



UNSW Course Outline

ARTS3292 Migrants and Refugees in Australia and the World - 2024

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General Course Information

Course Code : ARTS3292

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Humanities and Languages

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

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 at various moments over the past century. 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. You will also examine Australia's approach in its global and contemporary contexts.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Critically employ historical research methods to locate, evaluate and contextualise diverse forms of evidence.
CLO2 : Exhibit initiative and self-direction in the study of history to continuously acquire knowledge and skills.
CLO3 : Critically and creatively apply historical knowledge and skills in order to engage proactively with complex social or scholarly problems.
CLO4 : Act ethically, respectfully and responsibly.

Course Learning Outcomes	Assessment Item
CLO1 : Critically employ historical research methods to locate, evaluate and contextualise diverse forms of evidence.	<ul style="list-style-type: none">• Presentation• Weekly responses• Research essay
CLO2 : Exhibit initiative and self-direction in the study of history to continuously acquire knowledge and skills.	<ul style="list-style-type: none">• Presentation• Research essay
CLO3 : Critically and creatively apply historical knowledge and skills in order to engage proactively with complex social or scholarly problems.	<ul style="list-style-type: none">• Weekly responses• Presentation• Research essay
CLO4 : Act ethically, respectfully and responsibly.	<ul style="list-style-type: none">• Weekly responses• Presentation• Research essay

Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Presentation Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: Not Applicable
Weekly responses Assessment Format: Individual Short Extension: Yes (3 days)	30%	Start Date: Not Applicable Due Date: Week 3: 23 September - 29 September, Week 10: 11 November - 17 November
Research essay Assessment Format: Individual Short Extension: Yes (3 days)	50%	Start Date: Not Applicable Due Date: 18/11/2024 06:00 PM

Assessment Details

Presentation

Assessment Overview

Students give a presentation to the class (10 to 15 minutes) based on an assigned weekly topic. Weeks will be allocated in the first week of term.

Individual written feedback and mark via email.

Course Learning Outcomes

- CLO1 : Critically employ historical research methods to locate, evaluate and contextualise diverse forms of evidence.
- CLO2 : Exhibit initiative and self-direction in the study of history to continuously acquire knowledge and skills.
- CLO3 : Critically and creatively apply historical knowledge and skills in order to engage proactively with complex social or scholarly problems.
- CLO4 : Act ethically, respectfully and responsibly.

Detailed Assessment Description

Students will be assigned a presentation week in the first week, with presentations running in Weeks 2,3,4,5,7,8,9,10.

The presentation will be linked to the theme of the designated week - e.g. if we are looking at migrants, refugees and White Australia before World War II, then the presentation should be linked to this theme. Students are encouraged however, to be creative, and to use primary sources to discuss the topic. You may wish to focus on a particular migrant group and their experience in the period under discussion for example. You might want to discuss a key court

case, or introduce and discuss a memoir by a migrant or refugee from this period. You might find a piece of film, or a radio segment. There is no set format beyond time, slides and relevance to the week's topic.

Presentations will go for 10 minutes maximum, and will include slides.

This is a third year course so I really want to encourage you to follow your own interests and to not feel too constrained by a generic presentation format. It is still important to follow essential scholarly conduct - e.g. references on final slide or on notes of slide.

Assessment Length

10 minutes

Assessment information

Feedback will be provided within a week after the presentation via email.

Assignment submission Turnitin type

This is not a Turnitin assignment

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

Generative AI is not considered to be of assistance to you in completing this assessment. If you do use generative AI in completing this assessment, you should attribute its use. For more information, please visit [here](#).

Weekly responses

Assessment Overview

Students submit 6 x 250-300 words written responses to seminar questions/ tasks from 6 different weeks. Students will be able to choose 2 weekly topics from the first three weeks, and 4 from the topics for the rest of the term.

The first 2 seminar responses will be due in week 3, so that students have early feedback, and the final 4 will be assessed at the end of term.

Written feedback will be provided in Moodle, assessing ability to accurately analyse seminar readings and respond to the question, as well as written style, referencing and presentation.

Course Learning Outcomes

- CLO1 : Critically employ historical research methods to locate, evaluate and contextualise diverse forms of evidence.
- CLO3 : Critically and creatively apply historical knowledge and skills in order to engage proactively with complex social or scholarly problems.
- CLO4 : Act ethically, respectfully and responsibly.

Detailed Assessment Description

Each week will be guided by questions which form the basis of our discussions in class. These questions can be found on Moodle in the Weekly Folder.

Over the course of the term, you will submit SIX written responses to SIX different questions from SIX different weeks - totalling SIX responses in all. **Length is 250-300 words, with references.**

The basic requirement is to answer the question on its own terms - some questions will be specifically about a chosen reading or readings, in which case you do need to do the reading in order to answer the question. Other questions will be more general or reflective. Pick the questions which most interest you. In all cases, we want to see how you've engaged with course content and themes. No further reading beyond essential readings is required (unless question asks for it).

Please state questions in bold at the top of your paper.

The responses are submitted in two batches to Turn It in Link on Moodle - two responses at the end of Week 3 from Weeks 1-3 and four responses at end of week 10 from Weeks 4 -10.

Please use footnote/ bibliography system:

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

If your preference is in-text, please use a system which directs reader to page number:

<https://www.student.unsw.edu.au/harvard-referencing>

Please format in reader friendly fashion: 12 pt font, 1.5 -double spacing.

Assessment Length

300 words per response

Submission notes

Turnitin.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Research essay

Assessment Overview

Students write an essay of 2,000 - 2,500 words based on independent research.

Individual written feedback, rubric and mark via Moodle.

Course Learning Outcomes

- CLO1 : Critically employ historical research methods to locate, evaluate and contextualise diverse forms of evidence.
- CLO2 : Exhibit initiative and self-direction in the study of history to continuously acquire knowledge and skills.
- CLO3 : Critically and creatively apply historical knowledge and skills in order to engage proactively with complex social or scholarly problems.
- CLO4 : Act ethically, respectfully and responsibly.

Detailed Assessment Description

Students respond to a set essay question and /or develop their own after consultation with the convenor.

Essay length: 2500-3000 words, plus references.

As it is a research essay, you should pursue independent research using primary and secondary evidence. You can also draw on material from the essential readings. A successful essay of this length should draw on at least EIGHT secondary sources (books, book chapters, journal articles) and also incorporate primary evidence (eg. memoirs, testimony, newspaper sources, government reports and other documents). Your essay should be fully referenced and include a bibliography.

Primary sources can be first or second hand - i.e first hand meaning sourced by you, second hand accessed via the secondary literature.

Rationale: Extending your research skills is an essential component of upper-level courses, as is the ability to transform your research into a coherent, well-organised and persuasive piece of work. For those students interested in further study, researching and developing the research essay offers an opportunity to think about what topics may be worth pursuing at greater length.

You will be assessed on:

- Solid research – at a minimum eight secondary sources, plus primary evidence.
- Style and structure – take care to write clearly and to organise your work in such a way that it supports your argument. For an essay of this length, you can use sub-headings but use them effectively – more than three would be excessive.
- The ability to successfully advance, develop and sustain an argument and/ or narrative.
- The ability to follow guidelines – ie. to house style (12 point font, 1.5 to double spacing), preferred referencing system (footnote and bibliography) and timely electronic submission via TurnitIn on Moodle.

Assessment Length

2500 - 3000 words

Assessment information

Please use footnote/ bibliography system:

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

If your preference is in-text, please use a system which directs reader to page number:

<https://www.student.unsw.edu.au/harvard-referencing>

Please format in reader friendly fashion: 12 pt font, 1.5 -double spacing.

Assignment submission Turnitin type

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

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

General Assessment Information

Submission.

All written assessments (the major essay and the weekly responses) should be submitted electronically to Turnitin on Moodle.

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 (i.e. [1] [2] - wrong!)
If you want to refer to two sources at one point, insert one footnote and then describe both

sources.

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

UNSW has a standard late submission penalty of:

- 5% per day, for all assessments where a penalty applies;
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

AI in Assessments.

It is prohibited to use any software or service to search for or generate information or answers. If its use is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

Grading Basis

Standard

Grading Basis

Standard

Requirements to pass course

Please note that this is an in-person course.

You are required to attend at least 80% of lectures and tutorials in order to pass this course.

Students who do not meet the attendance requirement may be refused final assessment, even if their work meets assessment criteria.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	1. Introduction 2. Decolonising Migration History: Migration, Settler Colonialism and Indigenous Sovereignty.
Week 2 : 16 September - 22 September	Seminar	1. Migrants, Refugees and White Australia Before World War II. 2. Assessment Guidance workshop.
Week 3 : 23 September - 29 September	Seminar	Postwar Migration, Displaced Persons and "New Australians".
Week 4 : 30 September - 6 October	Seminar	British Migrants, Child Migration and "Whinging Poms".
Week 5 : 7 October - 13 October	Seminar	Men, Women and Children: Intimate Histories of Postwar Migration and Migrant Families.
Week 6 : 14 October - 20 October	Reading	This is a reading week. There are no seminars this week.
Week 7 : 21 October - 27 October	Seminar	"Boat People" and the End of White Australia.
Week 8 : 28 October - 3 November	Seminar	From Assimilation to Multiculturalism and Back Again? Immigration in the Era of Multiculturalism from 1978 to the Present.
Week 9 : 4 November - 10 November	Seminar	Before and After Tampa: From Mandatory to Offshore Detention, and Refugee Lives.
Week 10 : 11 November - 17 November	Seminar	Australia's Migration and Refugee Policies in Context.

Attendance Requirements

Please note that this is an in-person course.

You are required to attend at least 80% of lectures and tutorials in order to pass this course.

Other Considerations:

- Align with the course learning outcomes;
- Result in a recorded artefact (an artefact for participation may include a post, or response, to an online discussion forum, poll or quiz, when an artefact for mandatory attendance may include a record of attendance) and have processes in place for recording the student artefact;
- Where relevant, include evidence that the attendance or participation is required to meet a statutory or professional body requirement; and
- Be comparable where the activity is delivered in different modes.

Course Resources

Prescribed Resources

Each week there are set readings which will be listed and available via weekly folders in Moodle and Leganto.

Lecture/ seminar slides for each week will also be loaded onto Moodle.

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, Migrant Hands in Distant Lands: Australia's post-war Immigration, (Sydney: Pluto Press, 1988)

Ann-Mari Jordens, Alien to Citizen: settling migrants in Australia, 1945-75, (St.Leonards: Allen and Unwin, 1997)

James Jupp (ed.), The Australian People: an encyclopedia of the nation, its people and their origins, (Cambridge: Cambridge University Press, 2001) – My Course.

James Jupp, From White Australia to Woomera: The Story of Australian Immigration, (Melbourne: Cambridge University Press, 2002) – Online access via Library catalogue.

John Lack and Jacqueline Templeton (eds.), Bold Experiment: A Documentary History of Australian Immigration since 1945, (Melbourne: Oxford, 1995)

Klaus Neumann, Across the Seas: Australia's Response to Refugees. A History, Black Inc, Melbourne, 2015.

Eric Richards, Destination Australia: Migration to Australia since 1901, (Sydney: UNSW Press, 2008)

Geoffrey Sherington, Australia's immigrants 1788-1988, (Sydney: Allen and Unwin, 2nd edition, 1990)

JOURNALS:

Australian Historical Studies

Journal of Australian Studies

Journal of Refugee Studies

Immigrants and Minorities

International Migration Review

People and Place

Labour History

Australian Journal of History and Politics

Ethnic Studies

Journal of Ethnic and Migration Studies

Journal of Immigrant and Refugee Studies

WEBSITE AND DATABASES

<https://trove.nla.gov.au> - one of the best databases on the internet, excellent for Australian content and 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/>

National Library of Australia has a new exhibition with online content: <https://www.nla.gov.au/whats-on/exhibitions/hopes-and-fears-australian-migration-stories/read>

SBS Immigration Nation TV Series Resources Page:<http://www.sbs.com.au/immigrationnation/resources>

Refugee Council of Australia: <http://www.refugeecouncil.org.au>

Students seeking resources can also obtain assistance from the UNSW Library.

Course Evaluation and Development

Feedback will be sought using the university myExperience system, and of course is welcome

any time!

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Luke Vitale				Please contact Luke via email to arrange meetings.	Yes	Yes

Other Useful Information

Academic Information

For essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Student equity and disability;
- Special Consideration in the event of illness or misadventure;
- Examination information;
- Review of results;

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
 - Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
 - Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- 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

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where

unauthorised use is detected, penalties will apply.

Use of AI for assessments | UNSW Current Students

Submission of Assessment Tasks

Assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

Important note: UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

School Contact Information

School of Humanities & Languages

Email: hal@unsw.edu.au

Location: School Office, Morven Brown Building, Level 2, Room 258

Opening Hours: Monday - Friday, 9am - 5pm