SOC 297

Migration, Human Rights and Diversity

S1 Day 2016

Dept of Sociology

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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
Lecturer
Associate Professor Amanda Wise
amanda.wise@mq.edu.au
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://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
5. Provide constructive input into the presentations of others
6. Be able to source and engage with quality news coverage and opinion pieces.

Assessment Tasks

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

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.

This Assessment Task relates to the following 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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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 2\textsuperscript{nd} May by 5pm.)

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

This Assessment Task relates to the following Learning Outcomes:

- 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 (e.g. 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.

This Assessment Task relates to the following Learning Outcomes:

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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.

This Assessment Task relates to the following Learning Outcomes:

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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 (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** at **W6B 383 Tutorial Rm**  
**Wednesday 2pm** at **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.


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**


Tazreiter, Cludia (2004) ‘Selection and control in Australia – from old habits to new techniques’
Week 6: Global Diasporas and Transnationalism

**Required Reading**


Further Readings:


Week 7: No lecture and tutorials (consultation week)

Week 8: I for India

Available in the library reserve collection

**Required Reading**


Further Readings:


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**


Stratton, Jon and Ien Ang (1994) "Multicultural imagined communities: cultural difference and national identity in Australia and USA", Continuum, 8(2).


Week 10: Citizenship & Nationalism

**Required Readings:**


**Further Readings:**


**Week 11: Living with difference: Everyday Multiculture**

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

*Required Reading:*


*Further Reading:*


**Week 12: Racism, Everyday Racism and Antiracism**

*Required Reading*


*Further Reading*


Sage.

**Week 13 - CONCLUSION**


## Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture topics and assessment deadlines</th>
<th>Lecturer</th>
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</thead>
<tbody>
<tr>
<td><strong>PART I</strong>&lt;br&gt;Introduction</td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>Introduction: Sociology of International Migration and Multiculturalism</td>
<td>Amanda Wise</td>
</tr>
<tr>
<td>2</td>
<td>Theories of Migration and Methodologies</td>
<td>Amanda Wise</td>
</tr>
<tr>
<td><strong>PART II</strong>&lt;br&gt;Issues in international migration</td>
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</tr>
<tr>
<td>3</td>
<td>Gender, Class and Social Inequality</td>
<td>Amanda Wise</td>
</tr>
<tr>
<td>4</td>
<td>Migration, Development and Social Capital</td>
<td>Amanda Wise</td>
</tr>
<tr>
<td>5</td>
<td>Immigration controls, Asylum Seekers and Refugees</td>
<td>Amanda Wise</td>
</tr>
<tr>
<td>6</td>
<td>Global Diasporas and Transnationalism</td>
<td>Amanda Wise</td>
</tr>
<tr>
<td><strong>RECESS</strong></td>
<td><strong>RECESS</strong></td>
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<tr>
<td>7</td>
<td>STUDY WEEK: (NO LECTURE AND TUTORIALS)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Film: I for India</td>
<td>Amanda Wise</td>
</tr>
<tr>
<td><strong>PART III</strong>&lt;br&gt;Living with cultural diversity</td>
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</table>
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](http://ask.mq.edu.au).

**Student Support**

Macquarie University provides a range of support services for students. For details, visit [http://stu](http://stu).
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
• Tutorial Panel Presentation
• Media Commentary Portfolio
• Research Essay
• Tutorial Participation

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
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Assessment tasks
• Tutorial Panel Presentation
• 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
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Assessment tasks

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

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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**Assessment tasks**

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

**Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

**Learning outcomes**

• Be able to discuss some of the characteristics of migratory flows around the world, as well as in the Australian context  
• Recognise the contribution of a range of sociological perspectives to debates concerning international migration  
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• 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
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- Be familiar with the concepts of migration, diaspora, transnationalism, nation, ethnicity, multiculturalism, citizenship, and racism
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Assessment tasks

- 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

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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:

Learning outcomes

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Assessment tasks

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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:

**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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**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**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>26/02/</td>
<td>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.</td>
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<tr>
<td>2016</td>
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</table>