

Course Last Updated 3/5/2024



University of
New Haven

Australia in the World

Section I: Course Overview

Course Code: POL334

Subject Area(s): Political Science, International Relations

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: None

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.

Learning Objectives

Upon successful completion of this course, students are able to:

- Explain the context in which public policy issues are debated in Australia.
- Compare similarities and differences between Australian and US politics.
- Analyse politics and policy development in Australia.
- Outline the policy implications for both countries of globalization, in particular the challenges of achieving equity and fairness.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement – 20%

Seminar Presentation – 20%

Mid-semester Exam – 25%

Research Essay – 35%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Seminar Presentation (20%): Students are required to undertake one 10-15 minute class presentation (followed by questions/discussion) based on one of the discussion questions listed for each course session outlined below. The presenters are to submit a summary of the presentation argument (up to two pages - not including any bibliography). Students must:

- Speak for 10-15 minutes each
- Include power points (videos, pictures and diagrams are also encouraged)
- Draw upon scholarly sources when preparing their presentation. Note: scholarly sources are journal articles and book chapters, not newspaper reports.
- Design one or more questions at the end of the presentation to prompt further discussion

Mid-semester Exam (25%): Students are required to complete a mid-semester exam (based on PowerPoint lectures, readings and material discussed in the first half of the course). The test will be open for three days and conducted online. The format of the exam is two 600-word essays (+/- 10%).

The questions for the essays are divided into two sections. Students will be able to choose from one of three questions in each section. Referencing is required only when quoting directly from academic sources; students do not have to reference lecture power-points. Concise critical answers are expected. Students should format the responses as they would a short essay. Students should include reference to the lecture material and academic readings in their answers.

Research Essay (35%): Students are required to submit an essay (2,500 words - not including the bibliography). At least 10 academic sources should be used. Additional details will be provided in class.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations. This course offers:

- Field Trip to Parliament on King

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Aly, W. (2010). *Quarterly Essay 37 What's Right?: The Future of Conservatism in Australia* (Vol. 37). Black Inc..

Burke, A. (2010). Questions of community: Australian identity and Asian change. *Australian Journal of Political Science*, 45(1), 75-93.

Chou, M. (2013). Democracy is not for me. *Australian Journal of Political Science* 48, no. 4, 485-494.

Dinnen, S., McLeod, A., & Peake, G. (2006). Police-building in weak states: Australian approaches in Papua New Guinea and Solomon Islands. *Civil Wars*, 8(2), 87-108.

Dinnen, S., & Watson, D. (2021). Police reform in a post-conflict context: The case of Solomon Islands. *Policing: A Journal of policy and practice*, 15(1), 387-398.

Dupont, A. (2008). The strategic implications of climate change. *Survival*, 50(3), 29-54.

- Fleay, J. J., & Judd, B. (2019). The Uluru statement: A First Nation's perspective of the implications for social reconstructive race relations in Australia. *International Journal of Critical Indigenous Studies*, 12(1), 1-14. <https://doi.org/10.5204/ijcis.v12i1.532>
- Foa, R., Klassen, A., Wenger, D., Rand, A., & Slade, M. (2020). Youth and satisfaction with democracy: Reversing the democratic disconnect?. https://www.cam.ac.uk/system/files/youth_and_satisfaction_with_democracy.pdf
- Ghezelbash, D. (2020). Hyper-legalism and obfuscation: How states evade their international obligations towards refugees. *The American Journal of Comparative Law*, 68(3), 479-516.
- Hollway, S., Howes, S., Reid, M., Farmer, B., & Denton, J. (2011). Independent review of aid effectiveness. *Canberra: Commonwealth of Australia*. Accessed November, 3, 2015. <https://www.dfat.gov.au/about-us/publications/Pages/independent-review-of-aid-effectiveness-2011>
- Jackman, S. (1998). Pauline Hanson, the mainstream, and political elites: The place of race in Australian political ideology. *Australian Journal of Political Science*, 33(2), 167-186.
- Keane, C., & Diesen, G. (2015). Divided we stand: the US foreign policy bureaucracy and nation-building in Afghanistan. *International Peacekeeping*, 22(3), 205-229.
- Mackerras, M., & McAllister, I. (1999). Compulsory voting, party stability and electoral advantage in Australia. *Electoral Studies*, 18(2), 217-233.
- Manne, R. (2011). *Quarterly Essay 43 Bad News: Murdoch's Australia and the Shaping of the Nation* (Vol. 43). Black Inc..
- Marr, D. (2017). *Quarterly Essay 65 The White Queen: One Nation and the Politics of Race* (Vol. 65). Black Inc.
- McKenzie, A. (2021). Towards Glasgow: Why Australia's climate policy is risking our future. *Australian Foreign Affairs*, (12), 69-88.
- Minns, J., Bradley, K., & Chagas-Bastos, F. H. (2018). Australia's refugee policy: Not a model for the world. *International Studies*, 55(1), 1-21.
- Miragliotta, N. (2013). The Australian Greens: carving out space in a two-party system. *Environmental Politics*, 22(5), 706-727.
- Morris, S. (2020). The Case for First Nations Voice in the Constitution. *A First Nations Voice in the Australian Constitution*, 241-254.
- Pankaj, A. K. (2005). Revisiting foreign aid theories. *International Studies*, 42(2), 103-121.
- Sawer, M. (2013). Misogyny and misrepresentation: Women in Australian parliaments. *Political Science*, 65(1), 105-117.
- White, H. (2017). *Quarterly Essay 68 Without America: Australia in the New Asia* (Vol. 68). Quarterly Essay.
- White, H. (2019). In denial: Defending Australia as China looks south. *Australian Foreign Affairs*, (6), 5-27.
- Whiteford, P. (2020). Understanding poverty and social exclusion: situating Australia internationally. In *Creating Unequal Futures?* (pp. 38-69). Routledge.

Course Calendar

Session 1	
Topics	Structures, Institutions and Power <ul style="list-style-type: none"> • PM & Cabinet, Public Service, Parliament • A 'Presidential' Prime Minister? • A Bill of Rights?
Activity	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?
Readings & Assignments	None

Session 2	
Topics	Australian political parties (Conservatives and liberals) <ul style="list-style-type: none"> • Major party convergence? • The role of minor parties and independents
Activity	Class 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? Online Why is there a Labor party in Australia but not one in the United States?
Readings & Assignments	Aly, Waleed. "What's Right? The Future of Conservatism in Australia." <i>Quarterly Essay</i> 37 (2010): 1-25. Miragliotta, Narelle. "The Australian Greens: carving out space in a two-party system." <i>Environmental Politics</i> 22, no. 5 (2013): 706-727.

Session 3	
Topics	Contemporary Australia I <ul style="list-style-type: none"> • Elections • Campaign finance • The role of the media • Immigration
Activity	Class:

	<p>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?</p> <p>Online: Should Australia have a system of voluntary voting?</p>
Readings & Assignments	<p>Manne, Robert. "Bad News: Murdoch's Australia and the Shaping of a Nation." <i>Quarterly Essay</i>, no. 43 (2011): 1-15.</p> <p>Mackerras, Malcolm and McAllister, Ian. "Compulsory voting, party stability and electoral advantage in Australia." <i>Electoral Studies</i> 18, no. 2 (1999): 217-233.</p>

Session 4	
Topics	<p>Indigenous Peoples Rights</p> <ul style="list-style-type: none"> • Indigenous rights and welfare • Politics of dispossession • Reconciliation
Activity	<p>Class: Why have indigenous people remained politically marginalised despite winning formal political recognition and equality nearly four decades ago?</p> <p>Online: Compare the way in which the Indigenous populations of Australia and the United States have been treated.</p>
Readings & Assignments	<p>Fleay, J. J., & Judd, B. (2019). The Uluru statement: A First Nations perspective of the implications for social reconstructive race relations in Australia. <i>International Journal of Critical Indigenous Studies</i>, 12, no. 1 (2019): 1-14. https://doi.org/10.5204/ijcis.v12i1.532</p> <p>Morris, Shireen. "The Case for First Nations Voice in the Constitution." <i>In A First Nations Voice in the Australian Constitution</i> (Hart Publishing, 2020): 241-254.</p>

Session 5	
Topics	<p>Contemporary Australia II</p> <ul style="list-style-type: none"> • Gender • Inequality • Homelessness • Race
Activity	<p>Class: Has Australia achievement gender equality?</p>

	<p>Is the gap between rich and poor Australian's widening? If so, why? Do homeless people have a voice in Australian society?</p> <p>Online: Is Australia a racist country?</p>
Readings & Assignments	<p>Sawer, Marian. "Misogyny and Misrepresentation: Women in Australian Parliaments." <i>Political Science</i> 65, no. 1 (2013): 105-117.</p> <p>Whiteford, Peter. "Understanding poverty and social exclusion: situating Australia internationally." <i>Creating Unequal Futures?</i> (Routledge, 2020): 38-69.</p> <p>Jackman, Simon. "Pauline Hanson, the mainstream, and political elites: The place of race in Australian political ideology." <i>Australian Journal of Political Science</i> 33, no. 2 (1998): 167-186.</p> <p>Marr, David. "The white queen: One Nation and the politics of race." <i>Quarterly Essay</i> 65 (2017): 1-102.</p>

Session 6	
Topics	<p>The Nature of democracy</p> <ul style="list-style-type: none"> A case study on representative democracy with a focus on Australia
Activity	<p>Class: 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?</p> <p>Online: No online participation requirement this week</p>
Readings & Assignments	<p>Chou, Mark. "Democracy is not for me." <i>Australian Journal of Political Science</i> 48, no. 4 (2013): 485-494.</p> <p>Foa, R.S., Klassen, A., Wenger, D., Rand, A. and M. Slade. 2020. "Youth and Satisfaction with Democracy: Reversing the Democratic Disconnect?" Cambridge, United Kingdom: Centre for the Future of Democracy. https://www.cam.ac.uk/system/files/youth_and_satisfaction_with_democracy.pdf</p>

Session 7	
Topics	Midterm Break

Session 8	
Topics	Australia's Neighbourhood and International Trade

	<ul style="list-style-type: none"> • Australian identity • Multilateral trade • Unilateral trade
Activity	<p>Class: 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?</p> <p>Online: Can Australia reconcile its cultural and political inheritance with its geographical location?</p>
Readings & Assignments	Burke, Anthony. "Questions of Community: Australian Identity and Asian Change." <i>Australian Journal of Political Science</i> , 45, no. 1 (2010): 75-93.

Session 9	
Topics	<p>Defense and Security</p> <ul style="list-style-type: none"> • South China Sea • Terrorism
Activity	<p>Class: 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?</p> <p>Online: What should Australia's priorities be when it comes to defence/security?</p>
Readings & Assignments	<p>White, Hugh. "Without America: Australia in the New Asia," <i>Quarterly Essay</i> 68 (2017): 1-81.</p> <p>White, Hugh. "In denial: Defending Australia as China looks south." <i>Australian Foreign Affairs</i> 6 (2019): 5-27.</p>

Session 10	
Topics	<p>Foreign Aid</p> <ul style="list-style-type: none"> • Conceptualizing foreign aid • International obligations • Regional Priorities • The future of Aid
Activity	<p>Class: 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?</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: Is Australian aid properly directed?</p>
Readings & Assignments	<p>Pankaj, Ashok Kumar. "Revisiting foreign aid theories." <i>International Studies</i> 42, no. 2 (2005): 103-121.</p> <p>Australian Government. "Independent Review of Aid Effectiveness." April 22, 2011. https://www.dfat.gov.au/about-us/publications/Pages/independent-review-of-aid-effectiveness-2011</p>

Session 11	
Topics	<p>Near Neighbours and Statebuilding</p> <ul style="list-style-type: none"> • Timor Leste • Solomon Islands • Statebuilding in the Asia-Pacific • Australian hegemony?
Activity	<p>Class: 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?</p> <p>Online: Should Australia be more involved in promoting international state-building missions in the Asia-Pacific region?</p>
Readings & Assignments	<p>Keane, Conor and Diesen, Glenn. "Divided we stand: the US foreign policy bureaucracy and nation-building in Afghanistan." <i>International Peacekeeping</i> 22, no. 3 (2015): 205-229.</p> <p>Dinnen, S., McLeod, A., and Peake, G. "Police-building in weak states: Australian approaches in Papua New Guinea and Solomon Islands." <i>Civil Wars</i> 8, no. 2 (2006): 87-108.</p> <p>Dinnen, Sinclair and Watson, Danielle. "Police reform in a post-conflict context: The case of Solomon Islands." <i>Policing: A Journal of policy and practice</i> 15, no. 1 (2021): 387-398.</p>

Session 12	
Topics	<p>Refugees Field Trip to Parliament on King</p> <ul style="list-style-type: none"> • Impacts of and Evolution of Australia's policy • Detention Centres

	<ul style="list-style-type: none"> • Legal obligations • Regional dynamics
Activity	<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? 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?</p> <p>Online</p> <p>What did you get out of the field trip to Parliament on King?</p>
Readings & Assignments	<p>Minns, J., Bradley, K., and Chagas-Bastos, F. "Australia's refugee policy: not a model for the world." <i>International Studies</i> 55, no. 1 (2018): 1-21.</p> <p>Ghezelbash, Daniel. "Hyper-legalism and obfuscation: How states evade their international obligations towards refugees." <i>The American Journal of Comparative Law</i> 68, no. 3 (2020): 479-516.</p>

Session 13	
Topics	<p>A Wide Brown Land</p> <ul style="list-style-type: none"> • "Green Politics" • Environmentalism • Climate Change and Energy
Activity	<p>Class:</p> <p>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</p> <p>Online:</p> <p>No participation requirements</p>
Readings & Assignments	<p>Dupont, A. "The Strategic Implications of Climate Change." <i>Survival: Global Politics and Strategy</i> 50, no. 3 (2008): 29-54.</p> <p>McKenzie, A. "Towards Glasgow: Why Australia's climate policy is risking our future." <i>Australian Foreign Affairs</i> 12 (2021): 69-88.</p>

Session 14	
Topics	Research Project Review
Activity	<p>Class:</p> <p>Peer review of research project</p>

	Online: No participation requirements
Readings & Assignments	Bring draft of research essay

Session 15	
Topics	Research Essay Discussion and Class Conclusion
Activity	Class: Informal sharing of student research Online: No participation requirements
Readings & Assignments	Research Essay due

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.