



**SOCY 3358**

**Immigration: People Moving, Moving People**

**CAPA SYDNEY PROGRAM**

### **Course Description**

This course will explore the causes and consequences of migration for communities, personal identities, national identities, politics, ethics, and the environment. The various reasons for people-moving and moving people across borders will be examined, as will the myths and controversies involved. How notions of belonging, citizenship, nationality, nationhood, and 'the other' are constructed, proliferated, and manipulated will be key themes throughout the course. Case studies will be drawn from both Australian and international examples, which field trips will supplement. Grades will be based on class and online participation, evidence of reading and independent research, and assessments both written and oral.

### **Course Aims**

- To introduce students to the history, ideology, and politics of immigration
- To contextualise Australia's involvement and reaction to immigration in a global schema
- To familiarise students with major areas of critical theory and key arguments
- To provide students with the opportunity to discuss and express their views and findings through written work and discussion both in the classroom and online

### **Requirements and Prerequisites**

Students who have completed university level units in subjects that require academic research and writing will be able to engage fully with the course. The course is intended as an introduction to the subject of immigration, with an in-depth look at Australian examples. Sources will be varied and interdisciplinary, with theory drawn from historical, sociological, and international relations scholarship.

### **Student Learning Outcomes (SLOs)**

At the end of the course students should be able to:

- a. Better understand the national and international context of people-moving and moving people through voluntary migration, resettlement, exile, and other modes of travel
- b. Be familiar with numerous political, social, and environmental concerns surrounding immigration
- c. Demonstrate knowledge of particular case studies and key issues involving immigration written and spoken assessments
- d. Critically engage with and analyse relevant source material

- e. Apply primary and secondary sources to the examination of case studies to formulate a cogent argument

### Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, and an appreciation of differences.

### Class Methodology

Classes will comprise lectures and seminar-style interaction. Students will be expected to have completed the required readings and be ready for discussion. Each student will be required to give a short presentation for one class and be prepared to lead the discussion on their chosen topic. Engagement online to extend the in-class discussion and respond to lecture material is also necessary and assessed as part of the overall grade for this course.

### Field Component

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in the field activity for this course is required. You will actively explore the Global City you are currently living in. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course. This will involve one field trip, and the option to participate in fieldwork at a relevant site as part of your assessment. Details will be provided in class.

### Assessment and Grading

| Task                    | Weighting | Due Date   | SLOs assessed |
|-------------------------|-----------|------------|---------------|
| 1. Participation        | 10%       | throughout | a, b, c, d    |
| 2. Seminar Presentation | 20%       |            | a, b, c, d, e |
| 3. Essay                | 40%       |            | a, b, c, d, e |
| 4. Exam                 | 30%       |            | c, d, e       |

All written work should be double-spaced, in size 12 font, have numbered pages, and provide a clear heading and the student's name at the top. Written work must be submitted online through the Turnitin portal on the Canvas site.

| DESCRIPTOR                        | ALPHA | NUMERIC | GPA | REQUIREMENT/EXPECTATION   |
|-----------------------------------|-------|---------|-----|---|
| Outstanding<br>(High Distinction) | A     | 93+     | 4.0 | Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner. |
| Excellent<br>(Distinction)        | A-    | 90 - 92 | 3.7 | Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.   |
| Very good<br>(High Credit)        | B+    | 87 - 89 | 3.3 | Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal   |

|                                    |    |         |           |  |
|------------------------------------|----|---------|-----------|--|
|                                    |    |         |           | reflection into the discussion and an appreciation of a range of different perspectives.   |
| Good<br>(Credit)                   | B  | 83 - 86 | 3.0       | The work is well organised and contains coherent or logical argumentation and presentation.  |
| Good<br>(Credit)                   | B- | 80 - 82 | 2.7       | Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.  |
| Average<br>(Good Pass)             | C+ | 77-79   | 2.3       | The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading. |
| Adequate<br>(Pass)                 | C  | 73 - 76 | 2.0       | Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.   |
| Below Average<br>(Borderline Pass) | C- | 70-72   | 1.7       | Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.  |
| Inadequate<br>(Borderline Fail)    | D+ | 67 - 69 | 1.3       | Fails to show a clear understanding or much insight into the material in the textbook and notes  |
| Poor<br>(Fail)                     | D  | 60 - 66 | 0.7 - 1.0 | Besides the above for D+, student has not shown interest or engagement in the class work or study.   |
| Poor<br>(Fail)                     | F  | <60     | 0         | Shows little or no understanding of any of the material  |
| Incomplete                         | I  |         |           | Please see CAPA policy in the Faculty Handbook.  |

### 1. Class Participation 10%

Participation is a vital part of your grade and of the CAPA experience. Students are expected to have done the prescribed readings for the week and to have topics or questions to discuss to help generate a positive, dynamic, and fulfilling learning environment. Participation can be demonstrated not only through attendance but by contributing to the discussion in class and online, showing attention and courtesy to instructors and classmates, and using class-time usefully and responsibly. If you are unable to attend a class please consult your teacher.

Please review the following table as a guide to participation:

| Grade          | Discussion   | Reading  |
|----------------|--|--|
| <b>A range</b> | Excellent: consistent contributor; offers original analysis and comments; always | Obviously has completed all readings; intelligently uses resultant |

|                |  |   |
|----------------|--|---|
|                | has ideas on topics of the readings; takes care not to dominate discussion.  | understanding to formulate comments and questions for the discussion.   |
| <b>B+</b>      | Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.                          | Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately. |
| <b>B / B-</b>  | Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature. | Displays familiarity with some readings and related concepts, but tends not to analyse them.                              |
| <b>C range</b> | Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.          | Displays familiarity with few readings; rarely demonstrates analytical thought.   |
| <b>D / F</b>   | Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others.   | Little to no apparent familiarity with assigned material or application to relevant discussion.                           |

## 2. Seminar Presentation 20%

Students will be scheduled to give a 15-minute class Power Point presentation (followed by questions/discussion) based on the topic of the seminar for that class. The presenter is to submit to the instructor the text of their presentation including a short list of references. Images, short video clips, handouts, are all acceptable but not compulsory additions to your talk. You should draw upon scholarly sources in addition to the required readings when preparing the presentation and should design one or more questions to prompt discussion from your classmates.

## 3. Essay 40%

Students are required to submit an essay of 2,000 words with a full bibliography and references (these are *not* included in the word count). This will be based on one question from a list provided early in the semester. At least 8 appropriate sources should be used: primary sources are encouraged, and academic sources are mandatory. You can use the course readings but must also demonstrate independent research.

## 4. Exam 30%

Students are required to complete a final exam worth 30% based on lectures, readings, and material discussed in seminars. The tests will be open for four days and conducted online. The format of the exam is three 300-400 word responses. You will be able to choose from one of three questions in each section. Referencing is required only when quoting directly from academic sources; you do not have to reference lectures. Concise critical answers are expected. Format the responses as you would a short essay.

## Course Materials

### Required Readings

- Reece Jones, *Violent Borders: Refugees and the Right to Move*, London: Verso, 2016
- The readings prescribed below, available on the unit site

### Library and research facilities

The Sydney College of TAFE library facilities are available for your use. [Use the library](#) to access the internet, photocopy or scan books for your own use. [The SUNY Library](#) database is also available. More information on CAPA Sydney library and research facilities can be obtained by looking through your Orientation Pack or by speaking to a CAPA Sydney staff member.

## Weekly Schedule

| Date | Seminar topics  |
|------|---|
|      | <p><b>Seminar 1: Introduction to the Study of Immigration and International Relations (CK)</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>▪ Tilly, Charles, 'Citizenship, Identity, and Social History', <i>International Review of Social History</i> 40.S3 (1995): 1-17.</li> <li>▪ Levitt, Peggy and B. Nadya Jaworsky, 'Transnational Migration Studies: Past Developments and Future Trends', <i>Annual Review of Sociology</i> 33 (2007): 129-56.</li> </ul>                     |
|      | <p><b>Seminar 2: The Invention of Nationality (VR)</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>▪ Jones, Chapter 5.</li> <li>▪ Calhoun, Craig, 'Nationalism and Ethnicity', <i>Annual Review of Sociology</i> 19 (1993): 211-239.</li> </ul>   |
|      | <p><b>Seminar 3: Historical Australia: Making a (White) Nation (VR)</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>▪ Jupp, James, 'From "White Australia" to "part of Asia": Recent shifts in Australian immigration policy towards the region', <i>The International Migration Review</i> 29.1 (1995): 207-228.</li> <li>▪ Curthoys, Ann, 'Expulsion, Exodus and Exile in White Australian Historical Mythology', <i>Journal of Australian Studies</i> 23.61 (1999): 1-19.</li> </ul> |
|      | <p><b>Seminar 4: Field Class I: Multicultural Australia</b></p> <p>Tour of the Gallipoli Mosque, Auburn. Lunch in Granville (at student's expense).</p>   |
|      | <p><b>Seminar 5: Contemporary Australia: 21<sup>st</sup> Century Identity Crisis (CK)</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>▪ Borowski, Allan, 'Creating a Virtuous Society: Immigration and Australia's Policies of Multiculturalism', <i>Journal of Social Policy</i> 29.3 (2000): 459-475.</li> <li>▪ Martin, Greg, 'Stop the boats! Moral panic in Australia over asylum seekers', <i>Continuum</i> 29.3 (2015): 304-322.</li> </ul>                                      |
|      | <p><b>Seminar 6: Slavery and Servitude (VR)</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>▪ Jones, Chapter 4.</li> <li>▪ Degorge, Barbara, 'Modern Day Slavery in the United Arab Emirates', <i>The European Legacy</i> 11.6 (2006): 657-666.</li> </ul>  |
|      | <p><b>Seminar 7: Terrorism and Security (CK)</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>▪ Jones, Chapter 2.</li> <li>▪ Coleman, Mathew, 'Immigration Geopolitics Beyond the Mexico-US Border', <i>Antipode</i> 39.1 (2007): 54-76.</li> </ul>  |
|      | <p><b>Seminar 8: Refugees, Diaspora, and Displacement (HLC + VR)</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>▪ Jones, Chapter 1.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>▪ Rettberg, Jill W., and Radhika Gajjala, 'Terrorists Or Cowards: Negative Portrayals of Male Syrian Refugees in Social Media', <i>Feminist Media Studies</i> 16.1 (2016): 178-181.</li> </ul>  |
|  | <p><b>Seminar 9: The Changing Face of Asylum (AG + CK)</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>▪ Jones, Chapter 3; Chapter 7.</li> <li>▪ Myers, Norman, 'Environmental Refugees', <i>Population and Environment</i> 19.2 (1997): 167-182.</li> </ul>   |
|  | <p><b>Seminar 10: Field Class II: Urbanisation and Mobility (CK)</b><br/>Discussion at Parliament on King, Newtown.</p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>▪ De Brauw, Alan, Valerie Mueller, and Hak Lim Lee, 'The role of rural-urban migration in the structural transformation of Sub-Saharan Africa', <i>World Development</i> 63 (2014): 33-42.</li> <li>▪ Zhao, Min, 'How Neighbourhoods Matter for Immigrant Children: The Formation of Educational Resources in Chinatown, Koreatown and Pico Union, Los Angeles', <i>Journal of Ethnic and Migration Studies</i> 35.7 (2009): 1153-1179.</li> </ul> |
|  | <p><b>Seminar 11: The Homeless and Itinerant (CK)</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>▪ Tervonen, Miika &amp; Anca Enache, 'Coping with everyday bordering: Roma migrants and gatekeepers in Helsinki', <i>Ethnic and Racial Studies</i> 40.7 (2007): 1114-1131.</li> <li>▪ Jaffe, Rivke, Christien Klaufus &amp; Freek Colombijn, 'Mobilities and Mobilizations of the Urban Poor', <i>International Journal of Urban and Regional Research</i> 36.4 (2012): 643-654.</li> </ul>  |
|  | <p><b>Seminar 12: Transnationalism and Global Citizenship (VR)</b></p> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>▪ Jones, Conclusion.</li> <li>▪ Faist, Thomas, 'The transnational social question: Social rights and citizenship in a global context', <i>International Sociology</i> 24.1 (2009): 7-35.</li> </ul>  |

## Attendance, Participation and Student Responsibilities

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Each unauthorized absence from class will result in a 3 percent reduction of the final grade (for example: an A- [92] will become an B+ [89]). More than two unauthorized absences is considered a pattern of repeated absences and will result in failure of the course and possible dismissal from the program.

**Missing classes for medical reasons:** Students are granted one sick day per course. If a student needs to miss additional class time for medical reasons, for a family emergency or for a religious holiday, the student must provide evidence of the reason for his/her absence, otherwise the student will receive a grade reduction. In case of serious illness, students should see a doctor on the day of the absence and bring back a medical statement to CAPA staff. It is the responsibility of the student to contact his/her instructor and make up any missed assignments.

### Participation

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

### **Academic Integrity**

The faculty expects from you, the student, a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating, including duplication of work submitted for another course, will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

### **Use of Electronic Equipment in Class**

All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

### **Use of Electronic Translators**

In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

### **Late Submission**

Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

### **Behaviour During Examinations**

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.