



SNDY PSCI 3351

Australian Government and Politics in the Pacific Rim Context

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, students will be aware of the importance of geographical distance and location in the Australian story. Students will also be aware of the continuing importance of cultural and political inheritance in the development of Australian public and foreign policy. Students will be encouraged to make comparisons with the US system of government and politics.

Course Aims

- To introduce students 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 students with agreements and tensions in relationships with regional governments
- To provide students with the opportunity to discuss and express their views and findings through written work and classroom and on-line discussion

Requirements and Prerequisites

Students who have completed university level units in subjects that require academic research and writing will 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.

Student Learning Outcomes (SLOs)

At the end of the course students 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

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

Class methodology

Classes will comprise lectures and seminar-style discussion. Students will be required to prepare a short presentation for two classes and be prepared to lead discussion on their chosen topic. On-line delivery of content and on-line 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, City) 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 individual students;
4. Any public meeting associated with the NSW general election scheduled for 28March;
5. An event associated with the Australian sense of identity (eg; Dawn Service on Anzac Day)

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

Students are strongly encouraged to participate in co-curricular MyEducation 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).

Assessment& Grading

Task	Weighting	SLOs assessed
1. Participation	10%	a, b, c, d
2. Seminar Presentations	30%	a, b, c, d
3. Essay	30%	a, b, c, d
4. Exams	30%	c

1. Class Participation 10%: Participation is a vital part of your grade: students 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 week I will instigate a forum posts and students may respond with their thoughts. You should endeavor to post at least once and have from Monday to Sunday to do so.

2. Seminar Presentations 30%: Students (two or more as a group) are required to undertake two (worth 15% each) 10-15 minute class presentations (followed by questions/discussion) based on one of the discussion questions listed for each seminar outlined below. The presenters is to submit a summary of the presentation argument (up to two pages - not including any bibliography). Guidelines:

- Students should speak for approximately 10 minutes each (eg. if there are three people in a group you would speak for 30 minutes in total)
- You should include power points (video's, pictures and diagrams are also encouraged)
- You should draw upon scholarly sources (in addition to the required readings) when preparing their presentation
- You should design one or more questions at the end of the presentation to prompt further discussion

3. Short Essay 30%: Students are required to submit an essay (1,500 words - not including the bibliography) in Seminar 9 from a list to be provided in Seminar 2. Students must choose a different topic from those chosen for the seminar presentation summaries. If in doubt ask the course convener. I am happy to offer advice in person after class or via email. At least 8 academic sources should be used.

4. Examinations 30%: Students are required to sit two exams worth 15% each (based on PowerPoint lectures, readings and material discussed in seminars). The tests will be conducted in Seminars 5 and 12. The tests will be open for three days and conducted online. The format of each exam is two 400-500 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 power-points. Concise critical answers are expected. Format the responses as you would a short essay.

Much like the class participation component, this gives you the flexibility to fit these [assessments](#) in with your work schedule and other study commitments.

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.

Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

1. Participation

Please 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.

Course Materials

Required Readings

Students do not need to rush out and buy texts. 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.

Texts

Narelle Miragliotta, Wayne Errington and Nicholas Barry, *The Australian Political System in Action*, (Melbourne: Oxford University Press, 2013).

Gwynneth Singleton, Don Aitkin, Brian Jinks and John Warhurst, *Australian Political Institutions*, (Australia: Pearson, 2009).

Stewart Firth, *Australia in International Politics: An Introduction to Australian Foreign Policy*, (Sydney: Allen & Unwin, 2011).

James Cotton and John Ravenhill (eds), *Middle Power Dreaming: Australia in World Affairs 2006-2010*, (Melbourne: Oxford University Press, 2011).

Sometimes excerpts from previous editions of the above foreign policy texts are utilized.

For journals, examine online – the *Australian Journal of Politics and History*, the *Journal of the Australian Institute of International Affairs*, and the *Australian Journal of Political Science*.

Library and research facilities

The TAFE Ultimo Sydney library facilities are available for your use. Please use the library to print assessments and access the internet. You can also photocopy or scan TAFE Ultimo Library books for your own use. More information on CAPA Sydney library and research facilities can be obtained by looking through your Orientation Pack or by speaking to a CAPA Sydney staff member.

Weekly Schedule

Date	Seminar topics	Class activities
	<p>Seminar 1: Historical Background</p> <p>European Settlement Colonial 'independence' Federation</p> <p>Required Reading</p> <p>Gwynneth Singleton, Don Aitkin, Brian Jinks and John Warhurst, <i>Australian Political Institutions</i>, (Australia: Pearson, 2009), 46-49.</p>	<p>Class</p> <p>Discussion topics:</p> <ol style="list-style-type: none"> 1. What are the factors that encouraged the Australian federation at the end of the 19th Century? Was federation inevitable? 2. What do we mean by the following terms? Liberal

		<p>Democracy; Representative government; Responsible government; Republican government; Federalism; Bicameralism; Majoritarianism</p> <p>Online Re-consider and offer a definition of one of the terms covered in class</p>
	<p>Seminar 2: Structure, Institutions, Power Constitution Act 1900 High Court Constitutional alteration (referendums) PM & Cabinet, Public Service, Parliament Making foreign policy A 'Presidential' Prime Minister? A Bill of Rights? Australia/US comparisons – Citizen Initiated Referendums, Monarchy versus Republic</p> <p>Required Reading Alan Fenna, <i>Australian Public Policy</i>, (Australia: Pearson, 2004), 191-202.</p> <p>Additional Reading There are three additional readings by Brynes, Irving and Williams that discuss the idea of an Australian Bill of rights</p>	<p>Class 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?</p> <p>Online Should Australia have a Bill of Rights?</p>
	<p>Seminar 3: Indigenous Peoples Rights Indigenous rights and welfare Politics of dispossession Reconciliation Multiculturalism</p> <p>Required Reading Melinda Hinkson, "Introduction: In the name of the child," in James Altman and Melinda Hinkson, <i>Coercive Reconciliation: Stabilize, Normalize, Exit Aboriginal Australia</i>, (Melbourne: Arena Publications, 2007), 1-12.</p>	<p>Class Why have indigenous people remained politically marginalised despite winning formal political recognition and equality nearly four decades ago? Will multiculturalism survive political challenges from those who demand a more culturally unified Australia?</p> <p>Online Compare the way in which the Indigenous populations of Australia and the United States have been treated.</p>
	<p>Seminar 4: Australia's Major Parties (Labor & Liberal) Civilizing capitalism? Unions The Dismissal</p>	<p>Class Is there a future for social democracy in Australia?</p>

	<p>Conservatives and liberals Parties of action or reaction? Major party convergence?</p> <p>Required Reading Gwynneth Singleton, Don Aitkin, Brian Jinks and John Warhurst, <i>Australian Political Institutions</i>, (Australia: Pearson, 2009), 343-346. (Labor) Gwynneth Singleton, Don Aitkin, Brian Jinks and John Warhurst, <i>Australian Political Institutions</i>, (Australia: Pearson, 2009). 347-358. (Liberal)</p>	<p>Is social class still an important variable for understanding Australian politics? What lessons can we learn from the Dismissal? Does economic rationalism (neoliberalism) still enjoy the dominant position it did during the 1980s? Can it be said that the Coalition's economic liberalism in conflict with its social conservatism?</p> <p>Online Is Turnbull a more effective leader than Abbott was?</p>
	<p>Seminar Five: Contemporary Australia, The Management of Politics Australia Past and Present Electoral systems Compulsory voting Campaign finance Media Australia vs the United States</p> <p>Required Reading David McKay, <i>Project Australia: A Work in Progress</i>, (Australia: Pearson, 2010), 3-16.</p>	<p>Class Have changes in political advertising and marketing in the last few decades changed attitudes towards politics and the democratic process? How important is money in Australian and US politics? What role does the Media play in Australian and US politics?</p> <p>Online Should Australia have a system of voluntary voting?</p>
	<p>Seminar 6: Field Trip, National Maritime Museum</p> <p>TBD</p>	<p>Class TBD</p> <p>Online TBD</p>
	<p>MID SEMESTER BREAK</p>	
	<p>Seminar 7: Australia's Neighbourhood and International Trade Immigration ASEAN European Union and protection United States FTA Open regionalism APEC Japan/China</p> <p>Required Reading</p>	<p>Class Why is Australia's relationship with 'Asia' the cause of much soul-searching and debate? Is Australia's quest for international trade liberalization an exercise in futility? Why is Chinese investment in Australia such a controversial topic?</p> <p>Online</p>

	<p>Anthony Burke, "Questions of Community: Australian Identity and Asian Change," <i>Australian Journal of Political Science</i>, 45:1 (2010), 75-93.</p> <p>Martin Griffiths and Michael Weasley, "Taking Asia Seriously," <i>Journal of Political Science</i>, 45:1 (2010), 13-28.</p>	<p>Can Australians reconcile cultural and political inheritance with geographical location?</p>
	<p>Seminar 8: Defence and Security</p> <p>Defence of Australia (DOA) versus forward approaches</p> <p>Labor and Liberal positions on defence</p> <p>Implications of terrorism</p> <p>Future strategic scenarios</p> <p>Required Reading</p> <p>"Defence White Paper," <i>Australian Government Department of Defense</i>, (Commonwealth of Australia, 2013)</p>	<p>Class</p> <p>What are the security threats to Australia, and how can these be managed?</p> <p>Is continental defence or 'forward response' the best strategy for Australia?</p> <p>Do the major political parties differ fundamentally on defence?</p> <p>Is China a threat to Australia's security?</p> <p>Online</p> <p>What should Australia's priorities be when it comes to defence/security?</p>
	<p>Seminar 9: Near Neighbours and Statebuilding</p> <p>Timor Leste</p> <p>Solomon Islands</p> <p>Statebuilding in the Asia-Pacific</p> <p>Australian hegemony?</p> <p>Required Reading</p> <p>Hugh White, "The Road to INTERFET," <i>Security Challenges</i>, 4:1 (2008), 69-81.</p> <p>Bellamy et al., <i>Pillar Two and the Regional Assistance Mission in the Solomon's</i>, (Brisbane: Asia-Pacific Centre for the Responsibility to Protect, 2009).</p>	<p>Class</p> <p>What explains Australia's change in attitude to East Timor in the late 1990s?</p> <p>Was the mission in East Timor a more appropriate engagement for Australia than Afghanistan or Iraq?</p> <p>To what extent is RAMSI serving Australia's "national interests" and how are they conceived?</p> <p>What positive contribution did RAMSI make to the Solomons?</p> <p>Online</p> <p>Should Australia be more involved in promoting international state-building missions in the Asia-Pacific region?</p>
	<p>Seminar 10: Refugees</p> <p>Impacts of and Evolution of Australia's policy</p> <p>Detention Centres</p> <p>Legal obligations</p> <p>Regional dynamics</p> <p>Required Reading</p> <p>"This is Breaking People: Human Rights Violations at Australia's Asylum Seeker Process Centre in Manus Island, Papua New Guinea," <i>Amnesty International</i>, 2013 at</p>	<p>Class</p> <p>What are some of the fears surrounding asylum seekers and refugees in Australia and how has this translated into successive governments' policies since 2001?</p> <p>What is the situation for asylum seekers in Indonesia, Papua New Guinea and Naaru, and what</p>

	<p>http://www.amnesty.org.au/images/uploads/about/Amnesty_International_Manus_Island_report.pdf (this is a rather long report I do not expect you to read it all)</p> <p>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</p>	<p>leverage does Australia have to improve this situation?</p> <p>Why has the Abbot government's asylum seeker policy been heavily criticised internationally?</p> <p>Online</p> <p>Examine current media reports on the refugee debate in Australia. Do you think the Government's new agreement with Cambodia for refugee resettlement is a fair and potentially effective policy initiative?</p>
	<p>Seminar 11: Foreign Aid</p> <p>Conceptualizing foreign aid International obligations Regional Priorities The future of Aid</p> <p>Required Reading</p> <p>Australian Government, "Independent Review of Aid Effectiveness," April 22, 2011, at http://www.aidreview.gov.au/publications/aidreview.pdf</p>	<p>Class</p> <p>What are the accepted and underlying rationales for foreign aid?</p> <p>In what ways has Australian aid been effective in contributing to development in countries in the Asia-Pacific region?</p> <p>In what ways can Australia's aid programme be seen to address Australia's foreign policy agenda? What are the consequences of this?</p> <p>Online</p> <p>Is Australian aid properly directed?</p>
	<p>Seminar 12: A Wide Brown Land</p> <p>"Green Politics" Environmentalism Climate Change and Energy</p> <p>Required Reading</p> <p>Alan Dupont, "The Strategic Implications of Climate Change," <i>Survival: Global Politics and Strategy</i>, 50:3 (2008), 29-54.</p> <p>Please look at 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.</p> <p>Go to http://www.rossgarnaut.com.au/ClimateChange.html</p>	<p>Class</p> <p>Is environmental policy-making significantly different from other policy-making?</p> <p>In what ways does environmental policy-making conform to the usual patterns and exhibit the usual problems inherent in public policy?</p> <p>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</p> <p>Online Examination</p>

Attendance, Participation & Student Responsibilities

Attendance

CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Attendance is mandatory and is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and ultimately in a F for the course.

Missing classes for medical reasons

If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) or Resident Director know at least one hour in advance of your class or meeting by emailing jmiller@capa.org. Note that calling the CAPA Center is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

Class Participation

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

Academic Integrity

The faculty expects from you, the student, a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

Use of electronic equipment in class

All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

Use of Electronic Translators

In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission

Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request 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 full alpha grade penalty. 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 F will be given for the assessment.

Behaviour during Examinations

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam 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.