# General Information

Unit convenor and teaching staff  
Unit Convenor  
Eve Vincent  
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Contact via eve.vincent@mq.edu.au  
W6A, 611  
Thursday 4-6pm  

Credit points  
4  

Prerequisites  
Admission to MRes  

Corequisites  

Co-badged status  
ANTH805  

Unit description  
This unit targets students interested in the contemporary nature of states and nations with a focus on issues of ethnicity and citizenship. The evolution of transnational migration creates great challenges to the set ideas of citizenship and ethnicity. Migrants aspire to be citizens and this aspiration confronts the well-established rules on states' sovereignty. The unit will look into the denationalisation of citizenship and ethnicity and explore a set of ideas on citizenship as the exclusive domestic jurisdiction and its relation with globalisation and transnational migration.

# Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at [https://students.mq.edu.au/important-dates](https://students.mq.edu.au/important-dates)

# Learning Outcomes

1. Analyse and discuss anthropological and scholarly literature on subjects relating to the themes of ethnicity, migration, and nationalism.
2. Evaluate and question the claims about culture, race, and ethnicity made in the media, by governments, and other public sources.
3. Apply anthropological perspectives and knowledge to issues concerning immigration/
migration, asylum seeking and related transnational phenomenon and concerns.

4. Demonstrate the ability to design, and conduct a social research project on an 'ethnic' community in Sydney, and communicate research findings in oral and written forms.

5. Understanding the ways questions of race and ethnicity intersect in complex ways with issues of identity, agency, gender, sexuality, commodification and conflict.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
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<tbody>
<tr>
<td>Tutorial Participation</td>
<td>10%</td>
<td>Various</td>
</tr>
<tr>
<td>Seminar Facilitation</td>
<td>10%</td>
<td>Various</td>
</tr>
<tr>
<td>Ethnographic Research</td>
<td>40%</td>
<td>Friday June 12</td>
</tr>
<tr>
<td>Essay</td>
<td>40%</td>
<td>Friday April 24</td>
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**Tutorial Participation**

Due: Various  
Weighting: 10%

Each student is expected to actively participate in the weekly seminar discussions. Seminar attendance and participation is mandatory; please email in advance if you are unable to make the class for reasons beyond your control. Students are expected to be active participants and demonstrate that they have actively engaged with the readings. Participation also means contributing to a general atmosphere of critical inquiry, showing respect for others' opinions, and listening and responding to the contributions of others. If you are having trouble speaking up in class discussion, please come to speak with me and together we can strategise ways to facilitate your contribution. One suggestion is to take notes on what you read and to write out questions or comments in advance. It is especially useful to bring areas of confusion to the seminar, as these can be clarified through our discussions.

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Seminar Facilitation

Due: Various
Weighting: 10%

Each student (or pair of students) is responsible for leading one seminar discussion during the semester. This is an opportunity to facilitate a class discussion - the object is to find ways to stimulate discussion and draw out your fellow classmates, rather than to spend the hour talking. Prepare for the task of facilitation by carefully reading the required readings (and consult any available recommended readings as needed), critically summarising them (identifying the central arguments, for example), clarifying unfamiliar themes or ideas, and raising points for general discussion. Think about the kinds of questions you might pose: choose questions that are not overly theoretical or tricky: what you want is to get people talking, the ideas can become more complex as the discussion develops. Creativity is definitely a plus: feel free to use techniques such as debates, role-play, film clips, etc.

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Ethnographic Research

Due: Friday June 12
Weighting: 40%

Over the semester, students will conduct a series of non-intrusive ethnographic observations in an 'ethnic' community or suburb in the Sydney region, and then produce an analysis of these observations. You will be responsible for finding a community and/or location for research. For example, Lakemba is a community that has received a great deal of media attention and occupies an interesting place in Sydney's social geography and imagination. This research project will culminate in a paper (between 2,000 and 2,500 words) that integrates your observations and experiences, an analysis of media and public discourse, demographic and historical details, and supporting literature and theory. The ultimate theme of your paper will depend on your community, the direction of your ethnographic gaze, and the types of participation and observations conducted. You might focus on themes such as food, the use of space, media discourse, ethnic identity, community relations, immigrant issues, and community services.
We will discuss the project throughout the semester. You will be required to draw on many of the fundamentals of conducting ethnographic research (writing fieldnotes, creating maps, participating in activities, gathering demographic and historical data), short of organising formal interviews with community members. A separate document in iLearn will offer further guidance and get you started. In Week 13 we will share the results of this research in an informal session.

This Assessment Task relates to the following Learning Outcomes:
• Evaluate and question the claims about culture, race, and ethnicity made in the media, by governments, and other public sources.
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• Demonstrate the ability to design, and conduct a social research project on an 'ethnic' community in Sydney, and communicate research findings in oral and written forms.

Essay
Due: Friday April 24
Weighting: 40%

Students will write a research essay of no more than 3,000 words (not including the bibliography) addressing one or more of the themes of the unit. Essay questions will be circulated in Week 3. A detailed description of this assessment task and a marking rubric will be provided.

This Assessment Task relates to the following Learning Outcomes:
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Delivery and Resources
All required readings are available in your iLearn.

Unit Schedule
Week 1: Thursday February 26
Race, colonialism, and ethnicity: course introduction
Readings: For our first class please select one of the following readings and we will go over them together in class.


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**Week 2: Thursday March 5**

**Imagined communities: the nation and nationalisms**

**Readings**


**Second reading either:**


**Extended reading:**


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**Week 3: Thursday March 12**
Indigeneity and the state in an age of globalisation

Readings:


Extended Reading:


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Week 4: March 19

Migration, transnationalism and the immigration experience

Readings:


Extended reading:


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Week 5: Thursday March 26
**Theorising and living multiculturalism**

**Readings:**


**Extended readings:**


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**Week 6: Thursday April 2**

**Refugees and asylum seekers**

**Readings**


**Extended reading:**


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**Week 7: Thursday April 23**
Whiteness, ‘privilege’ and power


Extended Reading:


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Week 8: Thursday April 30

Abject Citizenship

Guest lecturer: Dr Kate Hepworth

Readings:

TBA

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Week 9: Thursday May 7

Gender, Sex, and Nationalism

Readings:


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Week 10: Thursday May 14
The commodification of ethnicity?

Readings:


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Week 11: reading week

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Week 12: Thursday May 28

Race ‘riots’?


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Week 13: Thursday June 4

Presentation of findings of ethnographic research project.

Polices 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:


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](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/](http://students.mq.edu.au/support/)

**Learning Skills**

Learning Skills ([mq.edu.au/learningskills](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 Enquiry Service**

For all student enquiries, visit Student Connect at [ask.mq.edu.au](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**


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**

**PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience,
of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

**Learning outcomes**

- Analyse and discuss anthropological and scholarly literature on subjects relating to the themes of ethnicity, migration, and nationalism.
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**Assessment tasks**

- Ethnographic Research
- Essay

**PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

**Learning outcome**

- Analyse and discuss anthropological and scholarly literature on subjects relating to the themes of ethnicity, migration, and nationalism.

**Assessment tasks**

- Tutorial Participation
- Seminar Facilitation
- Ethnographic Research
- Essay

**PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen
fields.

This graduate capability is supported by:

**Learning outcomes**

- Analyse and discuss anthropological and scholarly literature on subjects relating to the themes of ethnicity, migration, and nationalism.
- Apply anthropological perspectives and knowledge to issues concerning immigration/migration, asylum seeking and related transnational phenomenon and concerns.
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**Assessment tasks**

- Tutorial Participation
- Seminar Facilitation
- Ethnographic Research
- Essay

**PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

**Learning outcomes**

- Apply anthropological perspectives and knowledge to issues concerning immigration/migration, asylum seeking and related transnational phenomenon and concerns.
- Demonstrate the ability to design, and conduct a social research project on an 'ethnic' community in Sydney, and communicate research findings in oral and written forms.

**Assessment tasks**

- Ethnographic Research
- Essay

**PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.
This graduate capability is supported by:

**Learning outcomes**

- Evaluate and question the claims about culture, race, and ethnicity made in the media, by governments, and other public sources.
- Apply anthropological perspectives and knowledge to issues concerning immigration/migration, asylum seeking and related transnational phenomenon and concerns.

**Assessment task**

- Ethnographic Research

**PG - Capable of Professional and Personal Judgment and Initiative**

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

**Learning outcomes**

- Evaluate and question the claims about culture, race, and ethnicity made in the media, by governments, and other public sources.
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**Assessment task**

- Ethnographic Research