss in class your own perceptions and first-hand experiences

Tutorial 11 (Week 12): Reframing Nation: Contemporary Debates

1) What are Pauline Hanson’s concerns about Asia and Asian immigration? Do they appear valid? How would you position her concerns in the broader story of Australia’s Asian context?

2) Although Sheridan and White are discussing the pros and cons of a US alliance, they also tell us much about Australia’s historical anxiety about Asia. How would you describe this anxiety?

3) "If we are to start to write Australian history from north to south..., we must give up the idea of Anglo-Celts at the centre of the Australian universe". What do you think Ganter means by this? Do you agree?

Essay Questions

- 1) Had it not been for the threat attributed to an awakening Asia, late nineteenth century Australian nationalism would have been considerably less intense. Discuss
- 2) How did prewar perceptions of Japan influence the way Australia and its Allies fought the Pacific War?
- 3) To what degree did the demise of White Australia reflect changing Australian perceptions of Asia?
- 4) In what ways has the representation of Asia in Australian cultural practices reflected a style of thought that Edward Said termed 'Orientalism'? How can such practices help us critically understand Australian-Asian history?
- 5) Apart from a hard-edged interest in security and trade, Australians today have little interest in Asia. Discuss.