

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	The Tyranny of Distance
Unit ID:	BAHIS2009
Credit Points:	15.00
Prerequisite(s):	(BAHIS1001 or BAKIP1001 or BAXDC1002 or HISOC1005 or HISOC1312)
Co-requisite(s):	Nil
Exclusion(s):	(BAHIS2006 and BAHIS3006), BAHIS3009
ASCED:	090305

Description of the Unit:

This intermediate-unit examines the history of Australia's connections with the Asia Pacific region, tracing its evolution from the mid-nineteenth century to the present day with a focus on critiquing perceptions of Australian history which give primacy to Australia's relationship with Europe and the British Empire. Emphasizing a multifaceted approach, it examines how cultural, political, and economic factors have influenced Australian perceptions and policies toward the region. Additionally, it explores diverse viewpoints on Australian identity, including those of immigrant and First Nations communities and alternate cultural perspectives of cultural, political and economic links across the region. Topics range from the impact of the gold rushes to the complexities of nation building, the legacy of the white Australia policy and the changing role of Australia in global conflicts and the legacy of decolonization.

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

Work Experience:

No work experience

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

On successful completion of the unit 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.** Appraise the domestic and international factors which shape Australia's international relationships.
- K3.** Examine Australian perceptions of the nations and cultures of the Asia-Pacific region, and also Asian and Pacific perceptions of Australia.
- K4.** Account for the impact of post-Colonialism, Globalisation and Terrorism on the changing nature of the Australian/Asia-Pacific relationship.

Skills:

- S1.** Identify and understand and critique a wide variety of secondary historical sources.
- S2.** Engage in reading and research and develop oral and written communication skills at the appropriate level.
- S3.** 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.** Develop analytical skills to understand and critically assess primary and secondary sources.
- A3.** Apply the methodological and ethical conventions of the history discipline.

Unit Content:

This unit presents a comprehensive historical examination of Australia's evolving relationship with the Asia-Pacific region, with a particular focus on its connections with Southeast Asia and the Pacific. It delves into pivotal moments and transitions in this relationship, while also analyzing its significant political, cultural, and economic dimensions. Through an interdisciplinary approach, it investigates how culture, politics, and economics have influenced Australian perspectives and policies towards the region. Moreover, the unit considers diverse viewpoints, including those of immigrant communities and First Nations, to provide a nuanced understanding of Australian identity within this context. Topics explored encompass the impact of the gold rushes, the intricacies of nation building, Australia's involvement in global conflicts, the challenges of decolonization, and the dynamics of the Cold War and post Cold War eras.

Topics may include:

1. The myth of Indigenous isolation ([Global Encounters](#))
2. Imagining Australia: European pre-colonial perspectives
3. The Antipodean social laboratory: Visualising the British Empire

4. The global context to Australian invasion and settler-colonisation
5. The British World: Lateral links across the Empire
6. The Goldrush and the making of a multicultural Australia
7. Making sense of an “alien” landscape
8. Federation and the legacy of the White Australia Policy
9. WWII and after: Post-war immigration and nation-building after the End of Empire
10. The Cold War, decolonisation and Indigenous rights
11. Neoliberal globalisation, multiculturalism and its criticisms
12. Australia in the Asian Century.

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 Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act 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, 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, A1, A3	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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, A1, A3	AT1, AT2
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	AT 3

Learning Task and Assessment:

Students cannot submit for assessment content generated by AI except when expressly permitted by Unit Coordinators, communicated through the unit description. Use of AI in assessment tasks without express permission is considered Academic Misconduct and may result in a student failing the unit.

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S1, S2, S3, A1, A2, A3	Analysing Perspectives in Print Media Coverage based on a selected week's topic	Primary Sources Analysis Report and Presentation	20-40%
K1, K2, K3, K4, S3, A1, A2, A3	Annotated Bibliography and Essay Plan	Annotated Bibliography and dot point essay plan of key themes and arguments	30-50%
K1, K2, K3, K4, S1, S2, S3, A1, A3	Critical Analysis addressing a topic designed for intermediate-level students	Research Essay	30-50%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)