Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus

This unit will introduce students to the formation of Australia as a nation, its engagement with the region, and contemporary regional and international problems. There are three modules: Australia’s identity as a white settler society; Australia’s post-war engagement with the Asia-Pacific region; and Asian perspectives on Australia and its role in the region.
Introduction
Welcome to Australia and Asia Transformed ASIA1000 in which you will engage with issues and debates concerning Australia’s origins, evolution and identity, together with its place in the wider East Asian region and the durability of its traditional ties to the United Kingdom, the United States and the Western Alliance. Australia’s future is more than ever before linked in economic, diplomatic and other ways with the vast Asian region to its north. This is a phenomenon that will only intensify during what many people, in Australia and beyond, regard as the new “Asian Century”.

Unit Learning Outcomes
All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Reflect on learning and research within the context of the field of study</td>
<td>☛ ☛ ☛ ☛</td>
</tr>
<tr>
<td>2 Learn how to work with evidence through critical analysis and evaluation</td>
<td>☛ ☛ ☛</td>
</tr>
<tr>
<td>3 Develop writing and presentation skills relevant to the field of study</td>
<td>☛ ☛ ☛</td>
</tr>
<tr>
<td>4 Demonstrate an understanding of historical influences on Australia’s interaction with Asia</td>
<td>☛ ☛ ☛</td>
</tr>
</tbody>
</table>

Curtin’s Graduate Attributes

| Think on learning and research within the context of the field of study | Thinking skills (use analytical skills to solve problems) | Information skills (confidence to investigate new ideas) |
| Communication skills | Technology skills | Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems) |
| International perspective (value the perspectives of others) | Cultural understanding (value the perspectives of others) | Professional Skills (work independently and as a team) (plan own work) |

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities
The internal version of the unit will be conducted with a weekly two-hour lecture. Work covered in lectures will be discussed in weekly one hour tutorials.

Tutorials are a vital learning activity in this unit. It is in the tutorials that important issues linked to the weekly topics are discussed and debated, and you must be prepared to participate through engagement with the required and other reading materials in order to become familiar with the topic for discussion. The lectures introduce the topic, and place issues in their political, social and historical contexts.

Regular attendance is encouraged, and presentations schedules will be finalised by your tutors commencing in the second week. Although assignments must comprise individual work, group activity in sharing readings and research is strongly encouraged. Lectures that have been delivered in class can be downloaded from iLectures, via the link in Blackboard.
External students will have their own discussion groups and are encouraged to participate in regular discussion with one another, as well as with tutors or lecturers.

Learning Resources
Recommended texts

You do not have to purchase the following textbooks but you may like to refer to them.

- There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link:
  http://link.library.curtin.edu.au/primo/course?312578

Online resources

There is no text book for this unit. However, all essential readings will be available as downloadable texts in E-reserve or from journals in electronic format, which may be accessed via the University Library's Catalogue collection for this unit. In addition, all unit materials (Lectures, copies of material handed out in class, etc) will be available on Blackboard, which also provides email and group discussion facilities. Please check Blackboard regularly for announcements and messages. Tutorial topics and required readings are listed below. There are no set readings for Week 1. However, in order to orient yourself to the topics we are discussing, students will find it useful to read parts of Michael Wesley's recent book, "There Goes the Neighbourhood: Australia and the rise of Asia" (UNSW Press, Sydney, 2011), especially Chapter 5, "Insular nation". The book is available in the Library Reserve collection for this unit as an e-book.


Other resources

Other resources will be posted weekly before each lecture and tutorials.

Week 1: No tutorials.

Week 2: "White Australia: Yellow Peril"

One of the first Acts of a federated Australia, the Immigration Restriction Act (1901), determined entry to Australia chiefly on the basis of racial origin. What were the impacts of this policy on Australias relations with Asian nations during the 20th century?

Readings:


James, Jupp, "From 'White Australia' to 'Part of Asia': Recent Shifts in Australian Immigration Policy towards the Region in International Migration Review, Vol. 29, No. 1, Special Issue: Diversity and Comparability: International Migrants in Host Countries on Four Continents (Spring, 1995), pp. 207-228 Published by: The Center for Migration Studies of New York, Inc.

Stable URL: http://www.jstor.org/stable/2547002


Week 3: "Australia, a colonised coloniser?"

From 1955 until 1972 Australian forces were continuously involved in Southeast Asian wars: the Malay Emergency, the Indonesian Confrontation and the Vietnam War. While accepting this role, the Australian government feared being accused of "neo colonialism" – especially during the Indonesian Confrontation (see Grey, p. 231). To what extent did Australia serve the demands of former and existing colonial powers rather than the emerging independent nations in the region?

Readings:

Tony Griffiths (1993), Beautiful Lies. Australia from Kokoda to Keating. Wakefield Press, chapter 5, "All the way with JFK
Week 4: "Australia-Indonesia relations: tension or amity?"

Australia’s support for Indonesia’s independence was a major factor behind the birth of the nation in 1945-49. Despite this historic role and the deepening ties between our peoples since World War Two, relations have often been strained. Why is this so? Are the cultural differences too deep to bridge, or are there other explanations? Are misunderstandings and tensions inevitable?

Readings:
Sulistiyanto, Priyambudi. "Indonesia-Australia Relations in the Era of Democracy: The View from the Indonesian Side."

Week 5: Tuition-free Week

Week 6: Do development and democracy go together in Asia?

As Lucian Pye has noted, a number of Asian leaders in the postwar period proclaimed that "Asian values" were different from those of the West, and that their nations could develop without the individualism associated with democracy. Nevertheless, some Asian nations established pluralist democracies after the 1980s. Others have not, despite their economic modernisation. Can we discern common patterns in the relationship between economic development and processes of democratisation?

Readings:

Week 7: Australia-Asia relations: An abiding fear of a ‘threat from the North’?

Beginning in the 1980s, engagement with Asia became a central theme of Australia's foreign policy. As the then Minister of Foreign Affairs Gareth Evans succinctly put it, the government sought to transform Australia from being the "odd man out in Asia to being the "odd man in". This policy orientation was immediately controversial, not least because many Australians had long considered Asian cultures to be incompatible with Australian values – or to threaten Australia's way of life. "The projection of fear and anxiety remains a constant feature of Australian identity because, whether engaged with or disengaged from Asia, white Australians will continue to perceive it as threatening" (Philpott, p. 377). Have almost three decades of deepening engagement with Asia changed this perception? Or will Australia continue to be in a “liminal position, on the edge of Asia?"

Readings:

Week 8: Essay-writing techniques.

This week, we will be discussing how to write academic essays, with emphasis on written expression, style, grammar, punctuation and referencing. We will also discuss what constitutes plagiarism and how to avoid it. Readings on essay writing techniques and plagiarism will be posted on Blackboard prior to this tutorial.

Week 9: Tuition-free Week.

Week 10: Controversies over Migrants and Refugees.

Australia's postwar immigration policy has been described as "making a substantial contribution towards resolving the refugee problem in Southeastern Asia", for "Australia has moved a long way from its prewar policy on refugees" (Price 1981, p. 108), namely policies aimed at the consolidation of a "white Australia. What then were the aims of these new immigration policies? Were they achieved? How have the new migrants been received? In the last two decades we have witnessed increased levels of migration throughout Asia. Has the arrival of new migrants in Australia created new tensions? How does Australia's experience compare to other countries that have experienced large-scale population
Week 11: Emerging powers in Asia: a new multi-polarity?

We have observed how a number of new Asian economic powerhouses have emerged in recent decades. This economic phenomenon has important social and political consequences, and is reflected in the growing confidence of a number of Asian nations on the international stage. How has this development affected Australia's ties with the region?

Readings:

Week 12: Is Australia becoming an Asian country?

According to Nancy Viviani (p. 168), by the end of 1995, as a result of efforts by the Keating Government, Australia had made a significant shift towards Asia. Yet James Curran asserts (p. 262), that for John Howard “the United States and the United Kingdom constitute the world community”. Have the conflicting policies of successive Australian governments merely made Australia's relations with Asia more ambiguous?

Readings:

Week 13: ASEAN and its impact on the region, including Australia

TBA

Week 14: Semester summary

Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Presentation</td>
<td>35 percent</td>
<td>TBA</td>
<td>2,3,4</td>
</tr>
<tr>
<td>2 Learning journal</td>
<td>20 percent</td>
<td><strong>Week:</strong> Week 10 <strong>Day:</strong> Friday the 21st of October <strong>Time:</strong> 11:59</td>
<td>1,2,3</td>
</tr>
<tr>
<td>3 Essay</td>
<td>45 percent</td>
<td><strong>Week:</strong> Week 11 <strong>Day:</strong> Sunday the 30th of October <strong>Time:</strong> 11:59pm</td>
<td>2,3,4</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. All students will be required, in groups, to prepare a tutorial presentation, which internal students will present in class in the week that the topic is being discussed. Groups will take turns to present a tutorial topic,
requiring that you collaborate closely in its preparation. The presentation will consist of a presentation of no more 10 minutes addressing the set tutorial question. The presentation will also include a one-page class handout and two questions for debate. It will be accompanied by a dot-point summary.

**WE WILL DISCUSS THIS IN DETAIL IN CLASS BEFORE THE DUE DATE.**

2. The reflective journal will be completed by students each week during the semester (as shown above). Each week you should write a summary of that week’s work, keeping a record of what you have learnt from the presentation, lecture and your own reading and research of the preceding week. 1500 word count - weeks 1-10 = 150 x words = 1500

**WE WILL DISCUSS THIS IN DETAIL IN CLASS BEFORE THE DUE DATE.**

3. The major essay must be an adequately referenced essay, which constructs an argument and analyses the relevant issues for one of the given topics. The essay must be submitted electronically directly to the relevant Blackboard Drop Box link accessed via Oasis Assessment tab. Note: Apa 6 is the preferred referencing system, however, if you use another referencing system please maintain consistency. Please see Curtin website for further guidance on referencing [http://libguides.library.curtin.edu.au/referencing](http://libguides.library.curtin.edu.au/referencing)

**WE WILL DISCUSS THIS IN DETAIL IN CLASS BEFORE THE DUE DATE.**

**Pass requirements**
You will pass the unit as long as you submit all assessments, and obtain a Final Mark of 50% or more for the unit. You may fail any individual assessment; however, as long as your Final Mark is 50% or more, you will still pass the unit. If you do not submit all assessments, you will fail the unit even if your Final Mark from completed assessments is 50% or more.

**Fair assessment through moderation**
Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from [policies.curtin.edu.au/policies/teachingandlearning.cfm](http://policies.curtin.edu.au/policies/teachingandlearning.cfm)

**Late assessment policy**
This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment **more than seven calendar days overdue will not be marked and will receive a mark of 0.**
**Assessment extension**

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

A student wishing to delay the completion or submission of an assessment task after the original published date/time (e.g. examinations, tests) or due date/time (e.g. assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at http://students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevented them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

**Deferred assessments**

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

**Supplementary assessments**

Supplementary assessments are not available in this unit.

**Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies**

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

**Referencing style**

The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

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**Copyright**

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.
Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one's own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre:
life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s “Student Rights and Responsibilities” website at: students.curtin.edu.au/rights.
Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

Assessments have been amended from five assessments to three assessments. There are no exams for this unit.
## Program Calendar – Semester 2 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture/Seminar</th>
<th>Pre-readings</th>
<th>Tutorial/Other</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>25 July</td>
<td>Orientation Week</td>
<td>NA</td>
<td>No tutorials this week</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>1 August</td>
<td>Overview: - Themes &amp; definitions - Aust. as a white settler society.</td>
<td>NA</td>
<td>No tutorials this week</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>8 August</td>
<td>Australia and the US alliance</td>
<td>See list in this UO and readings will be sent weekly</td>
<td>White Australia, yellow peril</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>15 August</td>
<td>Indonesia, and anticolonial nationalism</td>
<td>See list in this UO and readings will be sent weekly</td>
<td>Australia, a colonised coloniser?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>22 August</td>
<td>The Miracle Economies of Post-war Asia</td>
<td>See list in this UO and readings will be sent weekly</td>
<td>Australia-Indonesia relations: tension or amity?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>29 August</td>
<td></td>
<td></td>
<td>Tuition Free Week</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>5 September</td>
<td>Security Issues – changing threats</td>
<td>See list in this UO and readings will be sent weekly</td>
<td>Do development and democracy go Together?</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>12 September</td>
<td>People crossing borders</td>
<td>See list in this UO and readings will be sent weekly</td>
<td>Relations with Asia: fear of a threat from The North?</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>19 September</td>
<td>Australia’s recent trade deals with three Asian States</td>
<td>See list in this UO and readings will be sent weekly</td>
<td>Essay writing techniques</td>
<td></td>
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<tr>
<td>9.</td>
<td>26 September</td>
<td></td>
<td></td>
<td>Tuition Free Week</td>
<td></td>
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<tr>
<td>10.</td>
<td>3 October</td>
<td>Political and Economic relations in the region</td>
<td>See list in this UO and readings will be sent weekly</td>
<td>Controversies over migrants and refugees</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>10 October</td>
<td>Australia’s Integration with Asia in the 21st century</td>
<td>See list in this UO and readings will be sent weekly</td>
<td>A multi-polar Asia?</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>17 October</td>
<td>The Asian century</td>
<td>See list in this UO and</td>
<td>Is Australia</td>
<td>Learning</td>
</tr>
</tbody>
</table>

Faculty of Humanities
Department of Social Sciences and Security Studies

The only authoritative version of this Unit Outline is to be found online in OASIS.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
<th>Reading Schedule</th>
<th>Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 October</td>
<td>The disputed South China Sea</td>
<td>See list in this UO and readings will be sent weekly</td>
<td>becoming An Asian country?</td>
<td>Essay</td>
</tr>
<tr>
<td>31 October</td>
<td>Semester summary</td>
<td>See list in this UO and readings will be sent weekly</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>7 November</td>
<td>Study Week</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>14 November</td>
<td>Examinations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 November</td>
<td>Examinations</td>
<td></td>
<td></td>
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</table>