

Course Guide for Regional Relations in Asia and the Pacific (AST1000)

University of Southern Queensland

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Copyright

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References

- [1] <http://www.usq.edu.au/users/taylorj/>
- [2] <http://www.usq.edu.au>
- [3] <http://creativecommons.org/licenses/by/3.0/au/>

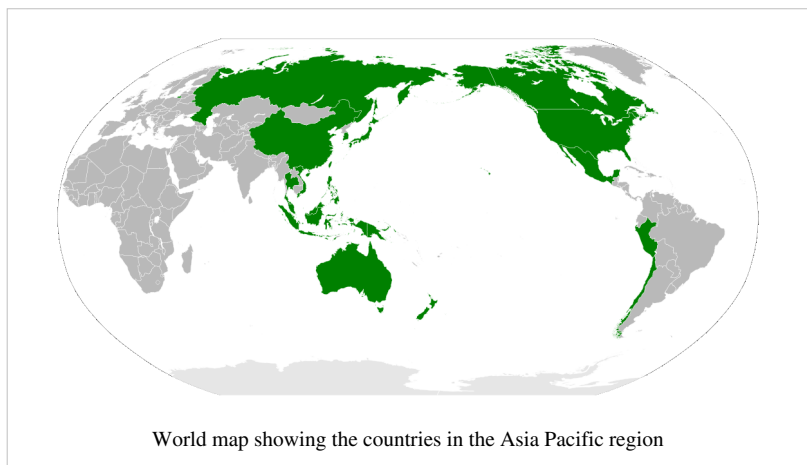
Introduction

Welcome

Drawing upon frameworks from International Relations and the Social Sciences, this course provides basic information about, and analysis of, contemporary regional relationships, current affairs and societies in Asia and the Pacific, including Australia and New Zealand.

Attention will be given to the personal and social skills that will facilitate better international cooperation and cross cultural communication in Asia

and the Pacific. This course provides students with an appropriate base of understanding and skills to enhance their work and social lives as well as their educational interests and pursuits.



Objectives

On successful completion of this course students will be able to:



1. Delineate the main geographical factors influencing human activities in the Asia Pacific regions, including Australia and New Zealand, and the main points of comparison and contrast between these regions;
2. Outline the growth and dimensions of transnational involvement in Asia and the Pacific;
3. Explain the factors working towards the growing inter-dependence of states in Asia and the Pacific;
4. Explain and apply various personal and social skills expected in other regional cultures;
5. Outline other cultural traditions and regional current affairs;
6. Apply analytical and problem solving skills by researching and writing assignments and reflective journal;
7. Apply ethical research and inquiry skills by comprehending and applying referencing norms and practices;
8. Demonstrate cultural literacy skills by describing, analysing and applying international perspectives using course-specific analytical frameworks.

Microblog activity



Activity

This is the first Microblog activity for the AST1000 course and an opportunity to share and connect with fellow learners. In AST1000 you will have considerable freedom in directing your study and learning activities according to your own interests. For example, in Assignment 1, you will choose a country of your choice from the Asia-Pacific region.

At this time, without making any final choices about your selected country, post a note on what countries are of interest to you, and why using  identi.ca ^[1],  twitter ^[2] or WEnotes. **Remember to include the hash tag "#AST1000" in your post.** Complete the following phrase:

- *I interested in <insert country here> because ... #AST1000*

References

[1] <http://identi.ca>

[2] <http://twitter.com/>

Development team

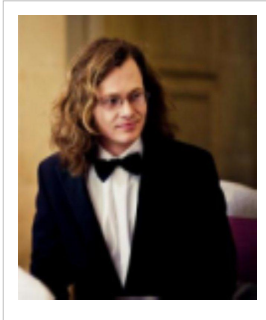


Dr Anna Hayes has a BA (Asian Studies, Mandarin Chinese, History), a Master of Arts (Asian Studies) and a PhD (International Relations). Anna has lectured in International Relations at USQ since 2006. In 2011, Anna was awarded a USQ Citation for Outstanding Contributions to Student Learning. Her research interests include Chinese history; gender issues in China; gendered perspectives of human security; and pandemic illnesses, such as HIV/AIDS, as a source of global human insecurity. She has published a number of papers examining the human security dimensions of the HIV/AIDS epidemic in China. More recently, she has conducted research on the Uighur diaspora in Adelaide Australia, and their experiences of living outside of the Chinese state.




Professor Jim Taylor AM: In 2009, Professor Taylor received the Australian Higher Education Quality Award from the Australian Universities Quality Agency (AUQA) for his “national and international impact on improving the reputation and quality of open, distance and flexible education”. Also in 2009, Professor Taylor was appointed as a Member in the General Division of the Order of Australia for “services to tertiary education, particularly in the areas of open learning, on-line and distance education, as an academic, researcher and administrator”. He is a former President of the International Council for Open and Distance Education (ICDE) and in 2011, he accepted an invitation to become a member of the Board of Directors of the Open Education Resource Foundation. His current interests include the technology-pedagogy interface, open education resources, and the need for organizational development strategies in higher

education.




Dr Marcus Harmes is lecturer in Study Skills in the Open Access College’s Tertiary Preparation Program. He completed a PhD in seventeenth-century history at the University of Queensland, and a Diploma in Modern Languages (German) at the University of New England. He has taught across a number of fields, including international relations, early modern and imperial history, communication studies and church history. His major research interests lie in early modern English history but works relating to classical European and modern Australian history are also included among his publications.

Video signpost

<p>A free content video streamed from Vimeo ^[1]</p>  <p>^[3] ^[2]</p> <p>University of Southern Queensland ^[4].</p>	<p>Welcome to AST1000</p> <p>In this video you will meet Dr Anna Hayes, a primary author of the AST1000 OERu course as she welcomes participants. Anna has a BA (Asian Studies, Mandarin Chinese, History), a Master of Arts (Asian Studies) and a PhD (International Relations).</p> <p>Anna has a keen interest in the Asia and Pacific regions with and solid academic foundation in International Relations.</p>
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Activity

In the introductory video, Anna refers to the diversity of the Asia and Pacific region and suggests that it is an area which is often misunderstood. We invite you to share a few thoughts on  ^[1], twitter ^[2] or WEnotes about what you appreciate and enjoy about the region. Remember to include the hash tag "#AST1000" in your post. For example:

- *I appreciate about <country>. #AST1000*
- *When I visited <country> I enjoyed #AST1000*
- *Did you know that in <country> #AST1000*

References

[1] <http://vimeo.com>

[2] <http://vimeo.com/43016722/download?t=1338273071&v=100459528&s=c37b2e3ba536f0a5e50bf968c4410d31>

[3] http://wikieducator.org/images/a/a1/Crystal_Clear_app_download_manager-small.png

[4] <http://vimeo.com/43016722>

Resources



Key points

As an OERu course, learners are not required to purchase any prescribed texts. All study materials are available as open educational resources or open access publications and are grouped as follows:

- Study materials used in this course to guide and support OERu learners
- Reference Materials which will improve knowledge and enrich the learning experience
- Open access online journals which contain articles required for various learning activities during the course.

Study materials used in this course

- **Course guide:** You are reading this. Your course guide introduces you to the course and includes the Study Schedule. It also contains assignment guidelines together with the marking rubrics for each assignment should you wish to complete the assessment requirements for the course.
- **StudyDesk** – The StudyDesk is the primary website you select for accessing your course materials. The StudyDesk website may be prescribed by the OERu institution you select for assessment services.

The StudyDesk websites contain all of the study modules you are to study each week, and e-learning activities guiding you to select the substantial content of the course using Open Educational Resources online. Please refer to the Modules and assigned e-learning activities for further information.

All required materials for this course will be provided on the Course Study Desk. Other materials will need to be accessed through Open Educational Resources online.

Reference Materials

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.



Web Resources

Students may also want to search for books at the following websites:

- ANU E Press: [1] ^[1]
- The Online Books Page: [2] ^[2]
- Or other Open Access book databases you may identify through Internet searching.

The following titles are Open Access Books available online.

- Altman, Jon & Martin, David 2009, *Power, Culture, Economy: Indigenous Australians and Mining*, ANU E Press, Canberra. Available: http://epress.anu.edu.au/c30_citation.html ^[3]
 - Braithwaite, John, Braithwaite, Valerie, Cookson, Michael & Dunn, Leah 2010, *Anomie and Violence: Non-truth and Reconciliation in Indonesian Peacebuilding*, ANU E Press, Canberra. Available: http://epress.anu.edu.au/anomie_citation.html ^[4]
 - Campbell McDowall, Roy 2007, *Howard's Long March: The Strategic Depiction of China in Howard Government Policy, 1996–2006*, ANU E Press, Canberra. Available: http://epress.anu.edu.au/howard_march_citation.html ^[5]
 - Chen, Chunlai & Duncan, Ron (eds) 2008, *Agriculture and Food Security in China*, ANU E Press, Canberra. Available: http://epress.anu.edu.au/afsc_citation.html ^[6]
 - Douglas, Bronwen & Ballard, Chris 2008, *Foreign Bodies: Oceania and the Science of Race 1750–1940*, ANU E Press, Canberra. Available: http://epress.anu.edu.au/foreign_bodies_citation.html ^[7]
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- Forsyth, Miranda 2009, *A Bird That Flies With Two Wings: Kastom and state justice in Vanuatu*, ANU E Press, Canberra. Available: http://epress.anu.edu.au/kastom_citation.html ^[8]
- Gunawardene, Nalaka & Noronha, Frederick 2007, *Communicating Disasters: An Asia Pacific Resource Book*, UNDP Regional Centre in Bangkok and TVE Asia Pacific, Bangkok. Available: http://www.tveap.org/?q=0801dis_02.php ^[9]
- Hooper, Anthony (ed) 2005, *Culture and Sustainable Development in the Pacific*, ANU E Press, Canberra. Available: http://epress.anu.edu.au/culture_citation.html ^[10]
- Huisken, Ron (ed) 2009, *Rising China: Power and Reassurance*, ANU E Press, Canberra. Available: http://epress.anu.edu.au/rising_china_citation.html ^[11]
- Hunt, Janet, Smith, Diane, Garling, Stephanie & Sanders, Will (eds) 2008, *Contested Governance: Culture, power and institutions in Indigenous Australia*, ANU E Press, Canberra. Available: http://epress.anu.edu.au/c29_citation.html ^[12]
- Luker, Viki & Dinnen, Sinclair (eds) 2010, *Civic Insecurity: Law, Order and HIV in Papua New Guinea*, ANU E Press, Canberra. Available: http://epress.anu.edu.au/civic_insecurity_citation.html ^[13]
- May, R J & Selochan, V (eds) 2004, *The Military and Democracy in Asia and the Pacific*, ANU E Press, Canberra. Available: http://epress.anu.edu.au/mdap_citation.html ^[14]
- Medeiros, Evan S, Crane, Keith, Heginbotham, Eric, Levin, Norman D, Lowell, Julia F, Rabasa, Angel & Seong, Somi 2008, *Pacific Currents: The Responses of U.S. Allies and Security Partners in East Asia to China's Rise*, RAND Corporation, Pittsburgh. Available: <http://www.rand.org/pubs/monographs/MG736.html> ^[15]
- Tcherkézoff, Serge & Douaire-Marsaudon, Françoise 2008, *The Changing South Pacific: Identities and Transformations*, 2nd edn, ANU E Press, Canberra. Available: http://epress.anu.edu.au/csp_citation.html ^[16]
- Yang, Wen-Shan & Lu, Melody Chia-Wen (eds) 2010, *Asian Cross-border Marriage Migration: Demographic Patterns and Social Issues*, Amsterdam University Press, Amsterdam. Available: <http://dare.uva.nl/aup/en/record/341175> ^[17]
- Zamhari, Arif 2010, *Rituals of Islamic Spirituality: A Study of Majlis Dhikr Groups in East Java*, ANU E Press, Canberra. Available: http://epress.anu.edu.au/islamic_citation.html ^[18]

Open Access Online Journals

The following Open Access Online Journals are all searchable at the article level. Students can also browse for articles or other open access journals through the Directory of Open Access Journals <http://www.doaj.org/> ^[19].

- *Asia-Pacific Journal: Japan Focus* <http://www.doaj.org/doaj?func=openurl&issn=15574660&genre=journal> ^[20]
- *Asian Social Science Journal* <http://www.doaj.org/doaj?func=openurl&issn=19112017&genre=journal> ^[21]
- *Australian Review of Public Affairs* <http://www.australianreview.net/> ^[22]
- *Borderlands e-Journal* <http://www.borderlands.net.au/issues/index.html> ^[23]
- *China and Eurasia Forum Quarterly* http://www.silkroadstudies.org/new/inside/publications/CEF_quarterly.htm ^[24]
- *Contemporary Issues and Ideas in Social Sciences* <http://www.doaj.org/doaj?func=openurl&issn=18174604&genre=journal> ^[25]
- *Current Research Journal of Social Science* <http://www.doaj.org/doaj?func=openurl&issn=20413238&genre=journal> ^[26]
- *Electronic Journal of Contemporary Japanese Studies* <http://www.doaj.org/doaj?func=openurl&issn=14769158&genre=journal> ^[27]
- *Ethics and Global Politics* <http://www.doaj.org/doaj?func=openurl&issn=16544951&genre=journal> ^[28]
- *Globality Studies Journal: Global History, Society, Civilisation* <http://www.doaj.org/doaj?func=openurl&issn=15570266&genre=journal> ^[29]

- *Hmong Studies Journal* <http://www.doaj.org/doi?func=openurl&issn=10911774&genre=journal> ^[30]
- *Human Rights and Human Welfare* <http://www.doaj.org/doi?func=openurl&issn=15330834&genre=journal> ^[31]
- *International Journal of Asia-Pacific Studies* <http://web.usm.my/ijaps/default.asp?tag=1&flag=5> ^[32]
- *Journal of Asia Pacific Studies* <http://www.doaj.org/doi?func=openurl&issn=19480091&genre=journal> ^[33]
- *Journal of Current Chinese Affairs* <http://www.doaj.org/doi?func=openurl&issn=18681026&genre=journal> ^[34]
- *Journal of Current Southeast Asian Affairs* <http://www.doaj.org/doi?func=openurl&issn=18681034&genre=journal> ^[35]
- *Journal of Indonesian and Social Sciences and Humanities* <http://www.doaj.org/doi?func=openurl&issn=19798431&genre=journal> ^[36]
- *Journal of Social Sciences* <http://www.doaj.org/doi?func=openurl&issn=15493652&genre=journal> ^[37]
- *Kōtuitui: New Zealand Journal of Social Sciences Online* <http://www.royalsociety.org.nz/publications/journals/nzjs/> ^[38]
- *MAI Review* <http://www.doaj.org/doi?func=openurl&issn=11775904&genre=journal> ^[39]
- *Research Journal of International Studies* http://www.eurojournals.com/international_studies.htm ^[40]
- *South Asia Multidisciplinary Academic Journal* <http://samaj.revues.org/> ^[41]
- *Vestnik: The Journal of Russian and Asian Studies* <http://samaj.revues.org/> ^[41]

References

- [1] http://epress.anu.edu.au/titles/asia_pacific.html
- [2] <http://digital.library.upenn.edu/books/>
- [3] http://epress.anu.edu.au/c30_citation.html
- [4] http://epress.anu.edu.au/anomie_citation.html
- [5] http://epress.anu.edu.au/howard_march_citation.html
- [6] http://epress.anu.edu.au/afsc_citation.html
- [7] http://epress.anu.edu.au/foreign_bodies_citation.html
- [8] http://epress.anu.edu.au/kastom_citation.html
- [9] http://www.tveap.org/?q=0801dis_02.php
- [10] http://epress.anu.edu.au/culture_citation.html
- [11] http://epress.anu.edu.au/rising_china_citation.html
- [12] http://epress.anu.edu.au/c29_citation.html
- [13] http://epress.anu.edu.au/civic_insecurity_citation.html
- [14] http://epress.anu.edu.au/mdap_citation.html
- [15] <http://www.rand.org/pubs/monographs/MG736.html>
- [16] http://epress.anu.edu.au/csp_citation.html
- [17] <http://dare.uva.nl/aup/en/record/341175>
- [18] http://epress.anu.edu.au/islamic_citation.html
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- [20] <http://www.doaj.org/doi?func=openurl&issn=15574660&genre=journal>
- [21] <http://www.doaj.org/doi?func=openurl&issn=19112017&genre=journal>
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- [23] <http://www.borderlands.net.au/issues/index.html>
- [24] http://www.silkroadstudies.org/new/inside/publications/CEF_quarterly.htm
- [25] <http://www.doaj.org/doi?func=openurl&issn=18174604&genre=journal>
- [26] <http://www.doaj.org/doi?func=openurl&issn=20413238&genre=journal>
- [27] <http://www.doaj.org/doi?func=openurl&issn=14769158&genre=journal>
- [28] <http://www.doaj.org/doi?func=openurl&issn=16544951&genre=journal>
- [29] <http://www.doaj.org/doi?func=openurl&issn=15570266&genre=journal>
- [30] <http://www.doaj.org/doi?func=openurl&issn=10911774&genre=journal>
- [31] <http://www.doaj.org/doi?func=openurl&issn=15330834&genre=journal>
- [32] <http://web.usm.my/ijaps/default.asp?tag=1&flag=5>
- [33] <http://www.doaj.org/doi?func=openurl&issn=19480091&genre=journal>
- [34] <http://www.doaj.org/doi?func=openurl&issn=18681026&genre=journal>

- [35] <http://www.doaj.org/doi/func=openurl&issn=18681034&genre=journal>
 [36] <http://www.doaj.org/doi/func=openurl&issn=19798431&genre=journal>
 [37] <http://www.doaj.org/doi/func=openurl&issn=15493652&genre=journal>
 [38] <http://www.royalsociety.org.nz/publications/journals/nzjs/>
 [39] <http://www.doaj.org/doi/func=openurl&issn=11775904&genre=journal>
 [40] http://www.eurojournals.com/international_studies.htm
 [41] <http://samaj.revues.org/>

Assessment

Please read all the requirements on the assignment pages now. It is important that you have a clear understanding of each of the assessment items at the start of the semester.

Overview

Description	Total marks	Weight	Due date	Objectives	Graduate skill	Level assessed
Assignment 1 1250 words. This assessment is aligned with all Objectives.	100	20%	End of week 5	1, 2, 3, 4, 5, 6, 7. (See below)	U1, U2, U3, U4, U7, U8 (See below)	All level 1
Assignment 1 1500 words. This assessment is aligned with all Objectives.	100	30%	End of week 11	1, 2, 3, 4, 5, 6, 7. (See below)	U1, U2, U3, U4, U7, U8 (See below)	All level 1
Reflective journal	100	50%	End of week 16	4, 5, 6, 7, 8. (See below)	U1, U2, U3, U4, U7, U8 (See below)	All level 1

Note

- End of Week submission dates refer to the Friday of the nominated week. See Assignment notes on the Course Specifications for further information pertaining to assignment due dates.

Objectives assessed



Objectives

On successful completion of this course students will demonstrate:

1. Academic and professional skills by applying their comprehension of the nature and evolution of "International Relations" as series of processes in and of themselves as well as an interdisciplinary field of academic study;
2. An understanding of the nature and evolution of the international system and the practice of diplomacy and other forms of interaction at the various levels of the system, including globalization and evolving state sovereignty;
3. Academic and professional skills by analysing an issue through different media perspectives.
4. Communication skills appropriate to the discipline by preparing and submitting essay assignments and essay responses on the exam.
5. Analytical and problem solving skills by researching and writing media essays.
6. Ethical research and inquiry skills by comprehending and applying referencing norms and practices.
7. Cultural literacy skills by describing, analysing and applying international perspectives using discipline-specific analytical frameworks.

Graduate qualities and skills

Elements of the following USQ Graduate Skills are associated with the OERu version of this course.

Graduate skill	Level
Ethical Research & Enquiry (Skill U1)	Introductory (Level 1)
Problem Solving (Skill U2)	Introductory (Level 1)
Academic, professional and digital literacy (Skill U3)	Introductory (Level 1)
Written & Oral Communication (Skill U4)	Introductory (Level 1)
Cultural Literacy (Skill U7)	Introductory (Level 1)
Management, Planning & Organisational Skills (Skill U8)	Introductory (Level 1)

Schedule

Please refer to the study modules for more information regarding the readings.

Week	Module	E-learning Activity	Assessment
1	Module 1: Introduction to Course and Learning Pedagogy	E-learning activity 1.1	Read all assessment information so you have a clear understanding of the course assignments.
2	Module 2: A Sense of Place; 2.1: Introducing Asia and the Pacific	E-learning activity 2.1 E-learning activity 2.2	Start preparing Assignment 1.
3	Module 2: A Sense of Place; 2.2: Historical Overview of Asia and the Pacific	E-learning activity 2.3	
4	Module 2: A Sense of Place; 2.2: Historical Overview of Asia and the Pacific (Cont'd)	E-learning activity 2.4	
5	Module 2: A Sense of Place; 2.3: Historical Overview of Europeans in Asia and the Pacific	E-learning activity 2.5	Assignment 1 due end of Week 5.
6-7	RECESS		
8	Module 3: Understanding Culture; 3.1: The Diversity of Human Ideas, Values, Beliefs and Behaviour	E-learning activity 3.1	Start preparing Assignment 2.
9	Module 3: Understanding Culture; 3.2: An Introduction to Religious Belief Systems of Selected Societies	E-learning activity 3.2	
10	Module 4: Tourism	E-learning activity 4.1	
11	Module 5: Regional Economic Imperatives; 5.1 Asia	E-learning activity 5.1	Assignment 2 due end of Week 11.
12	Module 5: Regional Economic Imperatives; 5.2 Pacific	E-learning activity 5.2	Begin preparing Assignment 3.
13	Module 6: Regional Relations. Regional Issues, Responses and Foreign Relations; 6.1: Asia	E-learning activity 6.1	
14	Module 6: Regional Relations. Regional Issues, Responses and Foreign Relations; 6.2: Pacific	E-learning activity 6.2	
15	Module 7: A Sense of Direction. Regional Futures	E-learning activity 7.1	
16	FINAL ASSIGNMENT COMPLETION		Assignment 3 due end of Week 16.

Assignment 1

Summary

- **Word length:** 1250 words
- **Marks:** 100
- **Weighting:** 20%

Extended Country Profile



Key points

- This assignment is linked to E-learning activity 2.2. However, if you wish to select a different country for this assignment (than the country you selected for E-learning activity 2.2) you may do so.
- When preparing Assignment 1, students must consult and cite (at a minimum) at **least five** (5) relevant books, book chapters, or journal articles. These books and journal articles can be sourced online. Remember to look at the ANU e-Press and the Directory of Open Access Journals (see Recommended Reference Materials) when researching your assignment. The Regional Relations Source Database may also provide other links to useful information online. You can also use government reports and websites or similar materials. Students wishing to score higher marks for 'Depth of research' should aim to use more than 5 sources.
- Papers should be typed using double line-spacing, as well as spellchecked. Please submit this assignment on (or before) the due date so as to avoid possible penalties. All assignments must use Harvard AGPS Referencing. The word length for this assignment is 1250 words.



Tip: Consult the marking rubric before you start your answering this assignment

This assignment allows you to build on your brief country profile completed in E-learning activity 2.2. It requires you to write an extended country profile (1250 words) on a country of your choice from the Asia-Pacific region. Your extended country profile should be written in essay format, complete with an introductory paragraph, a well-researched essay body written in paragraphs, and a conclusion paragraph that sums up and concludes your findings.

When writing your extended profile, you should seek to address the following discussion points:

- Provide a paragraph that details the style of government of your country, figures on population and religion, and other general information related to your chosen country.
- Discuss the history of your chosen country, detailing important social, political, economic or religious factors (you don't have to discuss all of these – select the ones relevant to your particular country) that have influenced your state. This should be the focus of your country profile and should make up the bulk of your discussion.

Marking rubric

Criterion Group	HD	A	B	C	F	Mark
Topic Specific						
Answered the question	Is entirely focused on the core discussion points relevant to their country, and demonstrates a sophisticated understanding of the relevant issues.	Establishes a solid case that addresses almost all of the specific concerns of the assignment task.	Develops a sound case that addresses most of the concerns of the assignment task and stays mostly on topic.	Demonstrates a case that is related to the topic, though it wanders off-topic and/or addresses areas that are of little or no concern to the assignment task at hand.	Does not address the core concerns of the assigned task, and uses examples that are poorly, or not at all, related.	/5
Argument						
Clear statement of argument	Has a clear and well-integrated sense of argument that flows through the entire paper. This includes argument being directly referred to in the main body.	Has a clear statement of argument in the introduction and conclusion, and will indirectly mention it within the main body of the paper.	Has some type of statement of argument in the introduction and conclusion, but reference to the argument in the main body is vague.	Indicates that there might be some position taken in the essay but this is not made explicit and does not come through in the main body.	Does not appear to contain any clear argument, either in the introduction/conclusion or the main body.	/5
Academic evidence and reason in support of the argument	Integrates appropriate evidence and argument in a sophisticated manner. The support chosen is entirely in alignment with the core argument of the essay and successfully engages with alternative viewpoints.	Integrates appropriate evidence and argument. The support chosen is in alignment with the core argument of the essay and successfully engages with alternative viewpoints.	Integrates evidence and supportive arguments. The support chosen is generally in alignment with the core argument of the essay and acknowledges alternative viewpoints.	Uses some appropriate evidence and argument in the paper. The support chosen is broadly in alignment with the core argument of the essay, though there may be some misinterpretation of evidence and contradictory statements. Alternative viewpoints are not particularly well addressed.	Does not use appropriate evidence or argument. The support chosen is generally taken out of context or misrepresented, and opposing viewpoints are not adequately dealt with.	/15
Use of examples and quotations	Cleverly uses appropriate examples and quotes. The examples used are interesting, engaging, and well-chosen to best support the argument.	Uses appropriate examples and quotes. The examples used are interesting, engaging, and well-chosen to support the argument.	Uses appropriate examples and quotes, though they may not be used to best effect. The examples used are engaging and reasonably well-chosen to support the argument.	Uses quotes, though they may not all be relevant or used to best effect. The examples used are chosen to support the argument, though they may not always do so effectively.	Either does not use examples and/or quotes, or they are chosen poorly and they do not assist the argument being made (if one exists in the paper).	/10
Academic skills						
Academic writing style	Clear, precise and elegant. Demonstrates a command over the essay format through the use of language that is simple and effective.	Clear and precise, though occasionally the presentation of ideas may be overly complicated or overworked.	Satisfactory, though use of language unclear at times and/or relies on rhetorical devices.	Broadly satisfactory, but the format and style of the essay are poorly executed. This poor execution at times affects the flow of what is presented.	Bears little resemblance to the expected essay format, such as the use of bullet points and overreliance on direct quotations.	/5

Appropriate referencing	Demonstrates a sophisticated use of referencing material, arguments and factual information, including synthesis from a number of sources.	References all of the appropriate ideas and facts within the essay, and provides some synthesis from a number of sources.	Most ideas or facts are attributed, although there may be some gaps in referencing and/or reliance on direct quotation to convey conceptual information.	Some ideas or facts are attributed, and there are gaps in referencing and/or over reliance on direct quotation to convey conceptual information.	Few (if any) referenced ideas, facts or opinions.	/2.5
Use of required referencing system	Fully compliant with current Harvard system. Few (if any) errors.	Compliant with Harvard system, with some errors.	Broadly compliant with Harvard system. Inconsistent use of page numbers and/or referencing of online documents.	Non-Harvard system used and/or many errors are present.	No consistent referencing standard applied.	/2.5
Depth of research	8 or more independent sources.	7 or more independent sources.	6 or more independent sources.	5 or more independent sources.	4 or fewer independent sources.	/10
Written communication skills						
Overall structure and conclusion	Demonstrates a clear and elegant progression between the substantive points made. The supportive points are grouped logically, and there are 'signposts' that explain the links inside and between the substantive points being made.	Displays a clear relationship between the substantive points to be made and has internal consistency, though 'signposts' within or between these points are not always clear.	Generally has a clear relationship between the substantive points, though makes some structural errors in ordering the information, and/or may lack clear links between the sections.	Has a general structure and some relationship between substantive points, though this is not particularly logical, nor well presented.	Contains no discernible structure, and lacks a delineated approach to the material presented.	/10
Clear, concise, well-constructed introduction	Combines all three elements of an introduction coherently. Provides a stepwise plan for the essay and displays a well thought out approach, indicating specific examples to be used.	Combines all three elements of an introduction coherently. Provides a stepwise plan for the essay.	Combines all three elements of an introduction coherently. Provides a stepwise plan for the essay, but lacks clarity and/or brevity.	Is missing one of the elements of an introduction and is lacking clarity and/or brevity.	Is missing two or more of the elements of an introduction.	/10
Clear, concise, well-constructed conclusion	Combines all three elements of a conclusion coherently. Provides a simple statement restating the argument, drawing together the elements of the supportive arguments made in the essay.	Combines all three elements, and provides a restatement of the argument, drawing together the elements of the supportive arguments made in the essay.	Possesses all three elements of a conclusion but lacks clarity and/or brevity.	Is missing one of the elements of a conclusion and is lacking clarity and/or brevity.	Is missing two or more of the elements of a conclusion.	/10

Clear, grammatically correct, written expression	Very few (if any) grammatical errors. The meaning of each sentence is always clear and easily understood.	Few grammatical errors. Mostly the meaning of what is written is clear.	Some grammatical errors. Generally the meaning of what is written is clear.	Many grammatical errors. At times the meaning of what is written is affected by these errors.	Numerous grammatical errors are present, and this affects the ability to understand the meaning of what is said.	/10
Required Length					Exceeds 1250 words (text) or is less than 1125 words (text)	/5
General Comments:						/100

Assignment 2

Summary

- **Word length:** 1500 words
- **Marks:** 100
- **Weighting:** 30%

Tourism assignment



Key points

- This assignment is linked to E-learning activity 4.1. However, if you wish to select a different country/type of tourism for this assignment (than the country/style of tourism you selected for E-learning activity 4.1) you may do so.
- Papers should be typed using double-line spacing, as well as spellchecked. Please submit this assignment on (or before) the due date so as to avoid possible penalties. All assignments must use **Harvard AGPS Referencing**.
- When preparing Assignment 2, students **must consult** and cite (at a minimum) at **least seven (7)** relevant books, book chapters, or journal articles. These books and journal articles can be sourced online. Remember to look at the ANU e-Press and the Directory of Open Access Journals (see Recommended Reference Materials) when researching your assignment. The Regional Relations Source Database may also provide other links to useful information online. You can also use government reports and websites or similar materials. Students wishing to score higher marks for 'Depth of research' should aim to use more than 7 sources.



Tip: Please refer to marking rubric below for details on how this assignment will be assessed before starting your work.

This assignment allows you to build on your investigation of tourism completed in E-learning activity 4.1. It requires you to write a tourism brochure (1500 words) on a country/island/city of your choice from the Asia-Pacific region.

Your tourism brochure will be assessed on both the accuracy and relevance of the information included (you will need to research your information carefully), and the originality in how you present your tourism information. Your target audience for this assignment is potential tourists to the area. Therefore, you should write the brochure with this target audience in mind. You can incorporate images and activities relevant to your location; advice to tourists on weather, society, culture and religion (for example); and any other information you think is relevant to a tourism brochure.

One important thing your brochure however, is that it must be based on fact. While you can make up activities for instance, they must be relevant to the location. Also, the information about your location must be accurate. You cannot make up stories about the history, politics, economics and society of your location. This must all be

well-researched and factual. Your tourism brochure must primarily be factual, based on research of your location.

At the end of your brochure you will need to include a List of References that demonstrates the sources you consulted to prepare your assignment. Please note that you will still need to use academic referencing conventions throughout your brochure – meaning you will need to cite where your information is from.

When writing your tourism brochure you may want to consider all or some of the following points;

- You can select a specific type of tourism relevant to your location. For example, eco-tourism, cultural tourism, religious tourism or general tourism. This will determine the types of sites and activities contained in your brochure. You can make up your own activities but they must be relevant to the type of tourism you selected and they must be location specific.
- The information contained in your brochure should be clearly laid out. You may want to use Headings and Sub-headings, as well as some bullet pointed information, to clearly distinguish different elements / sections in your brochure.
- You should also use accurate and relevant examples of tourist activities and destinations in your brochure. These examples should have clear links to the content contained in the brochure.
- You should aim to demonstrate creativity in how you set out your brochure, how you structure its content and how you incorporate images into it. It would be a good idea to look at a couple of brochures from online travel agencies for ideas when you start planning your brochure.

Marking rubric

Criterion Group	HD	A	B	C	F	Mark
Brief Specific						
Answered the brief	Is entirely relevant to the brief to create a tourism brochure, and demonstrates a sophisticated understanding of the elements relevant to tourism in their chosen location.	Has prepared a tourism brochure that meets almost all of the elements relevant to the brief to create a tourism brochure. Has many elements relevant to tourism in their chosen location.	The brochure addresses most of the elements relevant to the brief to create a tourism brochure for their chosen location. Contains some of the elements relevant to tourism in their chosen location.	The tourism brochure has some elements relevant to the brief, though it wanders off-topic and/or addresses areas that are of little or no concern to the assignment task at hand.	Does not address the core elements of the assigned task, and uses examples that are poorly, or not at all, related.	/5
Content						
Quality and accuracy of content	Has clear, well-integrated and accurate content relevant to their location throughout the entire brochure. Written in a sophisticated manner.	Has clear and accurate content relevant to their location throughout the brochure. Ideas are clearly stated.	Has some accurate content relevant to their location throughout the brochure. Some ideas are not clearly stated.	Content contained in the brochure is mostly accurate. However, many ideas are not clearly stated, detracting from the overall content.	Does not appear to contain any content relevant the location, or information is misrepresented or inaccurate.	/10

Academic evidence in support of the content	Integrates appropriate and relevant content in a sophisticated manner. The academic evidence in support of the content chosen is entirely in alignment with the brief of the assignment.	Integrates appropriate and relevant academic evidence to support content chosen effectively. Evidence is mostly in alignment with the brief of the assignment.	Integrates appropriate and relevant academic evidence to support content chosen. Evidence is generally in alignment with the brief of the assignment.	Uses some appropriate academic evidence in the brochure. The support chosen is broadly in alignment with the brief of the assignment, but there was some misinterpretation of evidence and contradictory statements.	Does not use appropriate evidence in the brochure. The support chosen is generally taken out of context or misrepresented.	/15
Use of examples	Cleverly uses appropriate examples. The examples are interesting, engaging, and well-chosen to best support the content.	Uses appropriate examples. The examples used are interesting, engaging, and well-chosen to support the content.	Uses appropriate examples, though they may not be used to best effect. The examples used are engaging and reasonably well-chosen to support the content.	The examples used are chosen to support the content, though they may not always do so effectively.	Either does not use examples, or they are chosen poorly and they do not assist the content of the brochure.	/15
Academic skills						
Writing style	Clear, precise and elegant, uses language that is simple and effective.	Clear and precise, though occasionally the presentation of ideas may be overly complicated or overworked.	Satisfactory, though use of language unclear at times and/or relies on rhetorical devices.	Broadly satisfactory, but the format and style of the brochure is poorly executed. At times, this poor execution affects the flow of what is presented.	Bears little resemblance to the expected brochure format.	/5
Appropriate referencing	Demonstrates a sophisticated use of referencing material and factual information, including synthesis from a number of sources.	References all of the appropriate ideas and facts within the brochure, and provides some synthesis from a number of sources.	Most ideas or facts are attributed, although there may be some gaps in referencing and/or reliance on direct quotation to convey conceptual information.	Some ideas or facts are attributed, and there are gaps in referencing and/or over reliance on direct quotation to convey conceptual information.	Few (if any) referenced ideas, facts or opinions.	/2.5
Use of required referencing system	Fully compliant with current Harvard system. Few (if any) errors.	Compliant with Harvard system, with some errors.	Broadly compliant with Harvard system. Inconsistent use of page numbers and/or referencing of online documents.	Non-Harvard system used and/or many errors are present.	No consistent referencing standard applied.	/2.5
Depth of research	10 or more independent sources.	9 or more independent sources.	8 or more independent sources.	7 or more independent sources.	6 or fewer independent sources.	/10
Written communication skills						
Overall structure	Demonstrates a clear and elegant progression between the sections of the brochure. The points in each section are always grouped logically. Very clear links between sections contained in the brochure.	Displays a clear relationship between the sections of the brochure. Points are usually grouped logically and links between the sections are usually made clearly.	Generally has a clear relationship between the sections of the brochure, though makes some structural errors in ordering the information, and/or may lack clear links between the sections.	Has a general structure and some relationship between the sections of the brochure, though this is not particularly logical, nor well presented.	Contains no discernible structure, and lacks a delineated approach to the material presented.	/10

Clear, grammatically correct, written expression	Very few (if any) grammatical errors. The meaning of each sentence is always clear and easily understood.	Few grammatical errors. Mostly the meaning of what is written is clear.	Some grammatical errors. Generally the meaning of what is written is clear.	Many grammatical errors. At times the meaning of what is written is affected by these errors.	Numerous grammatical errors are present, and this affects the ability to understand the meaning of what is said.	/10
Required Length					Exceeds 1500 words (text) or is less than 1350 words (text)	/5
Creativity						
Creativity in design and layout of brochure	The brochure displays a very high level of creativity in design and layout. It is very well-presented and the content is presented in a very creative manner.	The brochure displays a high level of creativity in design and layout. It is well-presented and the content is presented in a creative manner.	The brochure displays sound level of creativity in design and layout. Content and layout are nicely presented.	Demonstrates some creativity, not all sections are well presented.	Contains no discernible creativity, and the brochure is poorly presented.	/10
General Comments:						/100

Reflective journal

Summary

- **Word length:** 5 best E-learning activities plus 1000 - 1200 words for Part 2.
- **Marks:** 100
- **Weighting:** 50%

Reflective Journal



Key points

This assignment contains two (2) parts. It is important that you complete both parts of this assignment in order to fulfill all requirements of this assignment.

- Assignment 3 is linked to nominated e-learning activities throughout the semester. Of these e-learning activities, you are to select and nominate what you feel are your best five (5) E-learning activity responses to be evaluated in Part One (1) of this assignment. (50% of the total mark for this assignment)
- Part two (2) of the assignment requires a reflective journal entry on what you have learned on this course. Your assignment should be completed online in the Personal Reflection e-Portfolio.
- Papers should be typed using double-line spacing, as well as spellchecked. Please submit this assignment on (or before) the due date so as to avoid possible penalties. All assignments must use Harvard AGPS Referencing. The word length of Part Two of this assignment is 1000 - 1200 words. (50% of the total mark for this assignment)



Tip: Please refer to marking rubric below for details on how this assignment will be assessed before starting your work.

PART ONE (1) – 50% of the total mark for this assignment

Part One (1) of this assignment requires you to select and nominate what you feel are your **best five** (5) E-learning activity responses to be evaluated. Only those e-learning activities that are relevant to this assignment (see E-learning activity instructions) can be nominated.

Your responses will be marked on how effectively and accurately your response completed the instructions and requirements of the e-learning activities. Please see the marking rubric for more information on how Part 1 of this assignment will be marked.

PART TWO (2) – 50% of the total marks for this assignment

Part Two (2) of this assignment requires you to write a reflective journal entry, detailing what you have learned about the Asia-Pacific region this semester. Your reflective journal entry should be 1000 – 1200 words in length. It should be written in paragraphs and should be structured around what you have learned in relation to the course objectives. In preparing your response you need to explore each of the following themes:

1. How has your knowledge of the Asia-Pacific region been enhanced this semester? (Provide examples of information acquired during the course.) What have you learned this semester that has challenged preconceptions you had of the region? (Again, please provide examples here.) (700 - 900 words)
2. Central to the pedagogy of this course was an approach designed to inspire ‘discovery’ of content, engage students in their learning, and enhancement of students’ digital literacy skills. Did the ‘pedagogy of discovery’ fulfill these briefs? If so, provide examples. If not, why not? (300 – 400 words)

Marking rubric

Criterion Group	HD	A	B	C	F	Mark
PART ONE: E-learning activity entries						
Content						
Quality and accuracy of content	Has clear, well-integrated and accurate content relevant to the E-learning activity instructions. Written in a sophisticated manner with ideas clearly stated.	Has clear and accurate content relevant to the E-learning activity instructions. Ideas are clearly stated.	Has some accurate content relevant to the E-learning activity instructions. Some ideas are not clearly stated.	Content contained is mostly accurate. However, many ideas are not clearly stated, detracting from the overall content.	Does not appear to contain any content relevant the E-learning activity instructions or information is misrepresented or inaccurate.	/15
Academic evidence in support of the content	Integrates appropriate and relevant content in a sophisticated manner. The academic evidence in support of the content chosen is entirely in alignment with the E-learning activity guidelines.	Integrates appropriate and relevant academic evidence to support content chosen effectively. Evidence is mostly in alignment with the E-learning activity guidelines.	Integrates appropriate and relevant academic evidence to support content chosen. Evidence is generally in alignment with the E-learning activity guidelines.	Uses some appropriate academic evidence. The support chosen is broadly in alignment with the E-learning activity guidelines, but there was some misinterpretation of evidence and contradictory statements.	Does not use appropriate evidence. The support chosen is generally taken out of context or misrepresented.	/10
Academic skills						

Writing style	Clear, precise and elegant, uses language that is simple and effective.	Clear and precise, though occasionally the presentation of ideas may be overly complicated or overworked.	Satisfactory, though use of language unclear at times and/or relies on rhetorical devices.	Broadly satisfactory, but poor execution at times affects the flow of what is presented.	Poorly written. The use of bullet points and overreliance on direct quotations weakens the E-learning activity findings.	/10
Use of required referencing system	Fully compliant with current Harvard system. Few (if any) errors.	Compliant with Harvard system, with some errors.	Broadly compliant with Harvard system. Inconsistent use of page numbers and/or referencing of online documents.	Non-Harvard system used and/or many errors are present.	No consistent referencing standard applied.	/5
Written communication skills						
Overall structure	Demonstrates a clear and elegant progression between the substantive points made. The supportive points are grouped logically, and there are 'signposts' that explain the links inside and between the substantive points being made.	Displays a clear relationship between the substantive points to be made and has internal consistency, though 'signposts' within or between these points are not always clear.	Generally has a clear relationship between the substantive points, though makes some structural errors in ordering the information, and/or may lack clear links between the sections.	Has a general structure and some relationship between substantive points, though this is not particularly logical, nor well presented.	Contains no discernible structure, and lacks a delineated approach to the material presented.	/5
Clear, grammatically correct, written expression	Very few (if any) grammatical errors. The meaning of each sentence is always clear and easily understood.	Few grammatical errors. Mostly the meaning of what is written is clear.	Some grammatical errors. Generally the meaning of what is written is clear.	Many grammatical errors. At times the meaning of what is written is affected by these errors.	Numerous grammatical errors are present, and this affects the ability to understand the meaning of what is said.	/5
General Comments:						
						PART ONE: _____ /50
PART TWO: Reflective Journal Entry						
Reflection	The reflective journal entry displays a very high level of reflection on the content and pedagogy of the course. Written in a sophisticated manner with ideas clearly stated.	The reflective journal displays a high level of personal reflection on the content and pedagogy of the course. It is well-presented and the content is presented in a creative manner.	The reflective journal displays sound level of personal reflection on the content and pedagogy of the course. Content and layout are nicely presented.	Demonstrates some personal reflection, not all sections of the reflective journal entry are presented well.	Contains no discernible personal reflection, and the reflective journal entry is poorly presented.	/30

Writing style	Clear, precise and elegant, uses language that is simple and effective.	Clear and precise, though occasionally the presentation of ideas may be overly complicated or overworked.	Satisfactory, though use of language unclear at times and/or relies on rhetorical devices.	Broadly satisfactory, but poor execution at times affects the flow of what is presented.	Poorly written. The use of bullet points and overreliance on direct quotations weakens the personal reflections.	/10
Overall structure	Demonstrates a clear and elegant progression between the substantive personal reflections made. The supportive points are grouped logically, and there are 'signposts' that explain the links inside and between the substantive points being made.	Displays a clear relationship between the substantive personal reflections to be made and has internal consistency, though 'signposts' within or between these points are not always clear.	Generally has a clear relationship between the substantive personal reflections, though makes some structural errors in ordering the information, and/or may lack clear links between the sections.	Has a general structure and some relationship between substantive personal reflections, though this is not particularly logical, nor well presented.	Contains no discernible structure, and lacks a delineated approach to the material presented.	/5
Clear, grammatically correct, written expression	Very few (if any) grammatical errors. The meaning of each sentence is always clear and easily understood.	Few grammatical errors. Mostly the meaning of what is written is clear.	Some grammatical errors. Generally the meaning of what is written is clear.	Many grammatical errors. At times the meaning of what is written is affected by these errors.	Numerous grammatical errors are present, and this affects the ability to understand the meaning of what is said.	/5
General Comments:						
						PART TWO: _____ /50
						ASSIGNMENT TOTAL: _____ / 100

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