

---

# Immigration: People Moving, Moving People

---

COURSE DESIGNATOR: SNDY 3038

LANGUAGE OF INSTRUCTION: English

NUMBER OF CREDITS: 3

CONTACT HOURS: 45

## 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. Key themes throughout the course will be how notions of belonging, citizenship, nationality, nationhood, and “the other” are constructed, proliferated, and manipulated. We will draw case studies 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 OBJECTIVES

- To introduce students to the history, ideology, and politics of immigration
- To contextualize Australia’s involvement and reaction to immigration in a global schema
- To familiarize 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

## 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.

This course offers a 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.

## COURSE 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.

## REQUIRED READINGS/ MATERIALS

- Reece Jones, *Violent Borders: Refugees and the Right to Move*, London: Verso, 2016.
- Additional readings available in course content units listed below.

### 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. For more information on CAPA Sydney library and research facilities, see your Orientation Pack or speak to a CAPA Sydney staff member.

## GRADING

Grading Rubric		
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## SUMMARY OF HOW GRADES ARE WEIGHTED

Class participation	10%
Seminar presentation	20%
Essay	40%
Exam	30%
<b>Overall grade</b>	<b>100%</b>

## ASSESSMENT DETAILS

### 1. Class Participation

Participation is a vital part of your grade and of the CAPA experience. You 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, consult your instructor.

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 has ideas on topics of the readings; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant 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 completed 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

You will be scheduled to give a 15-minute class PowerPoint 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, and 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

You 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. Use at least eight appropriate sources: primary sources are encouraged, and academic sources are mandatory. You can use the course readings but must also demonstrate independent research.

## 4. Exam

You 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- to 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 CONTENT

UNIT 1
<p><b>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> </ul>

Levitt, Peggy and B. Nadya Jaworsky, 'Transnational Migration Studies: Past Developments and Future Trends', *Annual Review of Sociology* 33 (2007): 129-56.

## UNIT 2

### **The Invention of Nationality (VR)**

#### **Required reading**

- Jones, Chapter 5.

Calhoun, Craig, "Nationalism and Ethnicity," *Annual Review of Sociology* 19 (1993): 211-239.

## UNIT 3

### **Historical Australia: Making a (White) Nation (VR)**

#### **Required reading**

- Jupp, James, "From 'White Australia' to 'part of Asia': Recent shifts in Australian immigration policy towards the region," *The International Migration Review* 29.1 (1995): 207-228.

Curthoys, Ann, "Expulsion, Exodus and Exile in White Australian Historical Mythology," *Journal of Australian Studies* 23.61 (1999): 1-19.

## UNIT 4

### **Field Class I: Multicultural Australia**

Tour of the Gallipoli Mosque, Auburn. Lunch in Granville (at student's expense).

## UNIT 5

### **Contemporary Australia: 21<sup>st</sup> Century Identity Crisis (CK)**

#### **Required reading**

- Borowski, Allan, "Creating a Virtuous Society: Immigration and Australia's Policies of Multiculturalism," *Journal of Social Policy* 29.3 (2000): 459-475.

Martin, Greg, "Stop the boats! Moral panic in Australia over asylum seekers," *Continuum* 29.3 (2015): 304-322.

## UNIT 6

### Slavery and Servitude (VR)

#### Required reading

- Jones, Chapter 4.

Degorge, Barbara, “Modern Day Slavery in the United Arab Emirates,” *The European Legacy* 11.6 (2006): 657-666.

## UNIT 7

### Terrorism and Security (CK)

#### Required reading

- Jones, Chapter 2.

Coleman, Mathew, “Immigration Geopolitics Beyond the Mexico-US Border,” *Antipode* 39.1 (2007): 54-76.

## UNIT 8

### Refugees, Diaspora, and Displacement (HLC + VR)

#### Required reading

- Jones, Chapter 1.

Rettberg, Jill W., and Radhika Gajjala, “Terrorists or Cowards: Negative Portrayals of Male Syrian Refugees in Social Media,” *Feminist Media Studies* 16.1 (2016): 178-181.

## UNIT 9

### The Changing Face of Asylum (AG + CK)

#### Required reading

- Jones, Chapter 3; Chapter 7.

Myers, Norman, “Environmental Refugees,” *Population and Environment* 19.2 (1997): 167-182.

## UNIT 10

### Field Class II: Urbanisation and Mobility (CK)

Discussion at Parliament on King, Newtown.

**Required reading**

- De Brauw, Alan, Valerie Mueller, and Hak Lim Lee, “The role of rural–urban migration in the structural transformation of Sub-Saharan Africa,” *World Development* 63 (2014): 33-42.

Zhao, Min, “How Neighbourhoods Matter for Immigrant Children: The Formation of Educational Resources in Chinatown, Koreatown and Pico Union, Los Angeles,” *Journal of Ethnic and Migration Studies* 35.7 (2009): 1153-1179.

**UNIT 11****The Homeless and Itinerant (CK)****Required reading**

- Tervonen, Miika & Anca Enache, “Coping with everyday bordering: Roma migrants and gatekeepers in Helsinki,” *Ethnic and Racial Studies* 40.7 (2007): 1114-1131.
- Jaffe, Rivke, Christien Klaufus & Freek Colombijn, “Mobilities and Mobilizations of the Urban Poor,” *International Journal of Urban and Regional Research* 36.4 (2012): 643-654.

**UNIT 12****Transnationalism and Global Citizenship (VR)****Required readings**

- Jones, Conclusion.

Faist, Thomas, “The transnational social question: Social rights and citizenship in a global context,” *International Sociology* 24.1 (2009): 7-35.

**ATTENDANCE POLICY**

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

**UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

**SCHOLASTIC DISHONESTY:**

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized

collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

#### **STUDENT CONDUCT:**

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.