General Information

Unit convenor and teaching staff
Dr Kristine Aquino
kristine.aquino@mq.edu.au
By appointment

Credit points
3

Prerequisites
12cp

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Reflection Essay</td>
<td>30%</td>
<td>Week 4 – March 20th (Friday)</td>
</tr>
<tr>
<td>Research Essay</td>
<td>40%</td>
<td>June 8 (Monday)</td>
</tr>
<tr>
<td>Tutorial Participation</td>
<td>15%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Tutorial Panel Presentation</td>
<td>15%</td>
<td>Assigned</td>
</tr>
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</table>

### Reflection Essay

**Due:** Week 4 – March 20th (Friday)

**Weighting:** 30%

Read the article (available on ilearn)


**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.

This Assessment Task relates to the following Learning Outcomes:

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### Research Essay

**Due:** June 8 (Monday)

**Weighting:** 40%

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https://unitguides.mq.edu.au/unit_offerings/45146/unit_guide/print
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.

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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.

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**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**


**Further Reading**


**WEEK 2: Theories of Migration and Methodologies**

**Required Reading**

**Further Readings**


**Week 3: Gender, Class and Social Inequality**

**Required Reading**


**Further Readings**


**Week 4: Migration, Development and Social Capital**

**Required Reading**


**Further Readings**


Week 5: Immigration Controls, Asylum Seekers and Refugees

Required Reading


Further Readings


Week 6: Global Diasporas and Transnationalism

Required Reading


Further Readings:


Week 7: I for India
Available in the library reserve collection

Required Reading


Further Readings:


Week 8: Assimilation, Integration and Social Cohesion

Required Reading


Further Readings


Week 9: Citizenship

Required Readings:


Further Readings:

York: Cambridge University Press.


**Week 10: No lecture and tutorials (consultation week)**

**Week 11: The Politics of Multiculturalism**

*Required Reading*


*Further Reading*


**Week 12: Everyday Racism and Antiracism**

*Required Reading*


*Further Reading*


## Unit Schedule

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<th>Week</th>
<th>Lecture topics and assessment deadlines</th>
<th>Lecturer</th>
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<td><strong>PART I</strong></td>
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<tr>
<td></td>
<td>Introduction</td>
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<tr>
<td>1</td>
<td>Introduction</td>
<td>Kristine Aquino</td>
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<tr>
<td>2</td>
<td>Theories of Migration and Methodologies</td>
<td>Kristine Aquino</td>
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<tr>
<td></td>
<td><strong>PART II</strong></td>
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<td></td>
<td>Issues in international migration</td>
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<tr>
<td>3</td>
<td>Gender, Class and Social Inequality</td>
<td>Kristine Aquino</td>
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<tr>
<td>4</td>
<td>Migration, Development and Social Capital</td>
<td>Kristine Aquino</td>
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<td></td>
<td>Reflection Essay (30%) Due 20 March (Friday)</td>
<td>Kristine Aquino</td>
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<tr>
<td>5</td>
<td>Immigration controls, Asylum Seekers and Refugees</td>
<td>Kristine Aquino</td>
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<tr>
<td>6</td>
<td>Global Diasporas and Transnationalism</td>
<td>Kristine Aquino</td>
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<td></td>
<td><em>RECESS</em></td>
<td><em>RECESS</em></td>
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<tr>
<td>7</td>
<td>Film: I for India</td>
<td>Kristine Aquino</td>
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<td></td>
<td><strong>PART III</strong></td>
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<tr>
<td></td>
<td>Living with cultural diversity</td>
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<tr>
<td>8</td>
<td>Assimilation, Integration and Social Cohesion</td>
<td>Kristine Aquino</td>
</tr>
<tr>
<td>9</td>
<td>Citizenship</td>
<td>Kristine Aquino</td>
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(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 Conclusion
Research Essay (40%) Due 8 June (Monday)
For Internal Students Only - Tutorial Participation (15%) and Tutorial Panel Presentation (15%)
For External Students Only - Online discussion (30%)
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
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://stu
Student Enquiry Service

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

Equity 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.

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

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
- Tutorial Participation
- Tutorial Panel Presentation

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:

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Assessment tasks

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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:
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- Reflection Essay
- 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:

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• Research Essay
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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:

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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

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well as in the Australian context

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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:

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- Research Essay
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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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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:

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• Reflection Essay
• Research Essay
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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

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