



CROA240

Croatian Migrations and Transnational Identities

S1 Evening 2016

Dept of International Studies

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Luka Budak

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

Croatia has one of the most marked and longest traditions of emigration among the European countries and emigration plays a large part in Croatian history. The first mass migration from the territory of today's Republic of Croatia was caused by the Ottoman wars. The emigration continued in the second half of 19th century until the beginning of World War I. In the post World War I Croatia continued to experience economic and political difficulties and emigration from Croatia continued, however, it changed significantly as the countries of immigration began to limit the flow of immigrants. The political consequences of the World War II as well as political and economic circumstances in the post-war period generated a great wave of emigration. In the immediate post-war years alone approximately 250,000 left Croatia. The period of socialism (1945-1990) saw new waves of emigration as many fled from communist regime. The end of socialism and the dissolution of Yugoslavia initiated yet another wave of mass emigration. This unit will explore a complex and multidimensional space of migration activity, its causes, formation of émigré Croatian communities and associations in their host countries, the role of those societies played in preserving national and ethnic awareness and the material and political assistance provided for their homeland in critical moments of history.

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:

To improve knowledge and understanding of Croatia's migrant history.

To help in the process of learning how to use theoretical knowledge in the history of Croatian migration, and to apply it to particular tasks and topics.

To provide the context for students to engage academically and intellectually with the theme of migration.

To acquire better understanding of Croatian history and heritage as a whole.

To facilitate the student's development of critical perception capable of assimilating the reality about the interconnectedness and trans-nationalization of problems and also of viable alternatives..

To acquire a wider knowledge of multi-disciplinary approach that considers core issues about the local and global cultural politics.

To see development policies and their implications on national economies and local communities in the context of transnational mobility.

To better understand intercultural processes and the position of Croatian culture in the Mediterranean basin and Central Europe, as well as to gain an understanding of the space between the "Orient" and the West.

To develop further critical thinking and essay writing skills..

Assessment Tasks

Name	Weighting	Due
Short essay	25%	05/04/16
Seminar	25%	02/05/16
Major essay	50%	10/06/16

Short essay

Due: **05/04/16**

Weighting: **25%**

This short essay will be due 4th April.

On successful completion you will be able to:

- To improve knowledge and understanding of Croatia's migrant history.
- To help in the process of learning how to use theoretical knowledge in the history of Croatian migration, and to apply it to particular tasks and topics.
- To acquire better understanding of Croatian history and heritage as a whole.
- To facilitate the student's development of critical perception capable of assimilating the

reality about the interconnectedness and trans-nationalization of problems and also of viable alternatives..

- To acquire a wider knowledge of multi-disciplinary approach that considers core issues about the local and global cultural politics.
- To see development policies and their implications on national economies and local communities in the context of transnational mobility.
- To better understand intercultural processes and the position of Croatian culture in the Mediterranean basin and Central Europe, as well as to gain an understanding of the space between the "Orient" and the West.
- To develop further critical thinking and essay writing skills..

Seminar

Due: **02/05/16**

Weighting: **25%**

Students will present a seminar in a classroom on a given topic during the week 2nd to 6th May.

On successful completion you will be able to:

- To improve knowledge and understanding of Croatia's migrant history.
- To help in the process of learning how to use theoretical knowledge in the history of Croatian migration, and to apply it to particular tasks and topics.
- To provide the context for students to engage academically and intellectually with the theme of migration.
- To acquire better understanding of Croatian history and heritage as a whole.
- To facilitate the student's development of critical perception capable of assimilating the reality about the interconnectedness and trans-nationalization of problems and also of viable alternatives..
- To acquire a wider knowledge of multi-disciplinary approach that considers core issues about the local and global cultural politics.
- To see development policies and their implications on national economies and local communities in the context of transnational mobility.
- To better understand intercultural processes and the position of Croatian culture in the Mediterranean basin and Central Europe, as well as to gain an understanding of the space between the "Orient" and the West.

Major essay

Due: **10/06/16**

Weighting: **50%**

The major essay will be due 10th June.

On successful completion you will be able to:

- To improve knowledge and understanding of Croatia's migrant history.
- To help in the process of learning how to use theoretical knowledge in the history of Croatian migration, and to apply it to particular tasks and topics.
- To provide the context for students to engage academically and intellectually with the theme of migration.
- To acquire better understanding of Croatian history and heritage as a whole.
- To facilitate the student's development of critical perception capable of assimilating the reality about the interconnectedness and trans-nationalization of problems and also of viable alternatives..
- To acquire a wider knowledge of multi-disciplinary approach that considers core issues about the local and global cultural politics.
- To see development policies and their implications on national economies and local communities in the context of transnational mobility.
- To better understand intercultural processes and the position of Croatian culture in the Mediterranean basin and Central Europe, as well as to gain an understanding of the space between the "Orient" and the West.
- To develop further critical thinking and essay writing skills..

Delivery and Resources

Unit requirements and expectations

The unit Croatian Migration and Transnational Identity has an interdisciplinary and critical focus with following objectives:

1. To introduce students to a variety of geographical locations, institutions and view points, thus contributing to cross-cultural understanding and responsibility
2. To study the concepts of migration, mobility and trans-nationality, from both theoretical and practical standpoint, in the contemporary context, with particular attention given to Croatian reality;
3. To explore the pros and cons of migration, its positive and negative impacts on host countries as well as positive and negative impacts on countries of origin;
4. To demonstrate country-specific knowledge about the impact of migration and mobility on Croatian culture;
5. To show greater understanding of the conditions of of Croatian immigrants in Australia, United States, Canada, South America, Europe, etc. and the processes of integration and assimilation;
6. Students are responsible for all the recommended and required readings placed and uploaded on iLearn. They are not necessarily tailor-made for each class and each week, but they will help you deepen your knowledge of particular aspects of this unit.

Required Readings

Val Colic-Peisker, *Migration, Class, Identities: Croats in Australia and America* (University of Illinois Press, 2008); available in Macquarie University Co-Op Bookshop;

Ilija Šutalo, *Croats in Australia Pioneers, Settlers and their Descendants* (Wakefield Press, 2004); available in Macquarie University Library & Croatian Studies Centre Library (W6A 117);

Ljubomir Antić, *Croats and America* (Hrvatska sveučilišna naklada, 1997); available for purchase in Croatian Studies Centre, W6A 117, price: \$20;

W. Lalich & L. Budak, *"The Croats in Sydney"* (2008) in *Sydney Journal*, 1(3) or *"Croats in Sydney"* (2008) in *Dictionary of Sydney*, <http://dictionaryofsydney.org/entry/croats>;

Rebeka Mesarić Žabčić, *"The importance of the Croatian Diaspora for the development of the Republic of Croatia: Examples for Australia and USA"* in *Croatian Studies Review*, Vol. 8 (2012), pp. 130-147; available in Macquarie University Library and Croatian Studies Centre (it may be purchased for \$20)

Saša Božić, *"Is there a Croatian Diaspora in Europe? From 'Gastarbeiters' to Transmigrants and Ethnics"* in *Croatian Studies Review*, Vol. 8 (2012), pp. 113-129;

Jasna Čapo, *"The world is my oyster: Well-educated Australian-Croatian citizens in the era of global mobilities"* in *Croatian Studies Review*, Vol 12 (2012), pp. 91 - 112;

Walter Lalich, *"From diaspora to transnational flows"* in *Croatian Studies Review*, Vol. 9 (2013), pp. 73 - 97; available in Macquarie University Library & Croatian Studies Centre (Also available for purchase for \$20);

Vice John Batarelo, *"A Troubled Relationship; the Croatian Diaspora in Australia between 1963 and 1973"* in *Croatian Studies Review*, Vol. 10 (2014), pp. 57 - 83; available in Macquarie University Library and Croatian Studies Centre (Also available for purchase for \$20);

Rebeka Mesarić Žabčić, *"The Phenomenon of Overseas Chain Migration to Australia"* in *Croatian Studies Review*, Vol. 10 (2014), pp. 133 - 150;

Ilija Šutalo, *"The future of the Croatian community and identity in Australia"* in *Croatian Studies Review*, Vol. 6 (2009-2010); pp. 7 - 29; available in Macquarie University Library and Croatian Studies Centre;

Walter Lalich, *"The Croatian language in the expanding transnational space"* in *Croatian Studies Review*, Vol. 6 (2009-2010); pp. 31 - 52.

Recommended Readings

"Transnational Migration Studies: Past Developments and Future Trends" (2007) by Peggy Levitt and B. Nadya Jaworsky, in *The Annual Review of Sociology*, it is online at <http://soc.annualreviews.org>;

Migration, Diasporas, and Transnationalism (1999), edited by Steven Vertovec;

"Transnational Challenges to the 'New' Multiculturalism" (2001) by Steven Vertovec; paper available on web site;

"Conceiving and Researching Transnationalism" by Steven Vertovec; available on web site;

"The Locations of Transnationalism" by Luis Eduardo Guarnizo and Michael Peter Smith;

"Transnationalism: A New Mode of Immigrant Integration" (2010), by Alvaro Lima;

"Transnationalism and the Migrants' Identity Formation Dynamics" by Analiza Liezl Perez-Amuro;

"Multiple Identities, Migration and Belonging: Voices of Migrants" by Michal Krzyzanowski and Ruth Wodak;

"Migration and Transnationalism: Opportunities and Challenges", 9-10 March 2010, Background Paper.

NOTE: This unit has 100% an online presence in iLearn: <http://iLearn.mq.edu.au> Students require access to a computer and the internet.

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/>

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

- To help in the process of learning how to use theoretical knowledge in the history of Croatian migration, and to apply it to particular tasks and topics.
- To provide the context for students to engage academically and intellectually with the theme of migration.
- To facilitate the student's development of critical perception capable of assimilating the

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- To see development policies and their implications on national economies and local communities in the context of transnational mobility.
- To better understand intercultural processes and the position of Croatian culture in the Mediterranean basin and Central Europe, as well as to gain an understanding of the space between the "Orient" and the West.
- To develop further critical thinking and essay writing skills..

Assessment tasks

- Short essay
- Major essay

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:

Learning outcomes

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- To develop further critical thinking and essay writing skills..

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

- To improve knowledge and understanding of Croatia's migrant history.
- To help in the process of learning how to use theoretical knowledge in the history of Croatian migration, and to apply it to particular tasks and topics.
- To acquire better understanding of Croatian history and heritage as a whole.
- To acquire a wider knowledge of multi-disciplinary approach that considers core issues about the local and global cultural politics.
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- To develop further critical thinking and essay writing skills..

Assessment tasks

- Short essay
- Seminar
- Major essay

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

- To improve knowledge and understanding of Croatia's migrant history.
- To help in the process of learning how to use theoretical knowledge in the history of Croatian migration, and to apply it to particular tasks and topics.

- To provide the context for students to engage academically and intellectually with the theme of migration.
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- To better understand intercultural processes and the position of Croatian culture in the Mediterranean basin and Central Europe, as well as to gain an understanding of the space between the "Orient" and the West.
- To develop further critical thinking and essay writing skills..

Assessment tasks

- Short essay
- Seminar
- Major essay

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

- To improve knowledge and understanding of Croatia's migrant history.
- To help in the process of learning how to use theoretical knowledge in the history of Croatian migration, and to apply it to particular tasks and topics.
- To provide the context for students to engage academically and intellectually with the theme of migration.
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- To better understand intercultural processes and the position of Croatian culture in the Mediterranean basin and Central Europe, as well as to gain an understanding of the space between the "Orient" and the West.
- To develop further critical thinking and essay writing skills..

Assessment tasks

- Short essay
- Seminar
- Major 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

- To improve knowledge and understanding of Croatia's migrant history.
- To help in the process of learning how to use theoretical knowledge in the history of Croatian migration, and to apply it to particular tasks and topics.
- To acquire better understanding of Croatian history and heritage as a whole.
- To facilitate the student's development of critical perception capable of assimilating the reality about the interconnectedness and trans-nationalization of problems and also of viable alternatives..
- To see development policies and their implications on national economies and local communities in the context of transnational mobility.

Assessment tasks

- Short essay
- Seminar
- Major essay

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

- To improve knowledge and understanding of Croatia's migrant history.
- To help in the process of learning how to use theoretical knowledge in the history of Croatian migration, and to apply it to particular tasks and topics.
- To provide the context for students to engage academically and intellectually with the theme of migration.
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- To develop further critical thinking and essay writing skills..

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

- To acquire a wider knowledge of multi-disciplinary approach that considers core issues about the local and global cultural politics.
- To see development policies and their implications on national economies and local

communities in the context of transnational mobility.

- To better understand intercultural processes and the position of Croatian culture in the Mediterranean basin and Central Europe, as well as to gain an understanding of the space between the "Orient" and the West.
- To develop further critical thinking and essay writing skills..

Assessment task

- Seminar

Plagiarism and Grading

Plagiarism

Assignments are to be your own work. Using someone else's words (either another student's, from a book, a journal article or a website) without clear acknowledgement is plagiarism and can incur serious penalties. The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. Information about plagiarism can be found in the *Handbook of Undergraduate Studies*, on the web at <http://www.student.mq.edu.au/plagiarism> and on the Faculty cover sheet, which you must sign before you submit your assignments. If you are in doubt consult your lecturer or tutor.

Grading

The university has a set of guidelines on the distribution of grades across the range from fail to high distinction.

HD	High Distinction denotes performance which meets all unit objectives in such an exceptional way and with such marked excellence that it deserves the highest level of recognition;
D	Distinction denotes performance which clearly deserves a very high level of recognition as an excellent achievement in the unit;
Cr	Credit denotes performance which is substantially better than would normally be expected of competent students in the unit;
P	Pass denotes performance which satisfies unit objectives;
F	Fail denotes performance which does not meet unit objectives

The guidelines are designed to ensure comparability across the University.

Student support services

The University provides many different kinds of support services for you. Contact your tutor if you need help and see the range of services (such as counseling and writing skills) available at <http://www.student.mq.edu.au>.

Changes since First Published

Date	Description
17/02/2016	Change in Delivery and Requirements completed.