



# SOC 297

## Migration, Human Rights and Diversity

S1 Day 2015

*Dept of Sociology*

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## General Information

Unit convenor and teaching staff Dr Kristine Aquino <a href="mailto:kristine.aquino@mq.edu.au">kristine.aquino@mq.edu.au</a> 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>Tutorial Participation</u>	15%	Ongoing
<u>Tutorial Panel Presentation</u>	15%	Assigned

### 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 should be referenced where necessary. Submit your paper through turnitin. Use HARVARD referencing.

On successful completion you will be able to:

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### 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.

Submit through turnitin. Use HARVARD referencing. Double space.

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.

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## Tutorial Participation

Due: **Ongoing**

Weighting: **15%**

Attendance at lectures and tutorials is compulsory. Students cannot miss more than **two** tutorials. You are expected to have read the set material before class and come ready and willing to both actively listen and participate in discussions of both lecture material and the set readings.

***As part of this participation, you required to submit at the end of each class, one page containing your reflections on the readings (dot points and untyped papers permitted, no referencing required).*** This reflection can include an issue/concept from the topic that gauged your interest, connections between concepts and contemporary events, and questions that the

material raised for you. Tutorial paper submissions will commence from Week 3 to 12. The aim of these reflections is to better equip you to participate *actively* in the tutorial. NO LATE SUBMISSIONS WILL BE ACCEPTED and the paper must be handed in at the end of the tutorial unless a medical certificate is provided. No written feedback will be provided for the papers, only a grade at the end of the semester.

On successful completion you will be able to:

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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

## Tutorial Panel Presentation

Due: **Assigned**

Weighting: **15%**

Connected to your tutorial participation, in the first week of tutorials, each student will be assigned to TWO weekly topics (from weeks 3 to 12) on which you are required to present reflections from your tutorial paper. This will be a short and informal 2-5 minute presentation for each presenter. ***More importantly, each presenter must raise 2 questions to initiate class discussion and must also lead these discussions.***

The tutor will be active in helping facilitate the discussion with the presenters but the aim of the panel is to give you the opportunity to lead the discussion and engage your peers in the readings and lecture material. You will be graded based on the quality of your reflections, the questions you raise, and your ability to lead the discussion.

As a presenter, you are also welcome to speak with the tutor before your allocated weeks to brainstorm ideas for your discussion points and relevant activities you might want to initiate with the class.

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
- 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

## Delivery and Resources

You are required to attend a 2 hour lecture every week and attendance will be monitored. You are also required to attend a 1 hour tutorial every week - attendance is compulsory and forms part of your Tutorial Participation grade (15%). Absences will only be excused with a valid medical certificate.

Lecture details:

Tuesday 9am to 11am at E7B117

Tutorial details:

Tuesday 11 am W6B286

Tuesday 12pm W6B286

This unit has an online presence via ilearn and requires the student have access to a computer and reliable internet connection. Announcements will be made in lectures, tutorials and on ilearn. Lecture recordings and slides, and extra reading material 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).

### 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*. Houndmills: 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
	<b>PART I</b> Introduction	
1	Introduction	Kristine Aquino
2	Theories of Migration and Methodologies	Kristine Aquino
	<b>PART II</b> 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
	<b>*RECESS*</b>	<b>*RECESS*</b>
7	Film: I for India	Kristine Aquino
	<b>PART III</b> Living with cultural diversity	
8	Assimilation, Integration and Social Cohesion	Kristine Aquino
9	Citizenship	Kristine Aquino

10	(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)	
11	The Politics of Multiculturalism	Kristine Aquino
12	Everyday Racism and Antiracism	Kristine Aquino
13	<p>Conclusion</p> <p>Research Essay (40%) Due 8 June (Monday)</p> <p>For Internal Students Only - Tutorial Participation (15%) and Tutorial Panel Presentation (15%)</p> <p>For External Students Only - Online discussion (30%)</p>	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](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](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](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/](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](http://ask.mq.edu.au).

## Student Support

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

[dents.mq.edu.au/support/](https://unitguides.mq.edu.au/support/)

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](https://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](https://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

- 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
- Tutorial Participation
- Tutorial Panel Presentation

## **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
- Tutorial Participation
- Tutorial Panel Presentation

## **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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- 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
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## **Assessment tasks**

- Reflection Essay
- Research Essay
- Tutorial Participation
- Tutorial Panel Presentation

## **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**

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- 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
- Tutorial Participation
- Tutorial Panel Presentation

## 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

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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
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## Assessment tasks

- Reflection Essay
- Research Essay
- Tutorial Participation
- Tutorial Panel Presentation

## 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

- 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

- Research Essay
- Tutorial Panel Presentation

## 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
- Tutorial Participation

- Tutorial Panel Presentation

## 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
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- 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
- Tutorial Participation
- Tutorial Panel Presentation

## 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
- Tutorial Participation
- Tutorial Panel Presentation

## **Changes from Previous Offering**

Take Home Exam removed from assessments. Weighting of assessments updated. Reading list updated. Required readings now available on ilearn.

## **Changes since First Published**

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