

GOV 365J: Australian Society & Politics (Unique 38740)

Dr. Rhonda Evans and Dr. Andrew Gibbons, Spring 2020

Class Meetings: Meets on Tuesdays and Thursdays at 3:30pm- 5:00pm.

Course Mode: Online, synchronous delivery.

Your Instructors:

Dr. Rhonda Evans

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Rhonda Evans has directed the Edward A. Clark Center for Australian and New Zealand Studies and served as a Senior Lecturer in the Department of Government since 2012. She was previously an Associate Professor in the Department of Political Science at East Carolina University. Dr. Evans holds a Ph.D. in Government from UT-Austin, a J.D. from the University of Pittsburgh, and a B.A. in Political Science from Kent State University's Honors College, graduating phi beta kappa. As a lawyer licensed to practice in her home state of Ohio, she served as an Assistant Prosecuting Attorney for Tuscarawas County and as a Staff Attorney with Southeastern Ohio Legal Services. Her research is interdisciplinary in nature and reflects her training in law and political science. Dr. Evans is especially interested in how apex courts set their agendas as well as the roles that they play in policymaking processes. Dr Evans is co-author of *Legislating Equality: The Politics of Antidiscrimination Policy in Europe* with Oxford University Press (2014). She teaches undergraduate courses on Australian politics and human rights.

Dr. Andrew Gibbons

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Andrew Gibbons is a Postdoctoral Fellow at the Edward A. Clark Center for Australian and New Zealand Studies. He holds a PhD and BA (Hons) from the University of Melbourne. Dr. Gibbons' research focuses on comparative politics and political communication. His research interests lie at the intersection of these fields and include election reporting, election campaigns, policy/political journalism, election promises, and the public policy process. Prior to joining the Clark Center, Dr. Gibbons was a sessional lecturer in Australian Politics at the University of Melbourne where he taught undergraduate and postgraduate subjects on Australian politics, campaigns and elections, strategic political communication, politics and the media, and social research methods. From 2013 to 2015, Dr. Gibbons served as a research officer on the Australian Policy Agendas Project.

Our Office Hours:

ALL office hours will be held via this zoom link: <https://utexas.zoom.us/j/91312101404>

Virtual 'happy hour' with Dr. Evans and Dr. Gibbons: 5pm to 6pm Wednesday.

Individual Office Hours

Dr. Evans: 3pm to 5pm Monday

Dr. Gibbons: 4pm to 5pm Wednesday

Note: This syllabus is subject to change. Students who miss class are responsible for learning about any changes the syllabus. Changes will be announced in class, sent via email, or posted to Canvas.

COURSE DESCRIPTION AND OBJECTIVES

Australia is the principal democratic, economic, and military power in the Southwest Pacific. Aboriginal and Torres Strait Islander peoples inhabited the continent and its surrounding islands for some 50,000 years before Europeans arrived. In 1788, British colonization began with establishment a penal colony near present-day Sydney. Six distinct colonies federated voluntarily in 1901 to form the Commonwealth of Australia. Today, the country boasts a multi-ethnic population of 24.1 million (Texas has 27.9 million), dispersed unevenly across a landmass nearly the size of the lower 48 US states. It has served as a key US ally since World War II. While Australia retains special ties to Britain and the US, it has become an important economic and political actor in the Asia-Pacific region, with strong trading links to China, Japan, Indonesia, Malaysia, South Korea, the Philippines, and, increasingly, India. This course will (1) provide an overview of Australia's history and constitutional development; (2) examine the country's political institutions and party politics; and (3) consider distinct opportunities and challenges that Australia faces across a range of domestic and foreign policy areas.

ASSESSMENTS AND EVALUATION

Academic Integrity: Academic integrity is a fundamental value of higher education at UT; therefore, we will not tolerate acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize, or falsify with regard to quizzes, take-home exams, or the writing assignment. Should we determine that an academic integrity violation has taken place, we will follow the University's formal process for dealing with such matters. You are expected to be familiar with the UT Honor Code: <https://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/>. We refer you specifically to *Subchapter 11-400. Prohibited Conduct* in its entirety. Also consult the section on **sharing course materials policy** that appears in the final section of this syllabus.

Why is it that nearly all students despise "group-work" but are only too eager to collaborate on compiling group documents? We have our own theories. Because we understand that group discussions among students can facilitate the learning process, we do not discourage those. We do, however, prohibit the construction of group documents. This is a distinction *with* a difference. We will be happy discuss it in class.

Dr. Evans is a former Assistant Prosecuting Attorney for the State of Ohio. Do not give her a reason to slip back into prosecutorial mode. Note that failure to know and understand the policy (i.e., ignorance) is not a defense.

<i>Course Requirement</i>	<i>Percentage of Final Grade</i>	<i>Due Date</i>
Take-Home Exam 1	15%	Released 02/04 by 5:00 pm; due 02/07 by 11:59 pm
Quizzes	25%	Weeks 4-8 and 10; due every Friday by 5:00 pm
Writing Assignment	25%	Due 04/15 by 11:59 pm
Take-Home Exam 2	35%	Released 05/14 by 9:00 am; due 05/17 by 5:00 pm

All of the above requirements must be submitted in order to receive a passing grade for the course.

Quizzes: Six online quizzes will be administered through Canvas for weeks four through ten, with the exception of week nine (spring break). They will consist of 20 multiple choice or T/F questions. Each week's quiz will open up at 5:00 pm on Thursday and close at 5:00 pm on Friday.

Because we will drop your lowest quiz grade. Your quiz grade will, therefore, be the average of five the six quizzes. Quizzes will test your comprehension of basic ideas and concepts covered in that week's assigned materials and lectures. Because they are meant to test *your individual* knowledge, you may use your notes (content that you created), but you may not use group-generated documents. See *Sec. 11-402 Academic Dishonesty, especially subsections (b) and (c)1-8*.

Take-Home Exams: There will be two take-home exams that will require you to demonstrate your understanding of the issues covered. These exams will be comprised of a set of essay questions. We will provide a required word-count for your answers, probably between 400 and 500 words. Take-home exam 1 will focus on material assigned in weeks one through three. Take-home exam 2 will focus on material assigned in weeks eleven through 16, but its questions will also require students to demonstrate an understanding of material from the entire semester, e.g., the main actors, institutions, and issues that animate Australian politics. In terms of format, both exams will consist of several essay questions.

Grades will be based on completion of the assignment; ability to answer the specific questions posed; demonstrated depth of understanding and comprehension of the issues raised in the questions; familiarity with the relevant substantive content of the course; ability to critically analyze and/or construct an argument, marshalling specific evidence and reason in your analysis; ability to construct and clearly communicate an argument that demonstrates comprehension of the material; ability to engage with the relevant scholarly literature; and, the overall quality of the writing. Questions will not ask you to simply repeat information learned in the course. Because take-home exams are meant to test *your individual* knowledge rather than constitute a group effort, you may use your notes (content that you created), but you may not use group-generated documents. See *Sec. 11-402 Academic Dishonesty*.

Writing Assignment: This assignment is designed to familiarize you with day-to-day Australian politics. In Week 2, you will be assigned (via a random lottery) a key Australian politician. It is your responsibility to follow this politician via news sites and official government websites throughout the course. We will begin each class by discussing news and interesting issues from Australia. Be prepared to talk about your politician each week! A list of useful news sites is provided below.

In general, the writing assignment will require you to discuss your politician, including your politician's background, political beliefs, and role in Australian politics as well as what we learn by using our politician as a lens through which to view Australian politics and democracy. For example, what does the trajectory of a political career suggest about the professionalisation of politics? Does it highlight any problems with executive power? Does it offer insights into the Australian variant of populism?

We will provide further details about this assignment during the course. The grade will be based on completion of the assignment; your understanding of the key issues; your ability to link your discussion of the politician to broader issues in Australian politics in an incisive and meaningful manner; your engagement with the relevant literature; the quality of the evidence that you provide to support your thesis; and, the overall quality your writing and structure of your paper. And, see *Sec. 11-402 Academic Dishonesty*.

Class Participation: Attendance and participation do not factor into your grade, but we have found that grades typically correlate with a student's attendance, advance preparation, and level of engagement during class meetings, i.e., those who regularly attend and pay attention tend to earn higher grades than those who do not. Being "prepared for class" means that you have read and engaged the assigned materials by making use of the key terms and discussion questions provided. You are expected to have read the assignments and engaged this material **before** the designated class meeting.

Grading Scale and Policies: A 10-point grading scale will be used for final course grades. All grades will be recorded as a percentage of a perfect score of 100 points. All grades, including the final course grade, will be rounded up only if the grade is within .5 of the next letter-grade. Thus, an 89.5 would be rounded up, whereas an 89.4 would not.

Extra Credit: There will be no extra credit awarded.

Make-Up Exams: Make-up exams will be considered only under **exceptional** circumstances and will require **written documentation** of the excuse proffered. Make-up exams will be scheduled for a single date and time; at the professor's discretion, they may not follow the same format as the exam administered to the class. A student who is absent from an examination without excuse will be given a grade of zero. An incomplete (I) will be given in the case of a student absent from the final examination who has presented a satisfactory excuse to the instructor or an official university excuse.

REQUIRED MATERIALS

All course materials have been made freely available to you through Canvas. Materials for each class meeting are contained in a module designated for that class meeting as either PDFs or external URL links. If you have difficulty opening a URL link in Canvas, simply click the blue box labelled "Open Site in New Window." Just in case that doesn't work, we've also provided links below. If that doesn't work, then Google it.

You are expected to read, watch, or listen to all of the required materials prior to the class meeting. It's worth repeating. You are expected to read, watch, or listen to all of the required materials prior to the class meeting. In addition to the *required materials*, you will also find *optional materials* as well as *additional materials* for those of you who may want to know more about a topic. You are not required to read, watch, or listen to the optional and additional materials, and you will not be quizzed or tested on them, unless we discuss some aspect of them in class that week because you are responsible for all lecture material. We include those materials for your own intellectual curiosity and edification.

We will start each class with a brief discussion of current political events in Australia. You are, therefore, expected to follow Australian news sources. The Australian Broadcasting Corporation (ABC) serves as a reliable source of online news (without charge) (<http://www.abc.net.au/>). You can watch many of its news programs online. We particularly like the program the *7:30 Report* that airs weekdays as it usually provides a snapshot of the day's political news. *Four Corners* and *Insiders* are also good value. *The Australian* (right-leaning; owned by News Corp, i.e., Rupert Murdoch) and *The Age* and *Sydney Morning Herald* (both generally left-leaning) serve as the country's major newspapers and can be accessed online for a fee or on an article-by article basis through the UT database Nexis Uni. *The Guardian* offers an Australian edition that can be read online for free. Check Canvas for a list of additional media resources.

COURSE SCHEDULE

Changes to the schedule may be made at our discretion and if circumstances require. It is your responsibility to note these changes when announced. We will do our best to ensure that you receive the changes with as much advanced notice as possible.

WEEK	TUESDAY CLASS	THURSDAY CLASS
FOUNDATIONS		
ONE:	19 January 2021 Introduction to the Course: Why Study Australian Democracy?	21 January 2021 The Australian Landmass and Economy

TWO:	26 January 2021 (Australia Day) Australia as a Settler Society	28 January 2021 Democracy and Constitutionalism
THREE:	2 February 2021 From Colonial Self-Government to Federation: Australian Exceptionalism?	4 February 2021 The Australian Constitution: 'It's the vibe, mate'
AUSTRALIA'S POLITICAL INSTITUTIONS		
FOUR:	9 February 2021 Meet the Cast: Australia's Political Parties	11 February 2021 The Executive: How does it work in Australia?
FIVE:	16 February 2021 The Executive: How is it faring in Australia?	18 February 2021 The Legislature: How does it work in Australia?
SIX:	23 February 2021 The Legislature: How is it faring in Australia?	25 February 2021 The Bureaucracy: How does it work? How is it faring?
SEVEN:	2 March 2021 Australia's Electoral System I: How does it work? How is it faring?	4 March 2021 Australia's Electoral System II: How does it work? How is it faring?
EIGHT:	9 March 2021 Political Parties and Politicians	11 March 2021 Lobbying and Special Interests
WEEK NINE: SPRING BREAK (15- 20 MARCH)		
TEN:	23 March 2021 The Australian Judiciary: How does it work	25 March 2021 The Australian Judiciary: How is it faring?

ELEVEN:	30 March 2021 Media and Politics in the Digital Age	1 April 2021 Misinformation, ‘Fake News’, and Declining Trust
AUSTRALIAN DEMOCRACY IN ACTION		
TWELVE:	6 April 2021 The Politics of Modernizing Australia’s Constitution	8 April 2021 Immigration Politics: From “White Australia” to Multiculturalism
THRITTEEN:	13 April 2021 Globalization, Neoliberalism, and the Politics of Inequality	15 April 2021 The Australian Welfare State and the Politics of Inequality
FOURTEEN:	20 April 2021 Black Lives Matter: Race and Reckoning in Australia	22 April 2021 Right-Wing Extremism in Australia
FIFTEEN:	27 April 2021 Australia, the US, and the Rise of China	29 April 2021 The Politics of Climate Change
SIXTEEN:	4 May 2021 Trust and Democracy in Australia	6 May 2021 Conclusion: How is Australian Democracy Faring?

REQUIRED MATERIALS, KEY CONCEPTS, AND LEARNING OBJECTIVES

Students must come prepared and ready for class. We expect you to read, listen to, and/or watch the required materials before attending class. You should be prepared to discuss the key concepts and the topics that are listed as learning objectives. Students should reflect on the material before attending class so that we can have an informed and vibrant scholarly debate. Students are strongly encouraged to make notes about the readings and questions as this content will form the basis of your assessments.

All readings are FREELY available on Canvas as either PDFs or external URL links. If you have difficulty opening a URL link in Canvas, simply click the blue box labelled “Open Site in New Window.” Just in case that doesn’t work, we’ve also provided links below. If that doesn’t work, then Google it.

WEEK 1:

01/19: Introduction to the Course: How is Australian Democracy Faring?

Key Concepts:

Democracy; demagogue; democratic erosion; mutual tolerance; loyal opposition; forbearance or restraint; legitimacy; credibility; populist; authoritarian.

Learning Objectives:

Required Materials:

The Syllabus

Freedom House. 2020. *Freedom in the World 2020*, Australia.

<https://freedomhouse.org/country/australia/freedom-world/2020>.

V-Dem Institute. 2020. *Autocratization Surges – Resistance Grows: Democracy Report 2020*, pp. 4; 6-7; 9-26.

Camilleri, J. 2015. “The poor health of Australia’s democracy.”

<https://www.latrobe.edu.au/news/articles/2015/opinion/the-poor-health-of-australias-democracy>.

Richards, D. 2019. “Does Australian democracy need a reboot?”

<https://aibd.com.au/membership/company-director-magazine/2019-back-issues/february/democracy>.

Want to know more?

Foa, R and Yascha Mounk. 2017. “The Signs of Democratic Deconsolidation.” 28(1) *Journal of Democracy* 5-15.

01/21: The Australian Landmass and Economy

Key Concepts:

Learning Objectives:

Required Materials:

Dyster, B. and D. Meredith. 2012. “Introduction.” *Australia in the Global Economy*, 2nd ed. Cambridge: Cambridge University Press, pp. 2-18 (read selectively).

O’Brien, G. 2019. “27 years and counting since Australia’s last recession.” *Parliamentary Library Briefing Book: Key issues for the 46th Parliament*.

Australian Government. “The Australian Continent” (a short explainer). <https://info.australia.gov.au/about-australia/our-country/the-australian-continent>.

Australian Government. "Our natural environment" (a short explainer). <https://info.australia.gov.au/about-australia/our-country/our-natural-environment>.

WEEK 2:

01/26 (Australia Day): Australia as a Settler Society

Key Concepts: Dreaming or Dreamtime; Aboriginal and Torres Strait Islander Peoples; First Peoples; Indigenous Peoples; 26 January 1788; Australia Day; Captain Cook; hunter-gatherer; First Fleet; *terra nullius*; New Holland.

Learning Objectives:

Required Materials:

Griffiths, B. 2017. "Friday essay: when did Australia's human history begin?" *The Conversation*. <https://theconversation.com/friday-essay-when-did-australias-human-history-begin-87251>.

Jupp, J. 2018. "Introduction" (pp. xiii-xv) and "Prisons in the Pacific, 1788-1850" (pp. 3-6). *An immigrant nation seeks cohesion: Australia from 1788*. New York: Anthem Press.

Reynolds, Henry. 2018. "Henry Reynolds: Australia was founded on a hypocrisy that haunts us to this day." *The Conversation*. <https://theconversation.com/henry-reynolds-australia-was-founded-on-a-hypocrisy-that-haunts-us-to-this-day-101679>.

Bongiorno, F. 2018. "Why Australia Day survives, despite revealing a nation's rifts and wounds." *The Conversation*. <https://theconversation.com/why-australia-day-survives-despite-revealing-a-nations-rifts-and-wounds-89768>.

Morning Edition. 2021. NPR. "Australia Changes National Anthem To Honor Its Indigenous History." (3-min. audio and transcript). <https://www.npr.org/2021/01/04/953146856/australia-changes-national-anthem-to-honor-its-indigenous-history>.

01/28: Democracy and Constitutionalism

Key Concepts: Antisystem parties; constitutionalism.

Learning Objectives:

Required Materials:

"Constitutionalism." Encyclopedia Britannica. <https://www.britannica.com/topic/constitutionalism>.

LeDuc, L., et al. "Introduction: Building and Sustaining Democracy." L. LeDuc, et al. (eds.). *Comparing Democracies: Elections and Voting in the 21st Century*. Sage Publications Ltd, pp. 1-19. (This is the best copy we have. The yellow highlighted text is not necessarily related to this course).

WEEK 3:

02/02: From Colonial Self-Government to Federation: Australian Exceptionalism?

Key Concepts:**Learning Objectives:****Required Materials:**

Blainey, G. 2016. "Australian Exceptionalism: A Personal View." *Only in Australia: The History, Politics, and Economics of Australian Exceptionalism*. W. Coleman (ed.). Oxford: Oxford University Press, pp. 17-34.

Want to know more?

Macintyre, S. 2016. "Progress 1851–1888" and "Reconstruction, 1889-1913." *A Concise History of Australia*, 4th ed. Cambridge: Cambridge University Press.

02/04: The Australian Constitution: 'It's the vibe, mate'

Key Concepts: Constitution; constitutional monarchy; Queen of Australia; conventions; Governor-General; clauses concerning Aboriginal and Torres Strait Islander Peoples; Westminster; Washminster; bicameralism; federalism; prime minister; responsible government; separation of powers.

Learning Objectives:**Required Materials:**

Ian Ward and Randal G. Stewart. "The Constitution and the rules governing governments." *Politics One*. Palgrave Macmillan, 2010, pp. 85-95 (not the entire chapter).

Australia's Constitution: With Overview and Notes by the Australian Government Solicitor (Canberra: Parliamentary Education Office and the Australian Solicitor General), "Overview," pp. iv-viii.

The Australian Constitution (a short explainer): <https://peo.gov.au/understand-our-parliament/how-parliament-works/the-australian-constitution/australian-constitution/>.

Australian system of government (a short explainer): <https://peo.gov.au/understand-our-parliament/how-parliament-works/system-of-government/australian-system-of-government/>.

Separation of Powers (a short explainer): <https://peo.gov.au/understand-our-parliament/how-parliament-works/system-of-government/separation-of-powers/>.

The Governor-General (a short explainer): <https://peo.gov.au/understand-our-parliament/parliament-and-its-people/people-in-parliament/governor-general/>.

WEEK 4:**02/09: Meet the Cast: Australia's Political Parties****Key Concepts:**

Australian Labor Party; Liberal Party; National Party; Minor Party; Coalition; Australian Greens; Micro Party; One Nation.

Learning Objectives:

Who are the key actors in Australian politics? How do they engage with the electorate? And who do they represent? This session provides a brief overview of the key political parties and leaders in Australian politics. The party system is discussed at greater length in week 8. This session is designed to introduce you to the cast of (interesting) characters influencing debates and shaping the contours of Australian politics.

Required Materials:

“Infosheet 22 - Political parties” Parliament of Australia.

https://www.aph.gov.au/About_Parliament/House_of_Representatives/Powers_practice_and_procedure/00_-_Infosheets/Infosheet_22_-_Political_parties#:~:text=There%20are%20three%20main%20parties,of%20Australia%2C%20and%20the%20Nationals.

Davies, A. 2020. “Party hardly: why Australia's big political parties are struggling to compete with grassroots campaigns.” *The Guardian*. <https://www.theguardian.com/australia-news/2020/dec/13/party-hardly-why-australias-big-political-parties-are-struggling-to-compete-with-grassroots-campaigns>

“Why does Australia keeps changing prime ministers?” <https://www.youtube.com/watch?v=GQ3C5D0nJAI>

02/11: The Executive: How does it work in Australia?

Key Concepts:

Executive power; Responsible government (quickly revisit); Responsible party government (quickly revisit); Different types of governments in a parliamentary system (majority party; coalition; minority); Cabinet; Cabinet secrecy; Cabinet solidarity; Prime minister; Ministers (senior versus junior); Parliamentary secretaries; Ministerial staff; Frontbencher; Backbencher; Office of the Prime Minister (PMO); Department of the Prime Minister and Cabinet (PM&C); Individual ministerial responsibility; Collective ministerial responsibility; “Hung parliament”; Loyal opposition; The Opposition; Leader of the Opposition; Shadow cabinet; Shadow ministers;

Learning Objectives:

Executive power in Australia, like many other parliamentary systems, is largely concentrated in the hands of the Prime Minister and Cabinet. But the constitution does not formally recognise the Prime Minister to be an executive officer. In this session, we will discuss the mechanics of executive power in Australia, the roles of different politicians, and the issues that arise using executive powers. We consider: how is the executive formed in Australia? How do people become ministers? What are the benefits of being a minister? How is executive power exercised in Australia? What do ministers do? What is the role of cabinet? How does cabinet government (i.e., a plural executive) operate? What are its political dynamics?

Required Materials:

Kefford, G. et al. 2018. “The Executive: Functions, Power, and Accountability.” *Australian Politics in the Twenty-First Century: Old Institutions, New Challenges*. New York: Cambridge University Press.

Government (a short explainer): <https://peo.gov.au/understand-our-parliament/parliament-and-its-people/government/government/>.

Frontbenchers and Backbenchers (a short explainer): <https://peo.gov.au/understand-our-parliament/parliament-and-its-people/people-in-parliament/frontbenchers-and-backbenchers/>.

Ministers and Shadow Ministers (a short explainer): <https://peo.gov.au/understand-our-parliament/parliament-and-its-people/people-in-parliament/ministers-and-shadow-ministers/>.

Prime Minister (a short explainer): <https://peo.gov.au/understand-our-parliament/parliament-and-its-people/people-in-parliament/prime-minister/>.

Opposition (a short explainer): <https://peo.gov.au/understand-our-parliament/parliament-and-its-people/opposition/>.

Leader of the Opposition (a short explainer): <https://peo.gov.au/understand-our-parliament/parliament-and-its-people/people-in-parliament/leader-of-the-opposition/>.

WEEK 5

02/16: The Executive: How is it faring in Australia?

Key Concepts:

Executive power; presidentialisation; collective government; Cabinet; Collective ministerial responsibility; Responsible government.

Learning Objectives:

According to some commentators and scholars, the Australian executive has become more powerful than the executive branch of the US government. Critics allege that this has led to the presidentialisation of Australian politics and the decline of traditional Cabinet or collective government. In this session, we consider how executive government in Australia is faring compared to other countries. We also assess the recent instability in the executive branch the consequences for the Australian parliamentary system. How has cabinet government evolved over time in Australia? What factors have strengthened the prime minister's position vis-à-vis cabinet? What factors have driven the leadership instability? Has Australia's political executive accumulated greater powers? Has there been a presidentialisation of the Australian political system?

Required Materials:

Kefford, G. 2013. "The Presidentialisation of Australian Politics? Kevin Rudd's Leadership of the Australian Labor Party." *Australian Journal of Political Science* 48(2): 135-146.

Boucher, A., and Ghezelbash, D. 2017. "As Trump ups the ante, executive powers should worry Australians too." *The Conversation*. <https://theconversation.com/as-trump-ups-the-ante-executive-powers-should-worry-australians-too-78763>

Want to know more?

Ng, Y. 2020. "Have our governments become too powerful during COVID-19?" *The Conversation*. <https://theconversation.com/have-our-governments-become-too-powerful-during-covid-19-147028>

Chalmers, J. and Davis G. 2000. "Power Relations Between the Parliament and the Executive." *Parliament of Australia*.

https://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/rp/rp0001/01RP14

Prasser, S. 2012. "Executive growth and the takeover of Australian parliaments." *Australasian Parliamentary Review* 27(1): 48–61. <https://www.aspg.org.au/wp-content/uploads/2017/09/6-Prasserexecgovt.pdf>

02/18: The Legislature: How does it work in Australia?

Key Concepts: House of Representative; Senate; symmetrical versus asymmetrical bicameralism; Bills; Private Members/Senators Bills; Divided government; legislation; Hansard; question time; responsible government; responsible party government; Dorothy Dixers; party whips; inter-chamber deadlock; double dissolution election; joint sitting; "supply" bills; Senate versus House of Representatives committee systems; crossbench.

Learning Objectives:

Required Materials:

Narelle Miragliotta, et al., *The Australian Political System in Action*, 2nd ed. (Oxford University Press, 2013): Ch. 4, The Legislature, pp. 66-87.

Making a law in the Australian Parliament (a short explainer): <https://peo.gov.au/understand-our-parliament/how-parliament-works/bills-and-laws/making-a-law-in-the-australian-parliament/>.

The Senate (a short explainer, includes a brief video): <https://peo.gov.au/understand-our-parliament/parliament-and-its-people/senate/senate/>.

The House of Representatives (a short explainer, includes a brief video): <https://peo.gov.au/understand-our-parliament/parliament-and-its-people/house-of-representatives/house-of-representatives/>.

Question Time (a short explainer, includes a brief video): <https://peo.gov.au/understand-our-parliament/how-parliament-works/parliament-at-work/question-time-in-the-australian-parliament/>. For our purposes, we are only interested in how Question Time operates in the House of Representatives.

Party Whips (a short explainer): <https://peo.gov.au/understand-our-parliament/parliament-and-its-people/people-in-parliament/party-whip/>.

Diagram - Question Time in the House of Representatives (PDF on Canvas)

Crossing the Floor (a short explainer): <https://peo.gov.au/understand-our-parliament/how-parliament-works/parliament-at-work/crossing-the-floor/>.

Want to know more?

Double Dissolution (a short explainer): <https://peo.gov.au/understand-our-parliament/having-your-say/elections-and-voting/double-dissolution/>.

1988, the year Parliament got new digs (a short explainer): <https://peo.gov.au/understand-our-parliament/parliament-house/parliament-house/>.

The Speaker of the House, Aussie-style (a short explainer): <https://peo.gov.au/understand-our-parliament/parliament-and-its-people/people-in-parliament/speaker-of-the-house-of-representatives/>.

WEEK 6:

02/23: The Legislature: How is it faring in Australia?

Key Concepts:

Learning Objectives:

Required Materials:

TBD

02/25: The Bureaucracy: How does it work? How is it faring?

Key Concepts:

Learning Objectives:

Required Materials:

Narelle Miragliotta, et al., *The Australian Political System in Action*, 2nd ed. (Oxford University Press, 2013): Ch. 6, The Public Service: Making and Implementing Policy, pp. 111-28.

WEEK 7:

03/02: Australia's Electoral System I: How does it work? How is it faring?

Key Concepts:

Australian Election Commission; Campaign finance regulation; Compulsory Voting; Proportional representation (PR); Alternative Voting (Preferential Voting); Single member plurality system; Double Dissolution; Universal Suffrage; Gerrymandering; Minor Parties; Micro Parties; Hung Parliament

Learning Objectives:

Australia's system of independent electoral administration is often described as one of the best in the world, but does it deserve this reputation? In this session, we discuss the good, the bad, and the "ugly" of Australia's electoral system. We consider questions such as: what criteria can we use to assess whether a country is (or is not) an electoral democracy? What are the main electoral systems in use around the world? What are the advantages and disadvantages of these? What challenges do established, mature liberal democracies face in achieving free and fair elections? How are elections regulated in Australia? Does Australia deserve its reputation for having outstanding electoral administration? How does Australia compare to countries such as the US? How are campaigns financed? How are district lines drawn?

Required Materials:

McAllister, I. 2011. "Chapter 1: Electoral Institutions." *The Australian Voter: 50 years of Change*. University of New South Wales Press.

Electoral Districts (short video). <https://www.youtube.com/watch?v=AgGxuyX8p0Q>

03/04: Australia's Electoral System II: How does it work? How is it faring?

Key Concepts: Compulsory voting; proportional representation; alternative voting; theories of voting behavior; suffrage; the Australian ballot; voter turnout.

Learning Objectives: Australia has one of the most innovative electoral systems in the world. It was one of the first countries in which women gained the right to vote, it uses a unique proportional and alternative voting system, and it is one of few western democracies in the world where voting is mandatory. In this section, students will learn the mechanics of different types of electoral systems and how they shape the behavior of political elites and voters. Does Australia have a strong voting system? Does it achieve more representative outcomes? Is compulsory voting good for democracy?

Required Materials:

Evans, T. "Compulsory Voting." AEC.

https://www.aec.gov.au/About_AEC/Publications/voting/files/compulsory-voting.pdf

Hill, L. 2016. "Election explainer: why do I have to vote, anyway?" *The Conversation*.

<https://theconversation.com/election-explainer-why-do-i-have-to-vote-anyway-57831>

Voting in Australia (short video): <https://www.youtube.com/watch?v=5tkrJ3Tj8Ho>.

Counting Preferential Votes (short video): <https://www.youtube.com/watch?v=HaE6MigXYdY>.

Proportional Representation (this short video discusses the state of Victoria, but essentially it's similar nationally): <https://www.youtube.com/watch?v=whYFjkCZHI8>.

Want to know more?

Brett, J. 2019. "Book extract: From secret ballot to democracy sausage." *The Conversation*.

<https://theconversation.com/book-extract-from-secret-ballot-to-democracy-sausage-112695>.

AEC. 2020. "How the Senate result is determined." https://www.aec.gov.au/Voting/counting/senate_count.htm.

Young, S. and L. Hill. 2009. "Uncounted Votes: Informal Voting and Political Exclusion in Australia." *Australian Journal of Politics and History* 55(1): 64-79.

AEC resources on preferential voting: <https://www.aec.gov.au/learn/files/poster-counting-hor-pref-voting.pdf>.

AEC resource on proportional voting: <https://www.aec.gov.au/learn/files/poster-count-senate-pref-voting.pdf>.

WEEK 8:

03/09: Political Parties and Politicians

Key concepts:

Political Party; Mass Party System; Minor Parties; Professionalization of Politics; Polarization; Preselection; Party Membership; ‘Cartel’ Party; Elite/Cadre Party; ‘Catch-All’ Party; Populism;

Learning Objectives:

Political parties are integral to Australia’s electoral and political system. While political parties are feature of most western democracies, there are some unique features of the Australian party system that are the product of its distinct parliamentary democracy. In this session, we discuss the Australian party system and consider contemporary challenges facing political parties in the twenty-first century. Are the main political parties great “survivors” or obsolete “machines”? What is the role of political parties? To what extent are the main parties “ideological umbrellas”? Is this a good or a bad thing? What does the future hold for the major parties, and for minor and micro parties? What is the evidence for and against the idea that the major parties have “converged” and are really just the same? Is this a valid criticism, or is it lazy thinking? Is it a good thing for democracy to have micro parties able to gain a foothold in the parliamentary system? Do political parties adequately represent women and minorities? What are the benefits of having a stable party system? What are the disadvantages? Can the mass party system survive without active membership? What is the professionalisation of politics and how has it effected the Australian party system?

Required Materials:

Kefford, G. et al. 2018. “The Origins and Evolution of the Major Parties.” *Australian Politics in the Twenty-First Century: Old Institutions, New Challenges*. New York: Cambridge University Press.

van Onselen, P., and Errington, W. 2016. “Ruling, not governing: what to do about our lost confidence in the body politic” *The Conversation*. <https://theconversation.com/ruling-not-governing-what-to-do-about-our-lost-confidence-in-the-body-politic-52493>.

Want to know more?

Jackson, S. 2016. “Chapter 2.” *The Australian Greens: From activism to Australia’s third party*. Melbourne: Melbourne University Publishing.

03/11: Lobbying and Special Interests

Key concepts:

Lobbying; special interests; third-party campaigning; unions; WorkChoices; Mining Tax (MMRT); lobbying regulation; codes of conduct; campaign strategies;

Learning Objectives:

Australia has high voter turnout, but how but how much influence do other actors— such as interest groups, businesses, Non-governmental Organisations (NGOs) or professional associations— have in Australian politics. This session focuses on the impact of special interest and lobbying on policymaking in Australia. We consider questions such as: Who are the targets of lobbying in Australia? Do special interests/corporations have too much influence? Do wealthy interests have too much influence? Do corporation have a “corporate civil duty”? What are some of the effects of professionalization (when interest groups and community campaigns borrow methods of political campaigning)? What are some of the important factors that can contribute to an interest group’s success or failure in getting their message across? How do lobbyist and special interest influence politics and policymaking? How is lobbying regulated in Australia?

Required Materials:

Hobbs, M. and Swiatek, L. 2019. "Public Relations and Lobbying: Influencing Politics and Policy." In *Advocates and Persuaders* (ed. Mark J. Sheehan). North Melbourne: Australian Scholarly Publications.

Rennie, G. 2016. "Lobbying 101: how interest groups influence politicians and the public to get what they want." The Conversation. <https://theconversation.com/lobbying-101-how-interest-groups-influence-politicians-and-the-public-to-get-what-they-want-60569>

Want to know more?

McKeown, D. 2014. "Who pays the piper? Rules for lobbying governments in Australia, Canada, UK and USA." Parliament of Australia. https://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/rp/rp1415/LobbyingRules

Levine, B. 2008. *The Art of Lobbying: Building Trust and Selling Policy*. Washington, DC: CQ Press.

Kaiser, R. 2010. *So Damn Much Money: The Triumph of Lobbying and the Corrosion of American Government*. New York: Vintage.

WEEK 9: Spring Break! Rejoice!

WEEK 10:

03/23: The Australian Judiciary: How does it work?

Key Concepts:

Judicial review; Australian Constitution; judicial tenure; judicial independence

Learning Objectives:

How does federalism shape how the federal judiciary is structured in Australia? What role do federal courts play in Australia? How are federal judges are selected? What role does the High Court play in the Australia's legal and political system?

Required Materials:

Narelle Miragliotta, et al., *The Australian Political System in Action*, 2nd ed. (Oxford University Press, 2013): Ch. 4, The High Court, pp. 130-45.

03/25: The Australian Judiciary: How is it faring?

Key Concepts:

Learning Objectives:

Required Materials:

TBD

WEEK 11:

03/30: Media and Politics in the Digital Age

Key Concepts:

Public Sphere; Liberal Democracy; 'Watchdog' Journalism; Fourth Estate; Press gallery; Role of Journalists ("Journos"); Mediatisation of Politics; Agenda-Setting; Media Ownership; Propaganda Model of Media; "Fake News"; Misinformation; Disinformation; Malinformation; Media Logic; 'Dumbing down' thesis;

Learning Objectives:

A free media as the "Fourth Estate", that is impartial and able to criticize power without punishment, is often claimed to be one of the foundations of democratic politics. According to this view, the news media should inform citizens, hold political representatives accountable, act as a 'watchdog' uncovering abuses of power and corruption, and provide a platform for the expression of a diverse range of viewpoints and ideas. We consider whether the news media live up to the high demands of this 'ideal' model. Does the relationship between media and politics in Australia match this sort of argument? Are media institutions players in politics, or spectators/observers?

The development of new media platforms has opened up the options for political commentary, and the old media institutions are no longer the gate-keepers and agenda setters they used to be. The rapid rise of social media sites and digital news platforms has reshaped political communication. In the process, these digital platforms have also disrupted the business models of 'old' (also referred to as legacy or traditional) media organisations. What impact is this having on politics, and on political engagement? Has the rise of digital media transformed politics? If so, what impact has this had upon debate in the "public sphere"? How is Australia regulating social and online media?

Required Materials:

Gibbons, A. 2021. "Politics and the Media in the Digital Age." In *Australian Government and Politics* (Eds. Alan Fenna and Rob Manwaring). Pearson.

Haydar, N. 2020. "Facebook and Google to face mandatory code of conduct to 'level playing field' with traditional news media" *ABC News*. <https://www.abc.net.au/news/2020-04-20/facebook-and-google-to-face-mandatory-code-of-conduct/12163300>

Want to know more?

Young, S. 2011. *How Australia Decides: Election reporting and the media*. Melbourne: Cambridge University Press.

04/01: Misinformation, 'Fake News,' and Declining Trust

Key Concepts:

Learning Objectives:

The rise of digital platforms also presents new challenges for the communication. The viral spread of 'fake news' online further complicates the reporting of policies and elections. At the same time, trust in media has fallen considerably in western democracies. What does this decline in trust mean for the state of Australian democracy? What impact does the viral spread of misinformation have for Australian democracy, politics and elections?

Required Materials:

Farhall, Kate, Andrea Carson, Scott Wright, Andrew Gibbons, and William Lukamto. 2019. "Political Elites' Use of Fake News Discourse Across Communications Platforms." *International Journal of Communication* 13 (0): 4353–4375.

Carson, A. et al. 2020. "Trust in quality news outlets strong during coronavirus pandemic." *The Conversation*. <https://theconversation.com/trust-in-quality-news-outlets-strong-during-coronavirus-pandemic-138410>.

Want to know more?

These two reports cover the state of misinformation, media and digital platforms in Australia:

ACMA Report: "Misinformation and news quality on digital platforms in Australia." <https://www.acma.gov.au/sites/default/files/2020-06/Misinformation%20and%20news%20quality%20position%20paper.pdf>.

ACCC. "Digital Platforms Inquiry: Final Report." <https://www.accc.gov.au/system/files/Digital%20platforms%20inquiry%20-%20final%20report%20-executive%20summary.pdf>.

WEEK 12:

04/06: The Politics of Modernizing Australia's Constitution

Key Concepts: Constitution; referendum; constitutional monarchy; republic.

Learning Objectives:

Required Materials:

Jones, B. 2018. "Introduction: Australia is Hamlet" and "How to Lose a Referendum: The Lesson of 1999." *This Time: Australia's Republican Past and Future*. Carlton: Redback, pp. 1-16; 76-97.

Ward, I. and Randal G. Stewart. 2010. "The Constitution and the rules governing governments." *Politics One*. Palgrave Macmillan, pp. 95-104 (not the entire chapter).

Referendums and plebiscites (a short explainer). <https://peo.gov.au/understand-our-parliament/having-your-say/elections-and-voting/referendums-and-plebiscites/>.

Synot, E. 2019. "Constitutional reform made easy: how to achieve the Uluru statement and a First Nations voice." *The Conversation*. <https://theconversation.com/constitutional-reform-made-easy-how-to-achieve-the-uluru-statement-and-a-first-nations-voice-116141>.

Twomey, A. 2020. "There are many ways to achieve Indigenous recognition in the constitution – we must find one we can agree on." *The Conversation*. <https://theconversation.com/there-are-many-ways-to-achieve-indigenous-recognition-in-the-constitution-we-must-find-one-we-can-agree-on-142163>.

Table of all referendums in Australia, 1901-present. https://www.aec.gov.au/Elections/referendums/Referendum_Dates_and_Results.htm.

04/08: Immigration Politics: From “White Australia” to Multiculturalism

Key Concepts: White Australia. *Immigration Restriction Act 1901*; multiculturalism.

Learning Objectives:

Required Materials:

Tavan, G. 2005. “Introduction” and “Conclusion.” *The long, slow death of White Australia*. Melbourne: Scribe Publications, pp. 1-5; 235-239.

Roden, M. and Sherrell, H. 2019. “Population.” *Parliamentary Library Briefing Book: Key issues for the 46th Parliament* (a short explainer, mostly graphs).

Sherrell, H. 2019. “Migration – permanent and temporary visa trends.” *Parliamentary Library Briefing Book: Key issues for the 46th Parliament* (a short explainer, mostly graphs).

Phillips, J. 2017. “A comparison of Coalition and Labor government asylum policies in Australia since 2001.” *Parliamentary Library Research Paper Series*, 2016-17.

Spinks, H. 2019. “Refugees and asylum seekers—where to from here?” *Parliamentary Library Briefing Book: Key issues for the 46th Parliament* (a short explainer).

Want to know more?

Jupp, J. 2018. “The Multicultural Era” and “The Post-war Promise Ends.” *An immigrant nation seeks cohesion: Australia from 1788*. New York: Anthem Press, pp. 109-12; 127-33.

Spinks, H. 2018. “Boat ‘turnbacks’ in Australia: a quick guide to the statistics since 2001.” *Parliamentary Library Research Paper Series*, 2018-19.

WEEK 13:

04/13: Globalization, Neoliberalism, and the Politics of Inequality

Key Concepts:

Political Economy; Keynesianism; Neoliberalism; The Market; The State; Globalization; Bipartisan Consensus; Labor Unions; Economic Populism; Labor issues

Learning Objectives:

Australia was once recognized around the world as a “workingman’s” paradise. What is its reputation today? How has Australia responded to the forces of globalization and technological change? How well has it responded? What is globalization? What is neoliberalism? How does neoliberalism differ from earlier approaches to political economy? And, what are examples of neoliberal policy reforms? Which political parties have supported and opposed neoliberal reforms?

Required Materials:

Mark Western et al. 2007. "Neoliberalism, Inequality and Politics: The Changing Face of Australia." *Australian Journal of Social Issues* 42 (3).

What is globalisation? (very short explainer). <https://www.bbc.co.uk/bitesize/guides/zxpn2p3/revision/1>.

What exactly is neoliberalism? (very short explainer) <https://theconversation.com/what-exactly-is-neoliberalism-84755>.

Want to know more?

Joseph Camilleri. 2015. "The poor health of Australia's democracy." La Trobe University. <https://www.latrobe.edu.au/news/articles/2015/opinion/the-poor-health-of-australias-democracy>.

04/15: The Australian Welfare State and the Politics of Inequality

Key Concepts:

Welfare state; welfare state retrenchment; social movement; social democracy; social policy; neoliberalism; three worlds of welfare capitalism.

Learning Objectives:

Australia has historically been an innovator in labour reform and social policy. It was among the first countries in the world where the campaign for the 8-hour working day took hold. It introduced a national publicly-funded universal health care insurance scheme (called Medicare) in the 1970s, an aged pension in 1909, and unemployment benefits in 1945. Despite being an early policy innovator, successive governments have attempted to dismantle the Australian welfare state. In this session, we consider: is Australia a true welfare state? If so, what type of welfare state is Australia? How did social policy develop in Australia? Has the Australian welfare state been "hollowed" out? How have neoliberal reform shaped the Australian welfare state? What impact has Covid19 had upon welfare reform? What is the future of the Australian welfare state?

Required Materials:

Deeming, C. 2014. "Social democracy and social policy in neoliberal times." *Journal of Sociology* 50(4): 577 – 600.

Wilson, S. 2020. "Rising Pressures, New Scaffolding, Uncertain Futures: Australia's Social Policy Response To The Covid-19 Pandemic." *Journal of Australian Political Economy* 85: 183-92.

Want to know more?

Boxall, A. 2014 "Explainer: what is Medicare and how does it work?" *The Conversation*. <https://theconversation.com/explainer-what-is-medicare-and-how-does-it-work-22523>.

Spies-Butcher, Ben. 2014. "Marketisation and the Dual Welfare State: Neoliberalism and Inequality in Australia." *The Economic and Labour Relations Review* 25 (2): 185–201.

Castles, Francis G. 2001. "A Farewell to Australia's Welfare State." *International Journal of Health Services* 31 (3): 537–44.

Wilson, S. et al. 2013. "Wage-Earners' Welfare after Economic Reform: Refurbishing, Retrenching or Hollowing Out Social Protection in Australia and New Zealand?" *Social Policy & Administration* 47 (6):623-646.

WEEK 14:

04/20: Black Lives Matter: Race and Reckoning in Australia

Key Concepts:

Learning Objectives:

Required Materials:

Anthony, T. 2020. “‘I can’t breathe!’ Australia must look in the mirror to see our own deaths in custody.” *The Conversation*. <https://theconversation.com/i-cant-breathe-australia-must-look-in-the-mirror-to-see-our-own-deaths-in-custody-139848>.

Langston, M. 2020. “Why the Black Lives Matter protests must continue: an urgent appeal by Marcia Langton.” *The Conversation*. <https://theconversation.com/why-the-black-lives-matter-protests-must-continue-an-urgent-appeal-by-marcia-langton-143914>.

Anthony, T. 2016. “Deaths in custody: 25 years after the royal commission, we’ve gone backwards.” *The Conversation*. <https://theconversation.com/deaths-in-custody-25-years-after-the-royal-commission-weve-gone-backwards-57109>.

“Deaths inside: Indigenous Australian deaths in custody 2020.” *The Guardian*. <https://www.theguardian.com/australia-news/ng-interactive/2018/aug/28/deaths-inside-indigenous-australian-deaths-in-custody>. Click on the red box “Proceed to database.” Read the sections entitled “About the project” and “Official statements.”

Cunneen, C. 2016. “How ‘tough on crime’ politics flouts death-in-custody recommendations.” *The Conversation*. <https://theconversation.com/how-tough-on-crime-politics-flouts-death-in-custody-recommendations-57491>.

Want to know more?

Harman, K. 2018. “Colonial Australia was surprisingly concerned about Aboriginal deaths in custody.” *The Conversation*. <https://theconversation.com/colonial-australia-was-surprisingly-concerned-about-aboriginal-deaths-in-custody-107268>.

Anthony, T. and E. Baldry. 2017. “FactCheck Q&A: Are Indigenous Australians the most incarcerated people on Earth?” *The Conversation*. <https://theconversation.com/factcheck-qanda-are-indigenous-australians-the-most-incarcerated-people-on-earth-78528>.

Royal Commission into Aboriginal Deaths in Custody Report. 1998.
<http://www.austlii.edu.au/au/other/IndigLRes/rciadic/>.

04/22: Right-Wing Extremism in Australia

Key Concepts:

Learning Objectives:

Required Materials:

Campion, K. 2019. "Right-wing extremism has a long history in Australia." *The Conversation*. <https://theconversation.com/right-wing-extremism-has-a-long-history-in-australia-113842>.

Waldek, L., et al. 2020. "After Christchurch: Mapping online right-wing extremists." *The Interpreter*. <https://www.lowyinstitute.org/the-interpreter/after-christchurch-mapping-online-right-wing-extremists>.

Parliamentary Joint Committee on Intelligence and Security. Inquiry into extremist movements and radicalism in Australia. Terms of Reference. https://www.aph.gov.au/Parliamentary_Business/Committees/Joint/Intelligence_and_Security/ExtremistMovements/Terms_of_Reference.

Smith, J. 2020. "Australia recognises the threat posted by far-right groups. So, why aren't they listed on the terror register?" *The Conversation*. <https://theconversation.com/australia-recognises-the-threat-posted-by-far-right-groups-so-why-arent-they-listed-on-the-terror-register-134019>.

Ross, K. 2020. "Far-right groups have used COVID to expand their footprint in Australia. Here are the ones you need to know about." *The Conversation*. <https://theconversation.com/far-right-groups-have-used-covid-to-expand-their-footprint-in-australia-here-are-the-ones-you-need-to-know-about-151203>.

Want to know more?

Campion, K. 2019. "A 'Lunatic Fringe'? The Persistence of Right-Wing Extremism in Australia." 13(2) *Perspectives*, pp. 2-20.

WEEK 15:

04/27: Australia, the US, and the Rise of China

Key Concepts: ANZUS Treaty;

Learning Objectives:

Required Materials:

Pearlman, J. 2020. "Editor's Note: Can we Trust America?" 8 *Australian Foreign Affairs: Can we Trust America? A Superpower in Transition*, pp. 9-12.

Wesley, M. 2020. "Beijing Calling: How China is Testing the Alliance." 8 *Australian Foreign Affairs: Can we Trust America? A Superpower in Transition*, pp. 13-41.

Taylor, B. 2020. "Message to Washington: How to maximize US strength in Asia." *Australian Foreign Affairs, Can we Trust America? A Superpower in Transition*, pp. 75-101.

OPTIONAL (But highly recommended):

The AFA Podcast, *Can we depend on America?* (25 mins.) <https://www.australianforeignaffairs.com/podcast>.

“A new hegemon: The Chinese century is well under way.” *The Economist*, 27 October 2018. (mostly graphics, not text).

04/29: The Politics of Climate Change

Key Concepts:

Politicization; wedge issues; wicked problems; culture wars; partisan competition; carbon tax; emission trading scheme.

Learning Objectives:

In 2007, former Prime Minister Kevin Rudd proclaimed that climate change was “the great moral challenge of our generation.” Yet, Australian climate change politics has been fraught with political division and divisive rhetoric. In fact, divisive climate politics was one factor that contributed to the removal of four Australian prime ministers while in office. It has, therefore, been described as the “poison chalice” of Australian politics. In this session, we examine the history of climate policy in Australia, the political challenges, competing interests, and the politicization of climate change in Australia. We consider: why has Australia’s response to climate change been fraught with political division? How has the issue of climate change been politicised? Why is climate change a wedge issue? How has partisan competition influence Australia’s policy response? Who are the key actors in climate change policy? What are some of the policies the Australian government has pursued? Has climate policy been a story of “policy failures”? Has power and “personal ambition” really “triumphed over the national interest”?

Required Materials:

This week we’ve assigned a video on climate politics (45 min) to watch before class and two very short news articles. The video is produced by investigative journalists from the ABC and discusses the politics of climate change in Australia. Please watch the video before class.

“Climate Wars.” <https://www.youtube.com/watch?v=iTkRfK46UT0>. If needed, a transcript of the video is also available: <https://www.abc.net.au/4corners/climate-wars/12254562>.

Baker, N. 2014. “The recent history of Australia's climate change wars.” SBS News. <https://www.sbs.com.au/news/the-recent-history-of-australia-s-climate-change-wars>.

Public opinion on climate change (very brief): <https://www.lowyinstitute.org/issues/australia-climate-change>.

OPTIONAL (But highly recommended):

Crowley, K. 2017. “Up and down with climate politics 2013–2016: the repeal of carbon pricing in Australia.” *WIREs Climate Change* 8 (458): 1-13.

Want to know more?

“What Australians really think about climate action.” 2020. ABC NEWS. www.abc.net.au/news/2020-02-05/australia-attitudes-climate-change-action-morrison-government/11878510.

Copland, S. 2020. “Anti-politics and Global Climate Inaction: The Case of the Australian Carbon Tax” *Critical Sociology* 46 (4-5): 623-641.

Chubb, P. 2014. *Power Failure: The inside story of climate politics under Rudd and Gillard*. Collingwood: Black Inc.

Ward, I. 2015. "Tea Party Imitators?: The campaign against the carbon tax, the media and a new uncivil politics," *Australian Journal of Political Science*, vol. 50, no. 2, pp. 225-240.

WEEK 16:

05/04: Trust and Democracy in Australia

Key Concepts:

Learning Objectives:

Required Materials:

Evans, M., et al. 2020. *How does Australia compare: what makes a leading democracy? Two paradoxes for Australian democratic governance*. Democracy 2025 (read selectively).

Evans, M., et al. 2020. Political trust and democracy in times of coronavirus: is Australia still the lucky country? A snapshot of the findings from a national survey Democracy 2025 (read selectively).

Want to know more?

Foa, R and Yascha Mounk. 2017. "The Signs of Democratic Deconsolidation." 28(1) *Journal of Democracy* 5-15.

05/06: Conclusion: How is Australian Democracy Faring?

Key Concepts:

Learning Objectives:

Required Materials:

Hollo, T. 2019. "Australians' faith in politics has collapsed – how can we reimagine democracy?" *The Guardian*. <https://www.theguardian.com/australia-news/commentisfree/2019/jul/19/australians-faith-in-politics-has-collapsed-how-can-we-reimagine-democracy>.

Harris, L. and Andrew Charlton. 2018. "The fundamental operating model of Australian politics is breaking down." *The Sydney Morning Herald*. <https://www.smh.com.au/politics/federal/the-fundamental-operating-model-of-australian-politics-is-breaking-down-20180322-p4z5o9.html>.

Opinion. "We asked if and how you thought Australia's democracy was broken. This is what you said." *The Sydney Morning Herald*. <https://www.smh.com.au/politics/federal/we-asked-if-and-how-you-thought-australia-s-democracy-was-broken-this-is-what-you-said-20180403-p4z7kz.html>.

IMPORTANT (MUST-READ) POLICIES

Accommodations for Religious Holidays and Students with Disabilities: By UT Austin policy, you must notify us of your pending absence at least 14 days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, (512) 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>.

“Sharing of Course Materials is Prohibited: No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.”

The Professional Environment: We expect to be addressed in person as either “Dr. Evans/ Dr. Gibbons” or “Professor Evans/ Professor Gibbons.” We will personally address you by your own preferred name.

Email Policy: The text of your email should be addressed to either “Dr. Evans/ Dr. Gibbons” or “Professor Evans/ Professor Gibbons.” It should clearly state the nature of your inquiry, the name of the course, and either your name as it appears on the course roster or the preferred name that you provided to us. All email correspondence from us to you will be automatically sent to your official UT email address. Therefore, you should know your official UT email address, and as a matter of practice, you should check your account regularly. We have endeavored to make this syllabus as thorough and clear as possible. Before emailing questions about the course, review the syllabus. It just may contain the answer that you seek. Substantive questions about the course material that require lengthy explanations or discussion will only be answered in class (where they are especially welcomed) or during office hours. We will not respond to these types of questions by email.

Classroom Behavior: This applies with equal force in the online world. It’s important that we have a classroom atmosphere that optimizes teaching and learning, and we all share the responsibility for creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in a manner that does not disrupt teaching or learning. Here are some guidelines for classroom behavior: (1) unless internet issues prevent you from doing so, turn your camera on during class and leave it on for the entire class; (2) pay attention during class; (3) classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing; and, (4) any discussion from class that continues on any listserv or class discussion list should adhere to these same rules and expectations. It is a good rule to let professors know at the start of class if you will need to “leave” early.

Personal Pronouns: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name, unless they have added a “preferred name” with the Gender and Sexuality Center (<http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>). We will honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc.). Please advise us of any changes early in the semester so that we may make appropriate updates to our records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>

Reporting Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Beginning 1 January 2020, Texas Senate Bill 212 **requires all employees of Texas universities**, including faculty, to **report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking** that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported.

We are Responsible Employees and MUST (we are legally required to) report any Title IX related incidents that are disclosed to us in writing, discussion, emails, or one-on-one exchanges. Before talking with us, or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee.

If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including the types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Safety Matters: This is less relevant, but we are nevertheless required to include it. Occupants of buildings on the UT-Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, the UT-Austin Police Department, or Fire Prevention Services office. Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency. The Office of Campus Safety and Security can be reached at 512-471-5767, <http://www.utexas.edu/safety/>, and the Behavior Concerns Advice Line (BCAL) can be reached at 512-232-5050.