

# Course Outline (Higher Education)

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

**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.

#### Values:

- V1.** Appreciate how history shapes the present and provides insights into contemporary national and global challenges.
- V2.** Develop an understanding of different world views and an appreciation of cultural, political and geographical perspectives.

### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K2, K3, A1	AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	A1	AT1, AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2, K3, K4, A3	Not applicable
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S2, A1	AT1, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2, K4, A1	AT1, AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, S2, S3, A1	An individual presentation, and subsequent written paper	Presentation/paper	20-30%
S1, S3, A1, A2	A focused critique of a key document which shows relevant knowledge and analytical skills	Document Analysis	15-20%
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	35-45%
K1, K2, K3, K4, S3	A test which examines events, themes and perspectives covered in the course	Test	20-30%

### Adopted Reference Style:

Chicago

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

Fed Cite - [referencing tool](#)