ARTS3292 Migrants and Refugees in Australian History

School of Humanities and Languages

ARTS3292
Migrants and Refugees in Australian History
Semester 2, 2015

David Moore, Migrants Arriving in Sydney, 1966

Convenor: Ruth Balint
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# ARTS3292 Migrants and Refugees in Australian History

## 1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th>Name: Ruth Balint</th>
<th>Room: Morven Brown 345</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Ruth Balint</td>
<td>Room: Morven Brown 345</td>
</tr>
<tr>
<td>Phone</td>
<td>93858278</td>
<td>Email: <a href="mailto:r.balint@unsw.edu.au">r.balint@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Thursday 12-1 or by appointment</td>
<td></td>
</tr>
</tbody>
</table>

## 2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This course explores the impact of migration and refugee settlement upon Australian society. In particular, the history of migrants and refugees in twentieth-century Australia will be examined in relation to the wider international context, national policies and debates, and the experiences and representations of migrants and refugees. We will consider the influence of the White Australia Policy on migration, and pay particular attention to the post-World War II period in which Australia expanded its migration scheme to unprecedented levels, leading to major social and cultural transformation, and the dismantling of earlier migration policies. The course also covers historical debates about Australia’s humanitarian record in relation to refugees, the extent to which the post-war migration scheme was planned and the contested limits and content of multiculturalism.</td>
</tr>
<tr>
<td>Seminar:</td>
<td>Wednesday 2-4, Matthews 309.</td>
</tr>
<tr>
<td>Essentials:</td>
<td>PDFs of readings that will be made available via Moodle.</td>
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Make sure that you have access to Moodle. It is where you will find lecture powerpoints, course materials, assessment submission (Turn It In), your gradebook and regular news updates.

## Course Aims

1. Demonstrate better knowledge of the history of migrants and refugees in twentieth-century Australia, and understand how this relates to broader world history.
2. Demonstrate engagement with the diverse sources for studying migration history in Australia.
3. Exhibit an understanding of the history of key policies, theories and debates relating to migrants and refugees in Australia and elsewhere.
4. Understand how these policies, theories and debates relate to contemporary debates about migration and refugee issues.
5. Demonstrate enhanced research skills through the design of their own research project, based on primary sources.
and situated in relation to relevant scholarship.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>1. Demonstrate an understanding of at least one period or culture of the past.</th>
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<tr>
<td></td>
<td>2. Demonstrate an understanding of a variety of conceptual approaches to interpreting the past.</td>
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<td></td>
<td>3. Identify and interpret a wide variety of secondary and primary materials.</td>
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<td></td>
<td>4. Analyse historical evidence, scholarship and changing representations of the past.</td>
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<td></td>
<td>5. Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form.</td>
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<td></td>
<td>6. Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.</td>
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<td></td>
<td>7. Identify and reflect on the knowledge and skills developed in their study of History.</td>
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<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>1. The skills involved in scholarly enquiry.</th>
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<tr>
<td></td>
<td>2. The ability to engage in independent and reflective learning.</td>
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<td></td>
<td>3. Information Literacy - the skills to locate, evaluate and use relevant information.</td>
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<td></td>
<td>4. The capacity for enterprise, initiative and creativity.</td>
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<td></td>
<td>5. The skills of effective communication.</td>
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<td></td>
<td>6. A respect for ethical practice and social responsibility.</td>
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<td></td>
<td>7. An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context.</td>
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3. Learning and Teaching Rationale

‘Migrants and Refugees in Australian History’ is a new course designed by Zora Simic and Ruth Balint, and Zora will continue to contribute with guest lectures this semester. We both research in this area and have designed this course to demonstrate the benefits of research-led teaching. These include sharing research interests and pathways, introducing students to relevant archives and helping them identify key debates and developments in the broader field of study. More broadly, research-led teaching conveys enthusiasm and dedication to a specific teaching area, and to historical scholarship generally.

As ‘Migrants and Refugees in Australian History’ is a course with obvious contemporary relevance, we are also committed to creating a learning environment in which students are given the space and guidance to evaluate and debate relevant issues. In doing so, the benefits of a historical approach should be made obvious.

More generally, as an upper-level course, we will create opportunities for students to develop the research, analytical and written skills necessary for further study and/ or professional development, including Honours.

4. Teaching Strategies

Weekly one-hour lectures deliver essential content and context in a chronological and thematic fashion. Lectures will incorporate visual evidence and film, which will be expanded upon in the seminar. Weekly attendance ensures students develop their historical understanding of this period, and also enables them to make wider sense of the primary material and scholarship in the Study Kit.
**Weekly two-hour** seminars are designed to provide structured yet flexible learning. Weekly readings, found in the Study Kit, form the basis of each seminar, but the two-hour format will also allow for extended discussion and the presentation of additional content, including documentaries and other films relevant to the topic. Group work will also be a regular component of seminars, allowing students to develop collaborative skills.

### 5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading evaluations x 4</td>
<td>500 words each</td>
<td>30%</td>
<td>1,4,5,6</td>
<td>1,2,3,5,7</td>
<td>Due week</td>
</tr>
<tr>
<td>Research Essay</td>
<td>3000 words</td>
<td>50%</td>
<td>1,3,4,5,6</td>
<td>1,2,3,4,5,6,7</td>
<td>Friday 9 Oct</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>30 minutes plus a 500 word reflective essay about your presentation</td>
<td>20%</td>
<td>1,2,3,4,5,6,7</td>
<td>1,2,3,4,5,6</td>
<td>WK 12 or 13</td>
</tr>
</tbody>
</table>

**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

**Tutorial Paper – 30%**

**Length:** 1500 words.

**Due:** If you choose a question from Week 2 – this will be due on the Thursday (5pm) in week 3. If you choose week 3 – this will be due on Thursday (5pm) in Week 4. If you choose Week 4, please submit by Thursday of week 5. If you choose week 5, you must submit by 5pm Friday of that week. This is so that I can give feedback to you early enough in the course before you seriously start researching and writing your essays.

**Task:** Answer ONE question from the tutorial paper questions set for weeks 2-5. Base your answer on the essential readings posted for that week on Moodle, and at least one of the extra readings. The paper should be fully referenced: this includes a bibliography.

**Rationale:** The tutorial paper is designed for students to engage with specific debates within migrant and refugee history. There is no need to do research beyond what is provided and extra reading/s. As the assessment is due in the early part of the course, students will also benefit from receiving feedback on their work at an early stage.

The tutorial paper is assessed on:
- Evidence of research.
- Demonstrated analysis of relevant material.
- Style and structure – take care to write clearly and to organise your work in such a way that it supports your argument.
- The ability to successfully advance, develop and sustain an argument.
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 Turn It In on Moodle.

Research Essay – 50%
Length: 3000 words.
Due: Friday of Week 11 at 5pm.
Task: Answer an assigned essay question OR develop your own question in consultation with Ruth (if you take this option, please consult in person or over email by the end of Week 7). Essay questions are listed for each week up to Week 11.
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 and extra 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.

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.
- Demonstrated analysis of relevant material.
- 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 subheadings 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 Turn It In on Moodle.

Group Presentation – 20%
Format: Verbal presentations, augmented by powerpoint and any other material you may wish to present (eg. Short summary hand-out).
Length/when: Each group will have up to 25 minutes to present their material in seminars in Week 12 and 13, with five minutes for questions.
Task: Early in the course, your seminar will be divided into groups of approximately 5 students (some groups may have one more or less participants). Drawing on a list of migrant communities and/or suggestions from within the group, the collective 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 minute presentation in Week 12 or 13 on the past and present of the designated migrant community. The history should include relevant policies, debates (if applicable), places of settlement, personal experiences and different historical interpretations/approaches to this group.

Note: each group member should be assigned (via the group, or with assistance from the convenor) a clearly defined role. After the presentation each person in your group will need to submit a 500 word reflective piece on the process and your role and contribution to the project, as well as a bibliography of sources you consulted to learn about your migrant community. You can also use this as an opportunity to comment on any challenges you may
have faced in the group. This will allow me to factor in the individual contributions to the overall group if necessary.

**Where to start:**

**Rationale:** This assessment offers the opportunity to apply the broader themes of the course to a specific case study; to demonstrate engagement with the diverse sources for studying migration history in Australia (including visual) and to work collaboratively and effectively in a group. Students will receive verbal feedback from their peers, and convenors, and written feedback from the convenor grading research and presentation. More specifically, the group will be assessed on:

- The presentation itself, including the powerpoint. A 25 minute presentation is longer than the typical class presentation, but shorter than a lecture. In preparing the presentation, think about how to engage the audience – for instance through the use of images, by providing a clear overview and structure, by using the groups most confident speaker/s as the presenters. In assessing the presentation, the convenor will also consider how the group responds to questions.
- Research and analysis – ideally the history will be a nuanced one that does not merely ‘celebrate’ or recite details of the specific migrant group, but rather uses the case study to illuminate wider themes.
- Ability to work as a group – not just during the presentation, but also across the semester. The convenor will periodically ‘sit in’ on group meetings throughout the semester. An effective group makes the best use of the diverse talents of the group; these will be discovered through conversations that ideally lead to a productive allocation of tasks.
- Individual contribution: ie. how successfully the student fulfilled her/ his particular brief/ assigned role.

**Grades & Feedback**

All written assessments will be marked online – i.e. we will assess your electronic submission and return your feedback and grades via Moodle Gradebook. The feedback for the Group Presentation will be sent via email. Tutorials should be assessed within a week of submission; essays within two weeks.

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see [https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html](https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html)

**Late Submission of Assignments**

The Arts and Social Sciences late submissions guidelines state the following:
1. An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

2. The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.

3. Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

4. Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

The complete Arts and Social Sciences Extension Guidelines can be read here.

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the Special Consideration section. You will need to submit documentary evidence in support of your request.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

1. A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.

2. If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a
course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

1. Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

1. A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

1. If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

1. Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

1. If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

1. A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

1. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

1. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

1. The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

1. A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

1. A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8 Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf
For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9 Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: http://www.lc.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf
**Course Schedule**

<table>
<thead>
<tr>
<th>Lectures: Pioneer International Theatre Wednesday 1-2.</th>
<th>Seminar &amp; Assessment Due Dates Wednesday 2-4 Matthews 309</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong> (July 29) Introduction</td>
<td>No seminar in Week 1</td>
</tr>
<tr>
<td><strong>Week 2</strong> (August 5) Migrants, Refugees and the White Australia Policy</td>
<td>Introduction &amp; Australian attitudes to non-British Refugees and Migrants 1901-1945</td>
</tr>
<tr>
<td><strong>Week 3</strong> (August 12) Post-World War II Immigration</td>
<td>Post-war Immigration Group Presentation workshop</td>
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<tr>
<td><strong>Week 4</strong> (August 19) The Displaced Persons</td>
<td>Displaced Persons</td>
</tr>
<tr>
<td><strong>Week 5</strong> (August 26) Post-war British Migrants</td>
<td>Post-war British Migrants.</td>
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<tr>
<td><strong>Week 6</strong> (September 2) Patterns of Settlement: Case Study Women</td>
<td>Patterns of Settlement: Work, Family and Community Group presentation dedicated time in seminar.</td>
</tr>
<tr>
<td><strong>Week 7</strong> (September 9) The Vietnam War and the End of the White Australia Policy</td>
<td>Indochinese ‘Boat People’ and the End of the White Australia Policy</td>
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<tr>
<td><strong>Week 8</strong> (September 16) Immigration debates in the era of multiculturalism</td>
<td>Assimilation to Multiculturalism….and Back Again?</td>
</tr>
<tr>
<td><strong>Week 9</strong> (September 23) Before and After Tampa</td>
<td>Asylum Seekers and Pacific Solutions Group presentation dedicated time in seminar.</td>
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**Monday September 28-Monday October 5** Mid-Semester break.

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<tr>
<th><strong>Week 10:</strong> READING WEEK: NO LECTURE</th>
<th>READING WEEK: NO SEMINAR NB: Research Essay due Friday 9 Oct by 5pm.</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 11:</strong></td>
<td>Refugees and Race Group presentation dedicated time in seminar.</td>
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<tr>
<td>Refugees Communities</td>
<td></td>
</tr>
<tr>
<td><strong>Week 12</strong> (October 21) Final Lecture: Cronulla Riots</td>
<td>Group Presentations 1, 2 and 3</td>
</tr>
<tr>
<td><strong>Week 13</strong> (October 30) No Lecture</td>
<td>Group Presentations 4, 5 and 6</td>
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## Course Resources

There is no set text for this course. The course website contains all the essential readings for each week.

Below are some recommended general texts, source collections, 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.**


**Journals**

- *Australian Historical Studies*
- *Journal of Australian Studies*
- *Journal of Refugee Studies*
- *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*

**Websites & Databases**


Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is:
11 Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

12 Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:
http://www.lc.unsw.edu.au

13 Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:
https://my.unsw.edu.au/student/atoz/Complaints.html

14 Other Information

myUNSW
myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS
UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.
The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.
Seminar Readings, Tutorial Paper and Essay Questions

Week One (July): Introduction

There is no seminar in Week One, only an introductory lecture, but do read the first articles in your Moodle week one folder for an overview of the period known as ‘White Australia’.


Each week you should read:
- All the material in the weekly folders on Moodle, plus any other essential readings. If a set reading is available online (eg. In a journal) you are expected to access it electronically.
- In Weeks 3-7 and in Week 9 & Week 11, you will read one extra reading based on your assigned number from 1-5. All extra readings are available to download from journals on the UNSW Library database. You can also draw on the extra readings to answer tutorial and essay questions.

Week Two (August 7): Australian Attitudes to non-British Migrants & Refugees

Essential Reading:


‘Refujews Digging in on Business Fronts’, Melbourne *Truth* 30 December 1939* 17-18


**Secondary:**

**Extra Reading:** [NB: We do not begin extra reading in Week 2, this list is for those students who wish to do a tutorial paper question from this week]

**Tutorial Paper Questions**
Can Australia’s response to the Jewish refugee crisis 1938-1949 be described as ‘humanitarian’?
OR
To what extent did the White Australia Policy shape immigration policies prior to the Second World War?

**Essay Question:**
Compare the treatment of German, Italian and Japanese ‘aliens’ interned in Australia during World War II as ‘enemy aliens’. To what extent was the category ‘enemy alien’ racialised?

Starting point for research:
Klaus Neumann, *In the interest of national security: civilian internment in Australia during World War II*, (Canberra: National Archives of Australia, 2006) – also see Kay Saunders article above.

**Week 3 (August 14) Post-war Immigration**

**Essential Reading:**

**Primary:**


R.G. Menzies, ‘All the King’s Men and Women’, from *Digest of the Australian Citizenship Convention*, Canberra 1950, p. 3, 33


**Secondary:**

**Extra Reading:**


**Tutorial Paper Questions:**

How central were labour needs to the post-war immigration programme?

OR

Is Australia’s post-war immigration program properly described as a ‘bold experiment’?

**Essay Questions:**

How prepared were the Australian Government, and the Australian people, for mass immigration in the post-war period?

OR

Evaluate ‘assimilation’ as a settlement strategy directed at post-war migrants. (You may choose to compare British and non-English speaking migrants as targets of assimilation policies). – see work of Anna Haebich, Zora’s article WK 6

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### Week Four (August 28) Displaced Persons

**Essential Reading:**

**Primary:**


**Secondary:**


**Extra Readings:**


Tutorial Paper Questions:
Why did Australian officials feel the need to “sell” Australia in the DP camps of postwar Europe?
OR
What were the social consequences for the DPs themselves of the Displaced Persons Scheme? (Zora’s article WK 6 also relevant to this question)

Essay Question:
To what extent can the Displaced Persons Scheme be described as ‘humanitarian’? Discuss with reference to government policies, Australian society and the experiences of DPs.
OR
How and why did the Department of Immigration ‘sell’ the Displaced Persons Scheme to the Australian people? How successful were they?

Week Five (September 4): Post-War British Migrants

Essential Reading:

Primary:


R.K. Gerrard, ‘Unrest at hostel’, *Herald* (Melbourne), 3 August 1951.77-78


Secondary:

Extra Reading:

Tutorial Paper Question:
Was the ‘whinging pom’ stereotype deserved?
OR
What distinguished British migrants as a special group of migrants in postwar Australia?
Essay Question:
In 1949 Ron Warden observed of British returnees that ‘in many cases people had migrated blindly, or with no more than a vague idea of what they were doing. . They had no conception of what it really meant to pull up their roots, leave their friends and relations, and go forth into a strange, even if friendly, land …’ (‘Homeward Bound: British Return Migrants’: *Bold Experiment*, p. 56) How helpful is that assessment in understanding the expectations and experiences of British migrants in post-war Australia?

OR
Why did Britain send, and why did Australia solicit and accept, child migrants? Does the scheme deserve to be characterised as ‘a history of cruelty, lies and deceit’?

Week 6 (September 11) Patterns of Settlement: Women

Essential Reading:

Primary Sources:


Sources below are from John Lack and Jacqueline Templeton, *Bold Experiment: A Documentary History of Australian Immigration since 1945*, (Melbourne: Oxford, 1995)


Secondary:


Extra Reading:


Essay Question:

How does gender influence the migrant experience?
Discuss with reference to a case study: eg. Italian women in the 1950s and 1960s OR in relation to a theme: work or marriage. [NB: ‘gender’ is not interchangeable with ‘women’ – you could also focus on men, eg. problems male DPs faced in finding a partner] OR
How does chain migration influence the migrant experience?
Discuss in relation to a case study: eg. The Greeks in Australia.

**Week 7 (September 18) Indochinese ‘Boat People’ and the end of the White Australia Policy**

**Essential Reading:**

**Primary:**

117-118

Geoffrey Blainey, ‘The Frontline is the neighbourhood’, *All for Australia* (North Ryde: Methuen Hayes, 1984), 120-144, 119-131

Sources below are from John Lack and Jacqueline Templeton, *Bold Experiment: A Documentary History of Australian Immigration since 1945*, (Melbourne: Oxford, 1995)

Bruce Grant, *The Boat People: An Age investigation with Bruce Grant*, (Ringwood: Penguin, 1979), 7-8, 14-15, 132-133


**Secondary:**


**Extra Reading:**


**Essay Questions:**
1. What was new about the Australian Government’s response to the Indochinese refugee crisis at the end of the Vietnam War? Assess these new policies in relation to the wider history of twentieth century Australian responses to refugees. OR
2. How and why did asylum seekers arriving by boat generate so much anxiety in Australia from the first boat arriving in Darwin in April 1976? OR
3. What were the particular challenges faced by migrants and refugees from south-east Asia in what was very recently ‘White Australia’? OR
4. How do you explain the 1960s decline of the White Australia policy and its official abolition in 1973? When, effectively, did the policy end?

**Week 8 (September 25): Assimilation to Multiculturalism…and back again?**

This week there is no prescribed ‘extra reading’. Instead each student will bring in an example of an immigration/ multiculturalism debate sourced from an Australian newspaper/news source in the period from 1975 to the present.

**Essential Reading:**

**Primary:**


**Secondary:**


**Essay Questions:**

1. Distinguish between ‘Real/ everyday multiculturalism’ and ‘official multiculturalism’. OR
2. What is the place of assimilation in official discourses of multiculturalism? Draw on critiques of multiculturalism in your response.
3. Compare and assess the public rituals of the assimilation era (the 1950s and 1960s) with the multiculturalism era (1980s to the present). For instance citizenship ceremonies, Australia Day, Harmony Day.
4. Write a short history of the ‘Immigration Debate’ since the Blainey debate of 1984. When and how are the voices of migrants and refugees incorporated into these debates?

**Week 9 (September 25) Asylum Seekers and Pacific Solutions**

**Essential:**

**Primary Sources:**
Newspaper articles commemorating the tenth anniversary of *Tampa* will be distributed in class for discussion.

**Secondary:**

**Extra Reading:**

**Essay Questions:**
1. Write a short history of mandatory detention. Draw on official policies, humanitarian critiques and inside accounts, including from staff. OR
2. The 1990s to the present has seen an increase in government attempts to deter asylum seekers arriving by boat. What have been some of the consequences of these measures for asylum seekers themselves? OR
3. To what extent was the Howard Government’s response to the *Tampa* crisis a departure from previous government responses to asylum seekers arriving by boat? What arguments have been most persuasive in accounting for the shift that *Tampa* represented?

**Mid-semester break:** Monday 29th September – Monday October 6th (public holiday)

**Week 10 Reading Week**

There is no lecture or seminar this week. Instead you are encouraged to focus on your research essay. Contact Ruth or Zora by email for any additional help you may require.

**Week 11 (October 23) Refugees and Race**

**Essential Reading:**
NB: This article is not in the study kit. Download from Moodle or the via the Library Catalogue.

**Extra Reading:**

**Week 12 (October 30) Cronulla Riots**

**Essential Reading:**