



**School of Social and Political Science  
Department of Government and International Relations**

**GOVT 6358 Comparative Migration Policy  
Semester 1, 2013  
Unit of Study Outline**



(image accessed at : <http://politicalhumor.about.com/od/immigration/ig/Immigration-Cartoons/Wave-of-Illegals.htm>)

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Consultation Hours: Wednesdays 3-5, bookings required.  
No consultation in week 5.

**This Unit of Study Outline MUST be read in conjunction with the Faculty of Arts and Social Sciences Student Administration Manual ([http://sydney.edu.au/arts/current\\_students/student\\_admin\\_manual.shtml](http://sydney.edu.au/arts/current_students/student_admin_manual.shtml)) and all applicable University policies. In determining applications and appeals, it will be assumed that every student has taken the time to familiarise themselves with these key policies and procedures.**

## **GOVT 6358 – COMPARATIVE MIGRATION POLICY**

### **UNIT DESCRIPTION**

This unit of study covers immigration policy debates in the world's three largest immigrant selecting nations - Australia, Canada and the United States - with additional reference to developments across the globe. Students will analyse the regulation of skilled, family, asylum and illegal immigration and the determination of the size and composition of immigration programmes. Integration and citizenship policies are also considered. In all of these debates, the role of policy instruments, institutions and actors in the policy process are considered.

### **KEY QUESTIONS FOR THE UNIT**

Although we cover a number of central issues in immigration, naturalisation and settlement policies in this unit, essentially the unit seeks to answer several main questions for all substantive topics:

- i) To what extent is state policy effective in controlling and regulating migration? and
- ii) Why do states differ in their immigration outcomes?

We will revisit these questions throughout the semester.

### **LEARNING OBJECTIVES AND OUTCOMES**

#### **Generic Objectives**

- To enhance students' skills in independent research, analysis and argument in both practical policy and academic modes; and
- To develop students' abilities to communicate clearly in both written and oral argument.

#### **Particular Outcomes**

Students who successfully complete this unit should be able to:

- Critically assess immigration policy from a range of perspectives;
- Apply theories of the policy-making process to immigration policy;
- Assess the relative weight of theoretical accounts of immigration in understanding contemporary immigration events;
- Examine and critically assess a range of public policy material including policy reports and descriptive statistical information; and
- Explain how immigration debates fit within broader comparative political science issues.

## LEARNING STRUCTURE

The learning structure consists of two hours of seminar for every week of the 13 week semester, excluding the non-teaching week and Week 5 which is also a non-teaching week.

Location: Eastern Avenue Seminar Room 311, Tuesdays 18.00-20.00

The class will consist of a short 20 minute lecture from me on the topic of the week, followed by group discussion and activities. Sometimes alternative exercises will also be arranged, and in several weeks, dvds are also shown.

### Print

**Weekly Readings** should be read prior to attending the scheduled lecture on that topic. A majority of the readings include a theory chapter and case study developing the theoretical concepts. This unit is reading intensive. You will be expected to come prepared to class and be willing to engage in discussion. Participation forms part of the assessment criteria – see below for more details.

**Reading Analyses** must be completed and uploaded onto the Learning Management System (LMS) by 4pm of the day of each class. You must also bring THREE hard copies to class with your name on them. Two of which will be evaluated by your peers, the third will be available for you to annotate and will be collected by me at the end of class [but see rules below regarding online submission as well].

The reading analyses are not only assessments of your understanding of the course content, but also provide an opportunity for you to develop a library of notes that will provide you with a basis for completion of the research paper. They will enhance your summarising and analysis skills.

**Hard copies** of important handouts can be downloaded from the Learning Management Site (see below) site in advance of class.

**A hard copy** of assessments should be kept by you, even after submitting them online.

### Online components

This unit requires weekly use of Blackboard Learn, the University's e-learning platform, so you will need reliable access to a computer and the Internet. To access the Blackboard Learnsite : go to the University homepage ([www.sydney.edu.au](http://www.sydney.edu.au)) > choose MyUni > choose USYD eLearning > enter Unikey to access your eLearning sites.

Alternatively, you can bookmark the login page directly at <http://elearning.sydney.edu.au/> .

If you have any difficulties logging in or using the system, visit the Student Help area of the Sydney eLearning site, <http://sydney.edu.au/elearning/student/>.]

**Powerpoint** presentations, if used, will be available one day after each lecture for you to download from the LMS system. Copies of handouts from the lecture are also made available online one day after the lecture.

The reading exercises (described below) should be uploaded onto the LMS prior to each class (except for Weeks 1, 5 and 13). The research paper should be submitted in class in week 13 with a completed coversheet.

Additional resources will be uploaded onto LMS if appropriate.

## UNIT SCHEDULE

Week	Week beginning	Lecture and Seminar content
1	04 March	Introduction to immigration policy
2	11 March	Comparative public policy and political science
3	18 March	Theories of immigration policy-making
4	25 March*	Economic immigration selection
BREAK	01-05 April	NON-TEACHING WEEK
5	08 April	NON-TEACHING WEEK
6	15 April	Family reunion
7	22 April*	Migration and gender
8	29 April	Asylum and forced migration
9	06 May	Irregular migration
10	13 May	The temporary/permanent divide
11	20 May	Naturalisation and citizenship policies
12	27 May	Settlement policy and migration outcomes
13	03 June	Wrapping up week
STUVAC	10 June	STUVAC
EXAMS	04 March	EXAM PERIOD commences (n/a to this unit).

\* NB: Public holidays on Friday 29 March and Thursday 25 April.

## ASSESSMENT TASKS AND DUE DATES

<i>Reading Analyses (up to 500 words) each</i>	<i>35% of final mark (due weekly throughout semester)</i>
<i>Class participation</i>	<i>15% of final mark (throughout semester)</i>
<i>Research paper, 4000-4,500 words</i>	<i>50% of final mark (due June 7, week 13).</i>

All assessment tasks are compulsory and must be completed in order to pass this unit of study. Note that all written material will be run through Turnitin anti-plagiarism software.

### **Reading Analyses (35% of final Mark)**

#### **Rationale:**

Learning how to critically read and analyse academic writing will not only enhance your understanding of the subject matter and lead to more productive in class discussion, it also helps you develop your own writing and communication skills. The reading analyses also ask you to make explicit connections between the readings and broader concepts introduced in lectures as well as in the relevant literature. Finally, the reading analyses can be used to provide a platform to engage with and develop your research in this unit and in the future. A template for your reading analyses can be found on the LMS.

#### **Details:**

You are responsible for providing an analysis of one of the readings each week (up to 500 words).

- The reading analysis should be of one of the theoretical articles and not the practical policy documents. We will allocate the readings in the preceding week. If you miss class and need a reading allocated, contact me in advance of the following week.
- The templates to be used for the analyses can be found on LMS in the Assessments section.
- This analysis must be uploaded with your name and SID onto the LMS every week (weeks 2-4 and 6-12 inclusive) by 4pm of the day of the class.
- The analyses are also a learning tool and starting point for seminar discussion, so bring THREE hard copies to class. (If you wish to make changes to your analyses as a result of group discussion, you are welcome to make notations that I will consider in marking).
- I will not accept analyses that are not uploaded prior to tutorial (i.e. no free riding). I will grade two of the analyses. At the beginning of the semester we will

focus on criteria 1, then build to 1 and 2, then 1,2,3, and so on. Criteria 5 will always be relevant.

- This assessment task has been used for many years with great success in Dr Beem's Unit: *Policy-Making, Power and Politics*. Thanks to Dr Beem for sharing this useful teaching and learning tool with us!

#### **Marking criteria:**

Your reading analyses will be assessed based on the following criteria and reported on the LMS at the end of semester:

1. Clarity and accuracy in identifying the citation, big picture question and thesis statement in the article. (Information literacy)
2. Correctly and fully identify the evidence that the author(s) marshals to support the thesis statement. (Information literacy)
3. Critically evaluate the argument and underlying theories, concepts and assumptions of the reading. (Research and Inquiry)
4. Knowledgeably and creatively make connections to other readings, lectures or issues drawing out insightful sub-themes. (Personal and Intellectual Autonomy)
5. Confidently and coherently communicate to a professional standard. (Communication).

At the end of the semester, I will randomly select two weeks of the reading analyses for marking. Students may miss up to two of the weeks of reading contributions. If they missed more than two weeks, I will mark only one, fail one other and take the average of those. Students who do not submit at least eight reading analyses (and preferably all ten reading analyses) will therefore be at a distinctive disadvantage.

#### **Participation (15% of final mark)**

##### **Rationale:**

Research indicates that learning in university settings is a function of attendance and participation. Furthermore, students who are actively engaged through discussion, demonstration, and teaching retain more than passive learners in this endeavour. A focus on discussion and debate (active learning) is consistent with Faculty policy on Masters-level education .

##### **Details:**

The final participation mark will be based on your attendance, participation in reading groups, contribution in seminars and lectures.

**Marking criteria:**

Your participation in tutorial activities will be assessed and worth 15% of your overall mark. This mark is designed to encourage active participation. Students who prepare for the tutorials and participate actively, thoughtfully, creatively and considerately in the tutorial discussions and other activities will gain higher grades than those who do not. Non-attendance at tutorials without reasonable excuse will result in loss of marks.

Grade	Assessment Criteria
<i>Absent/Non-Satisfactory</i>	<ul style="list-style-type: none"><li>• Absent without valid, documented reason.</li><li>• Is dismissive/rude/abusive towards other students.</li><li>• Dominates/interrupts discussion and group exercises even after multiple requests to allow others to participate.</li></ul>
<i>Pass</i>	<ul style="list-style-type: none"><li>• Present, not disruptive.</li><li>• Attempts to respond when called upon but minimal contribution to class learning.</li><li>• Demonstrates little preparation for class or evidence of analysis of readings and issues.</li><li>• Demonstrates very infrequent involvement in discussion and group exercises.</li></ul>
<i>Credit</i>	<ul style="list-style-type: none"><li>• Demonstrates adequate preparation: knows the fundamentals of the case or readings, with some evidence of trying to interpret or analyse them.</li><li>• Offers straightforward information (e.g., straight from the case or reading), without, or very infrequent, elaboration (perhaps once a class).</li><li>• Demonstrates sporadic involvement in discussion and group exercises.</li></ul>
<i>Distinction</i>	<ul style="list-style-type: none"><li>• Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.</li><li>• Offers interpretations and analysis of case material (more than just facts) to class.</li><li>• Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</li><li>• Demonstrates consistent ongoing involvement in discussion and group exercises, whilst being respectful of fellow students' right to participate.</li></ul>

<i>High Distinction</i>	<ul style="list-style-type: none"> <li>• Demonstrates excellent preparation: has analysed case exceptionally well, relating it to readings and other material (e.g., lectures, readings from other weeks, additional relevant research or knowledge etc.).</li> <li>• Offers analysis, synthesis, evaluation of case material and critical thought, e.g., puts together pieces of the discussion to develop new approaches that take the class further.</li> <li>• Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative or critical ways of approaching material and helps class analyse which approaches are appropriate, etc.</li> <li>• Demonstrates ongoing very active involvement in discussion and group exercises, whilst being respectful of fellow students' right to participate.</li> </ul>
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Adapted from: Martha L. Maznevski (1996) *Grading Class Participation* available Online: [http://trc.virginia.edu/Publications/Teaching\\_Concerns/Spring\\_1996/TC\\_Spring\\_1996\\_Maznevski.htm](http://trc.virginia.edu/Publications/Teaching_Concerns/Spring_1996/TC_Spring_1996_Maznevski.htm).

### **Research Paper (50% of final Mark), 4,000-4,500 words, due June 7, 2013.**

Please ensure that you include a cover sheet on this research paper.

Research topics may be extensions of issues introduced in the early weeks of the unit, or can be independently chosen areas. The main stipulation is that they should be clearly related to the themes of this unit of study and must contain a comparative element. You should discuss your topic with me by week 6 at the latest.

*Marking criteria for policy brief or research paper:*

- Selection of a case study involving immigration policy in at least two countries. Relevant factors here will be: the originality of the selected case study/case studies, the relevance of its scope to a 4,000 to 4,500 word paper;
- Breadth of empirical, primary and secondary research;
- Skilful employment of research to mount argument;
- Application of theoretical perspectives from the comparative political science literature to the chosen case study;
- Appropriate language and referencing using the Harvard referencing style.

## **READING REQUIREMENTS**

There is no one set reading for this unit of study.

Core readings are included in the unit of study Reader, which is available at Kopystop:  
55 Mountain St, Broadway. Ph: 9211 2733

Additional readings are on hold in the Reserve section of Fisher library, or available electronically.

Each week brings combines secondary (academic) and primary, empirical sources. This is intended to emphasize the practical, policy-orientated nature of this unit of study but at the same time to contextualize the empirical sources within a theoretical framework.

In addition to the specific readings outlined below, you may also find the following journals useful:

- Journal of Population Research
- Journal of Aging Studies
- People and Place
- International Migration Review
- Journal of Social Policy
- Journal of Public Policy
- European Journal of Public Policy
- Journal of Ethnic and Migration Studies

Additional migration resources are listed at the back of this unit outline and will be posted on the LMS, where relevant.

The following handbook may also be useful:

Rosenblum, M. R. and D. J. Tichenor (2012). Oxford Handbook of the Politics of International Migration. USA, Oxford University Press. A copy is under purchase with Fisher.

W.A. Cornelius, et al. (eds.) (2004) *Controlling Immigration: A Global Perspective* (2nd edn.; California: Stanford University Press). Available from Fisher. A new edition is also forthcoming, check throughout the semester.

## **A NOTE OF FEEDBACK**

The lectures and material for this unit form the basis for a research monograph, *Crossroads of Migration: A global approach to national differences*, that I am currently co-authoring with Dr Justin Gest of the Department of Government at Harvard University. Dr Gest is teaching a similar unit at Harvard. Any feedback you provide to us will enrich both our book project and

this unit, at both universities, so please feel comfortable in offering advice, either at the end of semester, or throughout on how things, in your view, could be improved, changed or what you enjoyed the most and found the most thought provoking and interesting. Feedback from students in 2012 has shaped the unit for 2013, so please do provide feedback this year too.

## **WEEK BY WEEK GUIDE**

### **WEEK 1, TUESDAY MARCH 5: Introduction to immigration policy**

*Central questions: What is immigration policy? What is the ambit of the policy domain? What are the different types of immigration states?*

#### *Core readings*

\* Freeman, G. (1995). "Modes of Immigration Policies in Liberal Democratic States." International Migration Review 29(4): 881-902 [available in the READER]

\* Australia's non-discriminatory immigration policy statement (2012). Can be downloaded at: <http://www.immi.gov.au/media/fact-sheets/01backgd.htm> [available in the READER]

#### *Additional reading*

These readings provide background on the key countries considered in this unit of study:

Castles, S. and M.J. Miller 2009, *The Age of Migration: International Population Movements in the Modern World* 4th edition, Houndsill, Basingstoke [Provides useful overview on global migration trends and issues].

Cohen, R. 2010, *The Cambridge Survey of World Migration*, Cambridge University Press, Cambridge [Includes country profiles on immigration issues, include the 'global south'].

Cornelius, W.T., Tsuda, P. L. Martin and J. F. Hollifield (2004). Controlling Immigration: A Global Perspective. W. California, Stanford University Press. [Several useful background chapters on Australia, Canada, the United States and several other countries].

Joppke, C. (2005). Selecting by Origin: Ethnic Migration in the Liberal State. Cambridge, Massachusetts/ London, England, Harvard University Press [has chapters on Australia and the United States. Concentrate on Chapter 2 (pp31-92)].

Jupp, J. (2007). From White Australia to Woomera: The Story of Australian Immigration. Cambridge, Cambridge University Press.

Li, P. S. (2003). Destination Canada: Immigration debates and issues. Don Mills, OUP.

Tichenor, D. (2002). Dividing Lines: The Politics of Immigration Control in America. Princeton, Princeton University Press.

### **WEEK 2, TUESDAY MARCH 12: Comparative public policy and political science**

*In order to compare immigration policies adequately, it is first necessary to consider political science insights on comparative methodology. Key questions:*

- *What are the primary scholarly and practical aims of comparison? [Why should policy analysts and academics compare policy settings?]*
- *Where can comparison go wrong?*

- What are the major differences methodologically between small-N and large-N comparison? Which do you prefer?

- \* Castles, F.G. 1991 "Why Compare Australia" in F.G. Castles ed., *Australia Compared: People, Politics and Politics*, Allen and Unwin, 1991, pp1-14. [Available in the READER].
- \* Peters, G.B. (1998), 'Comparative politics: Theory and methods, Houndsill: Macmillan, Chapters 3, pp58-79. Other chapters of this book, in particular chapters 1 and 6, may also be of interest. [Available in the READER].

*Further readings:*

George, A.L. and Bennett, A. (2005), *Case Studies and Theory Development in the Social Sciences*: MIT Press [Very useful for those adopting a scholarly comparative approach].

Gerring, J. (2007), *Case Study Research: Principles and Practices*, New York: Cambridge University Press [Ditto].

Stokes, S.C. and Boix, C. (2007), *The Oxford Handbook of comparative politics*, Oxford/New York: OUP [On reserve in library].

Moran, M., Rein, M. and Goodin, R.E. (2006), *The Oxford Handbook of Public Policy*, Oxford: OUP [On reserve in library].

### **WEEK 3, MONDAY MARCH 19: Theories of immigration policy making**

*What are the key theories of immigration policy-making? Which do you find the most compelling? Why?*

*Core readings*

\* On interest group theory: Freeman, G. (2006). "National Models, Policy Types and the Politics of Immigration in Liberal Democracies." West European Politics: 227-247. [Available in the READER].

\* On neo-institutional theory: Joppke, C. (1998). "Why Liberal States Accept Unwanted Immigration." World Politics 50(2): 266-293. [Available in the READER].

\* On economic theory: Massey, D. S., J. Arango, et al. (2006). Theories of International Migration: A Review and Appraisal. The Migration Reader: Exploring Politics and Policies. A. M. Messina and G. Lahav. Lynne Rienner Publishers, London: 34-62. [Available in the READER].

*Additional readings*

On immigration and the state:

Hollifield, J. F. (2008). The Politics of International Migration: How Can We "Bring the State Back In"? . Migration Theory: Talking Across Disciplines. C. B. Brettell and J. F. Hollifield. New York/London, Routledge: 183-238. [Provides a useful literature review on major institutional approaches to understanding immigration policy].

On immigration policy-making:

Hunt, V. (2002). The Multiple And Changing Goals Of Immigration Reform: A Comparison of

House and Senate Activity, 1947 -- 1993. Policy Dynamics. F. R. Baumgartner and B. Jones. Chicago and London, University Of Chicago Press: 73-95.

## **WEEK 4: MONDAY 26 MARCH: Economic immigration selection**

*What explains differences in economic immigration selection policies across and within states? What are the historical legacies that inform the emergence of labour migration regimes?*

### *Core readings*

\*Cerna, L. (2011). "The varieties of high-skilled immigration policies: coalitions and policy outputs in advanced industrial countries." Journal of European Public Policy **16**(1): 144-161. [available in the READER].

\*Freeman, G. P. and D. K. Hill (2006). Disaggregating Immigration Policy: The Politics of Skilled Labor Recruitment in the U.S. The human face of global mobility: International highly skilled migration in Europe, North America and the Asia-Pacific. M. P. Smith and A. Favell. New Brunswick, Transaction Publishers: 103-129. [available in the READER].

Errichiello, G. (2012). "Foreign Workforce in the Arab Gulf States (1930-1950): Migration Patterns and Nationality Clause." International Migration Review **46**(2): 389-413. [available in the READER].

### *Additional readings*

Boucher, A. (forthcoming, 2013). "Bureaucratic control and policy change: A comparative venue shopping approach to skilled immigration policies in Australia and Canada." Journal of Comparative Policy Analysis [on the politics of skilled immigration policy-making].

Gabriel, C and Pellerin, H (2008). Governing International Labour Migration. Current Issues, Challenges and Dilemmas, UK: Routledge.

Papademetriou, D. (2008) Selecting Economic Stream Immigrants through Points Systems.

Boeri, T., H. Brüker, et al. (2012). Brain Drain and Brain Gain: The Global Competition to Attract Highly-Skilled Migrants. Oxford, Oxford University Press

Ruhs, M. and B. Anderson (2010). Who Needs Migrant Workers? Labour shortages, immigration and public policy. Oxford, Oxford University Press.

Papademetriou, D. G., W. Somerville, et al. (2008). Hybrid Immigrant-Selection Systems: The Next Generation of Economic Migration Systems. Washington, D.C. , Migration Policy Institute. [ A good overview of the array of selection methods].

Baldwin-Edwards, Martin. (2011), 'Labour immigration and labour markets in the GCC countries: national patterns and trends', *Kuwait Programme on Development, Governance and Globalisation in the Gulf States* (London: London School of Economics, Global Governance) [A good account of labour migration into the Gulf states].

## **TUESDAY 2 APRIL: University non-teaching week**

### **WEEK 5: TUESDAY 9 APRIL: Non-teaching week**

(A good time to work on your research papers).

### **WEEK 6: TUESDAY 16 APRIL: Family reunion**

*How is "family" defined within immigration policy? Who are the key actors in family reunion policy-making? What are some of the controversies around family reunification?*

#### *Core readings*

\* Kofman, E. and V. Meetoo (2008). Chapter 6: Family Migration. World Migration 2008. International Organization for Migration (IOM). Geneva, International Organization for Migration (IOM): 151-172. [available in the READER].

Tsai, M.C. (2011), "'Foreign Brides' Meet Ethnic Politics in Taiwan', *International Migration Review*, 45 (2), 243-68 [available in the READER].

#### *Core readings – policy documents*

\* Chinese Canadian National Council [CCNC] (2002) Submission to the Standing Committee on Citizenship and Immigration (Canada) with respect to the Regulations under the Immigration and Refugee Protection Act, CCNC, Toronto [available in the READER].  
\* Ltr by the Coalition for a Just Immigration and Refugee Policy to Citizenship Immigration Canada, 25 August 2000 [available in the READER].

#### *Additional readings:*

Basran, G. S. (1993). "Indo-Canadian Families Historical Constraints and Contemporary Contradictions." Journal of Comparative Family Studies 24(3): 339-51.

Kofman, E. (2004). "Family-related migration: a critical review of European studies." Journal of Ethnic and Migration Studies 30(2): 243-62.

Zlotnik, H. (1995). "Migration and the Family: The Female Perspective." Asian and Pacific Migration Journal 4(2-3): 253-271.

## **WEEK 7: TUESDAY 23 APRIL: Migration and gender**

*What particular issues does immigration policy raise for gender equality? Are gender concerns as important in economic as in family reunion policies?*

#### *Core readings:*

\* Donato, K.M., D.R. Gabaccia, J. Holdaway, M. Manalansan and P. Pessar 2006, 'A Glass Half Full? Gender in Migration Studies'. *International Migration Review*, vol. 40, no. 1, pp. 3-26. [available in the READER].

\* Grieco, E. M. and M. Boyd (1998). Women and migration: Incorporating Gender into International Migration Theory. Available on the Migration Policy Institute website: <http://www.migrationinformation.org/Feature/print.cfm?ID=106> [available in the READER].

\* Boucher, A. (2010). Gender mainstreaming in skilled immigration policy: From Beijing 1995 to the Canadian Immigration and Refugee Protection Act (2002). Human Rights and Social Policy: A Comparative Analysis of Values and Citizenship in OECD countries. A. Neville, Edward Elgar. [available in the READER].

Piper, N. and K. Yamanaka (2008). Feminised Migration in East and Southeast Asia and the Securing of Livelihoods. New Perspectives on Gender and Migration: Livelihood, Rights and Entitlements. N. Piper. New York/Milton Park, Routledge: 159-188 [available in the READER]

#### *Core readings: Policy documents*

\* National Association of Woman and the Law [NAWL] 1999, *Gender Analysis of Immigration and Refugee Protection Legislation and Policy: Submission to Citizenship and Immigration Canada, Ad Hoc Committee on Gender Analysis of the Immigration Act*. NAWL: Ottawa [available in the READER].

#### *Further reading*

Donato, K.M., J.T. Alexander, D.R. Gabaccia and J. Leinonen 2011, 'Variations in the Gender Composition of Immigrant Populations: How They Matter'. *International Migration Review*, vol. 45, no. 3, pp. 495-526.

Morokvasic, M. 1984, 'Birds of Passage Are Also Women....' *International Migration Review: Special Issue Women in Migration* vol. 18, no. 4, pp. 887ff. [This is often considered the classic piece that started the debates around gender and migration].

Kofman, E. 2000, 'The Invisibility of Skilled Female Migrants and Gender Relations in Studies of Skilled Migration in Europe'. *International Journal of Population Geography*, vol. 6, no., pp. 45-59.

### **WEEK 8: TUESDAY 30 APRIL: Asylum and forced migration**

*Can domestic policy effectively control asylum flows? How should states balance their international obligations against domestic political opposition to asylum?*

#### *Core readings*

\* Thielemann, E. 2011, 'How effective are migration and non-migration policies that affect forced migration'. *Migration Studies Unit Working Paper*, vol. 2011, no. 14, pp.1-14. [available in the READER].

\* Crock, M. and D. Ghezelbash 2010, 'Do Loose Lips Bring Ships? The Role of Policy, Politics and Human Rights in Managing Unauthorised Boat Arrivals'. *Griffith Law Review*, vol. 19, no. 2, pp. 238-287. [available in the READER].

*Core readings – Policy documents*

- \* “Interdiction of Illegal Immigrants” President Ronald Reagan, Executive Order 12324, 1981, available at [http://www.cod.edu/people/faculty/yearman/FOIA/haitianrefugees/1981\\_executive\\_order.pdf](http://www.cod.edu/people/faculty/yearman/FOIA/haitianrefugees/1981_executive_order.pdf). [also available in the READER].
- \* Letter from US Embassy to Edouard Francisque, Haitian Foreign Minister, September 23, 1981, available at [http://www.cod.edu/people/faculty/yearman/FOIA/haitianrefugees/1981\\_agreement\\_with\\_haiti.pdf](http://www.cod.edu/people/faculty/yearman/FOIA/haitianrefugees/1981_agreement_with_haiti.pdf) [also available in the READER].

*Additional readings*

Crock, M. (2003). “In The Wake Of The Tampa: Conflicting Visions Of International Refugee Law In The Management Of Refugee Flows” *12 Pacific Rim Journal of Law and Policy* 49-95;

Mares, P. (2001). Borderline: Australia's treatment of refugees and asylum seekers. Sydney, UNSW Press.

**WEEK 9: TUESDAY 7 MAY: Irregular migration**

*Do deterrence strategies abet illegal immigration? In contrast, do amnesties promote further illegal immigration?*

- \* BB4 documentary – Living with Illegals [We will watch this in class so no need to buy].
- \* Cornelius, W. (2005). "Controlling 'Unwanted' Immigration: Lessons from the United States 1993-2004." Journal of Ethnic and Migration Studies 31(4): 775-794. [available in the READER].
- \* Orrenius, P. M. and M. Zavodny (2003). "Do Amnesty Programs Reduce Undocumented Immigration? Evidence from IRCA." Demography 40(3): 437-450. [available in the READER].

*Additional readings*

Donato, K., B. Wagner, et al. (2008). "The Cat and Mouse Game at the Mexico-U.S. Border: Gendered Patterns and Recent Shifts." International Migration Review 42(2): 330-59.

Tichenor, D. (2009). “Navigating an American Minefield: The Politics of Illegal Immigration,” The Forum: A Journal of Applied Research in Contemporary Politics, Fall, 7(3), pp1-21.

McNevin, A. 2011, *Contesting Citizenship: Irregular migrants and new frontiers of the political*, Columbia University Press, New York [Covers irregular migration in Australia, the United States and France. A political theory perspective].

## **WEEK 10: TUESDAY 14 May: The temporary/permanent divide**

*Was the guest worker system an anomaly of post-war continental Europe? Or is a new guest worker system emerging? Is there a trade-off between the numbers of workers and the protection of their human rights? What are the social consequences of temporary migration? Are labour hire agreements a new form of guest worker migration?*

\* Ruhs, M. and P. Martin 2008, 'Numbers v Rights: Trade-Offs and Guest Worker Programs'. *International Migration Review*, vol. 42, no. 1, pp. 249-265. [available in the READER].

\* Castles, S. 2006, 'Guestworkers in Europe: A Resurrection?' *International Migration Review*, vol. 40, no. 4, pp. 741-766. [available in the READER].

\* Mares, P. 2009, 'The permanent shift to temporary migration '. *Inside Story*, vol. 17 June 2009, <http://inside.org.au/the-permanent-shift-to-temporary-migration/> [available in the READER].

\* IOM [International Organisation for Migration]. (2008). World Migration 2008: Managing Labour Mobility in the Evolving Global Economy. Geneva: IOM, Chapter 3 "Labour Mobility," pp11-20. [available in the READER].

### *Additional readings*

Ruhs, M. 2011, *Openness, Skills and Rights: An empirical analysis of labour immigration programmes in 46 high and middle income countries*, Oxford University Working Paper, Centre on Migration Policy and Society (COMPAS) available at <http://www.compas.ox.ac.uk/publications/working-papers/>

Cummins, M. and R. Francisco (2009). Is There a Number versus Rights Trade-off in Immigration Policy? What the Data Say. Munich Personal RePEc Archive (For a critique of Ruhs).

## **WEEK 11: TUESDAY 21 May: Naturalisation and citizenship policies**

*What is citizenship and what does it encompass? What are the major differences in approaches to naturalisation across different immigration states? What are the major explanations for these differences?*

### *Core readings - Policy document*

\* Australian Citizenship Test. We will do some practice tests in class and analyse them. Have a look in advance ([http://www.citizenship.gov.au/learn/cit\\_test/practice/](http://www.citizenship.gov.au/learn/cit_test/practice/)), and at the information sessions on ImmiTV on YouTube:

[http://www.citizenship.gov.au/learn/cit\\_test/test\\_resource/](http://www.citizenship.gov.au/learn/cit_test/test_resource/)

### *Other core readings*

\* Marshall, T. 1950, 'Citizenship and Social Class', in: *Inequality and Society*, eds., Manza, J and Sauder, M., W.W.Norton and Co, New York, pp. 148-154. [available in the READER].

\* Janoski, T. 2010, *The Ironies of Citizenship: Naturalisation and Integration in Industrialised Countries*, Cambridge University Press, Cambridge, Chapters 1 and Chapter 9. [available in the READER].

*Additional readings*

The remainder of Janoski, T. 2010, *The Ironies of Citizenship: Naturalisation and Integration in Industrialised Countries*, Cambridge University Press, Cambridge.

Bloemraad, I. 2006, *Becoming a citizen: Incorporating Immigrants and Refugees in the United States and Canada*, University of California Press, Berkeley. [Excellent explanation of the political institutional factors behind different naturalisation rates in the US and Canada].

Brubaker, R. 1992, *Citizenship and nationhood in France and Germany*, Cambridge, Mass., Harvard University Press [Classic statement of differences in citizenship regimes, drawing upon historical, cultural analysis of France and Germany]

Soysal, Y. 1994, *Limits of Citizenship, Membership and Rights in International Migration*, Edward Elgar, Aldershot, UK [Makes a case for transnational citizenship and political engagement].

Statham, P., M. Giugni and F. Passy 2005, *Contested Citizenship: Immigration and Cultural Diversity in Europe*, University of Minnesota Press, Minneapolis.

## **WEEK 12: TUESDAY 28 May: Settlement policy and migration outcomes**

*Are migrants a burden on the welfare state? How much of a role does policy design play in informing the welfare dependency on new migrants?*

*Core readings*

\* Borjas, G.J. 1999, 'Immigration and the Welfare State', in: *Heaven's Door: Immigration Policy and the American Economy*, ed Borjas, G.J., Princeton University Press, Princeton, NJ, pp. 105-26. [Available in the READER].

\* Carney, T. and A. Boucher 2009, 'Social Security and Immigration: An Agenda for Future Research'. *Zeitschrift für ausländisches und internationales Arbeits-und Sozialrecht*, vol. 23, no. ii, pp. 36-57. [Available in the READER].

\* Sainsbury, D. 2006, 'Immigrants social rights in comparative perspective: welfare regimes, forms in immigration and immigration policy regimes'. *Journal of European Social Policy*, vol. 16, no.3, pp. 229-244. [Available in the READER].

\* Koopmans, R. (2010). "Trade-Offs between Equality and Difference: Immigrant Integration, Multiculturalism and the Welfare State in Cross-National Perspective." *Journal of Ethnic and Migration Studies* 36(1): 1 - 26. [Available in the READER].

*Additional readings*

Banting, K. 2000, 'Looking in three directions: migration and the European welfare state in comparative perspective', in: *Immigration and Welfare: Challenging the Borders of the Welfare State*, ed Banting, K., Routledge, London.

Geddes, A. 2003, 'Migration and the Welfare State in Europe'. *The Political Quarterly*, vol. 74, no. 1, pp. 150-162.

Guiraudon, V. 2002, 'Including Foreigners in National Welfare States: Institutional Venues and Rules of the Game', in: *Structuring the Welfare State: Political Institutions and Policy Change*, ed Guiraudon, V., Palgrave New York.

Kretsedemas, P., A. Aparicio and R. Kayani 2004, *Immigrants, Welfare Reform, and the Poverty of Policy*, Greenwood Publishing Group, Westport, CT. [There are a few relevant chapters in this book].

Marier, P. and S. Skinner 2008, 'The Impact of Gender and Immigration on Pension Outcomes in Canada'. *Canadian Public Policy*, vol. XXXIV, no., pp. 59-78.

Morissens, A. and D. Sainsbury 2005, 'Migrants' Social Rights, Ethnicity and Welfare Regimes'. *Journal of Social Policy*, vol. 34, no. 4, pp. 637-660.

Sainsbury, D. (2012). Welfare States and Immigrant Rights: The Politics of Inclusion and Exclusion. Oxford, Oxford University Press.

**WEEK 13: TUESDAY 4 June: Wrapping up week and review of unit of study**

There are no set readings for this week. We will use this week to recap on the major themes of the semester and discuss future opportunities for research in the field of comparative migration policy.

## **ADDITIONAL MIGRATION RESOURCES**

### **Websites**

The International Organization for Migration - <http://www.iom.int/jahia/jsp/index.jsp>

Migration Policy Institute - <http://www.migrationpolicy.org/>

The Centre on Migration, Policy and Society (COMPAS) Oxford University -  
<http://www.compas.ox.ac.uk/>

The Refugee Studies Centre – Oxford University - <http://www.rsc.ox.ac.uk/>

Sussex Centre for Migration Research, University of Sussex -  
<http://www.sussex.ac.uk/migration/>

Global Commission on International Migration – <http://www.gcim.org>

Center for Comparative Immigration Studies – University of California San Diego -  
<http://www.ccis-ucsd.org/>

Center for Migration Studies, New York - <http://www.cmsny.org/>

Centre for Migration Studies at the Ulster American Folk Park. Omagh -  
<http://www.qub.ac.uk/cms/index.html>

London School of Economics and Political Science Migration Studies Unit:  
<http://www2.lse.ac.uk/government/research/resgroups/MSU/MSU%20home.aspx>

### **Listservs**

MIGCITIZENSHIP-L [MIGCITIZENSHIP-L@BARUCH.LISTSERV.CUNY.EDU]  
[A good and active international listserv on migration issues].

The Migration Policy Institute also has a listserv that you can respond to.

### **Immigration news**

The Centre for Immigration Studies provides a comprehensive email update on global immigration news. Although the CIS itself is an anti-immigration institute, its news bulletin is collected from a range of sources and is worth subscribing to.

### **Immigration data**

The best location for OECD data is the SOPEMI International migration outlook, issued annually. <http://www.oecd.org/dataoecd/22/5/48342373.pdf>

Full reports, including historically, are available electronically through Fisher library:  
<http://opac.library.usyd.edu.au/search/?searchtype=t&SORT=D&searcharg=sopemi&searchscope=4>

Australian immigration data is very detailed and held by the Department of Immigration and Citizenship: <http://www.immi.gov.au/media/statistics/>

The United Nations Population Division releases standardised stock but not flow data:  
<http://www.un.org/esa/population/>

Fisher library stocks the relevant CD with detailed stock data, above and beyond that available online.

The International Organization for Migration has less useful data, but its annual *World Migration Report* gives a good overview: <http://www.iom.int/jahia/Jahia/policy-research/migration-research/world-migration-report>

For other country immigration data, please discuss with me.

This paper is useful for setting out some of the limitations of existing immigration data:

Kupiszewska, D., M. Kupiszewska, M. Marti, and C. Rodenas. 2010. Possibilities and limitations of comparative quantitative research on international migration flows. In *Promoting Comparative Quantitative Research in the Field of Migration and Integration in Europe (PROMINSTAT)*: PROMINSTAT.

Comparative naturalisation data is hard to come by. The best is offered in Janoski, see above in the week under citizenship.

The collection and location of immigration data is a key interest of mine so please discuss any issues you might have in locating data with me!

## **RELEVANT FACULTY GUIDELINES AND POLITICS**

### **ASSESSMENT CRITERIA**

This unit uses standards referenced assessment for award of assessment marks.

Students' assessment will be evaluated solely on the basis of students' achievement against criteria and standards specified to align with learning outcomes.

#### **Postgraduate Coursework Grade Descriptors October 2011, Faculty of Arts and Social Sciences**

##### **Grade Descriptors for Postgraduate Coursework in Arts and Social Sciences**

These grade descriptors apply to all postgraduate assessments, coursework as well as dissertations. These descriptors are broad indices. They are not intended to replace departmental statements on marking criteria, which should be made available to students in accordance with Academic Board guidelines on standards-referenced assessment, and should include detailed, discipline-specific grade descriptors.

##### **The Grade Descriptors**

##### ***85-100: High Distinction***

Work that demonstrates a high or very high level of proficiency in the methodologies, subject matter, and modes of expression and argumentation appropriate to the field or fields studied, and demonstrates the potential to undertake a research degree.

In many fields of the humanities and social sciences, a mark in this range can indicate thorough and possibly innovative research; wide and deep reading of the relevant scholarly literature; and a high level of problem-solving capacity and/or skill in interpreting data, documentary evidence, fieldwork, literary texts, or works of art.

In work written in a language other than English, a mark in this range indicates an excellent level of grammatical accuracy, syntactical sophistication, and nuance in use of vocabulary and register.

##### ***75-84: Distinction***

Work that demonstrates a generally sound to very good knowledge of the methodologies, subject matter, and modes of expression and argumentation appropriate to the field or fields studied.

In many fields of the humanities and social sciences, a mark in this range can indicate solid research; a firm grasp of the relevant scholarly literature; and competent problem-solving and/or interpretations of data, documentary evidence, fieldwork, literary texts, or works of art. However, work in this range may also show evidence of a higher level of independent thought combined with some significant lapses in research or expression.

In work written in a language other than English, a mark in this range indicates a high standard of grammatical accuracy with few mistakes and only very rare basic errors, with vocabulary and syntax varied and expression highly coherent and well structured.

##### ***65-74: Credit***

Work that demonstrates an acceptable but limited performance in the methodologies, subjects, and/or languages studied.

In many fields of the humanities and social sciences, a mark in this range can indicate an adequate general knowledge of the subject from the reading of both primary material and secondary literature, straightforward argumentation, and clear expression. A mark in this range may also reflect a superior performance in one or more of these areas combined with serious lapses in others.

In work written in a language other than English, a mark in this range indicates a good standard of grammatical accuracy, albeit with some mistakes, including occasional basic ones; the work shows a good grasp of complex sentence structures and an appropriately varied vocabulary.

#### **50-64: Pass**

Work which may be only barely above the standard of undergraduate work in the field studied. A mark in the 50-59 range indicates a basic but limited understanding of the methodologies and subject matter of the field or fields studied, and skills in problem-solving, argumentation and expression that are only just adequate for postgraduate-level study and research. A mark in the 60-64 range may sometimes reflect work that is more than adequate in some of these respects but shows significant deficiencies in others.

#### ***Below 50%: Fail***

Work that does not meet the basic standards for postgraduate work in the field studied. A mark in this range indicates an inadequate understanding of the methodologies and subject matter of the field or fields studied, and significant deficiencies in argument and expression.

Endorsed by Faculty Board 17 October 2011

### **ATTENDANCE REQUIREMENTS**

Satisfactory attendance at classes is a minimum condition of completion of a Unit of Study. Attendance below 80% of tutorials/seminars without written evidence of illness or misadventure\* may be penalised with loss of marks.

Attendance at less than 50% of classes, regardless of the reasons for the absences, will automatically result in the student's case being referred to a Department examiners' meeting for consideration. Students should be aware that non-attendance at 50% or more of classes without due cause is likely to result in them being deemed not to have fulfilled requirements for the unit of study; they thus run the risk of an Absent Fail result being returned.

\*Examples of misadventure may include but are not limited to accident, sudden bereavement, transport strikes, natural disasters, and so on.

Please read and familiarise yourself with the Faculty of Arts and Social Sciences policy on Attendance at [http://sydney.edu.au/arts/current\\_students/policies.shtml](http://sydney.edu.au/arts/current_students/policies.shtml).

### **ACADEMIC DISHONESTY AND PLAGIARISM**

Academic honesty is a core value of the University. The University requires students to act honestly, ethically and with integrity in their dealings with the University, its members, members of the public and others. The University is opposed to and will not tolerate

academic dishonesty or plagiarism, and will treat all allegations of academic dishonesty or plagiarism seriously.

The University's Academic Dishonesty and Plagiarism Policy 2012 and associated Procedures are available for reference on the University Policy Register at <http://sydney.edu.au/policies/> (enter "Academic Dishonesty" in the search field). The Policy applies to the academic conduct of all students enrolled in a coursework award course at the University.

Under the terms and definitions of the Policy,

- "academic dishonesty" means "seeking to obtain or obtaining academic advantage (including in the assessment or publication of work) by dishonest or unfair means or knowingly assisting another student to do so."
- "plagiarism" means "presenting another person's work as one's own work by presenting, copying or reproducing it without appropriate acknowledgement of the source."

The presentation of another person's work as one's own without appropriate acknowledgement is regarded as plagiarism, regardless of the author's intentions. Plagiarism can be classified as negligent (negligent plagiarism) or dishonest (dishonest plagiarism).

An examiner who suspects academic dishonesty or plagiarism by a student must report the suspicion to a nominated academic in the relevant faculty. If the nominated academic concludes that the student has engaged in **dishonest plagiarism** or some other sufficiently serious form of academic dishonesty, the matter may be referred to the Registrar for further disciplinary action under the terms of the *Academic Dishonesty and Plagiarism Policy 2012* and Chapter 8 of the *University of Sydney By-Law 1999* (as amended).

## USE OF SIMILARITY DETECTING SOFTWARE

Students should be aware that written assignments submitted in this Unit of Study will be submitted to similarity detecting software known as **Turnitin**. The detection and identification of work that may be suspected of plagiarism is an academic judgment for the unit coordinator, and similarity detecting software is one of the tools that an examiner or marker may use to inform a decision that plagiarism has occurred.

Turnitin searches for matches between text in your written assessment task and text sourced from the Internet, published works and assignments that have previously been submitted to Turnitin for analysis. It produces an originality report showing matches with various sources, and an overall level of match or similarity index.

There will always be some degree of text-matching when using Turnitin. These are caused by the use of direct quotations, technical terms and phrases, and the listing of bibliographic material. This does not mean you will automatically be accused of plagiarism.

Further information about Turnitin is available at  
[http://sydney.edu.au/arts/current\\_students/plagiarism\\_and\\_turnitin.shtml](http://sydney.edu.au/arts/current_students/plagiarism_and_turnitin.shtml)

## **SUBMISSION OF WRITTEN WORK**

### **Compliance Statements**

**All students are required to submit an authorised statement of compliance with all work submitted to the University for assessment, presentation or publication.**

A statement of compliance certifies that no part of the Work constitutes a breach of Academic Dishonesty and Plagiarism Policy, and must be in the form of:

- a. a University assignment cover sheet;
- b. a University electronic form; or
- c. a University written statement.

The format of the compliance statement will differ depending on the method required for submitting your work (see “Assessment Submission” below).

### **Assessment Submission**

#### ***Online submission***

Electronic submission of assessment tasks via the University’s Learning Management System will be required by the due date [see within the unit of study outline above, for details].

#### ***Paper submission***

Written work must be submitted in hard copy at the office of the Department of Government and International Relations on the due date, at the due times, set out above in the unit of study outline.

You must complete, sign and attach a cover sheet/compliance statement to any written work handed in for assessment.

## **SPECIAL CONSIDERATION**

The Faculty of Arts and Social Sciences assesses student requests for assistance relating to completion of assessment in accordance with the regulations set out in the [University Assessment Policy 2011 and Assessment Procedures 2011](#). Students are expected to become familiar with the University’s policies and Faculty procedures relating to Special Consideration and Special Arrangements.

Students can apply for:

- **Special Consideration** - for serious illness or misadventure
- **Special Arrangements** - for essential community commitments
- **Simple Extension** – an extension of less than 5 working days for non-examination based assessment tasks on the grounds of illness or misadventure.

Further information on special consideration policy and procedures is available on the Faculty website at [http://sydney.edu.au/arts/current\\_students/special\\_consideration.shtml](http://sydney.edu.au/arts/current_students/special_consideration.shtml)

## **OTHER POLICIES AND PROCEDURES RELEVANT TO THIS UNIT OF STUDY**

The Faculty's Student Administration Manual is available for reference at the "Current Students" section of the Faculty Website ([http://sydney.edu.au/arts/current\\_students/](http://sydney.edu.au/arts/current_students/)). Most day-to-day issues you encounter in the course of completing this Unit of Study can be addressed with the information provided in the Manual. It contains detailed instructions on processes, links to forms and guidance on where to get further assistance.

## **STAYING ON TOP OF YOUR STUDY**

**For full information visit** [http://sydney.edu.au/arts/current\\_students/staying\\_on\\_top.shtml](http://sydney.edu.au/arts/current_students/staying_on_top.shtml)

**The Learning Centre** assists students to develop the generic skills, which are necessary for learning and communicating knowledge and ideas at university. Programs available at The Learning Centre include workshops in Academic Reading and Writing, Oral communications Skills, Postgraduate Research Skills, Honours, masters Coursework Program, Studying at University, and Workshops for English Language and Learning. Further information about The Learning Centre can be found at [http://sydney.edu.au/stuserv/learning\\_centre/](http://sydney.edu.au/stuserv/learning_centre/)

**The Write Site** provides online support to help you develop your academic and professional writing skills. All University of Sydney staff and students who have a Unikey can access the WriteSite at <http://writesite.elearn.usyd.edu.au/>.

The Faculty of Arts and Social Sciences has units at both an Undergraduate and Postgraduate level that focus on **writing** across the curriculum or, more specifically, writing in the disciplines, making them relevant for all university students.

To find out more visit:

[http://sydney.edu.au/arts/teaching\\_learning/writing\\_hub/index.shtml](http://sydney.edu.au/arts/teaching_learning/writing_hub/index.shtml) and  
[http://sydney.edu.au/arts/teaching\\_learning/pg\\_writing\\_support/index.shtml](http://sydney.edu.au/arts/teaching_learning/pg_writing_support/index.shtml)

In addition to units of study on writing, The FASS Writing Hub offers drop-in sessions to assist students with their writing in a one-to-one setting. No appointment is necessary, and this service is free of charge to all FASS students and/or all students enrolled in WRIT units.

For more information on what topics are covered in a drop-in session and for the current schedule, please visit

[http://sydney.edu.au/arts/teaching\\_learning/writing\\_hub/drop\\_in\\_sessions.shtml](http://sydney.edu.au/arts/teaching_learning/writing_hub/drop_in_sessions.shtml).

Pastoral and academic support for **Aboriginal and Torres Strait Islander students** is provided by the STAR Team in Student Support services, a dedicated team of professional Aboriginal people able to respond to the needs of students across disciplines. The STAR team can assist with tutorial support, mentoring support, cultural and pastoral care along with a range of other services. More information about support for Aboriginal and Torres Strait Islander students can be found at

[http://sydney.edu.au/current\\_students/student\\_services/indigenous\\_support.shtml](http://sydney.edu.au/current_students/student_services/indigenous_support.shtml).

**The Koori Centre** also provides a culturally safe space for Aboriginal and Torres Strait Islander students and staff. It is a facility where students can enjoy culture identity and in which they can engage their fellow students and colleagues in a respectful and honest conversation about the issues, values and pride and place of Aboriginal and Torres Strait Islander culture in contemporary Australian identity and life. The Centre provides access to computers, common room, study space, an Indigenous Research Library, and an orientation program at the beginning of the year.

The **Library** offers students free, online tutorials in library skills at [sydney.edu.au/library/skills](http://sydney.edu.au/library/skills). There's one designed especially for students studying in the Humanities and Social Sciences at [sydney.edu.au/library/subjects/subject.html](http://sydney.edu.au/library/subjects/subject.html). And don't forget to find out who your Faculty Liaison Librarians are.

## OTHER SUPPORT SERVICES

Disability Services is located on Level 5, Jane Foss Russell Building G20; contact 8627 8422 or email [disability.services@sydney.edu.au](mailto:disability.services@sydney.edu.au). For further information, visit their website at <http://sydney.edu.au/stuserv/disability/>.

Counselling and Psychological Services (CAPS) are located on Level 5, Jane Foss Russell Building G20; contact 8627 8433 or email [caps.admin@sydney.edu.au](mailto:caps.admin@sydney.edu.au). For further information, visit their website at [http://sydney.edu.au/current\\_students/counselling/](http://sydney.edu.au/current_students/counselling/)