

Australia & the World: Politics & International Relations

COURSE DETAILS

Course Designator and Number: SDNY3046

Number of Credits: 3

Language of Instruction: English

Contact Hours: 45

Instructor: Dr. Conor Keane, by appointment

COURSE DESCRIPTION

This course examines the government and politics of Australia and Australian engagement in the Asia-Pacific region. It does so by surveying similarities with and differences from the North American democratic model and by examining Australia's substantial and abiding interests in the Asia-Pacific region. By the end of the course, you will be aware of the importance of geographical distance and location in the Australian story. You will also be aware of the continuing importance of cultural and political inheritance in the development of Australian public and foreign policy. You will be encouraged to make comparisons with the US system of government and politics.

Course Objectives

- To introduce you to the history, ideology, and structures of politics and government in Australia

- To place Australian interests within the context of external, particularly Asia-Pacific, influences
- To familiarize you with agreements and tensions in relationships with regional governments
- To provide you with the opportunity to discuss and express your views and findings through written work and classroom and online discussion

Learning Outcomes

At the end of the course, you should be able to:

- a. Better understand the context in which public policy issues are debated in Australia
- b. Discern comparative similarities and differences between Australian and US politics
- c. Exhibit a general understanding of politics and policy development in Australia
- d. Appreciate the policy implications for both countries of globalization, in particular the challenges of achieving equity and fairness.

Developmental Outcomes

You should demonstrate responsibility and accountability, independence and interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

Methodology

Classes will comprise lectures and seminar-style discussion. You will be required to prepare a short presentation for two classes and be prepared to lead discussion on your chosen topic. Online delivery of content and online discussion through emails and bulletin boards will be facilitated.

Field Component(s)

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in the field activity(s) for this course is required. You will actively explore the Global City you are currently living in. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component(s) are:

1. A visit to the state Parliament House (Macquarie Street, Sydney) when this can be arranged.
2. Attendance at one of the public events arranged by civil society organisations, think tanks or policy advocacy groups at which public issues of political and social interest are debated (for example, the weekly gatherings called "Politics in the Pub" in the suburb of Glebe);
3. A public event or display relevant to the content of the unit, as defined, and researched by you.
4. An event associated with the Australian sense of identity

Guidance on each of these components will be offered in class.

You are strongly encouraged to participate in co-curricular *My Global Cities* activities, among which the following visits are suggested: the Hyde Parks Barracks; the Museum of Australian Currency at the Reserve Bank; and the Museum of Crime and Justice (4/8 Phillip St Sydney).

Course Prerequisites

You should have completed university level units in subjects that require academic research and writing to be able to engage fully with the course. The course is intended as an introduction (or primer) to Australian politics and government, focusing on policy issues and the context in which these are debated. Prior knowledge of Australian public policy and politics is not essential, although

some prior study in any of the humanities, or law and social sciences (broadly defined and overlapping categories) would be useful.

Required Readings/Materials

Readings are detailed below in the Units. Reading materials will be provided in hard copy and/or electronically and some texts can be made available for temporary loan. In addition, relevant academic articles will be distributed in the seminar prior to class discussion of the relevant topic.

Grading

Grading Rubric

Letter grade	Score or percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67–69	

D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of grade	Student learning outcomes assessed
Participation	10%	A, B, C, D
Seminar presentations	30%	A, B, C, D
Essay	30%	A, B, C, D
Exams	30%	C
Overall grade	100%	

Assessment Details

Class Participation (10%)

Participation is a vital part of your grade: You are expected to participate orally in seminars and in online forums and discussions (via the Online Discussion Forum) in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. When there is an online discussion component for the unit, the instructor will instigate a forum post and you may respond with your thoughts.

Review the following table as a guide:

Grade	Discussion	Reading
A range	Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.

B+	Very Good: frequent, willing, and able contributor; generally, offers thoughtful comments based on the readings.	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
B / B-	Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature.	Displays familiarity with some readings and related concepts but tends not to analyse them.
C range	Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
D / F	Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others.	Little to no apparent familiarity with assigned material or application to relevant discussion.

Seminar Presentations (30%)

You, either solo or as a group of two or more, are required to undertake two (worth 15% each) 10- to 15-minute class presentations (followed by questions/discussion) based on one of the discussion questions listed for each seminar outlined below. The presenters are to submit a summary of the presentation argument (up to two pages—not including any bibliography).

Guidelines:

- You should speak for approximately 10 minutes each (e.g., if there are three people in a group you would speak for 30 minutes total)
- You should include power points (videos, pictures, and diagrams are also encouraged)
- You should **draw upon scholarly sources** when preparing their presentation. Note: scholarly sources are journal articles and book chapters, not news media reports.
- You should design one or more questions at the end of the presentation to prompt further discussion

Short Essay (30%)

You are required to submit an essay (1,500 words— not including the bibliography). Details are available on CANVAS. You must choose a different topic from those chosen for the seminar presentation summaries. If in doubt, ask the course convener. The instructor is happy to offer advice in person after class or via email. At least eight academic sources should be used. Please see CANVAS for further details.

Exams (30%)

You are required to sit two exams worth 15% each (based on PowerPoint lectures, readings, and material discussed in seminars). The tests will be open for three days and conducted online. The format of each exam is two 500-word essays.

The questions for the essays are divided into two sections. You will be able to choose from one of three questions in each section. Referencing is required only when quoting directly from academic sources; you do not have to reference lecture PowerPoints. Concise, critical answers are expected. Format the responses as you would a short essay. It is important that you include reference to the lecture material and readings in your answers. See CANVAS for further details.

COURSE CONTENT

Unit 1

Structures, Institutions, & Power

- PM & Cabinet, Public Service, Parliament
- A "Presidential" Prime Minister?
- A Bill of Rights?
- What are the features and advantages of responsible government?
- Why has the Australian Constitution been referred to as the "Washminster mutation"? What are its main features? Does it incorporate a clear separation of powers?
- Has Australia moved to a *de facto* presidential system?

Unit 2

Australian Political Parties

- Conservatives and liberals
- Major party convergence?
- The role of minor parties and independents
- Is social class still an important variable for understanding Australian politics?
- What future does conservative have in Australian politics?
- Do minor parties present a significant challenge to Australia's two major political parties?
- **Reading:**
 - Waheed Ali, "What's Right? The Future of Conservatism in Australia," *Quarterly Essay*, No. 37 (2010), 1-110. (Try to read at least the first and last 20 pages.)
- **Online:** Why is there a Labor party in Australia but not one in the United States?

Unit 3

Indigenous Peoples' Rights

- Indigenous rights and welfare
- Politics of dispossession
- Reconciliation
- Why have Indigenous people remained politically marginalised despite winning formal political recognition and equality nearly four decades ago?
- **Reading:**
 - Mark McKenna, "Moment of Truth: History and Australia's Future," *Quarterly Essay* No. 69 (2018), 1-86. (Read at least the first and last 20 pages.)
- **Online:** Compare the way in which the Indigenous populations of Australia and the United States have been treated.

Unit 4

Contemporary Australia I

- Elections
- Campaign finance
- The role of the media
- Immigration
- How do elections in Australia and the United States differ? Which system is “better” at promoting democracy?
- Does the media function as a watchdog that holds the government accountable?
- What role does money play in Australian politics compared to the United States?
- What are the strengths and weaknesses of Australia’s attitude towards immigration?
- **Reading:**
 - Robert Manne, “Bad News: Murdoch’s Australia and the Shaping of a Nation,” *Quarterly Essay*, No. 43 (2011), 1–119. (read at least the first and last fifteen pages)
- **Online:** Should Australia have a system of voluntary voting?

Unit 5

Contemporary Australia II

- Gender
- Inequality
- Homelessness
- Has Australia achieved gender equality?
- Is the gap between rich and poor Australian’s widening? If so, why?
- Do homeless people have a voice in Australian society?
- **Readings:**
 - Marian Sawer, “Misogyny and Misrepresentation: Women in Australian Parliaments,” *Political Science* 65, no. 1 (2013): 105-117.
 - Flautu et al. “The Cost of Youth Homelessness in Australia Study” *Snap Shot Report 1* (2015). (This is a dense report; read at least the summary.)
- **Online:** Is Australia a racist country?

Midterm

Unit 6

The Nature of Democracy

- A case study on representative democracy with a focus on Australia

- Is Western democracy currently being eroded?
- Is deliberative democracy a viable alternative to representative democracy?
- What can be done to improve the state of Australia's democracy?
- **Reading:**
 - Mark Chou, "Democracy is not for me," *Australian Journal of Political Science* 48:4 (2013), 485–494.

Unit 7

Australia's Neighborhood & International Trade

- Australian identity
- Multilateral trade
- Unilateral trade
- Is Australia an "Asian" or a "Western" country?
- Why is Australia's relationship with "Asia" the cause of much soul-searching and debate?
- Why is Chinese investment in Australia such a controversial topic?
- **Readings:**
 - Anthony Burke, "Questions of Community: Australian Identity and Asian Change," *Australian Journal of Political Science*, 45:1 (2010), 75–93.
 - Martin Griffiths and Michael Weasley, "Taking Asia Seriously," *Journal of Political Science*, 45:1 (2010), 13–28.
- **Online:** Can Australia reconcile its cultural and political inheritance with its geographical location?

Unit 8

Defense & Security

- South China Sea
- Terrorism
- What are the security threats to Australia, and how can these be managed?
- Is terrorism a more significant threat to Australia than "traditional" security issues?
- Should Australia pursue a "Without America" approach to Asia?
- **Reading:**
 - Hugh White, "Without America: Australia in the New Asia," *Quarterly Essay*, No. 68 (2017), 1–81.
- **Online:** What should Australia's priorities be when it comes to defence/security?

Unit 9

Foreign Aid

- Conceptualizing foreign aid
- International obligations
- Regional priorities
- The future of aid
- What are the accepted and underlying rationales for foreign aid?
- In what ways has Australian aid been effective in contributing to development in countries in the Asia-Pacific region?
- In what ways can Australia's aid program be seen to address Australia's foreign policy agenda? What are the consequences of this?
- **Reading:**
 - Australian Government, "Independent Review of Aid Effectiveness," April 22, 2011, at: <http://www.aidreview.gov.au/publications/aidreview.pdf>
- **Online:** Is Australian aid properly directed?

Unit 10

Near Neighbors & Statebuilding

- Timor Leste
- Solomon Islands
- Statebuilding in the Asia-Pacific
- Australian hegemony?
- Was the mission in East Timor a more appropriate engagement for Australia than Afghanistan or Iraq?
- What positive contribution (if any) did RAMSI make to the Solomons?
- **Readings:**
 - Hugh White, "The Road to INTERFET," *Security Challenges*, 4:1 (2008), 69–81.
 - Bellamy et al., *Pillar Two and the Regional Assistance Mission in the Solomon's*, (Brisbane: Asia-Pacific Centre for the Responsibility to Protect, 2009).
- **Online:** Should Australia be more involved in promoting international state-building missions in the Asia-Pacific region?

Unit 11

Refugees (Field Trip to Parliament on King)

- Impacts of and evolution of Australia's policy
- Detention centres
- Legal obligations
- Regional dynamics

- What are some of the fears surrounding asylum seekers and refugees in Australia and how has this translated into successive governments' policies since 2001?
- What is the situation for asylum seekers in offshore detention and what leverage does Australia have to improve this situation?
- Why has Australia's asylum seeker policy been heavily criticised internationally?
- **Readings:**
 - "This is Breaking People: Human Rights Violations at Australia's Asylum Seeker Process Centre in Manus Island, Papua New Guinea," *Amnesty International*, 2013 at http://www.amnesty.org.au/images/uploads/about/Amnesty_International_Manus_Island_report.pdf (This is a rather long report; the instructor does not expect you to read it all.)
 - Australian Government, "Report of the Expert Panel on Asylum Seekers ," August, 2012, at http://artsonline.monash.edu.au/thebordercrossingobservatory/files/2015/03/expert_panel_on_asylum_seekers_full_report.pdf
- **Online:** What did you get out of the field trip to Parliament on King?

Unit 12

A Wide Brown Land

- "Green politics"
- Environmentalism
- Climate change and energy
- Is environmental policy-making significantly different from other policy-making?
- In what ways does environmental policy-making conform to the usual patterns and exhibit the usual problems inherent in public policy?
- What is the most pressing issue in environmental policy-making faced by (a) Australia and (b) any other nations or set of nations? Explain the similarity or difference.
- **Readings:**
 - Alan Dupont, "The Strategic Implications of Climate Change," *Survival: Global Politics and Strategy*, 50:3 (2008), 29-54.
 - Visit Ross Garnaut's website. You are certainly not expected to review all his material but each student looking at a selection of the material will make for a productive seminar. Go to: <https://www.rossgarnaut.com.au/climate-change/>

POLICIES

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not

guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

CAPA has a mandatory attendance policy. Student attendance at all classes is required and expected. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course.

Excused Absences

Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, you must contact excused.absence@capa.org ahead of time with the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, they should still contact CAPA to inform CAPA they will not be in class. In addition to contacting excused.absence@capa.org, it is the responsibility of the student to contact their instructor and make up any missed assignments.

Class Participation

You need to be committed to full participation in a live community of learners, albeit online in the case of any Globally Networked Learning components, and ensure you attend class and participate fully.

You are expected to participate in all sessions and to participate actively and critically in class discussions: the participation portion of the class will be graded accordingly. You must read assigned reading BEFORE the class and arrive at the session on time.

Participation is a vital part of your grade: you are expected to participate orally in class sessions and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow you with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others will not be tolerated.

Statement of Technology

- What technology is required in the course (computer, operating system, software, webcams, internet connectivity, etc.)?
 - The use of the following applications or platforms may be required for this course: Canvas, Google Maps, Google Hangouts, Google Slides, Screencast-O-Matic, and Zoom is required in this course.
 - It is recommended for you to use a desktop or laptop computer less than six years old with at least 1GB of RAM, and to use the most recent version of Chrome or Firefox with JavaScript enabled. Internet connections should be at least 512kbps.

- Email AcademicAffairs@capa.org regarding any concerns you have about your ability to secure reliable internet access or about any other academic technology needs.
- Any use of technology must be [compliant with FERPA](#).

Academic Accommodations

Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact [Academic Affairs](#) at their earliest convenience at academicaffairs@capa.org. Students requesting Accommodations must have their home institution's Disabilities Services or an appropriate licensed professional or healthcare provider submit *official* documentation directly to CAPA in a timely manner outlining their specific needs. If the documentation is submitted by a provider other than the home institution's Disabilities Services, it must be someone familiar with the history and functional limitations of the student's disability (not a relative or family member of the student). Any required accommodations will be approved by CAPA's Vice President for Academic Affairs, in consultation with relevant Academic Directors, before being relayed to faculty. Any student who requires an accommodation based on official documentation should also discuss their needs directly with their instructor.

Sexual Misconduct, Required Reporting, and Title IX

CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our seven CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination. CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages you to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect you with appropriate resources. Because you may not understand the implications of Title IX abroad, CAPA will work to advise you about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Late Submission

Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will

result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of "0" will be given for the assessment.

Behavior During Examinations

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, accessing online resources of any kind is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.

Examinations

These may take place in timed format, with all students required to undertake the exam together in a limited time, or in an open "take home" format, where a prompt will be provided in advance by faculty and you will be given a certain number of hours to complete their work. Exam questions will be made available in CANVAS at a certain time and will be removed at the end of the scheduled time. You will write your answers directly in CANVAS or as an MS Word.doc, as required by the instructor. Where an MS Word document is required, these must be uploaded by the student via Turnitin in CANVAS by the end of the scheduled time.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.