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3. Learning and Teaching Rationale
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5. Course Assessment
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10. Course Schedule
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12. Course Evaluation and Development
13. Student Support
14. Grievances
15. Other Information
1. Course Staff and Contact Details

Course Convenor
Name: Professor Louise Edwards
Room: MB332
Phone: 93851027
Email: louise.edwards@unsw.edu.au
Consultation Time: Monday 10.00-11.30 and Thursday 13.00-14.00

Lecturer
Name: Professor Louise Edwards
Room: MB332

Tutors
Name: Professor Louise Edwards

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
1. ARTS1211 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.
2. 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.
3. 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
1. Write a research essay that makes an interpretative argument about an event or an issue using scholarly literature
2. Summarize and critically evaluate scholarly literature in interdisciplinary fields from the Humanities & Social Sciences
3. Understand the diversity of Australia’s responses to diverse Asian societies as they have developed through time
4. Be able to analyse scholarship and present their own interpretations orally in class and in written work

Graduate Attributes
1. An informed understanding of diversity of the human experience, history, culture and society in the Asian region
2. A capacity to engage in and appreciate the value of reasoned and open-minded discussion and debate
3. Effective oral and written communication skills
4. The capacity for critical analysis of scholarship, writing and sources on and about Asia
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**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class test</td>
<td>50 mins</td>
<td>20%</td>
<td>2-4</td>
<td>1,2,4</td>
<td>3 Sept</td>
</tr>
<tr>
<td>Essay</td>
<td>1500-2000 words</td>
<td>40%</td>
<td>1-4</td>
<td>1-4</td>
<td>2 Oct 2015</td>
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<tr>
<td>In-class test</td>
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<td>40%</td>
<td>1-4</td>
<td>1-4</td>
<td>22 Oct 2015</td>
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</tbody>
</table>

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full 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/)

**Formal Examination**
This course has NO 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://student.unsw.edu.au/grades](https://student.unsw.edu.au/grades)

**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/](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

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the **loss of 3%** of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted **14 days after** the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted **21 days after** the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full 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/)

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. Extension of Time for Submission of Assessment Tasks

The [Arts and Social Sciences Extension Guidelines](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-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.

The complete Arts and Social Sciences Extension Guidelines can be read [here](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/).

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the Special Consideration section. You will need to submit documentary evidence in support of your request.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.
7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.

- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

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

9. 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
## 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>
| 27 July          | Week 1- 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**  
| 3 August         | Week 2- 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**  
* Pakaj Mishra, *From the Ruins of Empire*, pp. 1-11 Prologue.  
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Questions</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 August</td>
<td>Week 3</td>
<td>Asia in Australia</td>
<td>*Multiculturalism and Assimilation</td>
<td>*What does the changing nature of Asian presence in Australia tell us about broader social and economic shifts?</td>
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<tr>
<td></td>
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<td></td>
<td>*Political Opportunities and Race</td>
<td>*What are the consequences of Asian immigration to Australia?</td>
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<td></td>
<td></td>
<td>*Demographic shifts and linguistic diversity</td>
<td>*Are migrants supposed to be ‘grateful’ and uncritical?</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>*Managing Ethnic Diversity in Asia</td>
<td>*How does Australian multiculturalism work?</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*Tim Soutphommasane, Don’t Go Back to Where you Came From, Chapter 1, pp. 1-44.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*Read Mohinder Pal’s story of his journey from India, 2012. Available online</td>
</tr>
<tr>
<td>17 August</td>
<td>Week 4</td>
<td>Urban Space and Australia’s Asia</td>
<td>*Formation and construction of ‘Chinatown’ as a ‘taste of Asia’</td>
<td>*What broader concepts does the term ‘Chinatown’ connote?</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>*Ideological messages of ‘Chinatown’ through history, literature and film</td>
<td>*What does the architecture of Chinatowns tell us about the meanings Asia holds for Australia?</td>
</tr>
</tbody>
</table>
| 24 August | **Week 5-Asian Australians talk back** | **From Asian Ghetto to Family Tourist Location**  
**'Foreign Towns' in Asia**  
**'But where are you really from?** | **What is different about Cabramatta and Dixon St?**  
**'But where are you really from?'** | **Watch Natalie Tran on Asians in Media:**  
[https://www.youtube.com/watch?v=TakJZtGILJw](https://www.youtube.com/watch?v=TakJZtGILJw)  
And watch any of her Community Channel videos on Youtube  
**Tim Soutphommasane, ‘Unconscious bias and the Bamboo Ceiling,’ 10 June 2014. Available online at:**  
**Read the ‘About’ and Watch the ‘Videos’ of Jennifer Wong Comedian. Online**  
**Skim the blog, Monica Tan, ‘17 Asian Australians That Are Making Waves and** |
### Week 6
- **In-Class test**
- **No tutorials**

### Week 7
**Educating Asia and Education about Asia**

- *Colombo Plans—teaching then learning about Asia*
- *Curriculum Reform and Asia Literacy, equipping Australian’s for their Asian present and future*
- *What role does education play in connecting Australia and Asia?*
- *Is there an Asian Literacy crisis?*
- *What is the impact and value of learning an Asian language?*

### Week 8
**Invaders and Peacemakers**

- *Australia’s involvement in military action in Asia*
- *Faithful defender of British and US geopolitical interests*
- *How does military involvement change our perception of Asia?*
- *What are our post-war responsibilities?*

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<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Text</th>
</tr>
</thead>
</table>
| 21 Sept | **Week 9 - Australia’s Exotic Playground: Tourism to Asia**               | *Aussie Digger Myths and War Propaganda  
*Middle Power peacemaker status  
*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 on line http://carinahoang.com/being-a-refugee-is-not-a-choice-carina-hoang-at-tedxperth  
*Adventurer reporters  
*Evolution of Australian’s travel to Asia from Hippies to Surfies to Sex Tourists to Medical Tourism  
*Australia as Destination  
*Bali Bombing bringing terrorism ‘home’  
*Australia’s Asian Muslims and ‘Being Alert Not Alarmed’  
*What are the different motivations for different generations of Australia tourists to Asia?  
*What does an Asian holiday mean to Australians?  
*What specific challenges to Muslim Asian Australians face in the post-9/11 world?  
<p>| 28 Sept | Reading Week                                                             |                                                                                       |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
| 5 October  | Week 10    | Economic Foundations of the Interconnections                          | *Shifting types of trade ties  
*Economic interdependency  
*Risks and Opportunities  
*Cultures of economic thinking as impediments to change  
*Does economic power equate to cultural and political influence?  
*What are the links between politics, culture and economics?  
*What is Soft Power?  
*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/)  
| 12 October | Week 11    | Conclusion                                                           | *What does the future hold for Asia in Australia and Australia in Asia?  
*The impact of historical legacy on the creation of the future  
*Key learning points and provocations from the Course  
*What’s in the exam?  
*Does Asia’s rise mean the west’s decline?  
*What is the role of whiteness in in ‘Westerness’?  
*Is Australia an Asian Country?  
*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](https://www.youtube.com/watch?v=wc4eMtAqcvo) |
| 19 October | Week 12    | In class test                                                        |                                                                                                                                  |
| 26 October | Week 13    | No lecture                                                            |                                                                                                                                  |
11. Course Resources

**Textbook Details**

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


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.


12. 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.

13. 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

14. 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/complaints

15. 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
https://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/special-consideration

**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.