

2002PPP

Australian Politics

Semester 2 2009

Academic Organisation:	Department of Politics and Public Policy
Faculty:	Griffith Business School
Credit point value:	10
Student Contribution Band:	Band 1
Course level:	Undergraduate
Campus/Location/Learning Mode:	Nathan / On Campus / In Person
Convenor/s:	Dr Ashley Lavelle (Nathan)
Enrolment Restrictions:	Nil
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BRIEF COURSE DESCRIPTION

The course provides students with an introduction to the history, themes and issues that dominate Australian politics.

Anyone who lives and /or works in Australia - whether in the public or private sectors - needs a thorough grasp of its politics. This course aims to provide this by delving far below the surface of politics portrayed by the mass media. It looks at the stresses and strains and asks whether the political system works, or whether it is failing its citizens.

This course is taught at Nathan campus in Semester Two in 2009 and is normally offered in the DAY

SECTION A – TEACHING, LEARNING AND ASSESSMENT

COURSE AIMS

From the Red Flag Riots in Brisbane in 1919, the rise of the armed proto-fascist New Guard in NSW in 1931, women chaining themselves to bars in protest at their exclusion from pubs in 1965, the rebellion of high school students in the 1970s, to the radical 'anti-globalisation' movement of the early 20th century – Australian politics has a hidden history. This course will uncover this hidden history, and ask: where is Australian politics going in the 21st century.

In spite of the power and reach of globalization, every polity remains different. Australia is no exception – it has its own political nuances and idiosyncrasies that make it both interesting and worth of study in its own right. Anyone who lives and/or works in Australia needs a thorough grasp of its politics. This course delves far below the surface of politics portrayed by the mass media and its fascination with scandal and intrigue.

Questions discussed in the course include: What is the future of Australian politics under the new Rudd Labor government? Is Australian politics becoming more Americanised and Presidential? Are Australians happy? What are the domestic politics of Australia's involvement in foreign wars? What are the politics of gay and lesbian sex in Australia? Has religion come to occupy too prominent a place in the country's affairs? Why do Australians hate politicians?

The course is divided into three modules. In the first module, we explore the historical evolution of Australian politics from its beginnings through to the early days of the Rudd Labor government. The second module looks at some of the important dividing lines in Australian politics, such as class and gender and racism, and how radical movements have sought to overcome existing inequalities.

In the final module, we turn to some outstanding issues of recent times, including the politics of Australia's involvement in foreign wars, the issues of happiness, affluence, self-improvement and depression, and religion and the politics of gay sexuality.

LEARNING OUTCOMES

- 1) An understanding of the nature of Australian political culture and what defines it.
- 2) The ability to identify and discuss the key trends, themes and issues in contemporary Australian politics.
- 3) A capacity to critically analyse the roles of important actors, such as business and other elites.
- 4) An understanding of how radical elements have confronted the political system, the degree to which they have been successful, and what prospects there are for radicals today.
- 5) An ability to explain why Australian politics has evolved in the way that it has.

Upon completion of this course you will possess an understanding of the way in which the Australian political system functions and how it is shaped by different sectors of the community. Is there still an identifiable egalitarian culture, or has Australia drifted further towards an acceptance of individual self-enrichment with little regard for the social consequences, as appears to have happened elsewhere? Does it really matter which party holds the reins of government in this country? The course will teach you to ask such questions and to look at Australian politics in a deeper way than is possible through the lens of the mass media.

The outcomes of the course will be achieved through the various assessment items, which aim to test and develop a range of academic skills. The major essay tests your critical thinking skills, and your ability to marshal evidence from an array range of sources, including books, articles and other data. The way in which you assemble your case is critical in terms of its persuasiveness. In this sense, this assessment piece will develop and test your writing skills. Finally, it is an individual assignment, so it will also gauge your self-management skills.

As a result of participating in tutorials, you will gain improved communication abilities, in particular the capacity to argue and discuss with your fellow students issues related to Australian politics. Your ability to articulate an argument on the various topics under discussion will go a long way towards determining your grade in this assessment item. *The ability to enunciate a viewpoint by critically assessing the key readings is also crucial to strong performance in this area.* For the same reason, your analytical and conceptual skills are being developed, as tutorials will often be focused around issues raised in the key reading.

As the final exam is an individual assessment item, it will help you to develop strong self-management skills. Short answer questions require you to develop an argument, structure a response to a question, and to try to persuade the reader of a point of view. Therefore, the exam also helps you to improve your written expression skills. Because we often require you to develop your own opinion and to critically evaluate arguments, your analytical and conceptual skills will be further improved as a result of doing this assessment item.

CONTENT, ORGANISATION AND TEACHING STRATEGIES

This course is delivered internally over twelve weeks and consists of one weekly 2 hour lecture and eleven weekly 1 hour tutorials (see below). Broad lecture notes will be available on *Learning@Griffith*. Attendance to all sessions is compulsory and tutorial attendance contributes to each student's participation mark. Students are required to participate in tutorial discussions to the best of their ability. To this end, students are required to keep current with their required and recommended weekly readings. Students are also required to submit one 2500 word research paper, and to sit an end-of-semester unseen written examination.

Audio-visual material is extensively used in lectures. This course contributes to students' acquisition of the University's schedule of Graduate Skills, particularly in the development of life-long learning skills in encouraging students to draw their research from a wide range of sources.

CONTENT SUMMARY

Topic	Lecture Content	Tutorial/Laboratory Content	Readings
Module 1 1.	Introduction to Australian Politics	No tutorials	See tutorial guide
2.	In the Beginning: Australian Politics in the Early 20 th Century	No tutorials	See tutorial guide
3.	Guns and Butter: From War to Peace	In the Beginning: Australian Politics in the Early 20 th Century	See tutorial guide
4.	The Revival of Social Conflict: the '60s and After	Guns and Butter: From War to Peace	See tutorial guide
5.	A Watershed: the End of Australian Social Democracy?	The Revival of Social Conflict: the '60s and After	See tutorial guide
Module 2 6.	Social Fractures – Class and Gender	A Watershed: the End of Australian Social Democracy?	See tutorial guide
7.	Into the Mainstream? Race, Indigenous Politics, People Movement	Social Fractures – Class and Gender	See tutorial guide
8.	Radicals and Resistance	Into the Mainstream? Race, Indigenous Politics, People	See tutorial guide

Topic	Lecture Content	Tutorial/Laboratory Content	Readings
		Movement	
Module 3 9.	(A) Religion and Politics (B) The Politics of Sex – Same-sex Relationships in Australia	Radicals and Resistance Major essay due	See tutorial guide
10.	The Domestic Politics of Foreign Wars	(A) Religion and Politics (B) The Politics of Sex – Same-sex Relationships in Australia	See tutorial guide
11.	Happiness, Affluence, Self-Improvement and Depression	The Domestic Politics of Foreign Wars	See tutorial guide
12.	(A) Presidentialization and Americanization? (B) Political Malaise? Declining Participation, Trust and Engagement	Happiness, Affluence, Self-Improvement and Depression	See tutorial guide
13.	Summary and Exam Preparation	(A) Presidentialization and Americanization? (B) Political Malaise? Declining Participation, Trust and Engagement	See tutorial guide

ASSESSMENT

Item	Assessment Task	Length	Weighting	Total Marks	Relevant Learning Outcomes	Due Day and Time
1.	AMBER RISK ASSESSMENT STRATEGY Tutorial participation		15%	15	1, 2, 3, 4, 5	
2.	Research Essay	2500 words	45%	45	1, 2, 3, 4, 5	5pm, 25 September
3.	Examination	2 hrs	40%	40	1, 2, 3, 4, 5	University Examination Period

*The Amber Risk Assessment Strategy in this course identifies students who do not attend or participate in tutorials and may be at risk of failing the course. These students will be contacted by the Griffith Business School and referred to relevant support services.

Assessment Details

Tutorial Participation (15%)

Tutorial topics will follow one week after lectures. The emphasis in tutorials will be upon group discussion (advancing and defending arguments orally), exploration of current issues, and practical exercises. The tutorials provide an opportunity to make connections between the broad principles and theories covered in lectures and contemporary political issues and events.

Tutorials provide the opportunity to ask questions about things you do not understand and challenge things with which you do not agree. In preparation for each tutorial you are expected to read as widely as possible and to keep abreast of current affairs in order to contribute meaningfully to weekly discussions. Attendance is not a synonym for participation, so you will be marked accordingly. Tutorial attendance and participation is essential for success in this course and students who do not attend, or prepare and participate in the tutorial work will be referred to relevant support services within the university.

Research Essay (2,500 words) (45%)

The essay provides students with the opportunity to explore a topic of interest in depth. Students should develop a considered answer to a specific question based on reading a range of sources wider than simply the key readings. (Students **must** read and refer to a minimum of **15** substantive sources. See below for notes on sources.)

A high standard essay would draw upon a wide range of resources to support a well organized argument in response to the **set** question. Remember, there is no necessarily 'correct' answer to each question: rather, there are arguments that are more persuasively made and intelligently constructed. Consider whether the arguments you read are logical and provide convincing evidence. The same criteria should apply to your own work.

The **2,500 word** essay is due by **5.00 pm Week 9, Friday 25 September**. ***Essays must be submitted to the library for date stamping.***

End of Semester Examination (2 hrs) (40%)

Students are required to sit a closed book, written examination of two hours' duration. The examination is designed to draw from students a synthesis of their understanding of a number of ideas, themes and issues covered during the course. The examination requires short essay length responses (each with evidence based on an argument). The exact composition of the examination, and its sitting date, are to be advised.

Return of Assessment Items

Assessment items for this course will be returned to students in tutorial class time. Students may only collect their assessment items in person. For the final essay, students may attach a stamped self-addressed envelope if they wish.

GRADUATE SKILLS

Graduate Skills	Taught	Practised	Assessed
Effective communication (written)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (oral)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (interpersonal)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Information literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Problem solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work autonomously	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work in teams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creativity and innovation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ethical behaviour in social / professional / work environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Responsible, effective citizenship	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

TEACHING TEAM

Convenor Details	Nathan
Campus Convenor	Ashley Lavelle
Email	a.lavelle@griffith.edu.au
Office Location	N72_-1.36
Phone	373 57720
Fax	373 57737
Consultation times	TBA

COURSE COMMUNICATIONS

The course convenor/tutor is available to students during the semester to address course-related issues and concerns. For longer questions or consultations, students are urged to make an appointment.

The Learning@Griffith website will be used extensively throughout this course. Students will be able to download from this site course information, lecture outlines and additional handouts. The website will also be used to post notices to students, and for discussion of important topics. It is expected that students will use and refer to the website at least once per week.

TEXTS AND SUPPORTING MATERIALS

The **basic text** is a reading kit available from the Nathan campus bookshop at a low price. Each reading in the kit presents one interpretation of key issues and debates and it is essential that students regularly consult one or more of the **other readings (see tutorial guide)** for alternative viewpoints. A grasp of these issues and debates is necessary to complete assessment tasks and to succeed in the course.

SECTION B – ADDITIONAL COURSE INFORMATION

Students should refer to the Learning@Griffith website for further information about this course.

Policy on Extensions

Extensions will be granted **only** in extenuating circumstances. Assignments submitted without an authorised extension after the due date will be penalised. The University Assessment Policy on the Griffith University website provides for a deduction of 10% of the mark for each day that the assignment is late.

Policy on Re-marks and Appeals

To appeal a grade, or request a re-mark of an assessment item, the following process must be followed. Within 14 days of receiving a graded piece of assessment, students may formally request a reassessment of their grade. To do so, students **must** submit the original marked assessment item, and a **clean**, unmarked copy of the assessment item, and a written case for a remark which specifically addresses the original marker's comments, and why the student believes a re-mark is warranted.

Academic Misconduct

Any dishonest assignments will be dealt with under the rules applying in the Policy in Academic Misconduct on the Griffith University website. A dishonest assignment includes:

- copying or attempting to copy the work of other students;
- using or attempting to use information prohibited from use in the form of assessment;
- submitting the work of another as your own; and
- plagiarism: taking and using ideas and material of others and presenting them as your own. This includes web sources.

SafeAssign

SafeAssign is an online text-matching service available through the course Learning@Griffith site. SafeAssign enables students to submit electronic versions of their assignments via the internet, and generate a text-matching report. This service is designed to aid in educating students about plagiarism and the importance of proper attribution of any borrowed content. It is recommended that all students utilise this service prior to submitting assignments. A student user guide is available at the following site https://intranet.secure.griffith.edu.au/__data/assets/pdf_file/0007/53746/submitted-safeassignment.pdf

SECTION C – KEY UNIVERSITY INFORMATION

ACADEMIC MISCONDUCT

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct and is unacceptable.

Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- **Cheat in examinations and tests** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.
- **Fabricate results** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.
- **Misrepresent themselves** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.
- **Plagiarise** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:
 1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
 2. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by
 - purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
 - submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
 3. duplication of the same or almost identical work for more than one assessment item;
 4. copying ideas, concepts, research data, images, sounds or text;
 5. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
 6. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
 7. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the following web sites for further details:

[Institutional Framework for Promoting Academic Integrity among Students](#)
[Academic integrity for students](#)

PLAGIARISM DETECTION SOFTWARE

The University uses plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this is the case your Course Convenor will provide more detailed information about how the detection software will be used for individual assessment items.

HEALTH AND SAFETY

Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information can be obtained from http://www.griffith.edu.au/hrm/health_and_safety/

Information about Laboratory safety can be obtained from http://www.griffith.edu.au/ots/secure/health/content_labsafety.html

KEY STUDENT-RELATED POLICIES

All University policy documents are accessible to students via the University's Policy Library website at: www.griffith.edu.au/policylibrary. Links to key policy documents are included below for easy reference:

[*Academic Calendar*](#)

[*Academic Standing, Progression and Exclusion Policy*](#)

[*Assessment Policy*](#)

[*Examinations Timetabling Policy and Procedures*](#)

[*Guideline on Student E-Mail*](#)

[*Health and Safety Policy*](#)

[*Institutional Framework for Promoting Academic Integrity Among Students*](#)

[*Policy on Student Grievances and Appeals*](#)

[*Student Administration Policy*](#)

[*Student Charter*](#)

UNIVERSITY SUPPORT RESOURCES

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

[*Learning Centres*](#) - the University provides access to common use computing facilities for educational purposes. For details visit www.griffith.edu.au/cuse

[*Learning@Griffith*](#) - there is a dedicated website for this course via the Learning@Griffith student portal.

[*Student Services*](#) facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

[*Learning Services*](#) within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.