



SOC 297

Migration, Human Rights and Diversity

S1 External 2015

Dept of Sociology

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General Information

Unit convenor and teaching staff Dr Kristine Aquino kristine.aquino@mq.edu.au By appointment
Credit points 3
Prerequisites 12cp
Corequisites
Co-badged status
Unit description In this unit you will consider migration from a global perspective. You will focus on the way that population movements are shaped by global economic and political changes, as well as the impact of population movements on international and national politics. You will be introduced to the most vital practices and politics related to international migration and settlement. You will also analyse some of the key literature associated with the sociology of international migration.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Be able to discuss some of the characteristics of migratory flows around the world, as well as in the Australian context

Recognise the contribution of a range of sociological perspectives to debates concerning international migration

Be familiar with the concepts of migration, diaspora, transnationalism, nation, ethnicity, multiculturalism, citizenship, and racism

Demonstrate knowledge of a number of influential debates concerning migrants and migration, and multiculturalism

Provide constructive input into the presentations of others

Assessment Tasks

Name	Weighting	Due
<u>Reflection Essay</u>	30%	Week 4 – March 20th (Friday)
<u>Research Essay</u>	40%	June 8 (Monday)
<u>Online Discussion</u>	30%	Ongoing

Reflection Essay

Due: **Week 4 – March 20th (Friday)**

Weighting: **30%**

Read the article (available on ilearn):

Parrenas, Rhacel. (2000) 'Migrant Filipina Domestic Workers and the International Division of Reproductive Labour', *Gender and Society* 14(4): 560-581.

Outline the main ideas proposed by the author and present your own evaluation of the significance, approach and argument presented in the article. What does it tell us about the experiences of migrant women?

You are not required to read outside of the article. Your paper must be referenced where necessary. Submit your paper through turnitin.

On successful completion you will be able to:

- Be able to discuss some of the characteristics of migratory flows around the world, as well as in the Australian context
- Recognise the contribution of a range of sociological perspectives to debates concerning international migration
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- Demonstrate knowledge of a number of influential debates concerning migrants and migration, and multiculturalism

Research Essay

Due: **June 8 (Monday)**

Weighting: **40%**

Only use references from the course reader or relevant migration studies journals and books. Only official internet sources can be cited. A **minimum of 8 references** should be used. Use

HARVARD referencing. Submit through turnitin. Double spaced.

Answer one question:

Option 1:

Why do migrants maintain persistent ties with their homeland and how are nation-states and migrant identities shaped by such processes? Draw on relevant readings in your discussion

Option 2:

The problem of unauthorised boat arrivals and asylum seekers is a divisive and bitterly debated issue in Australia. For this research essay, you are asked to conduct an informal interview with 2 or 3 people to gain their perspectives on this issue. Using the interview material and relevant readings discuss the concerns of Australians on this matter.

Option 3:

In the aftermath of the Cronulla Riots in 2005, then Prime Minister John Howard condemned the attacks but insisted that there is no underlying racism in Australia. Is racism still an important issue to talk about today? Draw on relevant readings in your discussion.

On successful completion you will be able to:

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- Recognise the contribution of a range of sociological perspectives to debates concerning international migration
- Be familiar with the concepts of migration, diaspora, transnationalism, nation, ethnicity, multiculturalism, citizenship, and racism
- Demonstrate knowledge of a number of influential debates concerning migrants and migration, and multiculturalism

Online Discussion

Due: **Ongoing**

Weighting: **30%**

External students are expected to participate in a weekly online discussion via ilearn. You must enter **a minimum of ONE posting PER WEEK of 150 words.**

The entry should contain two components:

- 1. a reflection on the readings and issues covered in the lectures;**
- 2. and raise one question from the material that could facilitate further online discussion.**

Aside from this required post, you may also respond to comments posted by fellow students on the discussion board. This exercise will be graded according to the number of responses, as well

as the quality of the reflections that you are able to make on the readings in the course outline (at the very least, your reflection needs to exhibit having read the material and are connecting it to course concerns). Do not be so worried about 'right' or 'wrong' answers – this is the space for you to discuss with your peers any questions about the material. Be mindful and respectful of others and observe netiquette.

The Online discussion will commence from Week 3 and end in Week 12. You are expected to respond to at least 80% of the course materials and your weekly post must be submitted at the end of every week by Friday, 5pm. LATE POSTS WILL NOT BE GRADED and receive a 0 unless a medical certificate is provided.

The tutor will monitor the online discussion and contribute comments where needed but the aim of the forums is to give you the opportunity to engage with your peers in the readings and lecture material. **There will be 2 rounds of feedback for the online posts: Week 4 (you will be given brief written feedback to ensure you are on the right track with the task) and Week 13 (no written feedback, final grade only).**

On successful completion you will be able to:

- Be able to discuss some of the characteristics of migratory flows around the world, as well as in the Australian context
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- Demonstrate knowledge of a number of influential debates concerning migrants and migration, and multiculturalism
- Provide constructive input into the presentations of others

Delivery and Resources

The external unit is delivered online via ilearn and requires the student have access to a computer and reliable internet connection. Lecture recordings are made available on ilearn.

Required readings will be available on ilearn. Further readings are made available in Reserve in the library (books and book chapters) or are accessible in the journals database (if it is a journal article).

READING LIST:

Week 1: Sociology of International Migration and Multiculturalism

Required Reading

Castles, Stephen. (2000) 'International Migration at the Beginning of the Twenty-First Century: Global Trends and Issues', *International Social Science Journal* 52(165):pp269-281.

Further Reading

Cohen, Robin. and Kennedy, Paul. (2007) 'Global Migration' in *Global Sociology*. Houndmills: Palgrave. pp:248-260.

WEEK 2: Theories of Migration and Methodologies

Required Reading

Fozdar, Farida., Wilding, Raelene., and Hawkins, Mary. (2009) 'Theories of Migration' [chapter 4] in *Race and Ethnic Relations*. Melbourne: Oxford University Press.

Further Readings

Castles, Stephen and Mark J. Miller (2009) 'Theories of Migration', [Chapter 2] in S. Castles and M. Miller, *The Age of Migration: International Population Movements in the Modern World*. 4th ed., New York: Palgrave Macmillan, pp. 20-49.

Douglas, Massey (1999) "International Migration at the Dawn of the Twenty-First Century: The Role of the State", *Population and Development Review*, 25(2), pp. 303-322.

Vasta, Ellie (2006) 'Migration and Migration Research in Australia', in Ellie Vasta and Vasoodeven Vuddamalay (eds.) *International Migration and the Social Sciences: Confronting National Experiences in Australia, France and Germany*. Houndsmill, Hampshire: Palgrave Macmillan.

Week 3: Gender, Class and Social Inequality

Required Reading

Hondagneu-Sotelo, Pierrette and Cranford, Cynthia (1999) 'Gender and Migration', in Jane Saltzman Chafetz (ed.) *Handbook of Sociology*. New York: Kluwer Academic.

Further Readings

Pedraza, Silvia (1991) "Women and Migration: The Social Consequences of Gender", *Annual Review of Sociology*, (17), pp. 303-325.

Silvey, Rachel (2006) "Consuming the Transnational Family: Indonesian Migrant Domestic Workers to Saudi Arabia", *Global Networks*, 6(1), pp. 23- 40.

Piper, Nicola (2006) "Gendering the Politics of Migration", *International Migration Review*, 40(1), pp. 133-164.

Week 4: Migration, Development and Social Capital

Required Reading

Portes, Alejandro. (2010) 'Ethnic Enclaves and Middle-Class Minorities' (chapter 8) in *Economic Sociology: A Systematic Inquiry*. Princeton University Press: Princeton.

Further Readings

Castles, Stephen and Wise, Raul Delgado. (2008) 'Introduction' in *Migration and Development: Perspectives from the South*. Geneva: International Organization for Migration.

Castles, Stephen and Mark J. Miller (2009) 'Migration and Security', [Chapter 9] in S. Castles and M. Miller, *The Age of Migration: International Population Movements in the Modern World*. 4th ed., New York: Palgrave Macmillan, pp. 207-220.

Zhou, Min and Bankston, Carl L. (1994) 'Social Capital and the Adaptation of the Second Generation: The Case of Vietnamese Youth in New Orleans', *International Migration Review* 28 (4): pp. 821-845.

Week 5: Immigration Controls, Asylum Seekers and Refugees

Required Reading

Castles, Stephen and Mark J. Miller (2009) 'The State and International Migration: The Quest for Control', [Chapter 8] in S. Castles and M. Miller, *The Age of Migration: International Population Movements in the Modern World*. 4th ed., New York: Palgrave Macmillan, pp. 181-206.

Stratton, Jon. (2009) 'Uncertain lives: migration, the border and neoliberalism in Australia', *Social Identities* Vol. 15 No. 5, pp. 677-692

Further Readings

Tazreiter, Cludia (2004) 'Locating the Obligation to Protect' (Chp. 2) *Asylum Seekers and the State: The Politics of Protection in a Security-Conscious World*, Aldershot: Ashgate, pp. 23-55.

Tazreiter, Cludia (2004) 'Selection and control in Australia – from old habits to new techniques' (Chp. 5) *Asylum Seekers and the State: The Politics of Protection in a Security-Conscious World*, Aldershot: Ashgate, pp. 125-160.

Gibney, Matthew J. (2004) *The Ethics and Politics of Asylum*. Cambridge: Cambridge University Press.

Week 6: Global Diasporas and Transnationalism

Required Reading

Wise, Amanda. (2004). '[Nation, Transnation, Diaspora: The Transnational Dimensions to East Timorese Political & National Identities](#)', *Sojourn: Journal of Social Issues in Southeast Asia*, 19(3): 151-180.

Further Readings:

Schiller, N., Basch, L. and Blanc-Szanton. (1992) 'Transnationalism: A new Analytic Framework for Understanding Migration', *Annals of the New York Academy of Sciences* 645(1): 1-24.

Cunningham, Stuart and Nguyen, Tina. (1999) 'The Popular Media of the Vietnamese Diaspora', *Media International Australia Incorporating Culture and Policy* (No. 91):

125-147.

Brubaker, Rogers. (2005) 'The 'Diaspora' Diaspora', *Ethnic and Racial Studies* Vol. 28 No. 1: pp. 1-19.

Cohen, Robin (1997) *Global Diasporas: An Introduction*. London: Routledge.

Brah, Avtar. (1996) *Cartographies of Diaspora: Contesting Identities*. London: Routledge.

Laguerre, Michel. (2006) *Diaspora, Politics and Globalization*. New York: Palgrave Macmillan.

Week 7: I for India

Available in the library reserve collection

Required Reading

Wessendorf, Susan. (2007) 'Roots migrants': Transnationalism and 'return' among second generation Italians in Switzerland', *Journal of Ethnic and Migration Studies* Vol. 33 No. 7, pp. 1083-1102

Further Readings:

Velayutham, Selvaraj. and Amanda Wise (2005) "Moral economies of a translocal village: obligation and shame among South Indian transnational migrants", *Global Networks*, 5(1), pp. 27-47.

Portes, Alejandro, Luis E. Guarnizo and Patricia Landolt (1999) "The Study of Transnationalism: pitfalls and promise of an emergent research field", *Ethnic and Racial Studies*, 22(2), pp. 217-237.

Levitt, Peggy and Jaworsky, Nadya. (2007) ' Transnational Migration Studies: Past Developments and Future Trends', *Annual Review of Sociology* (33):129–56.

Vertovec, Steven (1999) "Conceiving and Researching Transnationalism", *Ethnic and Racial Studies*, 22(2), pp. 447-462.

Week 8: Assimilation, Integration and Social Cohesion

Required Reading

Ang, Ien. and Stratton, Jon. 1998. 'Multiculturalism in Crisis: The New Politics of Race and National Identity in Australia', *Topia: Canadian Journal of Cultural Studies* 2: pp. 22-40.

Further Readings

Castles, Stephen., et.al. (1988) *Mistaken identity: multiculturalism and the demise of nationalism in Australia*. Sydney: Pluto Press.

Stratton, Jon and Ien Ang (1994) "Multicultural imagined communities: cultural difference and national identity in Australia and USA", *Continuum*, 8(2).

Week 9: Citizenship

Required Readings:

Steiner, Niklaus. (2009) 'Citizenship and the rise of nationalism', in *International Migration and Citizenship Today* [chapter 7] London: Routledge. pp. 91-104

Steiner, Niklaus. (2009) 'Naturalisation', in *International Migration and Citizenship Today* [chapter 8] London: Routledge. pp.105-118.

Further Readings:

Benhabib, Seyla (2004) *The Rights of Others: aliens, residents and citizens*. Cambridge, New York: Cambridge University Press.

Castles, Stephen and Alastair Davidson (2000) *Citizenship and Migration: Globalization and the Politics of Belonging*. Houndmills: Macmillan.

Brubaker, Rogers (1992) *Citizenship and Nationhood in France and Germany*. Cambridge, MA: Harvard University Press.

Kymlicka, Will and Wayne Norman (ed.) (2000) *Citizenship in diverse societies*. Oxford: Oxford University Press.

Week 10: No lecture and tutorials (consultation week)

Week 11: The Politics of Multiculturalism

Required Reading

Byrne, Bridget. (2006) 'How English am I?'. [Chapter 7] in *White Lives: The Interplay of 'Race', Class and Gender in Everyday Life*, London: Routledge.

Further Reading

Hage, Ghassan. (1998) *White Nation: Fantasies of White Supremacy in a Multicultural Society*. Sydney: Pluto Press.

Hage, Ghassan (2003) *Against Paranoid Nationalism: Searching for Hope in a Shrinking Society*. Pluto Press: Sydney

Week 12: Everyday Racism and Antiracism

Required Reading

Essed, Philomena. (2002) 'Everyday Racism: A new approach to the study of racism', in Essed, P. and Goldberg, D. (eds.), *Race Critical Theories*, Massachusetts: Blackwell Publishers.

Noble, Greg. (2005) 'The discomfort of strangers: Racism, incivility and ontological security' in a

relaxed and comfortable nation', *Journal of Intercultural Studies* Vol. 26 No. 1-2, pp. 107-120

Further Reading

Wise, Amanda. (2010) ' "It's Just an Attitude That You Feel": Inter-ethnic Habitus before the Cronulla Riots', in Greg Noble (ed) *Lines in the Sand: The Cronulla Riots and the Limits of Australian Multiculturalism*, Sydney: Institute of Criminology Press.

Wise, Amanda and Velayutham, Selvaraj. (eds.) (2009) *Everyday Multiculturalism*. Houndsmills: Palgrave Macmillan.

Wilson, H. (2011) 'Passing Proximities in the Multicultural City: the Everyday Encounters of Bus Passengering', *Environment and Planning A* 43. Pp. 634-649.

Essed, Philomena (1991) *Understanding Everyday Racism: An Interdisciplinary Theory*. London: Sage.

Unit Schedule

Week	Lecture topics and assessment deadlines	Lecturer
	PART I Introduction	
1	Introduction	Kristine Aquino
2	Theories of Migration and Methodologies	Kristine Aquino
	PART II Issues in international migration	
3	Gender, Class and Social Inequality	Kristine Aquino
4	Migration, Development and Social Capital <i>Reflection Essay (30%) Due 20 March (Friday)</i>	Kristine Aquino
5	Immigration controls, Asylum Seekers and Refugees	Kristine Aquino
6	Global Diasporas and Transnationalism	Kristine Aquino
	RECESS	*RECESS*
7	Film: I for India	Kristine Aquino

	PART III Living with cultural diversity	
8	Assimilation, Integration and Social Cohesion	Kristine Aquino
9	Citizenship	Kristine Aquino
10	<i>(NO LECTURE AND TUTORIALS. This week will be dedicated to gaining feedback from your tutor on your course progress and also planning for the Research Essay. Please book a face to face 10-15 minute appointment with your tutor if you are an Internal student. External students will undertake an online 'dialogue' with the tutor)</i>	
11	The Politics of Multiculturalism	Kristine Aquino
12	Everyday Racism and Antiracism	Kristine Aquino
13	Conclusion <i>Research Essay (40%) Due 8 June (Monday)</i> <i>For Internal Students Only - Tutorial Participation (15%) and Tutorial Panel Presentation (15%)</i> <i>For External Students Only - Online discussion (30%)</i>	Kristine Aquino

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Recognise the contribution of a range of sociological perspectives to debates concerning international migration
- Be familiar with the concepts of migration, diaspora, transnationalism, nation, ethnicity, multiculturalism, citizenship, and racism
- Demonstrate knowledge of a number of influential debates concerning migrants and migration, and multiculturalism
- Provide constructive input into the presentations of others

Assessment tasks

- Reflection Essay
- Research Essay
- Online Discussion

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

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Assessment tasks

- Reflection Essay
- Research Essay
- Online Discussion

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Be able to discuss some of the characteristics of migratory flows around the world, as well as in the Australian context
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Assessment tasks

- Reflection Essay
- Research Essay
- Online Discussion

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Be able to discuss some of the characteristics of migratory flows around the world, as well as in the Australian context
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- Demonstrate knowledge of a number of influential debates concerning migrants and migration, and multiculturalism

Assessment tasks

- Reflection Essay
- Research Essay
- Online Discussion

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Be able to discuss some of the characteristics of migratory flows around the world, as well as in the Australian context
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Assessment tasks

- Reflection Essay
- Research Essay
- Online Discussion

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Demonstrate knowledge of a number of influential debates concerning migrants and migration, and multiculturalism
- Provide constructive input into the presentations of others

Assessment task

- Research Essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Be able to discuss some of the characteristics of migratory flows around the world, as well as in the Australian context
- Recognise the contribution of a range of sociological perspectives to debates concerning international migration
- Be familiar with the concepts of migration, diaspora, transnationalism, nation, ethnicity, multiculturalism, citizenship, and racism
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Assessment tasks

- Reflection Essay
- Research Essay
- Online Discussion

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Be able to discuss some of the characteristics of migratory flows around the world, as well as in the Australian context
- Recognise the contribution of a range of sociological perspectives to debates concerning international migration
- Be familiar with the concepts of migration, diaspora, transnationalism, nation, ethnicity, multiculturalism, citizenship, and racism
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- Provide constructive input into the presentations of others

Assessment tasks

- Reflection Essay
- Research Essay
- Online Discussion

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Be able to discuss some of the characteristics of migratory flows around the world, as well as in the Australian context
- Recognise the contribution of a range of sociological perspectives to debates concerning international migration
- Be familiar with the concepts of migration, diaspora, transnationalism, nation, ethnicity, multiculturalism, citizenship, and racism
- Demonstrate knowledge of a number of influential debates concerning migrants and migration, and multiculturalism
- Provide constructive input into the presentations of others

Assessment tasks

- Reflection Essay
- Research Essay

- Online Discussion

Changes since First Published

Date	Description
13/	Take Home Exam removed from assessment list. Weight of assessments updated.
02/	Lecture schedule updated. Required readings now available on ilearn (students no
2015	longer need to purchase a Course Reader).