University of South Australia

Introduction

Welcome

Migration is a dominant issue in the 21st Century. This has been brought home recently with such events as the 2015 European Migration Crisis, where hundreds of thousands of people fled the conflicts of the Middle East; the attempts of US President Donald Trump to build his border wall with Mexico; the aging populations of nations such as Japan and Germany and the economic and social impact of a dwindling youth population; the increasingly multi-cultural nature of many contemporary societies, and the conflicts and opportunities that this diversity brings.

In a world where we are experiencing the heightened acceleration of the movement of people, goods and knowledge, exploring the phenomenon of migration is vital. Trends affecting worldwide migration, such as globalization and transnationalism, highlight the importance of re-thinking identities and belonging in contemporary social life. The relocation and adaption to new and diverse environments is a challenging process for both new migrants and host communities.

This course will provide you with the frameworks for investigating issues around themes of migration, diversity and belonging. We will draw on sociological and historical approaches to the topic while engaging with a range of theoretical, conceptual and political debates. It will address such questions as: What is migration and what effect does it have on society? What is the relationship between migration, multiculturalism and belonging? What fosters or prevents the integration of settled migrant groups and individuals? What impact does diversity in society have on issues such as social cohesion and national identity?

I hope you enjoy the course.

David Radford

Course Coordinator

Course Teaching Staff

Tutor:	Dr Simone Marino
Email:	Simone.Marino@unisa.edu.au
Staff Home Page:	people.unisa.edu.au/Simone.Marino
Online Course Facilitator:	Dr David Radford
Location:	School of Creative Industries B1-21
Telephone:	+61 8 8302 1003
Fax:	+61 8 8302 2973

| Email: | David.Radford@unisa.edu.au |
| Staff Home Page: | people.unisa.edu.au/David.Radford |

Course Coordinator:	Dr David Radford
Email:	David.Radford@unisa.edu.au
Staff Home Page:	people.unisa.edu.au/David.Radford

* Please refer to your Course homepage for the most up to date list of course teaching staff.

School Contact Details

School of Creative Industries

Physical Address:	Level 2, Room 21, C Building St Bernards Road Magill Magill 5072
School Phone:	+61 8 8302 4850
School Fax:	+61 8 8302 4745
School Website:	http://unisa.edu.au/ci

Additional Contact Details

Course Coordinator:

Dr David Radford

Email: david.radford@unisa.edu.au

Ph: 0883021003

Internal Tutor:

Dr Simone Marino

Email: simone.marino@unisa.edu.au

Ph: 0883024501

Course Overview

Prerequisite(s)

Successful completion of one level 1 course of the BA Sociology major or by approval of the course coordinator.

Corequisite(s)

There are no corequisite courses to be completed in conjunction with this course.

Course Objectives

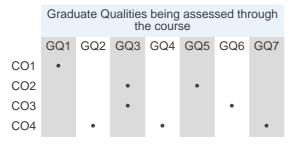On completion of this course, students should be able to:

CO1. identify the causes of internal and transnational migration and the impact of globalising forces in various social, political and economic contexts

CO2. demonstrate an understanding of the processes of adaptation of voluntary and involuntary immigrants to new cultural contexts and the development of transitional, border and hybrid identities

CO3. evaluate typical societal outcomes of migrant-host relationships in various national, international and regional contexts

CO4. critically reflect on the impact of migration on the policy outcomes of settler countries and in the context of human rights and the international governance of migration

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

	Graduate Qualities being assessed through the course						
	GQ1	GQ2	GQ3	GQ4	GQ5	GQ6	GQ7
CO1	•						
CO2			•		•		
CO3			•			•	
CO4		•		•			•

Graduate Qualities

A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice

GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

GQ4. can work both autonomously and collaboratively as a professional

GQ5. is committed to ethical action and social responsibility as a professional and citizen

GQ6. communicates effectively in professional practice and as a member of the community

GQ7. demonstrates international perspectives as a professional and as a citizen

Course Content

The course examines international migrations and the consequential social transformations paying particular attention to the impact of globalising forces on human mobility, including voluntary and involuntary migration. Students apply interpretive and critical approaches to cultural adaptation with particular reference to transitional, hybrid and border identities, and societal outcomes of immigration (assimilation, integration, marginalisation and hybridity). The course also examines policy outcomes in settler countries (multiculturalism, security and citizenship) in addition to issues of social inclusion/exclusion, social cohesion and human rights.

Teaching and Learning Arrangements

Lecture	1 hour x 10 weeks
Tutorial	2 hours x 10 weeks
Lecture (online)	1 hour x 2 weeks

Unit Value

4.5 units

Learning Resources

Textbook(s)

There are no textbooks listed for this course.

Reference(s)

MAJOR REFERENCE

Castles, S. and Miller, M. J. (2014) *The Age of Migration: International Population Movements in the Modern World.* 4th edition, New York: Guilford.

ADDITIONAL REFERENCES

Amin, A., 2002. Ethnicity and the Multicultural City: Living with Diversity. *Environment and Planning A*, 34, 959–980.

Anderson, B. 2006. *Imagined communities: Reflections on the origin and spread of nationalism.* Verso Books

Bottomley, G. 1992. *From another place: Migration and the politics of culture.* Cambridge University Press .

Braziel, J.E. and Mannur, A. (eds.) 2003. *Theorizing diaspora: A reader.* Wiley-Blackwell.

Brettell, C.B. and Hollifield, J.F. 2014. Migration theory: Talking across disciplines. Routledge.

Bryceson, D. and Vuorela, U., 2002. *The transnational family: New European frontiers and global networks.* Berg Publishers

Castles, S. and Davidson, A., 2000. *Citizenship and migration: Globalization and the politics of belonging.* Psychology Press.

Castles, S., 2007. Twenty-first-century migration as a challenge to sociology. *Journal of Ethnic and Migration Studies*, 33(3), pp. 351-371.

Colombo, E. 2015. 'Multiculturalisms" An overview of multicultural debates in western societies.' *Current Sociology Review.* 63(6), pp. 800-824

Croucher, S. 2003. *Globalization and belonging: The politics of identity in a changing world.* Rowman & Littlefield Publishers.

Cohen, R., 2006. *Migration and its enemies: global capital migrant labour and the nation-state.* Ashgate

Geddes, A. and Scholten, P., 2003. *The politics of migration and immigration in Europe.* Sage.

Gilroy, P., 2004. *After Empire: Melancholia or Convivial Culture.* London: Routledge

Hage, G., 1998. *White Nation.* Annandale: Pluto Press.

Jupp, J. 2002. *From White Australia to Woomera: The story of Australian immigration.* Cambridge University.

Kivisto, P., 2008. *Multiculturalism in a global society.* John Wiley & Sons.

Levrau, F, Loobuyck P 2018. Introduction: mapping the multiculturalism-interculturalism debate, *Comparative Migration Studies*, Vol.6(1), pp.1-13

MacLeod, C.L. 2006. *Multiethnic Australia: Its history and future.* McFarland.

Moran, A. 2005. *Australia: nation, belonging, and globalization* (Vol. 1). Psychology Press.

Moran, A. 2011. 'Multiculturalism as Nation-Building in Australia'. *Ethnic and Racial Studies* 34 (12), pp. 2153-2172.

Neal, S. and Agyeman, J. eds., 2006. *The New Countryside?: Ethnicity, Nation and Exclusion in Contemporary Rural Britain.* Bristol: Policy Press.

Dobrowolsky, A., 2016. *Women, migration and citizenship: making local, national and transnational connections.* Routledge.

Vertovec, S., 2007 'Super-Diversity and its Implications'. *Ethnic and Racial Studies.* 30(6), pp. 1024-1054

Vertovec, S., 2009. *Transnationalism.* London: Routledge.

Watson, S., 2006. *City Publics: The (Dis)Enchantments of Urban Encounters.* London: Routledge.

Wise, A. and Velayutham, S. eds., 2009. *Everyday multiculturalism.* Springer.

Yuval-Davis, N 2011. *The Politics of Belonging: Intersectional Contestations* SAGE, London.

Yuval-Davis, N. 2006. 'Belonging and the politics of Belonging.' *Patterns of Prejudice.* 40(3), pp. 197-214

The following journals are also useful:
Ethnic and Racial studies
International Migration Review
Journal of Ethnic and Migration Studies
Journal of Intercultural Studies
Mobilities
Ethnicities
Journal of Refugee Studies

Materials to be accessed online

learnonline course site

All course related materials can be accessed through your learn**online** course site which you will be able to access from the my Courses section in myUniSA.

myUniSA

All study related materials can be accessed through: https://my.unisa.edu.au

Assessment

Assessment Details

Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within two to three weeks of submission.

Cover sheets

A cover sheet is not required for assessment tasks submitted via learnonline, as the system automatically generates one.

If the Course Coordinator allows submissions in hard copy format, you will be required to attach an Assignment Cover Sheet which is available on the learnonline student help (https://lo.unisa.edu.au/mod/book/view.php?id=1843&chapterid=567) and in myUniSA.

Assessment Summary

#	Form of assessment	Length	Duration	Weighting	Due date (Adelaide Time)	Submit via	Objectives being assessed
1	Reflective report	675 words	N/A	15%	*See assessment activities for details*	*See assessment activities for details*	CO1, CO2
2	Case study	1575 words	N/A	35%	Starting from Week 3	In person	CO2
3	Major essay	2250 words	N/A	50%	8 Nov 2019, 11:59 PM	learnonline	CO3, CO4

Feedback proformas

The feedback proforma is available on your learn**online** course site. It can be accessed via the Feedback Form link in the Course Essentials block.

Assessments

Discussion boards (Graded)

Assessment Activities

Name	Sub-weighting	Due date (Adelaide Time)	Submit via
Discussion boards	30%	Regular attendance and active participation in tutorial	In person
Exploring diversity in Adelaide Report	70%	16 Oct 2019, 11:59 PM	learnonline

1. Students are encouraged to regularly contribute to the discussion forum. it is a space for students to interact, raise questions, comments and support one another during the course. Remember the discussion list is a public space where the normal conventions of respect for other list contributors apply. Do not to post messages of a personal nature. Your tutor will monitor the online contributions from time to time. Administrative or academic matters should be directed to the course coordinator via email or by arranging a suitable consultation time.

2. In the week after the mid-semester break students will divide into groups for a visit to a particular location in the city that reflects the diversity that makes up contemporary Australia (e.g. Rundle Mall, Central Market, Turkish and Islamic Centre). There will be no tutorial/lecture that week. While students are encouraged to talk with one another about the visit each student will then individually prepare a minimum 500 word report/reflection of the visit to be uploaded to the discussion forum. The report should include notes reflecting different readings, debates and ideas we have been working through during the course such as integration, transnationalism, multiculturalism, belonging, identity and citizenship. The experiences and reflections of the visit will be the basis

for the discussion in the tutorial in the following week.

In writing online contributions, students should take into account the assessment criteria below.

Marking criteria for Online contributions
1. Level of analysis/insightfulness in discussing the topic
2. Ability to apply theoretical constructs/approaches covered in the course and link to key texts
3. Incisiveness of comments and clarity of expression
4. Ability to stimulate class/online discussion

Case study (Graded)

Immigrants and refugees have either been driven from their countries of birth by push factors, such as unemployment, poverty, starvation, political oppression, civil war and/or attracted to settler countries by the promise of a better life by pull factors such as the promise of work, security, a better standard of living, education and life chances for their children.

For your case study, choose a particular national, religious or ethnic group that has experienced the process of emigration/immigration. Students should research the contextual factors (historical/political/cultural/economic) of the country(ies) of origin, and analyze the importance of the specific factors applying to their case. What are the challenges and successes that migrants experience in making a new country their home?

A short bibliography (5 or 6 references) should be supplied. It is strongly recommended that internet sources be kept to an absolute minimum and then only if referencing factual/statistical information or the reference pertains to an online academic journal.

Students will present the results of their Case Study to the class. Presentations will commence in week 3 and continue through to week 10 of the study period. In preparing their presentation, it is expected that students will research beyond the materials provided in their weekly lecture notes and readings.

Students should be prepared to speak on the chosen topic for no more than 10 minutes and allow a further 5-10 minutes for discussion or consideration of issues raised. You are expected to lead/stimulate class discussion/ interaction with questions/activities/role plays/debates specific to the topic. Students will also be responsible for preparing suitable visual aids. A printed record of the presentation (e.g. Word and/or PowerPoint) should be handed to/emailed to the tutor after the presentation.

In preparing the case study presentation, all students should take into account the assessment criteria below. Feedback on this assessment will be provided on the Feedback form which all students must attach to their assignments. The Feedback form is available from the course website.

Marking criteria for case studies

Content
1. Does the student keep to the topic?
2. Does the presentation engage with migration theory?
3. Is the information accurate/up to date
4. Is the topic well researched (evidence of further reading e.g. references, quotes, statistics)?

Structure
1. Is the topic clearly stated?
2. Is the amount of information appropriate?
3. Is the case study developed according to the plan?
4. Do you provide clear conclusions/implications?
Due: Various dates (between weeks 3 and 10) as arranged in class

Essay (Graded)
Major Essay - 2250 words

Choose one of the following questions:

1. What is the difference between multiculturalism and interculturalism? Argue for which one you think is a better approach for diverse societies such as Australia?
2. Everyday encounters with difference affect one's sense of belonging and identity. Explain how this takes

place through the lens of conflict and conviviality. Your answer should reflect the point of view of both migrants and members of the dominant host society.

3. Transnationalism is an important part of migration. How do migrants conceive of, and maintain, their connections to the 'homes' that they have left behind <u>and</u> the new 'home' that they have made as a migrant? How does this impact their identity/ies?

The essay should include:

- examples from at least two different countries
- Size 12 font, 1.5-2 pt paragraph spacing
- a bibliography of at least 10 academic references. It is strongly recommended that internet sources be kept to an absolute minimum
- essays will be graded down if they are less than -10% of the word limit (excluding the title page information and reference list

Marking criteria for Essay

<u>Content</u>

1. demonstrated understanding of theoretical issues covered in the course
2. evidence of purposeful reading beyond that provided in the course
3. ability to use information to address a specific question
4. quality of conclusions drawn and argument developed.

<u>Structure</u>

1. clear structure and argument (an introduction that presents the main arguments, a body that presents and illustrates the main points and shows how they relate to the thesis, and a brief conclusion)
2. appropriate referencing and formatting (in text referencing of material used from other authors, accurate list of references)
3. appropriate use of language conventions such as grammar, spelling and punctuation.

Submission and return of assessment tasks

See above under Assessment details.

Exam Arrangements

This course does not have an exam.

Variations to exam arrangements

Variation to exam arrangements does not apply to this course.

Supplementary Assessment

Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP) and is available to all students under the following conditions unless supplementary assessment or examination has not been approved for the course:

1. if the student has achieved a final grade between 45-49 per cent (F1) in a course
2. if a student who has successfully completed all of the courses within their program, with the exception of two courses in which they were enrolled in their final study period, a supplementary assessment or examination may be granted where the final grade in either or both of these courses, is less than 45 percent (F1 or F2) and all assessments in the courses were attempted by the student. Supplementary assessment will not be available for a course under investigation for academic integrity until the investigation is completed, and determined that it did not constitute academic misconduct.

More information about supplementary assessment is available in section 7.5 of the Assessment Policy and Procedures Manual.
http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/

Important information about all assessment

All students must adhere to the University of South Australia's policies about assessment:
http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/.

Additional assessment requirements

There are no additional assessment requirements identified for this course.

Students with disabilities or medical conditions

Students with disabilities or medical conditions or students who are carers of a person with a disability may be entitled to a variation or modification to standard assessment arrangements. See Section 7 of the Assessment Policy and Procedures Manual (APPM) at: http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/

Students who require variations or modifications to standard assessment arrangements should make contact with their Course Coordinator as early as possible in order to ensure that appropriate supports can be implemented or arranged in a timely manner.

Students can register for an Access Plan with UniSA Access & Inclusion Service. It is important to make contact early to ensure that appropriate support can be implemented or arranged in a timely manner. See the Disability Hub for more information: http://www.unisa.edu.au/Disability/Current-students

Students are advised there is a deadline to finalise Access Plan arrangements for examinations. Further information is available at: http://i.unisa.edu.au/campus-central/Exams_R/Before-the-Exam/Alternative-exam-arrangements/

Deferred Assessment or Examination

Deferred assessment or examination is available for the course.

Special Consideration

Special consideration is available for this course. Note: Special consideration cannot be granted for a deferred assessment or examination, or a supplementary assessment or examination. APPM 7.7.6

Variations to assessment tasks

Variation to assessment methods, tasks and timelines may be provided in:

Unexpected or exceptional circumstances, for example bereavement, unexpected illness (details of unexpected or exceptional circumstances for which variation may be considered are discussed in clauses 7.8 - 7.10 of the Assessment Policy and Procedures Manual). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

Special circumstances, for example religious observance grounds, or community services (details of special circumstances for which variation can be considered are discussed in clause 7.11 of the Assessment Policy and Procedures Manual). Variations to assessment in expected circumstances must be requested within the first two weeks of the course (or equivalent for accelerated or intensive teaching).

Students with disabilities or medical conditions please refer to **Students with disabilities or medical conditions**.

Academic Integrity

Academic integrity is the foundation of university life and is fundamental to the reputation of UniSA and its staff and students. Academic integrity means a commitment by all staff and students to act with honesty, trustworthiness, fairness, respect and responsibility in all academic work.

An important part of practising integrity in academic work is showing respect for other people's ideas, and being honest about how they have contributed to your work. This means taking care not to represent the work of others as your own. Using another person's work without proper acknowledgement is considered Academic Misconduct, and the University takes this very seriously.

The University of South Australia expects students to demonstrate the highest standards of academic integrity so that its degrees are earned honestly and are trusted and valued by its students and their employers. To ensure this happens, the University has policies and procedures in place to promote academic integrity and manage academic misconduct. For example, work submitted electronically by students for assessment will be examined for copied and un-referenced text using the text comparison software Turnitin http://www.turnitin.com.

More information about academic integrity and what constitutes academic misconduct can be found in Section 9 of the Assessment Policies and Procedures Manual (APPM): http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/. The Academic Integrity Module explains in more detail how students can work with integrity at the University: https://lo.unisa.edu.au/mod/book/view.php?id=252142

Action from previous evaluations

Student evaluation of our courses and teaching is vital to their ongoing improvement. You will receive an email notification in the last week of the Study Period which will remind you to complete the Course Evaluation Instrument (CEI).

Unplanned learnonline outages (text version)

The information below show the suggested alterations/considerations for assessment items and exam dependent on the duration of the unplanned outage

less than 1 hour outage. No impact on either assessment or examination

1 to 4 hour outage.   **Assessment - C**onsider an extension. **Examination -** No impact.

4 to 24 hour outage.   **Assessment** - 24 hour extension. **Examination** - Be mindful of outage when marking

Over 24 hour outage.   **Assessment** - 48 hour extension. **Examination**- Be mindful of outage when marking

Course Calendar

Study Period 5 - 2019

	Weeks	Topic	Assessment Details (Adelaide Time)	Comments	Public Holidays
	15 - 21 July	Pre-teaching			
	22 - 28 July	Pre-teaching			
	29 July - 4 August	Pre-teaching			
1	05 - 11 August	Introduction: Globalisation, mobility and social transformation		Online contributions commence this week.	
2	12 - 18 August	Theories of Migration			
3	19 - 25 August	Migration in Europe and North America			
4	26 August - 1 September	Migration in Asia and the Pacific			
5	02 - 8 September	Forced Migration: Refugees and undocumented migrant workers			
6	09 - 15 September	Immigration, minorities and transnational identities		If you have not been keeping up with your discussion list contributions, this is a good time to do so.	
7	16 - 22 September	The rise and fall of multiculturalism			
	23 - 29 September	Mid-break			
	30 September - 6 October	Mid-break			
	07 - 13 October	No lecture or tutorial: Exploring diversity in Adelaide fieldwork			Labour Day 7/10/2019
8	14 - 20 October	Everyday multiculturalism: Intercultural relations in culturally plural societies	Discussion boards: Exploring diversity in Adelaide Report due 16 Oct 2019, 11:59 PM		

9	21 - 27 October	(Non)Belonging and citizenship in national spaces		
10	28 October - 3 November	National identity and citizenship		If you have not already done so, post your final discussion list contributions this week.
11	04 - 10 November		Essay due 08 Nov 2019, 11:59 PM	Use this week to put the finishing touches to your final essay. Major Essay due 8 November
12	11 - 17 November			
13	18 - 24 November			
14	25 November - 1 December			