

School of Humanities and Languages

ARTS3292
Migrants and Refugees in Australian History
Semester 2, 2014



David Moore, Migrants Arriving in Sydney, 1966

Convenors: Ruth Balint and Zora Simic

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1. Course Staff and Contact Details

Course Convenor			
Name:	Ruth Balint	Room	Morven Brown 345
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Consultation Time	Wednesday 3-4 or by appointment		
Course Convenor			
Name	Zora Simic	Room	Morven Brown 347
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Consultation Time	Thursday 10:30-11:30, 2-3pm or by consultation.		

2. Course Details

Units of Credit (UoC)	6
Course Description	<p>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.</p> <p>The course consists of a weekly one-hour lecture and two-hour seminar. Lectures run from Week 1 to Week 12. Seminars run from Week 2 to Week 13. Please attend the seminar in which you are enrolled.</p> <p>Lecture: Thursday 12-1, Morven Brown G6. Seminars: Thursday 2-4pm, Morven Brown G4 (with Ruth Balint) Thursday 4-6pm, Morven Brown G4 (with Zora Simic)</p> <p>Essentials: Course materials consist of a STUDY KIT that is available for purchase from the UNSW Bookshop from O-Week and PDFs of other readings that will be made available via Moodle.</p> <p>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.</p>

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

Course Schedule

Lecture Morven Brown G4	Seminar & Assessment Due Dates Thu 2-4: Morven Brown G4 (Ruth) OR Thu 4-6: Morven Brown G4 (Zora)
Week 1 (July 31) Introduction: People & Policies	No seminar in Week 1
Week 2 (August 7) Migrants, Refugees and the White Australia Policy	Introduction & Australian attitudes to non-British Refugees and Migrants 1901-1945
Week 3: (August 14) Post-World War II Immigration	Post-war Immigration Group Presentation workshop
Week 4: (August 21) The Displaced Persons	Displaced Persons Tutorial Paper from Week 2 due by 5pm Wednesday. Tutorial paper from Week 3 due by 5pm Friday.
Week 5: (August 28) Post-war British Migrants	Post-war British Migrants. Week 4 Tutorial paper due by 5pm Thursday. Week 5 Tutorial paper submitted by 5pm Friday.
Week 6: (September 4) Patterns of Settlement	Patterns of Settlement: Work, Family and Community
Week 7: (September 11) The Vietnam War and the End of the White Australia Policy	Indochinese 'Boat People' and the End of the White Australia Policy
Week 8: (September 18) Immigration debates in the era of multiculturalism	Assimilation to Multiculturalism....and Back Again?
Week 9: (September 25) Before and After <i>Tampa</i>	Asylum Seekers and Pacific Solutions
Monday September 29-Monday October 6	Mid-Semester break.
Week 10: READING WEEK: NO LECTURE	READING WEEK: NO SEMINAR NB: Research Essay due Friday 10 Oct by 5pm.
Week 11: (October 16) Refugees Communities	Refugees and Race
Week 12: (October 23) Final Lecture: Reflections NB: Reflective Essay questions distributed today.	Cronulla Riots Group Presentations 1 & 2
Week 13: (October 30) No Lecture	Group Presentations 3 & 4 Reflective Essays due Friday October 31 by 5pm.

3. Learning and Teaching Rationale

'Migrants and Refugees in Australian History' is a new course designed by Ruth and Zora, who also research in this area. We seek to demonstrate the benefits of research-led teaching. These include sharing our own 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. 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

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Tutorial Paper	1000 words	20%	1,4,5,6	1,2,3,5,7	Various, up to end of WK 5.
Research Essay	3000 words	40%	1,3,4,5,6	1,2,3,4,5,6,7	Friday 10 Oct
Group Presentation	30 minutes	20%	1,2,3,4,5,6,7	1,2,3,4,5,6	WK 12 or 13
Reflective Essay	1000 words	20%	1,2,3,4,5,7	1,2,3,4,5	Friday Oct 31
Detailed assessment information below and on Moodle under 'Learning Activities' ALL WRITTEN WORK IS TO BE SUBMITTED ELECTRONICALLY VIA TURN IT IN.					

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 – 20%

Length: 1000 words.

Due: If you choose a question from Week 2 – Due in class week 4.

Week 3 – due in class Week 4. Week 5 – by 5pm Friday.

Task: Answer ONE question from the tutorial paper questions set for weeks 2-5. Base your answer on the readings from the Study Kit, 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 the study kit 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. Tutorial papers will be assessed within a week of assessment via Moodle.

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 – 35%

Length: 3000 words.

Due: Friday 26th September 2014 by 5pm (Turn It In)

Task: Answer an assigned essay question OR develop your own question in consultation with Ruth or Zora (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 Study Kit 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 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 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). The group should also submit a bibliography to the convenor.

Length/ when: Each group will have up to thirty minutes to present their material in seminars in Week 12 and 13, with ten minutes for questions.

Task: Early in the course, each seminar group will be divided into groups of approximately four 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 thirty-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 will be assigned (via the group, with assistance from the convenor) a clearly defined role for which they will submit a separate bibliography and one page discussion of what this role entailed and any particular challenges that may have been faced. This will allow us to factor in the individual contributions to the overall group.

Where to start:

James Jupp (ed.), *The Australian People: an encyclopedia of the nation, its people and their origins*, (Cambridge: Cambridge University Press, 2001) – it contains many essays on specific migrant groups.

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 thirty 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.

Reflective Essay (20%)

Length: 1000 words.

Due: Friday 30 October by 5pm to Turn It In on Moodle.

Format: Reflective essay questions will be handed out in the lecture in Week 12. You will be asked to reflect upon the main issues and concepts in the course, and to draw on readings and lectures as a whole. The essay should have footnotes/ endnotes, but a bibliography is not necessary.

Rationale: This assessment encourages students to reflect on themes of the course in broad and critical terms to demonstrate sustained and meaningful engagement with course content across the semester. The reflective essay questions will be designed to prompt your well-

informed analysis of how and why migrant and refugee history has been controversial and contested. You will be assessed on:

- Demonstrated engagement with course content.
- Argument and analysis, including demonstrated capacity to make connections across the weeks and themes of the course.
- Style and structure – note that the questions may invite a more personal style.
- 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.

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>

Submission of Assessment Tasks

All written assessments are to be submitted electronically via Turn It In on Moodle by 5pm of the due date. You still need a coversheet to confirm that the work is original. The Coversheet can be accessed via Moodle and/ or downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. You can opt to submit your cover sheet in hard copy in class if you are unable to attach it to your assessment online.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission

to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. 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>

8. Course Resources

There is no set text for this course. There is a Study Kit that is an essential purchase for the successful completion of this course. The Study Kit is available in the UNSW Bookshop in hard copy. The Study Kit is NOT available online, for copyright reasons.

NOTE: The course website will contain further resources, weblinks and specific reading lists for essay questions.

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.

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) – My Course.

Eric Richards, *Destination Australia: Migration to Australia since 1901*, (Sydney: UNSW Press, 2008) – My Course.

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

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

<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 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. One starting point for assistance is:

<http://info.library.unsw.edu.au/web/services/services.html>

Referencing system link:

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

9. 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.

10. 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>

11. 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>

12. 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.

13. Seminar readings and questions

Seminar Readings, Tutorial Paper and Essay Questions

Week One (July 31): Introduction

There is no seminar in Week One, only an introductory lecture, but do read the first articles in your study kit for an overview of the period known as 'White Australia'.

James Jupp, 'Creating an Immigrant Society, 1788-1972', *From White Australia to Woomera: The Story of Australian Immigration*, (Melbourne: Cambridge University Press, 2002), 5-20, 1-8

Each week you should read:

- All the material in the study kit, plus any other essential readings. The Study Kit contains sources and articles/ chapters that are NOT available electronically. 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:

Primary:

Arthur Gar-Lock Chang, 'We're all brothers', in Morag Loh, *Dinky-Di*, as reprinted in John Lack and Jacqueline Templeton, *Bold Experiment: A Documentary History of Australian Immigration since 1945*, (Melbourne: Oxford, 1995), 39-42., 9-10

Osvaldo Bonutto, *A Migrant's Story: The struggle and success of an Italian-Australian, 1920s-1960s*, St Lucia: University of Queensland Press, 1994, pp. 41-50. 11-16

'Refugees Digging in on Business Fronts', Melbourne *Truth* 30 December 1939* 17-18

William Katz, 'Refugees', *And the Ark Rested: The story of the Jewish Community born during the Holocaust in Europe*, Sydney 1966, pp. 43, 46-52* 19-21

*Documents available in John Lack and Jacqueline Templeton, *Sources of Australian Immigration Vol 1: 1901-1945*, (Melbourne: Department of History, 1988), 178-186

Secondary:

Klaus Newman, 'Reffos', *Refuge Australia: Australia's Humanitarian Record*, UNSW Press, Sydney, 2004, pp. 15-26, 22-28

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]

1. Michelle Langfield, 'Attitudes to European immigration to Australia in the early twentieth century', *Journal of Intercultural Studies*, Vol 12:1, 1991, 1-15
2. Christine Inglis, 'The Chinese in Australia', *International Migration Review*, Vol 6: 3, 1972, 266-281
3. A.P. Elkin, 'Re-thinking the White Australia Policy', *The Australian Quarterly*, Vol. 17: 3, 1945, 6-34 (* also a primary source)
4. George M. Berger, 'Australia and the Refugees', *The Australian Quarterly*, Vol. 13, No. 3 (Sep., 1941), pp. 39-48 (* also a primary source)
5. Kay Saunders, 'The Dark Shadow of White Australia: Racial Anxieties in Australia in World War II', *Ethnic and Racial Studies*, 17:2, 325-341

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:

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

A.A. Calwell, A.A. Ministerial Statement, 2 August 1945: *Commonwealth Parliamentary Debates, Hansard*, vol. 184, pp. 4911-14. 29-31

Haylen Report, *Report of the Commonwealth Immigration Advisory Committee: Presented 27 February 1946*, pp. 29, 34-35.31-32

R.G. Menzies, from *Digest of the Australian Citizenship Convention*, Canberra 1950, p. 3, 33

W.D. Borrie, from W.V. Aughterson (ed.), *Taking Stock*, Melbourne: F.W. Cheshire, 1953, pp. 173-5, 181, 183-4, 185-6., 34-35

Secondary:

Jean Martin, *The Migrant Presence: Australian Responses 1947-77*, Sydney 1978, ch. 2, esp. pp. 27-58. 36-64

Extra Reading:

1. Andrew Markus, 'Labor and Immigration: Policy Formation 1943-5', *Labour History*, no. 46, May 1984, pp. 21-33.
2. Gwenda Tavan (1997): 'Good neighbours': Community organisations, migrant assimilation and Australian society and culture, 1950–1961, *Australian Historical Studies*, 27:109, 77-89
3. Sauer, A. E. (1999), Model Workers or Hardened Nazis? The Australian Debate about Admitting German Migrants, 1950-1952. *Australian Journal of Politics & History*, 45: 422–439.
4. Franca Lacovetta, Michael Quinlan and Ian Radforth, 'Immigration and Labour: Australia and Canada Compared', *Labour History*, No. 71, Australia and Canada: Labour Compared (Nov., 1996), pp. 90-115
5. R.J. Cameron, 'Immigration and the Labour Shortage', *The Australian Quarterly*, Vol. 22, No. 1 (March 1950), 104-112 (Also a primary source).

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

Week Four (August 28) Displaced Persons

Essential Reading:

Primary:

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

Dmytro Chub, *This Is Australia*, Melbourne: Bayda Books, 1980, pp. 13-19, 26-7. 66-68

Jerzy Zubrzycki, *Settlers of the Latrobe Valley*, Canberra: The Australian National University, 1964, pp. 228-23. 68-70

V.L. Borin, *The Uprooted Survive*, London: William Heinemann, 1959, pp. 162-5. 71-72
72-73

V.L. Borin, 'Australian Bachelors of Misery', in *Meanjin*, vol. 5, no. 3, 1961, pp. 4-7.

Secondary:

NB: You must download this article yourself – it is not in the study kit (it will be on Moodle).
Jayne Persian, 'Displaced Persons and the Politics of International Categorisation(s)', *Australian Journal of History and Politics*, 58: 4, December 2012, 481-496

Extra Readings:

1. Egon F. Kunz, 'The Genesis of the Post-War Immigration Programme and the Evolution of the Tied-Labour Displaced persons Scheme', *Ethnic Studies*, vol. 1, 1977, pp. 30-41.
2. Andrew Markus, 'Labour and Immigration 1946-9: The Displaced Persons Programme', *Labour History*, no. 47, November 1984, pp. 73-90.
3. H.B. M. Murphy, 'Assimilating The Displaced Person', *The Australian Quarterly*, Vol. 24, No. 1 (March, 1952), pp. 46-59 (Also a primary source)
4. Ann-Mari Jordens, 'Integrating Alien Workers: The Role of the Department of Immigration in Constructing a "Citizenship Bargain" 1945-56', *Australian Journal of History and Politics*, Vol 40: 2, August 1994, 177-194
5. Ruth Balint, 'Industry and sunshine: Australia as home in the displaced persons' camps of postwar Europe', *History Australia*, Vol 11: 1, April 2014, 102-128

Tutorial Paper Questions:

The Displaced Persons – refugees or labourers? Discuss.

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?

Discuss with reference to specific examples, eg. The Beautiful Balts, the film *Mike and Stefani* (1951).

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

Essential Reading:

Primary:

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

W.R. Warden, *Vale Enchanting*, London: G.Harrap & Co., 1952, pp. 14-15, 23-6, 45-9, 177-9.74-77

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

L.P. Welsh, *Geordie: Orphan of the Empire*, Perth: P & B Press, 1990, pp. 16-17, 19, 20-7, 30-1, 64-5., 78-80

Secondary: NB: This article is not in the study kit – you must download it via the library catalogue/ Moodle.

Andrew Hassam: From heroes to whingers: changing attitudes to British migrants, 1947 to 1977, *Australian Journal of Politics and History*, v.51, no.1, Mar 2005: (79)-93

Extra Reading:

1. Sara Wills, 'When good neighbours become good friends: the Australian embrace of its millionth migrant. *Australian Historical Studies*, v.36, no.124, Oct 2004: 332-354
2. Jon Stratton, Not just another multicultural story: English migrants and the ideology of 'fitting in' to Australia. *JAS, Australia's Public Intellectual Forum*, no.66, 2000: (23)-47, 251-255
3. Alistair Thomson, 'I Live on My Memories': British Return Migrants and the Possession of the Past, *Oral History*, Vol. 31, No. 2 (Autumn, 2003), pp. 55-65
4. Richard Bosworth, *Australian Journal of Politics & History* Volume 34, Issue 2, August 1988, Pages: 187–200
5. Stephen Constantine, 'The British government, child welfare, and child migration to Australia after 1945', *Journal of Imperial and Commonwealth History*, Vol 30:1, 2002, 99-132

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: Work, Family, Community

Essential Reading:

Primary Sources:

Rosa Cappiello, , *Oh Lucky Country*, (Sydney: Sydney University Press, 2009, originally published in translation in 1984), 3-21, 81-90

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

Nance Donkin, *Stranger and Friend: the Greek Australian experience*, (Dove Communications: Melbourne, 1983), pp. 146-49, 91-92

Philomena Lcarocia from Patricia Grimshaw et al, *Among the Terraces: Carlton People and Social Change*, (Carlton Forest Group: Carlton, 1988), pp. 23-4, 92-93

Maria Pozos, 'Migrant Women Talk About Work', The Women and Politics Conference, September 1975 in *Women Unions*, Edna Ryan et al, 1976, 94-96

Secondary:

Jock Collins, 'Migrant Women, the Aged and the Second Generation' in *Migrant Hands in Distant Lands: Australia's post-war immigration*, (Sydney: Pluto Press, 1988), 179-197
97-106

Ellie Vasta, 'Gender, class and ethnic relations: The domestic and work experiences of Italian migrant women in Australia' in G. Bottomley, M. De Lepervanche & J. Martin (eds.) *Intersections: Gender/Class/Culture/Ethnicity* (North Sydney: Allen and Unwin, 1991), 159-177, 107-116

Extra Reading:

1. Christina Ho (2006): Migration as Feminisation? Chinese Women's Experiences of Work and Family in Australia, *Journal of Ethnic and Migration Studies*, 32:3, 497-514
2. Constance Lever-Tracy & Robert Holton (2001): Social exchange, reciprocity and amoral familism: Aspects of Italian chain migration to Australia, *Journal of Ethnic and Migration Studies*, 27:1, 81-99
3. Maria Pallotta-Chiarolli (1989): From coercion to choice: Second-generation women seeking a personal identity in the Italo-Australian setting, *Journal of Intercultural Studies*, 10:1, 49-63
4. Barbara A. Misztal (1991): Migrant women in Australia, *Journal of Intercultural Studies*, 12:2, 15-34
5. Zora Simic, 'Bachelors of Misery and proxy brides: Marriage, migration and assimilation 1947-1973', *History Australia*, Vol. 11: 1, April 2014, p. 149-174

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:

Keith Finlay, 'On tour with the Immigration Minister Michael Mackellar's Heartbreak Job', *The Australian Women's Weekly*, August 16, 1978, 16-17
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

'Dangers in the flood of Viet refugees', *The Australian*, 25 November 1977, 133-134

Frank Naht Trinh, 'The latest wave: Vietnamese experiences' in J. Hardy (ed.) *Stories of Australian Migration*, (Sydney: UNSW Press, 1988), 144-6, 135-136

Secondary:

Nancy Viviani, 'The Politics of Entry and Settlement: 'Defend. Deter, Detain' in *The Indochinese in Australia: from burnt boats to barbecues* (Melbourne: Oxford University Press, 1996), 6-37, 137-152

Extra Reading:

1. Zoe Anderson, 'Borders, Babies, and 'good refugees': Australian representations of "illegal" immigration, 1979', *Journal of Australian Studies*, 36:4, 499-514
2. Nathalie Huynh Chau Nguyen, Memory and Silence in the Vietnamese Diaspora: The Narratives of Two Sisters', *Oral History*, Vol. 36, No. 2, Connections (Autumn, 2008), pp. 64-74
3. Kim Huynh. On Being a Refugee: Refugeeess - What's Good and Not So Good about Being Persecuted and Displaced? [online]. *Local-Global: Identity, Security, Community*, Vol. 8, 2010: 52-74
4. David Mellor (2004): The experiences of Vietnamese in Australia: the racist tradition continues, *Journal of Ethnic and Migration Studies*, 30:4, 631-658
5. Rachel Stevens, 'Political Debates on Asylum Seekers during the Fraser Government, 1977-1982', *Australian Journal of History and Politics*, 58: 4, December 2012, 526-541

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:

Fitzgerald Report, *Immigration: A Commitment to Australia: The Report of the Committee to Advise on Australia's Immigration Policies* (Canberra: AGPS, 1988), 4-11 in John Lack and

Jacqueline Templeton, *Bold Experiment: A Documentary History of Australian Immigration since 1945*, (Melbourne: Oxford, 1995), 236-243, 153-157

Eve Fesl, 'A Koorie View' in *Multicultural Australia: The Challenges of Change*, D. Goodman, D.J. O'Hearn & C.W. Crabbe (eds.) (Melbourne: Scribe, 1991), 56-60, 158-160

Pauline Hanson, 'Maiden Speech before federal parliament 10 March 1996' in Deborah Gare and David Ritter, *Making Australian History: Perspectives on the Past Since 1788* (Melbourne: Cengage Learning, 2008) 575-576, 161-162

Secondary:

Ghassan Hage, *White Nation: Fantasies of White Supremacy in a Multicultural Society*, Annandale NSW and West Wickham UK: Pluto Press/Comerford and Miller, 1998, pp. 232-247. 163-170

Ann Curthoys, 'An Uneasy Conversation: Multicultural and Indigenous Discourses' in Ghassan Hage and Rowanne Couch (eds.), *The Future of Australian Multiculturalism: Reflections on the Twentieth Anniversary of Jean Martin's The Migrant Presence*, (Sydney: University of Sydney, 1999), 277-294, 171-187

Trevor Batrouney, 'From "White Australia" to Multiculturalism: citizenship and identity', in Ghassan Hage(ed.), *Arab-Australians Today: Citizenship and Belonging*, Melbourne University Press, 2002, 37-62. 188-201

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:

Peter Mares, 'Compassion is a vice', ch. 8 of *Borderline: Australia's Treatment of Refugees and Asylum Seekers*, Sydney: UNSW Press, 2001, pp. 185-202, 215. 202-219

Extra Reading:

1. Katharine Betts. Immigration Policy under the Howard Government [online]. *Australian Journal of Social Issues*, The, Vol. 38, No. 2, May 2003: 169-192
2. Sara Wills, 'Unstitching the Lips of a Migrant Nation', *Australian Historical Studies*, 118, 2002, pp. 71-89

3. J. Olaf Kleist (2013): Remembering for Refugees in Australia: Political Memories and Concepts of Democracy in Refugee Advocacy Post-Tampa, *Journal of Intercultural Studies*, DOI:10.1080/07256868.2012.746172
4. Kenneth Rivett, 'Is there an alternative to mandatory detention?', *People and Place*, Vol. 9: 1, 2001, 9-13
5. Binoy Kampmark, "Spying for Hitler' and 'Working for Bin Laden', Comparative Australian Discourses on Refugees, *Journal of Refugee Studies*, March 2006, 19:1, 1-21

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.

Val Colic-Peisker (2005): 'At Least You're the Right Colour': Identity and Social Inclusion of Bosnian Refugees in Australia, *Journal of Ethnic and Migration Studies*, 31:4, 615-638

Extra Reading:

1. Clemence Due, 'Who are Strangers?': Absorbing Sudanese Refugees into a White Australia', *ACRAWSA e-journal*, Vol. 4:1, 2008 [Google Scholar]
2. Joel Windle, 'The racialization of African Youth in Australia', *Social Identities: Journal for the Study of Race, Nation and Culture*, Vol 14: 5, 2005, 553-566
3. Rebecca-Lea Perrin, Kevin M. Dunn, 'Tracking the Settlement of North African Immigrants: speculations on the social and cultural impacts of a newly arrived immigrant group', *Australian Geographer*, Vol. 38:2, 2007, 253-273
4. Dr Cheryl Lange, Zahra Kamalkhani & Loretta Baldassar (2007): Afghan Hazara Refugees in Australia: Constructing Australian Citizens, *Social Identities: Journal for the Study of Race, Nation and Culture*, 13:1, 31-50
5. Ramón Spaaij (2012): Beyond the playing field: Experiences of sport, social capital, and integration among Somalis in Australia, *Ethnic and Racial Studies*, 35:9, 1519-1538

Week 12 (October 30) Cronulla Riots

Essential Reading:

Ben Cubby, The Australian Way, *Griffith REVIEW*, No. 13, Spring 2008, 90-98 (Moodle)