

Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	FROM THE GOLD RUSHES TO THE ASIAN CENTURY: AUSTRALIA AND THE ASIA PACIFIC
Course ID:	BAHIS3006
Credit Points:	15.00
Prerequisite(s):	(BAHIS1001 or BAKIP1001 or BAXDC1002 or HISOC1005 or HISOC1312 or INDSL1001) (At least 30 credit points from BAHIS or BAKIP or HISGL or HISOC or INDSL subject-area at 2000-2999 level)
Co-requisite(s):	Nil
Exclusion(s):	(BAHIS2006 and HISOC1104)
ASCED:	090305

Description of the Course:

This course surveys Australia's changing relationship with the Asia Pacific region from the middle of the nineteenth century through to more recent times. It will explore how culture, politics, and economics shaped Australian attitudes and policies to the region, and consider how historians, political scientists and policy makers responded to the challenges of Australia/Asia relationships. The specific topics will vary from year to year but will broadly cover the themes of the gold rushes, Australian nation building, the role of the first and second world wars, decolonisation, the Cold War, the rise of the Asian Tigers, globalization, the changing US relationship to the region, and the growing economic and diplomatic influence of China after 1990, as well as cultural exchange through education and tourism.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Does Recognition of Prior Learning apply to this course? Yes

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

On successful completion of the course the students are expected to be able to:

Knowledge:

- K1.** Survey historical themes in Australia's evolving relationship with the Asia-Pacific region, and explore the principal interpretations by historians.
- K2.** Evaluate at an advanced level the domestic and international factors which shape Australia's international relationships.
- K3.** Analyse Australian perceptions of the nations and cultures of the Asia-Pacific region, and also Asian and Pacific perceptions of Australia.
- K4.** Explain the impact of post-Colonialism, Globalisation and Terrorism on the changing nature of the Australian/Asia-Pacific relationship.

Skills:

- S1.** Identify, understand and critique a wide variety of secondary historical sources at an advanced level.
- S2.** Engage in independent reading and research and develop oral and written communication skills at an advanced level.
- S3.** Demonstrate advanced skills of primary source analysis.
- S4.** Distinguish between, and effectively analyse, primary and secondary sources including government policy documents, scholarly commentary, eyewitness accounts, political memoir and reflection.

Application of knowledge and skills:

- A1.** Construct an evidence-based argument or narrative.
- A2.** Further develop advanced analytical skills to understand and critically assess primary and secondary sources.
- A3.** Apply the methodological and ethical conventions of the history discipline.

Course Content:

The course is an historical overview of Australia's evolving relationship to the Asia-Pacific region. It tackles key developments or turning points in that relationship, whilst exploring its major political, cultural and economic dimensions. It will explore how culture, politics, and economics shaped Australian attitudes and policies to the region, and consider how historians, political scientists and policy makers responded to the challenges of Australia/Asia relationships. The specific topics will vary from year to year but will broadly cover the themes of the gold rushes, Australian nation building, the role of the first and second world wars, decolonisation, the Cold War, the rise of the Asian Tigers, globalization, the changing US relationship to the region, and the growing economic and diplomatic influence of China after 1990 as well as cultural exchange through education and tourism.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	K1, S1, S2, S3, A1, A2	AT1
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	K1, K2, K3, K4, S1, S2, S3, S4, A1, A3	AT2
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving 	K1, K2, K3, K4, S1, S2, S3, S4, A1, A3	AT1, AT2
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities 	K1, K2, K3, K4, S1, S2, S3, S4, A1, A3	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	K1, K2, K3, K4, S3	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S1, S2, S3, A1, A 2	An individual presentation and exegesis discussing the pertinent historical documents	Presentation/paper	20-35%
K1, K2, K3, K4, S1, S2, S3, S4, A1, A3	A detailed response to a question in essay form which shows capacity to research, organise and develop an argument including the appropriate incorporation of primary sources	Essay Plan and Essay	35-50%
K1, K2, K3, K4, S3	A test which examines events, themes and perspectives covered in the course	Test	20-35%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

MICS Mapping has been undertaken for this course No

Date:

Adopted Reference Style:

Chicago

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)