School of Humanities and Languages // UNSW Arts and Social Sciences

# ARTS3292

## Migrants and Refugees in Australian History

Term One // 2019

*ARTS3292 Term 1, 2019 published at 24-01-2019 // © University of New South Wales, 2019*

# Course Overview

## Staff Contact Details

### Convenors

| Name | Email | Availability | Location | Phone |
|---|---|---|---|---|
| Zora Simic | z.simic@unsw.edu.au | Thursday 11-1 or by appointment | MB347 | 9385 1736 |

## School Contact Information

School of Humanities and Languages

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# Course Details

## Credit Points 6

## Summary of the Course

Subject Area: *Fgqrmpw*

At a time when much of the world's population is on the move, immigration and asylum have become two of the most contentious issues today. And while Australia's population is one of the most diverse, our society is historically one of the most insular. In this course you will explore how migration has shaped and transformed Australian politics and society, and how Australia has responded to migrants and refugees. We examine the rise and fall of the White Australia policy, the major shifts of the post-war period and new international obligations, Australia's changing attitudes to newcomers, the appearance of ""boat people"" and new regimes of exclusion, and the ways in which successive migrant groups have come to call Australia home.

## Course Learning Outcomes

1. Analyse key events, ideas, people and developments in relation to Australia's history of migrants and refugees
2. Evaluate relevant scholarly literature
3. Answer historical questions using evidence based arguments based on independently located sources
4. Contribute effectively as a member of a group or team
5. Communicate ideas and engage in discussion

## Teaching Strategies

As scholars and writers intimately involved in migration history, we designed this course with the aim of showcasing the benefits of research-led teaching. We believe that research-led teaching conveys enthusiasm and dedication to a specific teaching area, and to historical scholarship. You will be encouraged to think about how migration history has informed current events, policies and attitudes towards migrants and refugees in Australia. You will be introduced to rich and diverse material, from films and literature to more traditional archival sources, and will be part of what is always a lively learning environment. As well as developing your written and analytical skills, you will also be given the space and guidance to develop a project over the course of the semester in a small group about a migrant group of your own choosing.

# Assessment

## Submission

Tutorial papers and research essays should be submitted electronically to Turn It In on Moodle. The link will be clearly marked.

## Referencing

All written work must be original (i.e. not plagiarised) and properly referenced using ONE recognised referencing system (e.g. Oxford or Harvard) but not a combination of systems. The preference is for footnote system – Oxford or Chicago.

https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system

In-text (eg. Stearns 2015, p. 14) is okay provided it includes a page number AND a reference list.

See: https://student.unsw.edu.au/harvard-referencing

Tip: When in doubt, reference. Footnotes, for example, are not only for direct quotations but also for

instances in which you paraphrase the work of other scholars.

Tip: Footnotes go in sequence, but should never be placed next to each other.[1] [2] If you want to refer

to two sources at one point, insert one footnote and then describe both sources.[3]

Tip: With a footnote, first then surname. In a bibliography/ reference list, arrange in alphabetical order by surname.

## Formatting

All written work must be properly formatted:

1.5 or double spaced.

12 point font (preferably an easy to read font such as Times New Roman)

Reasonable margins.

[1] Peter N. Stearns, *Ec l bcp g l Umpjb Fgqrmpw*, 3rd edn. New York: Routledge, 2015, p. 13

[2] Incorrect! See footnote 3.

[3] Peter N. Stearns, *Ec l bcp g l Umpjb Fgqrmpw*, 3rd edn. New York: Routledge, 2015, p. 13; Joan W. Scott, 'Gender: A Useful Category of Historical Analysis', *? k cpga_ l Fgqrmpga_j Pc tgcu*, 91:5, 1986, pp.

1053-1075, p. 1054

## Assessment Tasks

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|---|---|---|---|
| Tutorial Paper | 30% | 17/03/2019 04:00 PM | 1,2,3 |
| Major research essay | 50% | 26/04/2019 04:00 PM | 1,2,3 |
| Group Presentation | 20% | Week 9 | 1,2,4,5 |

## Assessment Details

Assessment 1: Tutorial Paper

Start date: Not Applicable

Length: 1000 words (new word count)

Details: Tutorial paper. 1500 words. A written response to a set tutorial question chosen from the first 5 weeks of the course, analysing set readings.This receives written feedback on the turnitin page of their submission, under the comments field, of one to three paragraphs, based on their incorporation of sources, their ability to accurately analyse the source material and respond to the question, their written style and presentation.

Additional details:

This tutorial paper is a mini essay insofar as you base your answer on sufficient research (secondary/ primary) and present it in essay format (introduction, key points examined in systematic fashion, conclusion). It is based on questions set for Weeks 1-4. You pick one of these questions and answer it, using course materials. It is due at the end of Week 4, not week 5, in keeping with the new term format.

Submission notes:Revision of word count and due date from 2018

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Major research essay

Start date: Not Applicable

Length: 2500-3000 words

Details: RePM

Additional details:

This is the final assessment for attendance purposes. There will be time dedicated in class to essay writing and resources allocated on Moodle.

Assessment revision to be introduced in Term I, 2019 - 10% of the overall mark for this assessment will consist of a primary source task to be presented in the seminar. More details will be available on Moodle - the basic idea is to find a primary source relevant to your essay and to share details of it with your classmates. Zora will provide written feedback via email and the mark will go towards your overall essay mark.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 3: Group Presentation

Start date: Not Applicable

Length: 30 minutes plus 500 words

Details: Group presentation of 30 minutes, plus a 500 word response. Early in the course, you will be put into a small group. Your group will choose a migrant community to historicise. Throughout the semester, the group will develop their project in class and outside of it (ie. Over email and/ or through external meetings). The aim is to present a 25-30-minute presentation in Week 12 or 13 on the past and present of the designated migrant community. As part of the assessment, students will be required to hand in a 500 word description of their individual research and group experience.The feedback process is a one page response from me assessing their group presentation in conjunction with the 500 word reflection. I assess on the basis of quality of the presentation, the use of historical data and imagery, the argument and analysis, how well the group performed as a team, and responsiveness to questions from the class.

Additional details:

We will allocate plenty of time in class for group work in anticipation of the final presentations. There will be a submission box on Moodle for the written part of the assessment, to be submitted the day of the presentation.

Submission notes:The presentations are in Week 9 (not 12 or 13)

Turnitin setting: This is not a Turnitin assignment

## Attendance Requirements

Attendance of lectures and tutorials are mandatory in this course. Unexcused absence from more than 20% of lectures and tutorials will result in the award of a fail grade.

In lectures and tutorials you will actively engage with core course content, enabling you to attain CLO 1.

# Course Schedule

View class timetable

## Timetable

| Date | Type | Content |
|---|---|---|
| Week 1: 18 February - 24 February | Lecture | 1: Introduction<br><br>2. Decolonising migration history: migration, settler colonialism and Indigenous sovereignty |
| | Seminar | 1. Meet and Greet<br><br>2. Decolonising migration history |
| Week 2: 25 February - 3 March | Lecture | Migrants, refugees and White Australia before World War II |
| | Seminar | Migrants, refugees and White Australia before World War II<br><br>Group work begins |
| Week 3: 4 March - 10 March | Lecture | 1. Post-war migration<br><br>2. Displaced Persons |
| | Seminar | 'New Australians'<br><br>Assessment guidance: tutorial paper |
| Week 4: 11 March - 17 March | Lecture | 1. British migrants<br><br>2. Child migration |
| | Seminar | 'Whinging Poms'?<br><br>Group work |
| | Assessment | Tutorial paper due (1000 words) by 4pm Friday March 16 - please submit to Turn It In / Moodle |
| Week 5: 18 March - 24 March | Lecture | Men, Women and Children: Intimate Histories of Post-war migration |
| | Seminar | Migrant families<br><br>Group work. |
| Week 6: 25 March - 31 March | Lecture | 'Boat People' and the end of White Australia |
| | Seminar | 'Boat People' and the end of White Australia |

| | | |
|---|---|---|
| | | Primary source presentations |
| Week 7: 1 April - 7 April | Lecture | From Assimilation to Multiculturalism...and back again? Migration and settlement policies and debates from 1978 to the present |
| | Seminar | Neighourboods or Ghettos?: Immigration in the era of multiculturalism<br><br>Primary source presentations |
| Week 8: 8 April - 14 April | Lecture | Before and after Tampa: from mandatory to off shore detention |
| | Seminar | Refugee lives<br><br>Group work |
| Week 9: 15 April - 21 April | Lecture | Wrap up lecture |
| | Seminar | Group Presentations |
| | Assessment | 500 word written submission with group presentation to be submitted to Turn It In any time on the day of the group presentations. |
| Week 10: 22 April - 28 April | Reading | There is no face to face class in Week 10 due to Easter Monday and Anzac Day. |
| | Assessment | Your research essay - the final assessment - is due by 4pm Friday 26th April - please submit to Turn It In |

# Resources

## Prescribed Resources

Leganto is your one stop shop for course resouces (mostly).

## Recommended Resources

There is no set text for this course. Moodle / Leganto contains all the essential and extra readings for each week. Below are some recommended general texts, journals and websites.

Texts – NB: These are GENERAL introductory texts – there are many more resources in the Library. The reading lists for each week's tutorial offer further guidance.

Jock Collins, *Kgep_lr F_lbq gl Bgqr_lr J_lbq8 ?sqrp_jg_ꞗq nmqr+u_p Gk kgep_rgml** (Sydney: Pluto Press, 1988)

Ann-Mari Jordens, *?jgcl rm Agrgxcl8 qcrrjgle kgep_lrq gl ?sqrp_jg_* /723+53*, (St.Leonards: Allen and Unwin, 1997)

James Jupp (ed.), *Rfc ?sqrp_jg_l Ncmnjc8 _l clawajmncbg_ md rfc l_rgml* grq ncmnjc _lb rfcgp mpgeglq*, (Cambridge: Cambridge University Press, 2001) – My Course.

James Jupp, *Dpmk Ufgrc ?sqrp_jg_ rm Ummkcp_8 Rfc Qrmpw md ?sqrp_jg_l Gk kgep_rgml** (Melbourne: Cambridge University Press, 2002) – Online access via Library catalogue.

John Lack and Jacqueline Templeton (eds.), *@mjb Cvncpgkclr8 ? Bmaskclr_pw Fgqrmpw md ?sqrp_jg_l Gk kgep_rgml qglac /723*, (Melbourne: Oxford, 1995) – My Course.

Klaus Neumann, *?apmqq rfc Qc_q8 ?sqrp_jg_ꞗq Pcqnmlqc rm Pcdseccq, ? Fgqrmpw*, Black Inc, Melbourne, 2015.

Eric Richards, *Bcqrgl_rgml ?sqrp_jg_8 Kgep_rgml rm ?sqrp_jg_ qglac /7./** (Sydney: UNSW Press, 2008) – My Course.

Geoffrey Sherington, *?sqrp_jg_ꞗq gk kgep_lrq /566+/766** (Sydney: Allen and Unwin, 2nd edition, 1990)

## Journals

*?sqrp_jg_l Fgqrmpga_j Qrsbgcq*

*Hmspl_j md ?sqrp_jg_l Qrsbgcq*

*Hmspl_j md Pcdsecc Qrsbgcq*

*Glrcpl_rgml_j Kgep_rgml Pctgcu*

*Ncmnjc _lb Nj_ac*

*J_`msp Fgqrmpw*

*?sqrp_jg_l Hmspl_j md Fgqrmpw _lb Nmjgrgaq*

*Crf lga Qrsbgcq*

*Hmspl_j md Crf lga _lb Kgep_rgm l Qrsbgcq*

*Hmspl_j md Gk kgep_lr _lb Pcdsecc Qrsbgcq*

Websites & Databases

https://trove.nla.gov.au - one of the best databases on the internet, excellent for Australian content – easy to navigate.

http://www.immi.gov.au/ - Department of Immigration and Citizenship Australia, includes contemporary and historical sources.

NSW Migration Heritage Museum (Online): http://www.migrationheritage.nsw.gov.au/belongings-home/about-belongings/australias-migration-history/

SBS Immigration Nation T&gov.au/belongings-

# Submission of Assessment Tasks

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will

# Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise