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# Race and Ethnicity in Australia and the US

**COURSE DESIGNATOR:** SDNY 3036

**LANGUAGE OF INSTRUCTION:** English

**NUMBER OF CREDITS:** 3

**CONTACT HOURS:** 42

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## COURSE DESCRIPTION

This course examines and compares race and ethnicity in Australia and the U.S.. Similarities and differences in racial/ethnic historic and current conditions, causes, consequences, and policies in the two countries will be identified. By the end of the course, students will have greater understanding of the role of race and ethnicity in determining group and individual opportunities, restrictions, and life experiences. Students will become aware of the continuing importance of cultural and political factors in the salience of race/ethnicity in the two societies. Solutions for racial problems will also be emphasized.

## COURSE OBJECTIVES

- Introduce students to the history of race/ethnicity in Australia and the U.S.
- Examine current racial/ethnic conditions in the two countries and their causes and consequences
- Familiarize students with policies and programs which have contributed to or alleviated racial/ethnic problems in the two countries
- For each set of topics discuss in what ways and to what extent the two countries are or are not different
- Provide students with the opportunity to discuss and express their views and findings through written work and classroom presentations and discussion

At the end of the course students should be able to:

- a. Better understand the context in which race and ethnicity are debated in Australia and the U.S.
- b. Discern similarities and differences between Australia and the U.S.
- c. Exhibit a general understanding of racial and ethnic identities, conditions, politics, and policies in the two countries
- d. Recognize the ways that race/ethnicity still matter in the two countries
- e. Appreciate the challenges of achieving racial and ethnic equity and fairness

## METHODOLOGY

Classes will comprise lectures and seminar-style discussion. Student will submit comments on readings to the instructor before each class, which will facilitate discussion. Students will be required to write and then present in class a paper which compares race and ethnicity in Australia and the U.S. The topic for this paper will be chosen by students. Guest speakers will visit the class to share their knowledge. We will also have at least one field trip.

## COURSE 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) on race and ethnicity in Australia and the U.S., focusing on policy issues and the context in which these are debated. Prior knowledge of race and ethnicity is not essential, although some prior study in any of the humanities and social sciences (broadly defined and overlapping categories) would be useful.

## REQUIRED READINGS/ MATERIALS

Required Readings: Our textbook is widely available at libraries and bookstores. The instructor's copy will be placed on reserve. Many additional readings on race and ethnicity in Australia will be assigned.

Text: Desmond and Emirbayer, Race in America, 2016.

## GRADING

Grading Rubric		
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

Written comments on readings	33.3%
Participation	33.3%
Paper and presentation	33.4%
<b>Overall grade</b>	<b>100%</b>

## ASSESSMENT DETAILS

1. Written comments on readings: Students are expected to submit written comments on readings before each class. The comments should not be a summary of each reading but should be student thoughts on what you found most interesting or important relating to the main topics in the readings, what you agreed or disagreed with and why, examples of main points from your experience, similarities and differences in the two countries, any missing topics, topics you would like to know more about, and any questions you have. We will discuss your thoughts on each reading in class.
2. Class Participation: Participation is a vital part of your grade: students are expected to participate orally in seminars in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion.
3. Paper and presentation: Each student is required to choose a topic relating to race in AUS and the US, write a 10-15 page single-spaced paper, and present the paper in class using Powerpoint. A draft of the paper should be submitted to the instructor in advance so that detailed comments can be provided. Guidelines:
  - You should draw upon scholarly sources, including the required readings, when preparing your paper and presentation
  - You should include pictures, diagrams, and videos as needed
  - You should use at least 10 relevant references
  - Students should speak for 10 minutes each and answer questions for five minutes

## COURSE CONTENT

### UNIT 1

Introductions; instructor's reports on race; video on Pittsburgh: 'The most liveable city?'; tour/welcoming dinner with instructor

### UNIT 2

1. The five fallacies and why one should avoid them
2. Institutional and interpersonal racism
3. Intersectionality
4. Symbolic violence
5. Race is social not biological
6. Whiteness as racial domination
7. Race and ethnicity categories
8. What is the historical context for race in AU and US

**Guest Speaker:** Dr. Virginia Mapedzahama on racism in Australia

**Required Readings**

1. Ch. 1 in Desmond and Emirbayer
2. Living with racism in Australia

[http://www.nytimes.com/2016/12/07/opinion/living-with-racism-in-australia.html?action=click&pgtype=Homepage&clickSource=story-heading&module=opinion-c-col-right-region&ion=opinion-c-col-right-region&WT.nav=opinion-c-col-right-region&\\_r=0](http://www.nytimes.com/2016/12/07/opinion/living-with-racism-in-australia.html?action=click&pgtype=Homepage&clickSource=story-heading&module=opinion-c-col-right-region&ion=opinion-c-col-right-region&WT.nav=opinion-c-col-right-region&_r=0)

3. Migration and racism in AU

<http://www.theaustralian.com.au/national-affairs/immigration/australia-divided-on-migration-as-racism-emerges/news-story/1c101fecfca7288823ad5a3db4c4f05>

**UNIT 3**

1. Changing conceptualization of race
2. Emerging views on whiteness and blackness
3. Early connections between race and economy
4. Annexation of land in the U.S. and race
5. Taking the land of the Aborigines
6. Classification schemes based on white supremacy
7. Immigration and changing racial categories
8. Population diversity in AU and US

**Guest Speaker:** Aborigines representative

**Required Readings**

1. Ch. 2 in Desmond and Emirbayer
2. Cultural diversity facts for AU <https://www.humanrights.gov.au/face-facts-cultural-diversity>
3. Racism timeline in AU <http://www.racismnoway.com.au/about-racism/timeline/index-1900s.html>

**UNIT 4**

1. Anti-racist strategies in 20th century
2. Backlash to anti-racism movements
3. Race, politics and voting
4. Class vs. race-based politics

5. Racism/discrimination in AUS

6. Racial attitudes in AUS

**Required Readings**

1. Ch. 3 in Desmond and Emirbayer

2. Is Australia a racist country? <http://www.abc.net.au/religion/articles/2016/04/08/4439686.htm>

3. The anti-racist speech law in AU <http://www.bbc.com/news/world-australia-38205024>

3. Do Aborigines get a free ride? <http://www.sbs.com.au/topics/life/culture/article/2016/12/07/heres-truth-about-free-ride-some-australians-think-indigenous-peoples-get?cid=trending>

**UNIT 5**

1. Racial economic inequality in US

2. Socio-economic gaps for Aborigines and costs

**Film in Class:** We will view the one-hour panel discussion on the Bamboo Ceiling in Australia from the Festival of Dangerous Ideas, Sydney Opera House, 2016.

**Required Readings**

1. Ch. 4 in Desmond and Emirbayer

2. Indigenous disadvantage in AU <http://www.australianstogether.org.au/stories/detail/the-gap-indigenous-disadvantage-in-australia>

3. Labour market outcomes in AU  
<http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/4102.0main+features72014>

4. Cost of racism in AU  
<http://www.sbs.com.au/news/article/2016/04/06/research-suggests-racism-costs-australia-45-billion-year>

**UNIT 6**

1. Racial residential segregation

2. Has AUS had racial apartheid? Does it have it now?

3. Preventing discrimination

**Guest Speaker:** Andrew Cappie-Wood, on reducing racial disparities in NSW

**Required Readings**

1. Ch. 5 in Desmond and Emirbayer

2. Apartheid in AU

<https://www.creativespirits.info/aboriginalculture/politics/do-we-have-apartheid-in-australia>

3. Preventing race-based discrimination in AU

Resource 1: Choosing to act: How Victorians can prevent race-based discrimination and support cultural diversity (Research highlights)

## UNIT 7

1. Race and the criminal justice system

2. Stopping racism

**Required Readings**

1. Ch. 6 in Desmond and Emirbayer

2. Racial inequality in the AUS criminal justice system

<http://thestringer.com.au/racial-inequality-in-the-australian-criminal-system-1-in-6-black-people-go-to-prison-11678#.WEjb-vkrLIU>

3. Stopping racism in AUS

<https://www.beyondblue.org.au/who-does-it-affect/the-invisible-discriminator?&gclid=CJDUoKTA49ACFc-CswodJewLew>

## UNIT 8

1. Racism in education

2. Education inequality

3. Towards racial equality

**Required Readings**

1. Ch. 7 in Desmond and Emirbayer

2. Racism in Aussie schools <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1478&context=ajte>

3. AU agenda for racial equality

<http://www.humanrights.gov.au/publications/agenda-racial-equality-2012-2016-agenda-racial-equality>

## UNIT 9

1. Race and art

2. White nationalism
3. Hate groups
4. Cyber racism
5. Religions and race

**Required Readings**

1. Ch. 8-9 in Desmond and Emirbayer
2. Cyber racism in AUS <https://itstopswithme.humanrights.gov.au/what-can-you-do/speak/cyber-racism>
3. Online Hate Prevention Institute: [www.ohpi.org.au](http://www.ohpi.org.au)
4. Anti-hate: [www.antihate.vic.gov.au](http://www.antihate.vic.gov.au)
5. Cyber-smart: [www.cybersmart.gov.au](http://www.cybersmart.gov.au)

**UNIT 10**

1. Race and family life
2. Racial democracy
3. Changing society

**Required Readings**

1. Ch. 10-11 in Desmond and Emirbayer
2. Another stolen generation

<https://www.theguardian.com/commentisfree/2014/mar/21/john-pilger-indigenous-australian-families>

**UNIT 11**

Field trip

**UNIT 12**

Present paper in class

## **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 onsite syllabus for specific class requirements.

## **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. This information can be found on the Learning Abroad Center website.