<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Global Economics: Australia in the Asian Century</th>
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<tbody>
<tr>
<td>Course Code:</td>
<td>SYDI ECON 292</td>
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<tr>
<td>Subject:</td>
<td>Politics, Economics, Cultural Studies</td>
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<tr>
<td>Credits:</td>
<td>4</td>
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<td>Semester/Term:</td>
<td>☒ Semester □ J-Term □ Summer</td>
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**Course Description:**
This course seeks to critically analyze the broad sweep of Asian Australian encounter, to critically analyze the ways in which historical legacies have shaped engagements and to plot future directions in this rapidly changing regional environment.

**Course Requirements:**
Readings and Resources
Digital access and/or copies will be provided at no cost to students.

**Session 1: Introduction and course overview**


**Session 2: Early Asian engagement**


**Session 3: Asia in the colonial imagination**


**Session 4: Australian anxieties:**

Ang, I. (2003). From White Australia to Fortress Australia: The Anxious Nation in the
Session 5: The ‘Lucky Country’ meets the ‘tiger economies’


Session 6: Globalization and geopolitics in the ‘Asian Century’


Session 7: Economic and strategic issues and responses


Session 8: Case Study: the Australia-China bilateral relationship


Additional readings should come from Australian and international media at the time the course is conducted.

**Session 9: Case Study: the Australia-Indonesia bilateral relationship**


Additional readings should come from Australian and international media at the time the course is conducted.

**Session 10: Flashpoint: South China Sea**


Additional readings should come from Australian and international media at the time the course is conducted.

**Session 11: Asia in Australia**


**Session 12: Course overview**


**Assignments**

<table>
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<tr>
<th>Course Requirements</th>
<th>Percentages</th>
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<tr>
<td>1. Historical inquiry digital presentation (ten minutes / 1500 words)</td>
<td>20%</td>
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<tr>
<td>2. Policy Analysis (1500 words)</td>
<td>20%</td>
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<tr>
<td>3. Research Essay (2000 words)</td>
<td>40%</td>
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<tr>
<td>4. Participation &amp; Class Discussion</td>
<td>20%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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**Assignment 1: Historical inquiry digital presentation**

Choose an event or ‘moment’ that relates to the topics covered in sessions 2 to 4. How does it illuminate historical ideas of Asia-Australia encounter? Examples might include the Chinese on the goldfields, the pearling industry in northern Australia, Macassan-Yolngu exchange, the development of Sydney’s Chinatown, Asian immigration histories, or the bombing of Darwin.

Select a digital presentation format, such as a movie, podcast, ebook or web tool to present your historical inquiry.

**Assignment 2: Policy Analysis**

Select a policy/report to analyze that relates to Australia-Asia economic relations.
Policies could include:

- Anglo-Japanese Treaty of 1894
- Immigration Restriction Act 1901
- The Colombo Plan or the New Colombo Plan
- *Asian Languages and Australia’s Economic Future* (The Rudd Report, 1994)
- *2012 Australia in the Asian Century White Paper*
- *2016 Defence White Paper*
- The Asia and Australia’s engagement with Asia cross-curriculum priority in the Australian Curriculum (ACARA)
- Select one of Australia’s Free Trade Agreements: China, Japan, Korea or the Trans-Pacific Partnership
- Indonesia-Australia Comprehensive Economic Partnership Agreement
- Regional Comprehensive Partnership (RCEP)
- Australia’s ASEAN and East Asia Regional Aid Program
- Partnership for change: Australia-China joint economic report (2016)

Then select a policy analysis framework through which to analyze the policy. This could be a political economy framework; Bacchi’s What’s the problem represented to be? (WPR) framework; a postcolonial framework; or another relevant framework. The framework you select will provide you with some questions to guide your analysis. You may choose to base your analysis on a comparison with a similar American policy if relevant. In researching your analysis, consider related commentary, media sources and scholarly literature.

**Assignment 3: Research Essay**

Choose one of the following essay topics or negotiate a topic with your lecturer:

- The notion of an unprecedented ‘rising Asia’ is not new to Australia. Critically discuss.
- Since the 1980s, to what extent has Australia’s recent foreign policy been driven by imperatives of liberalism and realism? How successful have these approaches been with regards to Australia’s regional engagement?
- How and why does Australia need to find new ways of doing business with Asia (or a particular nation)?
- Indonesia and Australia have vast potential for mutually beneficial exchange, which is as yet, largely unrealized. Why is this so and how might this change?
- Who are the winners and losers from Australia’s free trade agreements?
To what extent has and does East/West binarism problematize Australia-Asia relations?
- Is Australia part of Asia and is Asia part of Australia?
- If the view north has been characterized by fear and opportunity and the view south by indifference and opportunity, is there evidence for a more sophisticated set of responses emerging between Australia and its neighbors?
- Have historical anxieties about China hampered Australia’s ability to come to terms with shifting global polarities?
- To what extent is international student exchange driving a quiet revolution in Australian Asian engagement?
- Australia seems hamstrung in response to the changing geo-politics of the South China Sea. Do Australian and US interests in East Asia always correspond, or do Australia’s regional specifics require a more nuanced position than a perpetuation of the status quo?
- Do changes in the region suggest that Australia’s traditional loyalty to the United States could be misplaced?
- What key challenges and opportunities does Australia face in its bilateral relations with a particular country in the region? Choose a country other than China or Indonesia to analyze.
- How do imperatives of trade and security intersect in the region and to what extent is Australia sufficiently adaptive in this changing environment?
- Decades of policy have argued that developing young Australians’ Asia capabilities is key to Australia’s ongoing prosperity. What issues are raised by Asia-Australia engagement education policy?
- Sydney’s Chinatown: how does it reflect historical and contemporary changes in Asia Australia encounter?

4. Participation & Class Discussion
Participation & class discussion are not just about talking, giving opinions or exercising critical capacities. They should also involve giving evidence of reading either the material assigned or other sources relevant to the subject matter.

<table>
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<tr>
<th>Learning Outcomes</th>
<th>Course Requirement that will be used to assess the student’s achievement of this outcome</th>
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<tr>
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<tr>
<td>Assessment Measures:</td>
<td>Analyze the enduring nature of Australia-Asia relations in historical context.</td>
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<td>Contest notions of homogenous ‘Asia’, Asia as Other, and East/West binarism.</td>
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<td>Contextualize contemporary Australia-Asia relations according to shifting global trends in geo-politics and geo-economics.</td>
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<td>Analyze the ways in which Australia’s historical and contemporary relationship with the USA impacts on its foreign policy.</td>
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<td>Analyze policy through a political economy framework, or other relevant theoretical frameworks.</td>
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<td>Analyze key strategic and economic issues currently facing Australia and its relations in the region.</td>
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<td>Identify the characteristics and challenges of Australia’s bilateral relations with China and Indonesia.</td>
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<td>Critically analyze historical and contemporary issues from multiple perspectives and support analysis with evidence from a range</td>
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of sources.

Research essay

Utilize digital literacy & communication skills to produce academic work.

Research essay
Historical inquiry
digital presentation

Course Outline:

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
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| Session 1 | Introduction and course overview  
- ‘Asia’ under construction: Where is Asia? Which Asia? Whose Asia? Why is Asia?  
- Problematizing the Australia-Asia relationship and East/West binarism  
- Political economy as a conceptual framework  
- Identifying prior knowledge and assumptions about Australia and Asia  
- Overview of assessment |
| Session 2 | Early Asian engagement  
- Indigenous foreign trade: the trepang industry  
- Culture contact  
- Historical precedents for globalization  
- Historical regional trade routes, culture contact and exchange  
- New Gold Mountain |
| Session 3 | Asia in the colonial imagination  
- Economics in the colonial world  
- Contextualizing Western imperialism in the region: British East India Company, Dutch East India Company, Industrial Revolution, Missionaries, foreign concessions and treaty ports etc.  
- Orientalism  
- New Asian markets for Australia at the end of the 19th century |
| Session 4 | Australian anxieties:  
· The empty north and the ‘yellow peril’  
· The economics of race and labor  
· Federation/White Australia  
· De-colonization, nationalism and revolution in Asia  
· Economics, ideologies and the Pacific War |
|-----------|--------------------------------------------------|
| Session 5 | The ‘Lucky Country’ meets the ‘tiger economies’  
· Postwar economics  
· Cold War alliances and fears – ANZUS and US relations, Vietnam War, containing communism  
· Significance of Colombo Plan, Whitlam, refugees etc.  
· Rising ‘tiger economies’  
· Asia engagement and economic reform under Keating and Hawke  
· APEC and ASEAN |
| Session 6 | Globalization and geopolitics in the ‘Asian century’  
· Shifting geo-politics and geo-economics in the region  
· *Australia in the Asian Century* White Paper  
· Contrasting instrumental/economic and cultural rationales for Asia engagement through postcolonial frameworks  
· Evaluate constructions of pronouncements of ‘Asia literacy’, ‘Asia engagement’ and ‘Asian century’ |
| Session 7 | Economic and strategic issues and responses  
· Continue focus on shifting geo-politics and geo-economics in the region  
· Directions in foreign policy  
· Free trade agreements  
· From mining boom to services boom  
· Defense, security and diplomacy  
· Asian investment  
· Tourism  
· Regional aid |
<p>| Session 8 | Case Study: the Australia-China bilateral relationship |</p>
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<th>Session 9</th>
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| Session 10 | Flashpoint: South China Sea  
- What pivot and whose China choice? |
| Session 11 | Asia in Australia  
- Is Australia part of Asia and is Asia part of Australia?  
- Australia in the Asian imagination  
- (De)valuing translocal and transnational notions of Asia and Asian Australians  
- The economic and social implications of educational exchange  
- Challenging ongoing East/West binarism and neo-Orientalism  
- ‘Chinatown’ and the Chinese-Australian contribution to the Australian economy (could include site visit to Chinatown) |
| Session 12 | Course review |

**Other Policies:**

**Expectations**
Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including e-mail.

**Attendance/Participation**
Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.

**Course Policies**
For e-mail communications, students must use their Arcadia University e-mail account. Students are responsible for any information provided by e-mail or through Intranet postings.

**Plagiarism**
Representation of another’s work or ideas as one’s own in academic submissions is plagiarism, and is cause for disciplinary action. Cheating is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students
caught cheating in this course will receive a failing grade. *Fabrication* is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.

**Late or Missed Assignments**
Will not be accepted for grading.

**Students with Disabilities**
Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.

| Prerequisites: | None. |