



SOCY 3357
RACE AND ETHNICITY IN AUSTRALIA AND THE US:
ARE THEY THAT DIFFERENT?

CAPA SYDNEY PROGRAM

Course Description

This course examines and compares race and ethnicity in Australia and the U.S. Similarities and differences in racial/ethnic historic and current conditions, causes, consequences, and policies in the two countries will be identified. By the end of the course, students will have greater understanding of the role of race and ethnicity in determining group and individual opportunities, restrictions, and life experiences. Students will become aware of the continuing importance of cultural and political factors in the salience of race/ethnicity in the two societies. Solutions for racial problems will also be emphasized. **Intergroup dialogue techniques will be used to provide a safe space for sharing views and experiences and promoting awareness and understanding on race and diversity.

Course Aims

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

Requirements and Prerequisites

Students who have completed university level units in subjects that require academic research and writing will be able to engage fully with the course. The course is intended as an introduction (or primer) on race and ethnicity in Australia and the U.S., focusing on policy issues and the context in which these are debated. Prior knowledge of race and ethnicity is not essential, although some prior study in any of the humanities and social sciences (broadly defined and overlapping categories) would be useful.

Student Learning Outcomes (SLOs)

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

- a. Better understand the context in which race and ethnicity are debated in Australia and the U.S.
- b. Discern similarities and differences between Australia and the U.S.

- c. Exhibit a general understanding of racial and ethnic identities, conditions, politics, and policies in the two countries
- d. Recognize the ways that race/ethnicity still matter in the two countries
- e. Appreciate the challenges of achieving racial and ethnic equity and fairness

Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

Class Methodology

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

Assessment & Grading

Task	Weight
1. Written comments/class participation	1/3
2. Paper 1 and presentation	1/3
3. Paper 2 and presentation	1/3

1. Written comments on readings: Students are expected to submit written comments on readings before each class. The comments should not be a summary of each reading but should be student thoughts on what you found most interesting or important relating to the main topics in the readings, what you agreed or disagreed with and why, examples of main points from your experience, similarities and differences in the two countries, any missing topics, topics you would like to know more about, and any questions you have. We will discuss your thoughts on each reading in class.

Class Participation: Participation is a vital part of your grade: students are expected to participate orally in seminars in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion.

2. Paper 1 and presentation: Each student is required to choose a topic relating to the first half of the course, write a 5-10 page single-spaced paper, and present the paper in class using Powerpoint or a similar program. A draft of the paper should be submitted to the instructor in advance so that detailed comments can be provided. Guidelines:

- You should draw upon scholarly sources, including the required readings, when preparing your paper and presentation
- You should include pictures, tables, diagrams, and videos as needed
- You should use at least 10 relevant references
- You should speak for 10 minutes and answer questions for five minutes

3. Paper 2 and presentation: Choose a topic related to the second half of the course. Otherwise, same instructions as above for paper 1.

1. Grading Participation and Written Comments on Readings

Grade	Discussion	Written Comments on Readings
-------	------------	------------------------------

A range	Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
B+	Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
B / B-	Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature.	Displays familiarity with some readings and related concepts, but tends not to analyse them.
C range	Poor: sporadic contributor; comments and questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
D / F	Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others.	Little to no apparent familiarity with assigned material or application to relevant discussion.

Grading the Papers

An “A” paper is one with a focus on a racial topic in Australia (preferably with a comparison of AU and US), a title that represents the content of the paper, page numbers, an introduction to the topic and the paper, subheadings that organize the content of the paper in a logical order, a section on similarities and differences in the two countries, numbered tables and graphs that display information, a conclusion, and at least 10 relevant references and intelligent use of these references.

A “B” paper has one serious problem among the characteristics of an “A” paper, as described above. A “C” paper has two major problems among the characteristics of an “A” paper, as described above. D and F papers will have many problems. Students will be asked to rewrite these papers until they are acceptable.

Course Materials

Required Readings

Students do not need to rush out and buy the text. Our textbook on race, which I consider the best ever written for undergraduates, is available free through the local library. The instructor’s copy will be placed there on reserve. Many additional readings on race and ethnicity in Australia will be assigned.

Text

Desmond and Emirbayer, *Race in America*, 2016. A copy is in the CAPA library for two-hour use at CAPA.

Other Activities

We will have guest speakers and show documentaries in class.

Weekly Schedule

Seminar #, Date, and Readings	Writing and Discussion Topics
--Fact check lecture on Aborigines (on Canvas) --Data on race/ethnicity in Australia	Introductions; Ralph Bangs’ reports on race --US Slavery http://www.yesmagazine.org/peace-justice/4-myths-about-slavery-we-should-stop-believing-

<p>http://www.australianstogether.org.au/stories/detail/the-gap-indigenous-disadvantage-in-australia</p> <p>--Comparison of Aborigines and Maori http://caepr.anu.edu.au/sites/default/files/Publications/WP/Working_Paper_116_2017.pdf</p> <p>--Racism in AU http://alltogether-now.org.au/racism/</p>	<p>now-20170622?utm_source=YTW&utm_medium=Email&utm_campaign=20170623</p> <p>--Human rights of Aboriginal people https://www.humanrights.gov.au/our-work/aboriginal-and-torres-strait-islander-social-justice/guides/information-sheet-social</p>
<p>SEPT 2-3. VISIT THE ABORIGINES AND RACE/ETHNICITY PROGRAMS AT Antidote Fest.</p>	
<p>Required Readings</p> <ul style="list-style-type: none"> • Desmond and Emirbayer, Ch. 1 • Indigenous Human Rights & History in AU, pp. 4-44 file:///C:/Users/rbang/AppData/Local/Packages/microsoft.windowscommunicationsapps_8wekyb3d8bbwe/LocalState/Files/SO/6135/Colin%20Tatz%20Genocide%20in%20Australia[8816].pdf • Cultural diversity facts for AU https://www.humanrights.gov.au/facts-cultural-diversity • Another stolen generation https://www.theguardian.com/commentisfree/2014/mar/21/john-pilger-indigenous-australian-families • Trump and racism https://www.washingtonpost.com/opinions/trumps-response-to-charlottesville-should-surprise-no-one/2017/08/14/f5cd59c6-8125-11e7-ab27-1a21a8e006ab_story.html?hpid=hp_no-name_opinion-card-a%3Ahomepage%2Fstory&utm_term=.6a71605b4dcc 	<ul style="list-style-type: none"> • Institutional and interpersonal racism • Intersectionality • Symbolic violence • Race is social not biological • Whiteness as racial domination • Race and ethnicity categories • What is the historical context for race in AU and US <p>**Use Social Identity Wheel</p> <p>**Answer questions in class from Heineken World's Apart</p> <p>**In class summarize why are people still racist https://www.washingtonpost.com/news/speaking-of-science/wp/2017/08/14/why-are-people-still-racist-what-science-says-about-americas-race-problem/?hpid=hp_hp-top-table-main_science-racism-455pm%3Ahomepage%2Fstory&utm_term=.d7fe209804c4</p>
<p>Required Readings</p> <ul style="list-style-type: none"> • Ch. 2 in Desmond and Emirbayer • Racism timeline in AU http://www.racismnoway.com.au/about-racism/timeline/index-1900s.html • Indigenous Human Rights & History in AU, pp. 44-82 file:///C:/Users/rbang/AppData/Local/Packages/microsoft.windowscommunicationsapps_8wekyb3d8bbwe/LocalState/Files/SO/6135/Colin%20Tatz%20Genocide%20in%20Australia[8816].pdf • Migration and racism in AU 	<ol style="list-style-type: none"> 1. Changing conceptualization of race 2. Emerging views on whiteness and blackness 3. Early connections between race and economy 4. Annexation of land in the U.S. and race 5. Taking the land of the Aborigines 6. Classification schemes based on white supremacy 7. Immigration and changing racial categories 8. Population diversity in AU and US <p>Guest Speaker Dr. Virginia Mapedzahama on racism in Australia</p>

<p>http://www.theaustralian.com.au/national-affairs/immigration/australia-divided-on-migration-as-racism-emerges/news-story/1c101fecfcfa7288823ad5a3db4c4f05</p> <ul style="list-style-type: none"> • Stereotypes about Aborigines https://www.nytimes.com/2017/06/30/inside-r/postcard-from-australia-where-some-see-souvenirs-and-slang-a-race-in-america-reporter-sees-stereotypes.html?action=click&pgtype=Homepage&module=timesinsider@ion=c-column-bottom-span-region 	
<p>Required Readings</p> <ul style="list-style-type: none"> • Ch. 3 in Desmond and Emirbayer • Is Australia a racist country? http://www.abc.net.au/religion/articles/2016/04/08/4439686.htm • The anti-racist speech law in AU http://www.bbc.com/news/world-australia-38205024 • Do Aborigines get a free ride? http://www.sbs.com.au/topics/life/culture/article/2016/12/07/heres-truth-about-free-ride-some-australians-think-indigenous-peoples-get?cid=trending • Addressing global health disparities among Indigenous peoples http://www.thelancet.com/action/showFullTextImages?pii=S0140-6736%2816%2930194-5 	<ol style="list-style-type: none"> 1. Anti-racist strategies in 20th century 2. Backlash to anti-racism movements 3. Race, politics and voting 4. Class vs. race-based politics 5. Racism/discrimination in AU 6. Racial attitudes in AU <p>VISIT the Australian indigenous education foundation.</p> <p>In class see study on health of non-Hisp. White Americans http://www.princeton.edu/faculty-research/research/item/rising-morbidity-and-mortality-midlife-among-white-non-hispanic</p>
<p>Required Readings</p> <ul style="list-style-type: none"> • Ch. 4 in Desmond and Emirbayer • Labour market outcomes in AU http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/4102.0main+features72014 • Cost of racism in AU http://www.sbs.com.au/news/article/2016/04/06/research-suggests-racism-costs-australia-45-billion-year • Living with racism in Australia http://www.nytimes.com/2016/12/07/opinion/living-with-racism-in-australia.html?action=click&pgtype=Homepage&clickSource=story-heading&module=opinion-c-col-right-region@ion=opinion-c-col-right-region&WT.nav=opinion-c-col-right-region&r=0 	<ol style="list-style-type: none"> 1. Racial economic inequality in US 2. Socio-economic gaps for Aborigines and costs

<ul style="list-style-type: none"> White socialism in America https://www.forbes.com/sites/chrisladd/2017/03/13/unspeakable-realities-block-universal-health-coverage-in-the-us/#7d2bbc78186a 	
6.	Present Paper 1 in Class
7.	Break Week
<p>Required Readings</p> <ul style="list-style-type: none"> Ch. 5 in Desmond and Emirbayer Apartheid in AU https://www.creativespirits.info/aboriginal-culture/politics/do-we-have-apartheid-in-australia Preventing race-based discrimination in AU <u>Resource 1: Choosing to act: How Victorians can prevent race-based discrimination and support cultural diversity (Research highlights)</u> Diversity program effects https://hbr.org/2016/07/why-diversity-programs-fail?cm_sp=Magazine%20Archive-Links-Current%20Issue 	<ol style="list-style-type: none"> Racial residential segregation Has AU had racial apartheid? Does it have it now? Preventing discrimination <p>We will view in class the one-hour panel discussion on the Bamboo Ceiling in Australia from the Festival of Dangerous Ideas, Sydney Opera House, 2016.</p>
<p>Required Readings</p> <ul style="list-style-type: none"> Ch. 6 in Desmond and Emirbayer Racial inequality in the AU criminal justice system http://thestringer.com.au/racial-inequality-in-the-australian-criminal-system-1-in-6-black-people-go-to-prison-11678#.WEjb-vkrLIU Stopping racism in AU https://www.beyondblue.org.au/who-does-it-affect/the-invisible-discriminator?&gclid=CJDUoKTA49ACFc-CswodJewLew 	<ol style="list-style-type: none"> Race and the criminal justice system Stopping racism
<p>Required Readings</p> <ul style="list-style-type: none"> Ch. 7 in Desmond and Emirbayer Racism in Aussie schools http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1478&context=ajte AU agenda for racial equality http://www.humanrights.gov.au/publications/agenda-racial-equality-2012-2016-agenda-racial-equality 	<ol style="list-style-type: none"> Racism in education Education inequality Towards racial equality
<p>Optional Field Trip Black Lives Matter will receive the Sydney Peace Prize from the Sydney Peace Foundation at Sydney Town Hall</p>	http://sydneypeacefoundation.org.au/peace-prize-recipient/black-lives-matter/
<p>Required Readings</p>	<ol style="list-style-type: none"> Race and art

<ul style="list-style-type: none"> • Ch. 8-9 in Desmond and Emirbayer • Cyber racism in AU https://itstopswithme.humanrights.gov.au/what-can-you-do/speak/cyber-racism • Online Hate Prevention Institute: www.ohpi.org.au • Anti-hate: www.antihate.vic.gov.au • Cyber-smart: www.cybersmart.gov.au 	<ol style="list-style-type: none"> 2. White nationalism 3. Hate groups 4. Cyber racism 5. Religions and race
<p>Present Paper 2 in Class Required Readings</p> <ul style="list-style-type: none"> • Skim Ch. 10-11, Desmond and Emirbayer 	<ol style="list-style-type: none"> 1. Race and family life 2. Racial democracy 3. Changing society

Attendance & Student Responsibilities

Attendance

CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Attendance is mandatory and is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and ultimately in a F for the course.

Missing classes for medical reasons

If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) or Resident Director know at least one hour in advance of your class or meeting by emailing jmiller@capa.org. Note that calling the CAPA Center (029217 5977) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

Academic Integrity

The faculty expects from you, the student, a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

Use of electronic equipment in class

All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

Late Submission

Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.