



SOC 297

Migration, Human Rights and Diversity

S1 Day 2016

Dept of Sociology

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General Information

Unit convenor and teaching staff
Lecturer
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Contact via 9850-8835
W6A833
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

Be able to source and engage with quality news coverage and opinion pieces.

Assessment Tasks

Name	Weighting	Due
<u>Tutorial Panel Presentation</u>	25%	Assigned
<u>Media Commentary Portfolio</u>	25%	Week 8 - Monday 2nd May 5pm
<u>Research Essay</u>	30%	Week 12 - Friday 3rd June 5pm
<u>Tutorial Participation</u>	20%	Ongoing

Tutorial Panel Presentation

Due: **Assigned**

Weighting: **25%**

Group Project: Tutorial Panel Presentation

In the first week of tutorials, each student will be assigned a group and a topic (from weeks 3 to 12). Each group will need to collaborate on a tutorial presentation. All group members contribute to both the preparation of content and to the presentation itself. The presentation must be approximately 15 minutes long and comprise:

- A presentation accompanied by PowerPoint slides comprising a reflection on the required weekly reading highlighting and critically engaging with the issues and arguments raised in it. Presentations must link the reading to recent events or examples (in Australia or elsewhere), and you are encouraged to engage respected news sources, blogs, and images where possible. This will require some further research into the phenomena raised in the reading.
- *Each presentation group must raise 3 questions to initiate class discussion and must also lead these discussions. It is expected all group members will actively engage in posing questions and interacting with these discussions. These discussions must also engage with the morning's lecture.*
- Groups must submit their PowerPoint slides (no more than 5 slides).

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.

Groups 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.

Each group is allocated a single grade and it is thus incumbent upon all members to actively contribute.

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
- Be able to source and engage with quality news coverage and opinion pieces.

Media Commentary Portfolio

Due: **Week 8 - Monday 2nd May 5pm**

Weighting: **25%**

Media Commentary Portfolio

You are asked to choose **ONLY one topic** from either:

Media Topic 1: (Week 5: Immigration Controls, Asylum seekers, Refugees);

Media Topic 2: (Week 9: Managing Diversity: Multiculturalism, Assimilation, Social Cohesion),
or;

Media Topic 3: (Week 12: Racism, Everyday Racism, Antiracism)

You must choose a **DIFFERENT topic to your group presentation**.

Students are required to research *quality* news and opinion sources (Australian and international) and compile a portfolio of reporting and opinion commentary on the topic. The portfolio must include at least three (and no more than five) pieces. **You are asked to provide a 500 word reflection** on these materials. The aim of the exercise is to learn where to seek out informed news reporting and opinion commentary on important social issues. Sources should include quality news sources and **QUALITY**, well informed opinion pieces published in newspapers, blogs, or magazines covering social issues.

Following your reflection you must include a full reference with title, source, and link to the source.

These are to be submitted through Turnitin in Week 8 (Monday 2nd May by 5pm.)

A list potential sources will be provided in Week 2 as a guide to get you started.

On successful completion you will be able to:

- Be able to source and engage with quality news coverage and opinion pieces.

Research Essay

Due: **Week 12 - Friday 3rd June 5pm**

Weighting: **30%**

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 (eg a friend or family member) to gain their perspectives on this issue. Using the interview material and relevant readings discuss the concerns of Australians on this matter.

Option 3:

It is now 10 years since the Cronulla Riots. In the aftermath of the 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:

- 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

Tutorial Participation

Due: **Ongoing**

Weighting: **20%**

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.

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
- Provide constructive input into the presentations of others
- Be able to source and engage with quality news coverage and opinion pieces.

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 (20%). Absences will only be excused with a valid medical certificate.

Lecture details:

Wednesday 9am to 11am at C5A 310 Tutorial Rm

Tutorial details:

Wednesday 11 am W6B 383 Tutorial Rm

Wednesday 2pm W5C 309 Tutorial Rm

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

NO TUTORIAL

Required Reading

Please read the Unit Guide in full this week. Bring questions to lecture.

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

Piper, N. (2005). Gender and migration. *Policy Analysis and Research Programme*. Geneva: Global Commission on International Migration.

https://www.iom.int/jahia/webdav/site/myjahiasite/shared/shared/mainsite/policy_and_research/gcim/tp/TP10.pdf

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

Lecture + Screening and Discussion of 4 Corners Episode 'Asylum' <http://www.abc.net.au/4corners/stories/2011/10/20/3344543.htm>

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

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.

Further Readings:

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.

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: No lecture and tutorials (consultation week)

Week 8: 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 9: Managing Diversity: Multiculturalism, 'Assimilation', Integration and Social Cohesion

Required Reading

Jakubowicz, Andrew, and Christina Ho, eds. 'For those who've come across the seas...': *Australian Multicultural Theory, Policy and Practice*. Anthem Press, 2014. - PART 1 'CONTEXT' - Pages 3 - 41

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).

Rutter, J. (2015). *Moving Up and Getting on: Migration, Integration and Social Cohesion in the UK*. Policy Press. Meer, N., & Modood, T. (2012). How does interculturalism contrast with multiculturalism?. *Journal of intercultural studies*, 33(2), 175-196.

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

Vertovec, S., & Wessendorf, S. (2010). The multiculturalism backlash. *New York, NY: Routledge*.

Week 10: Citizenship & Nationalism

Required Readings:

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

Robins-Early, N (2015) "How The Refugee Crisis Is Fueling The Rise Of Europe's Right", in Huffington Post 28/10/2015 http://www.huffingtonpost.com.au/entry/europe-right-wing-refugees_us_562e9e64e4b06317990f1922?section=australia

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 11: Living with difference: Everyday Multiculture

LECTURE: Screening of 'Once Upon a time in Cabramatta'

Required Reading:

Wessendorf, S. (2013). Commonplace diversity and the 'ethos of mixing': perceptions of difference in a London neighbourhood. *Identities*, 20(4), 407-422.

Further Reading:

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.

Neal, S. (2015). Researching the Everyday: An Interview with Amanda Wise. *Sociology*, 49(5), 988-1000.

Week 12: Racism, Everyday Racism and Antiracism

Required Reading

Cronulla Riots online documentary: <http://www.sbs.com.au/cronullariots/>

Kelly, S (2015) "The Adam Goodes debate is all about race", in The Monthly (30th July 2015) <https://www.themonthly.com.au/today/sean-kelly/2015/30/2015/1438240711/adam-goodes-debate-all-about-race>

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.

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.

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

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

Week 13 - CONCLUSION

Prior to your attendance at this final tutorial please watch: **Immigration Nation** - 3 part documentary and interactive website. <http://www.sbs.com.au/immigrationnation/>

Unit Schedule

Week	Lecture topics and assessment deadlines	Lecturer
	PART I Introduction	
1	Introduction: Sociology of International Migration and Multiculturalism	Amanda Wise
2	Theories of Migration and Methodologies	Amanda Wise
	PART II Issues in international migration	
3	Gender, Class and Social Inequality	Amanda Wise
4	Migration, Development and Social Capital	Amanda Wise
5	Immigration controls, Asylum Seekers and Refugees	Amanda Wise
6	Global Diasporas and Transnationalism	Amanda Wise
	RECESS	*RECESS*
7	STUDY WEEK: (NO LECTURE AND TUTORIALS)	
8	Film: I for India	Amanda Wise
	PART III Living with cultural diversity	
9	Managing Diversity: Multiculturalism, 'Assimilation', Integration and Social Cohesion	Amanda Wise

10	Citizenship & Nationalism	Amanda Wise
11	Living with Difference: Everyday Multiculture and Commonplace Diversity	
12	Racism, Everyday Racism and Antiracism	Amanda Wise
13	Conclusion	Amanda Wise

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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>

dents.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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

- Tutorial Panel Presentation
- Research Essay
- Tutorial Participation

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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- Be able to source and engage with quality news coverage and opinion pieces.

Assessment tasks

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- Media Commentary Portfolio
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- Tutorial Participation

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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- Research Essay
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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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- 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

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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

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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
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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
- Be able to source and engage with quality news coverage and opinion pieces.

Assessment tasks

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

Assessment tasks

- Tutorial Panel Presentation
- Research Essay
- Tutorial Participation

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
- Demonstrate knowledge of a number of influential debates concerning migrants and migration, and multiculturalism
- Provide constructive input into the presentations of others
- Be able to source and engage with quality news coverage and opinion pieces.

Assessment tasks

- Tutorial Panel Presentation
- Media Commentary Portfolio
- Research Essay
- Tutorial Participation

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
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Assessment tasks

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- Media Commentary Portfolio
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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
25/02/2016	Fixed the conflicting information on date due for final essay. Essay is due at the end of Week 12. The correct date is Friday 3rd June.