
Australian Government and Politics in the Pacific Rim Context

COURSE DESIGNATOR SDNY 3011

LANGUAGE OF INSTRUCTION English

NUMBER OF CREDITS 3

COURSE DESCRIPTION

This course examines the government and politics of Australia and Australian engagement in the Asia-Pacific region. It will do 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 foreign and public policy. Students will be encouraged to make comparisons with the US system of government and politics.

COURSE OBJECTIVES

The objectives of this course are to:

- Introduce students to the history, ideology and structures of politics and government in Australia;
- Encourage students to think critically about political issues and to develop and defend their ideas;
- Place Australian interests within the context of external, particularly Asia-Pacific influences;
- Familiarize students with agreements and tensions in relationships with regional governments;
- Provide students with the opportunity to discuss and express their views and findings through written work and classroom discussion.

Learning outcomes include:

- For students to achieve a reasonable depth of understanding of the subject;
- To enable students to demonstrate their understanding through both oral and written presentation;
- To have given students a critical and comparative framework within which to understand and analyze the politics and government of Australia in the Asia-Pacific context.

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.

REQUIRED READING AND RESOURCES

G Singleton, D Aitkin, B Jinks, J Warhurst (2009), *Australian Political Institutions*, Pearson Education Australia

Stewart Firth (2005), *Australia in International Politics: An Introduction to Australian Foreign Policy*, 2nd edition, Allen & Unwin

USEFUL ADDITIONAL TEXTS

James Cotton and John Ravenhill (eds) 2007, *Trading on Alliance Security: Australia in World Affairs 2001 – 2005*, Oxford University Press. This book contains a CD with all previous editions of Australia in World Affairs from 1950-2000

Alan Fenna (2004), *Australian Public Policy*, 2nd edition, Sydney, Pearson/Longman

Ian Cook (2004), *Government and Democracy in Australia*, South Melbourne, Oxford University Press

Note: Students do not need to rush out and buy texts. Reading materials will be provided in hard copy and/or electronically and some texts will be made available for temporary loan.

Journals

- Australian Quarterly
- Australian Journal of Political Science
- Australian Journal of Politics and History
- Australian Journal of International Affairs
- Quadrant
- Public Administration
- The Diplomat
- Official documents and speeches
- Hansard, Commonwealth Gazette, Foreign Affairs Record, etc

GRADING

PENALTIES FOR WORK SUBMITTED LATE

Assignments received after the due date will be reduced by five percent (5%) of the possible grade for the piece of work being assessed per day, up to seven (7) days after the due date. Work submitted more than seven (7) days after the due date will not be marked, unless arrangements have been made prior to the due date for an extension.

CLASS PARTICIPATION

Your participation mark is based on your preparation for class and your input into group discussion in all classes (excluding the class of your presentation - for which you will get a separate mark). You will need to demonstrate that you have read and thought about the set material for each week. Participation in class discussion will be marked on the constructiveness of your input to the class discussion and debate.

CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93+	Achievement that is outstanding relative to the level necessary to meet course requirements.
A- B+	90-92 87-89	Achievement that is significantly above the level necessary to meet course requirements.
B	83-86	
B- C+	80-82 77-79	Achievement that meets the course requirements in every respect.
C	73-76	
C- D+	70-72 67-69	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	60-66	
F	<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.

GRADING FOR ASSIGNMENTS

Seminar summaries	20%
Class Participation	10%
Short Essay	30%
Final Exam	40%

SCHEDULE AND ASSIGNMENTS

Course Topics	
Week 1	<p>Seminar</p> <ul style="list-style-type: none"> • Historical Background • European Settlement • Colonial ‘independence’ • Federation <p>Discussion</p> <ul style="list-style-type: none"> • What are the factors that encouraged the Australian federation at the end of the 19th Century? Was federation inevitable? • What do we mean by the following terms? Liberal Democracy; Representative government; Responsible government; Republican government; Federalism; Bicameralism; Majoritarianism; Consensus model. <p>Reading Singleton et al (2009) Chapter 1- Politics and Democracy, Chapter 3 – The Australian Constitution: the path to federation pp. 46-49</p>
Week 2	<p>Lecture</p> <ul style="list-style-type: none"> • 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 <p>Discussion</p> <ul style="list-style-type: none"> • 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? • Should Australia have a Bill of Rights? • Has Australia moved to a de-facto presidential system? • Would US style initiative, referendum and recall work in the Australian context? Does it work satisfactorily in the US? <p>Reading Singleton et al (2009) Chapter 3 – The Australian Constitution, Chapter 6 – Executive government: cabinet and prime minister Fenna (2004) Chapter 8 – Government, Parliament and Policy</p>
Week 3	<p>Lecture</p> <ul style="list-style-type: none"> • Empire and Allies • UK connection • US alliance • Foreign policy traditions • Dependency or self-reliance? • Anglosphere

	<p>Discussion</p> <ul style="list-style-type: none"> • Why has Australia traditionally relied on ‘great and powerful friends’? Is this a good policy? • How useful is ANZUS to Australia? Is the alliance mutually beneficial? • What are the differences and similarities in the foreign policy traditions and orientations of the ALP and the Liberal-National Party Coalition? <p>Reading Firth (2005) Chapter 2, Foreign Relations, 1901-83; Chapter 3, Foreign Policy under Labor, 1983-96</p> <p>Cotton and Ravenhill (2007) Chapter 2, Roger Bell – Extreme Allies: Australia and the USA</p>
Week 4	<p>Lecture Asia and International Trade</p> <ul style="list-style-type: none"> • Immigration • ASEAN • European Union and protection • United States FTA • Open regionalism • APEC • Japan/China <p>Discussion</p> <ul style="list-style-type: none"> • Why is Australia’s relationship with ‘Asia’ the cause of much soul-searching and debate? • Can Australians reconcile cultural and political inheritance with geographical location? • Is Australia’s quest for international trade liberalization an exercise in futility? • Is Kevin Rudd’s (former PM) plan for an Asia-Pacific Community a realistic proposition? • Why is Chinese investment in Australia such a controversial topic? • Should deference to ‘Asian values’ play a part in Australian diplomacy? <p>Reading Firth (2005), Chapter 6, The Politics of International Trade. Chapter 5, Australia and the Global Economy; ‘Human Rights in East Asia’ pp. 260-3</p> <p>Cotton and Ravenhill (2007) Chapters 3-6 and 10 are relevant.</p>
Week 5	<p>Lecture Australian parliaments and responsible government.</p> <p>This seminar entails a daytime visit to the New South Wales Parliament, including an inspection of the chambers, a lecture on responsible government in Australia, a visit to the Parliamentary Museum and a luncheon.</p>
Week 6	<p>Lecture Near Neighbours</p> <ul style="list-style-type: none"> • Indonesia and Timor Leste • Island Pacific • Aid • Refugees • Arc of Instability <p>Discussion</p> <ul style="list-style-type: none"> • Is Australian aid properly directed? • What are the accepted and underlying rationales for foreign aid? • How well did Australia handle the emergence of Timor Leste?

	<ul style="list-style-type: none"> • Has Australia’s response to refugees been effective and fair? <p>Reading Firth (2005) Chapter 8, Neighborhood Watch; Chapter 10, Human Rights: 253-259 re refugees; Chapter 11, Foreign Aid</p> <p>Cotton and Ravenhill (2007) Chapter 7, Michael O’Keefe, Australia and fragile states in the Pacific</p>
Week 7	<p>Lecture Defense and Security</p> <ul style="list-style-type: none"> • Defense of Australia v forward approaches • ALP White Papers - on defense and terrorism • Future scenarios <p>Discussion</p> <ul style="list-style-type: none"> • What are the security threats to Australia, and how can these be managed? • Is continental defense or ‘forward response’ the best strategy for Australia? • Do the major political parties differ fundamentally on defense? • Has the 2009 Defense White paper outlined an effective security strategy for Australia? <p>Reading Firth (2005) Chapter 7, Defense and Regional Security</p> <p>Cotton and Ravenhill (2007) Chapter 9, Hugh White, Security, Defense, and Terrorism; Chapter 15, James Cotton, After the Flood: Foreign Policy and the Management of Intelligence</p>
Week 8	<p>Lecture Federalism</p> <ul style="list-style-type: none"> • The Australian settlement • Centralism • Electoral systems • Compulsory voting • Participation • Media <p>Discussion</p> <ul style="list-style-type: none"> • Have changes in political advertising and marketing in the last few decades changed attitudes towards politics and the democratic process? • Have social movements played a progressive role in Australia’s politics and history? • Should Australia have a system of voluntary voting? <p>Reading Singleton et al (2009) Chapter 4 – The Federal System; Chapter 12, Interest Groups; Chapter 13, Political Communication; Chapter 8, Elections and Voting Behaviour</p>
Week 9	<p>Lecture The Australian Labor Party</p> <ul style="list-style-type: none"> • Civilising capitalism? Watson to Rudd • Unions • Republicanism • Social democrats or liberals? • Party of action? • The dismissal <p>Discussion</p> <ul style="list-style-type: none"> • Is there a future for social democracy in Australia?

	<ul style="list-style-type: none"> • Is social class still an important variable for understanding Australian politics? • What challenges does the ALP face in an era of falling union membership and societal fragmentation? • What are the advantages and disadvantages in having a formalized factional system in a political party like the ALP? • What lessons can we learn from the Dismissal? <p>Reading Singleton et al (2009) Chapter 9 – Political Parties and Party Systems; Chapter 10 – Australia’s Major Parties, The Australian Labor Party: 346-356</p>
Week 10	<p>Lecture The Liberal - National Party Coalition</p> <ul style="list-style-type: none"> • Menzies’ Liberal Party • New Liberalism/New Conservatism - Deakin to Howard • Wets and dries • Conservatives and liberals • Monarchism • Parties of reaction? • Major party convergence? • Minor party roles <p>Discussion</p> <ul style="list-style-type: none"> • What are the fundamental ideas of old and new liberalism and do they still apply? • Does economic rationalism (neo-liberalism) 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>Reading Singleton et al (2009) Chapter 10 Australia’s Major Parties – The Liberal Party: 356-369; Chapter 11 – Minor Parties and Independents in Australia</p>
Week 11	<p>Lecture A Wide Brown Land</p> <ul style="list-style-type: none"> • The Greens • Environmentalism • Climate Change and Energy <p>Discussion</p> <ul style="list-style-type: none"> • Why have the Australian Greens been relatively successful at a time when the Australian Democrats have declined? • What obstacles do minor parties and independents face when competing with the larger, more established parties? • Under what circumstances can minor parties and independents really make a difference? <p>Reading Fenna (ed) (2004) Chapter 14 Kate Crowley – Environmental Policy and Politics in Australia Cook (2004) Chapter 16 The Environment</p>
Week 12	<p>Lecture The Australian People</p> <ul style="list-style-type: none"> • Indigenous rights and welfare • Politics of dispossession • Reconciliation • Multiculturalism

Discussion

- Why have indigenous people remained politically marginalized despite winning formal political recognition and equality nearly four decades ago?
- What is the evidence for a return of a culturally prescriptive, nostalgic white nationalism in Australian politics?
- Will multiculturalism survive political challenges from those who demand a more culturally unified Australia?

Reading

Fenna (ed) (2004) Chapter 15 Nick Economou – The Politics of Citizenship, Identity, Ethnicity, Race
Cook (2004) Chapter 14 Indigenous Australians; Chapter 15 Ethnic Diversity

ATTENDANCE POLICY

Students must attend all classes and gallery visits and be able to certificate genuine absences. Any absence should be justifiable in terms only of illness, religious holiday or an internship interview.

UNIVERSITY OF MINNESOTA POLICIES AND 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 and student needs. This information can be found on the Learning Abroad Center website.