

**CARLETON UNIVERSITY**  
**Institute of European, Russian and Eurasian Studies**

**EURR 4201A / EURR 5201A / MGDS 5002D**  
**Migration and Multiculturalism in Europe and Eurasia, 1945 to present**

**Fridays 2:30-5:30 pm scheduled synchronous timeslot**  
**Regular synchronous seminar sessions: 2:30-4:30 pm via Zoom**

**Instructors:**

Professor James Casteel  
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Office Hours: By appointment

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**Course Description:**

This course explores the topic of migration and multiculturalism in Europe and Eurasia with a particular focus on the post-1945 period. Migration has long connected the regions of Europe and Eurasia. In the twentieth century war, revolution, industrialization, modernization, nationalization, and globalization produced large scale voluntary and forced movements of people, experiences that resonate in the region today.

In this course we will attempt to bring the histories of migration and multiculturalism in Europe and Eurasia into dialogue. To some extent, the course will be an exercise in comparison – i.e. how were the histories of different countries or populations marked by experience of migration? But we will also consider what is to be gained by thinking about the histories of migration in these regions as deeply enmeshed and interconnected. In this respect, migration histories pose challenges to the national or regional “containers” that often frame studies of the regions.

The course is divided into three parts. The First part “Eurasian Migrations in the Aftermath of War and Revolution” provides background on the ways in which war and revolution informed migration patterns. Particular attention will be paid to internal migration during Stalin’s Great Transformation as well as to German and Axis expansionism in World War II, which produced a staggering number of refugees and displaced persons. New and old states as well as international organizations expended much energy in the immediate postwar years repatriating and resettling populations displaced by the war.

The Second part “Migration in the Global Cold War” explores processes of decolonization and postcolonial migrations, temporary labor migration programs on both sides of the Cold War, multicultural societies in Europe and the Soviet Union and the different models of multiculturalism, and migrations across the Cold War divide.

The Third part “Migration After the Cold War” explores post-Communist migration, the reconfigurations of citizenship and identity in Europe, and how memory informs the understanding of migration past and present.

**COURSE OBJECTIVES AND OUTCOMES:**

- Upon successful completion of this course, you will have gained knowledge of key concepts and issues in the study of migration and multiculturalism in Europe and Eurasia as well as the ability to apply these concepts in the analysis of particular cases.
- You will have practiced analyzing and interpreting the historiographical literature on migration and multiculturalism in Europe and Eurasia and applying concepts and approaches to particular cases.
- You will have practiced skills in the conduct of research (finding materials using library catalogue and databases, compiling bibliographies, taking notes on sources) and to engage in analysis in written work.
- In participation in online synchronous and asynchronous discussions, you will develop your scholarly oral presentation and writing skills and practice presenting arguments and opinions that are supported by evidence.

**Course Requirements and Grading Scheme:**

Assignment	Percentage	Due Date
Attendance and Participation -EURR 4201A – final average of top 6 out of 12 weekly marks -EURR 5201A/MGDS 5002D final average of top 8 out of 12 weekly marks. (details below)	30%	Regular attendance is mandatory. Includes weekly contributions to the online discussion forum and participation in synchronous class meetings (see below for details).
2 Reading Analysis essay (750 words - 3 pages)	25% (12.5% each)	#1 due on or before Friday, February 12 (end of Week 5)  #2 due on or before Friday, March 26 (end of Week 10) See below for more details.
Proposal and Annotated Bibliography for Final Assignment essay (250-500 words - 1-2 pages)	5%	Due on Monday, March 1
Major Project --EURR 4201A – 10-12 pages (2500-3000 words) --EURR 5201A/MGDS 5002D – 12-15 pages (3000-3750 words)	40%	Due on Friday, April 23

Note: Page lengths do not include notes and bibliography and assume 250 words/page.

**Attendance and Participation:**

Active participation in a variety of online classroom activities is an important component of the course and will provide opportunities to engage with ideas in the readings and to learn from your peers.

For each week with required readings (Weeks 2-12), each student will **submit one post (minimum of 100 words each) to the discussion forum** based on the readings for the week. In addition, each student will also post **at least one comment (minimum 100 words)** on another student's post.

- The initial discussion post based on readings should be **posted by midnight on the Thursday before the class meeting.**
- One comment on another student's post should be **posted by 1:00 pm on the Friday of the class meeting.**

The discussion forum is a space for scholarly exchange of ideas and students should adhere to the same etiquette and respect for their peers that they would in a standard classroom setting.

Synchronous class meetings will be scheduled via Zoom on **Fridays from 2:30-4:30 pm** each week.

**Attendance at these sessions is mandatory.** If there is a need to make adjustments to the class meeting time, it will be held in the scheduled synchronous class meeting time of 2:30-5:30 pm and students will be informed of any changes at least a week in advance.

Evaluation will be based on regular attendance of synchronous class sessions, regular weekly posts/comments on the discussion forum, the quality of your contributions, the extent to which your contributions demonstrate understanding of key issues, concepts, and themes raised in the readings and other course materials.

- Weekly Participations marks will be calculated on the basis of your discussion forum posts, your comments on other posts, and your participation on Zoom. The weekly mark will be based on the average of the **highest two out of the three** weekly components evaluated.
- In cases of **excused absences** (valid medical or equivalent reason), the weekly mark will be based on the forum comments and posts for the week.
- Each **unexcused** absence from a Zoom session will result in a **5 point deduction** from the final participation mark.
- For graduate students, the final participation mark will be calculated by averaging **the top 8 out of 11 weekly** participation marks and subtracting any deductions for **unexcused** absences.
- For undergraduate students, the final participation mark will be calculated by averaging **the top 6 out of 11 weekly** participation marks and subtracting any deductions for **unexcused** absences.

#### Reading Analysis Papers:

You will write two reading analysis papers (750 words, 3 pages) over the course of the term. Each paper should analyze the assigned readings for a particular week. You should critically engage with arguments in the literature and should develop an overall theme and thesis argument for your paper. You do not need to necessarily cover all the readings, but you should cover more than one. While some description is fine, papers should be analytical.

In analyzing the readings, you may wish to think about some of the following questions — what is the conceptual approach an author uses? How does the disciplinary background inform the approach and questions posed? What methodology does the author use? What are the strengths and limitations of a particular approach to a topic? Where do authors agree and disagree, and why? Your essay should draw connections between different readings and compare or contrast the approaches.

You may write your paper on any week's readings. Papers should normally be submitted on or before the day the readings are discussed, but papers can be submitted up to one week later. In the latter case, students will not receive credit for ideas discussed in class. Only one paper may be handed in each week.

The first paper must be handed in **ON OR BEFORE February 12 (Week 5)**.

The second paper must be handed **ON OR BEFORE March 26 (Week 10)**.

### Major Project

The Major Project may take various forms. Students can write a “traditional” research paper. This will be based on primary sources (most likely in translation) or secondary sources (in this case, you are expected to engage debates of the issue). There are other variants. This might include a mix of visual, audio and written materials—e.g. guides to museum displays, interactive podcasts. Student can work the professors to develop their research topic. More information will follow.

The paper proposal will be 1-2 pages. It will include (a) a paragraph on your topic, its central “puzzle”/ inspiration/justification and your approach (b) a paragraph on research strategy (how you went about finding sources); (c) a paragraph (or annotated bibliography) on how 5-7 sources you have collected will be used for your paper.

### Submission of Coursework:

All written assignments must be submitted using the electronic drop box in cuLearn. Unless a specific exception has been arranged, hardcopies of assignments or assignments sent per email will not be accepted. Comments and grades on assignments will be provided in the CU Learn grade book.

### Late Penalties and 3 Day Grace Period

- You are strongly encouraged to plan ahead, manage your time, and submit your work by deadlines indicated. However, sometimes life can get in the way, even for the best planners (and especially in the midst of a pandemic).
- With that in mind, there is a **three-day grace period** for the reading analysis papers, proposal, and major project. If an assignment is submitted during the three-day grace period (72 hours from the assignment deadline), **no late penalties will be applied**. This means that if you are submitting within the three-day grace period, there is no need to provide a medical note, explanation, excuse, or request an extension. After the three-day grace period, a penalty of 2.5 point deduction per day late will apply (i.e. Day 4 = -2.5 points, Day 5 = -5 points, Day 6 = -7.5 points, Day 7 = -10 points). Unless an extension has been granted, assignments submitted more than seven days late will **not be accepted and a mark of zero will be entered**.
- The grace period does not apply to weekly posts and comments which must be submitted by the weekly deadlines. If a valid medical or equivalent reason prevents submission of posts/comments, you should contact the professor for that week to arrange the submission of make-up posts/comments (usually within one week of the original deadline).
- If you have serious medical or other equivalent circumstances that prevents your submission of the assignment more than three days after the initial due date, please contact one of the professors as soon as possible and ideally no more than 3 days after the original deadline to request an extension. It is very important to be in communication with your professors if you are facing circumstances that are preventing you from submitting your assignments on time.

The preferred citation format is Turabian/Chicago Manual of Style. Please use footnotes or endnotes rather than parenthetical citation.

## IMPORTANT INFORMATION:

### Email Communication:

Following university policy, the instructors will communicate by e-mail with students using university "cmail" e-mail addresses. If you have a different account that you check regularly, please set up your Carleton account to forward to that one, so that you do not miss any important course-related announcements. Normally, the instructors expect to reply to e-mail or voicemail queries within 2 days during the working week. The instructor generally does not answer e-mail inquiries or voicemail messages on evenings or weekends. Students who wish to discuss matters with the instructor are encouraged to meet during virtual office hours or by appointment.

### Academic Integrity:

Academic integrity is a core value of the university and essential for creating a constructive environment for teaching, learning, and research. Students are responsible for being aware of the University's Academic Integrity Policy, understanding what constitutes academic dishonesty, and ensuring that all course assignments submitted for evaluation abide by University policy. **Any suspected violations of the academic integrity policy will be referred to the Director and then to the appropriate Dean for further investigation.** Students who are found to have violated the standards of academic integrity will be subject to sanctions. An overview of the University's Academic Integrity Policy is available at <https://carleton.ca/registrar/academic-integrity/> and the full policy at <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>.

### Names & Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

### Unauthorized Recordings or Distribution of Materials:

Unauthorized student recording of classroom or other academic activities (including advising sessions, office hours, or student presentations posted on CU Learn) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and provincial or federal law. Students requesting the use of assistive technology as an accommodation should contact the Paul Menton Centre. Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University's Copyright Policy, faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

### Grading:

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

## **COURSE CALENDAR:**

Please note that the instructor may make changes to the syllabus over the course of the semester.

### **I. Eurasian Migrations in the Aftermath of War and Revolution**

#### **Week 1 January 15 Introduction (Casteel/Sahadeo)**

#### **Week 2, January 22 (Sahadeo): Stalin and the Great Transformation**

For those unfamiliar with Soviet history at the time, you can find a useful background at <http://soviethistory.msu.edu/1929-2/> -- in particular the categories of "Year of Great Change" "Collectivization" and "Making Central Asia Soviet"

Sheila Fitzpatrick, *Stalin's Peasants: Resistance and Survival in the Russian Village after Collectivization* (1994), 80-102

Lynne Viola, "The Other Archipelago: Kulak Deportations to the North in 1930" *Slavic Review* 60, no. 4 (2001): 730-755

Botakoz Kassymbekova, "Humans as Territory: Forced Resettlement and the Making of Soviet Tajikistan, 1920-38" *Central Asian Survey* (2011): 349-70

#### **Week 3, January 29 (Casteel): Postwar Refugees and Displaced Persons in Central and Eastern Europe**

Zahra, Tara. "'A Human Treasure': Europe's Displaced Children between Nationalism and Internationalism." *Past and Present* 210 (2011): 332–50. doi:10.1093/pastj/gtq053.

Anna Holian. "The Architecture of Jewish Trade in Postwar Germany: Jewish Shops and Shopkeepers between Provisionality and Permanence." *Jewish Social Studies* 23, no. 1 (2017): 101. <https://doi.org/10.2979/jewisocistud.23.1.04>.

Atina Grossmann, "Jewish Refugees in Soviet Central Asia, Iran, and India: Lost Memories of Displacement, Trauma, and Rescue," in *Shelter from the Holocaust: Rethinking Jewish Survival in the Soviet Union*, edited by Mark Edele, Sheila Fitzpatrick, and Atina Grossmann (Detroit: Wayne State UP, 2017), 185-218

Jannis Panagiotidis, "Multiply Entangled: the Gottschee Germans between Slovenia, Austria, Germany, and North America," in *German-Balkan Entangled Histories in the Twentieth Century*, edited by Mirna Zakić and Christopher A. Molnar (Pittsburgh: University of Pittsburgh Press, 2020), 137-157

#### **Week 4, February 5 (Sahadeo): Wartime Migration and Postwar Repatriation in the Soviet Union**

Rebecca Manley, *To the Tashkent Station, Evacuation and Survival in the Soviet Union at War*, 1-5, 119-47

Norman Naimark, *Fires of Hatred: Ethnic Cleansing in Twentieth Century Europe* (2001), 85-99

Jo Laycock, "Belongings: People and Possessions in the Armenian Repatriations, 1945-49" *Kritika* 18, no. 3 (2017): 511-37

Farid Shafiyev, "The Forced Resettlement of Azerbaijanis from Armenia, 1948–1953" *Journal of Muslim Minority Affairs* 39, no. 2 (2019): 177-198

## II. Migration in the Global Cold War

### **Week 5, February 12 (Sahadeo): Postcolonial Migrations**

Oren Yiftachel, "Theoretical Notes on 'Gray Cities': The Coming of Urban Apartheid?" *Planning Theory* 8, no. 1 (2009): 88–100

David Theo Goldberg, "Racial Europeanization." *Ethnic and Racial Studies* 29, no. 2 (2006): 331–64

Romaine Garbaye, "British Cities and Ethnic Minorities in the Post-war Era: From Xenophobic Agitation to Multi-ethnic Government." *Immigrants and Minorities* 22, nos. 2–3 (2003): 298–315

Herbert, Joanna, Jon May, Jane Wills, Kavita Datta, Yara Evans, and Cathy McIlwaine. "Multicultural Living? Experiences of Everyday Racism among Ghanaian Immigrants in London." *European Urban and Regional Studies* 15, no. 2 (2008): 103–17.

### **Week 6, February 26 (Casteel): Labor Migration and Temporary Workers – East and West**

McDowell, Linda. "Workers, Migrants, Aliens or Citizens? State Constructions and Discourses of Identity among Post-War European Labor Migrants in Britain." *Political Geography* 22, no. 4 (2003): 863–86.

Jeff Sahadeo, *Voices from the Soviet Edge: Southern Migrants in Leningrad and St. Petersburg* (2019), ch. 6, 147–168.

Miller, Jennifer. A. "On Track for West Germany: Turkish 'Guest-Worker' Rail Transportation to West Germany in the Postwar Period." *German History* 30, no. 4 (2012): 550–73.

Alena K. Alamgir and Christina Schwenkel, "From Socialist Assistance to National Self-Interest: Vietnamese Labor Migration into CMEA Countries" in *Alternative Globalizations: Eastern Europe and the Postcolonial World*, edited by Mark, James, Artemy M. Kalinovsky, and Steffi Marung. Bloomington: Indiana University Bloomington, 2020, 100–124.

### **Week 7, March 5 (Casteel): Multicultural Societies in Cold War Europe**

Buettner, Elizabeth. "'Going for an Indian': South Asian Restaurants and the Limits of Multiculturalism in Britain." *The Journal of Modern History* 80, no. 4 (December 1, 2008): 865–901.  
<https://doi.org/10.1086/591113>.

Sarah Thomsen Vierra, "Around the Neighborhood" in *Turkish Germans in the Federal Republic of Germany: Immigration, Space, and Belonging, 1961–1990* (Cambridge University Press, 2018), 85–120.

Pugach, Sara. "Eleven Nigerian Students in Cold War East Germany: Visions of Science, Modernity, and Decolonization." *Journal of Contemporary History* 54, no. 3 (July 2019): 551–72.  
<https://doi.org/10.1177/0022009418803436>.

Minayo Nasiali, "Banlieue Youth and the Body Politic" in *Native to the Republic: Empire, Social Citizenship, and Everyday Life in Marseille since 1945* (Ithaca: Cornell University Press, 2016), 130–157.

**\*\*\* February 15–19 Reading Week – No Class \*\*\***

### **Week 8, March 12 (Sahadeo): Multicultural Societies in the Soviet Union: Friendship of Peoples**

Jeff Sahadeo, *Voices from the Soviet Edge: Southern Migrants in Leningrad and St. Petersburg* (2019), 35–63

Constantin Katsakioris, "Burden or Allies: Third World Students and Internationalist Duty through Soviet Eyes?" *Kritika* 18, no. 3 (2017): 539–567

Olivier Ferrando, "Soviet Population Transfers and Interethnic Relations in Tajikistan: Assessing the Concept of Ethnicity" *Central Asian Survey* 30 (2011): 39–52

### **Week 9, March 19 (Casteel) Migrating Across the Iron Curtain**

Celia Donert, "The Prague Spring and the 'Gypsy Question': A Transnational Challenge to the Socialist State," *Protest Beyond Borders: Contentious Politics in Europe Since 1945* (New York: Berghahn, 2011), 32-48.

Molnar, Christopher A., "Imagining Yugoslavs: Migration and the Cold War in Postwar West Germany," *Central European History* 47 (2014), 138-169.

Stokes, Lauren. "The Permanent Refugee Crisis in the Federal Republic of Germany, 1949—" *Central European History* 52, no. 1 (March 2019): 19-44.

Tara Zahra, "Free to Stay or Go," *The Great Departure: Mass Migration From Eastern Europe and the Making of the Free World* (New York: W. W. Norton, 2016), 255-291.

### **III. Migration After the Cold War**

#### **Week 10, March 26 (Sahadeo): Post-Communist Migrations**

Roman, Meredith. "Making Caucasians Black: Moscow since the Fall of Communism and the Racialization of Non-Russians." *Journal of Communist Studies and Transition Politics* 18, no. 2 (2002): 1-27.

Madeleine Reeves, "Clean Fake: Authenticating Documents and Persons in Migrant Moscow." *American Ethnologist* 40, no. 3 (2013): 508-24.

Peter Kabachnik, Joanna Regulska and Beth Mitchneck. "Where and When Is Home? The Double Displacement of Georgian IDPs from Abkhazia." *Journal of Refugee Studies* 23, no. 3 (2010): 315-36.

**\*\*\* April 2 Holiday – No Class \*\*\***

#### **Week 11, April 9 (Casteel): Migration, Citizenship, and Identity in Europe since 1989**

Yfaat Weiss and Lena Gorelik, "The Russian Jewish Migration" in *A History of Jews in Germany Since 1945: Politics, Culture, Society*, edited by Michael Brenner, trans. Kenneth Kronenberg (Bloomington: Indiana University Press, 2018), 379-416

Lucassen, Leo, and Jan Lucassen. "The Strange Death of Dutch Tolerance: The Timing and Nature of the Pessimist Turn in the Dutch Migration Debate." *The Journal of Modern History* 87, no. 1 (March 2015): 72-101.

Buettner, Elizabeth. "Europeanising Migration in Multicultural Spain and Portugal During and After the Decolonisation Era." *Itinerario* 44, no. 1 (April 2020): 159-77.

#### **Week 12, \*\*\* Wednesday \*\*\*, April 14 (Casteel): Migration, History, and Memory**

**\*\*\* Please note that this Wednesday (the last day of classes) follows a Friday schedule \*\*\***

Jeff Sahadeo, "Appendix" in *Voices from the Soviet Edge: Southern Migrants in Leningrad and Moscow* (Ithaca: Cornell UP, 2019), 205-214.

Stone, Dan. "On Neighbours and Those Knocking at the Door: Holocaust Memory and Europe's Refugee Crisis." *Patterns of Prejudice* 52, no. 2-3 (May 27, 2018): 231-43.  
<https://doi.org/10.1080/0031322X.2018.1433038>.

Jessica Reinisch and Matthew Frank, "'The Story Stays the Same'? Refugees in Europe from the 'Forty Years' Crisis' to the Present," in *Refugees in Europe: 1919-1959: A Forty Years' Crisis?*, edited by Matthew Frank and Jessica Reinisch (London: Bloomsbury, 2017), 1-19.