

CARLETON UNIVERSITY

Fall Term 2017

College of the Humanities, Religion Program
RELI 4850A/5850F; EURR 5201A
Religion, Migration, Diaspora
Thursdays 8:35-11:25 am; Dunton Tower 1006

Prof. James Casteel, Richcraft Hall 3306

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Office hours: Thursdays, 11:45 am-1:15 pm or by appointment.

COURSE DESCRIPTION:

In our contemporary globally interconnected world, religion, migration and diaspora have become prominent issues in shaping social, cultural, economic, and political relations. Yet, the scholarly literature that addresses each of these themes often remains compartmentalized and has yet to sufficiently explore the intersections between them. In this course, we will examine the intersections of religion, migration, and diaspora, conceptually and empirically, drawing on historical and contemporary examples.

Questions that we will explore include: What role does religion play in processes of migration and in what ways are religious categories used (or not used) by migrants or other actors to make sense of their experience? When does religion become salient in the process of migration? How do we conceptualize diaspora? What is the relationship between diaspora, religion, and nationhood? What is the significance of transnational networks and connections in maintaining diasporic identities? How are ties to real and imagined homelands used to construct diasporic identities and what role does memory and heritage work play in sustaining them?

Geographically, the course readings will focus on Europe including Russia and the enduring transnational connections with regions of the world that were formerly colonized by European powers. For their research projects, students may choose to write on traditions and regions other than those represented here as long as the topic relates to the broader themes of the course.

COURSE OBJECTIVES AND OUTCOMES:

- Upon successful completion of this course, you will have gained knowledge of key concepts in the study of religion, migration, and diaspora and the ability to apply these concepts in the analysis of particular cases.
- You will have acquired knowledge and the ability to apply analytical concepts related to the study of religious and ethnic diversity and the socio-cultural construction of identities, in both historical and contemporary contexts.
- You will have gained practice in analyzing and interpreting the scholarly literature on religion, migration and diaspora.
- Through your written work, classroom discussions, and oral presentations, you will gain practice in applying theories and concepts learned to particular cases. You will also have further developed your writing, editing, and analytical skills.
- You will have gained experience in the conduct of research (finding materials using library catalogue and databases, compiling bibliographies, taking notes on sources) in your proposal and research paper assignment.

- In oral presentations and in participation in class discussions you will have honed public speaking skills and your ability to present and debate arguments and opinions that are supported by evidence. Work-in-progress presentations will also provide opportunities to gain experience fielding queries and feedback from your peers, an important component of the peer-review process.

REQUIRED COURSE READINGS:

Course readings will be made available via the Ares Course Reserves system (link from CU Learn page or directly at <http://libares01.carleton.ca/>). In some cases or where last minute changes to readings are made, readings may also be made available in electronic format on CU Learn (<https://www.carleton.ca/culearn/>). *If you find that a required reading is not available for a given week, please notify the instructor **immediately**.* Students are expected to come to class having prepared **all** of the required readings for a particular week.

Course Requirements and Grading Scheme:

Undergraduates (RELI 4850)

<u>Assignments:</u>	<u>Percentage</u>	<u>Due Date</u>
Attendance and Participation	20%	
Oral Presentation	7.5%	
Work-in-Progress Presentation	7.5%	
2 Reading Analysis papers, 3-4 pages (15% each)	30%	Week of class meeting with #1 due by Oct. 5 (Wk 5) #2 due by Dec 7 (Wk 13)
Proposal and Bibliography for Major Written assignment (1-2 pages)	5%	Sept. 28 (Wk 4)
Major Written Assignment (10 Pages)	30%	midnight Dec 8, 2017

Graduates (RELI 5850/EURR 5201)

<u>Assignments:</u>	<u>Percentage</u>	<u>Due Date</u>
Attendance and Participation	20%	
Oral Presentation	7.5%	
Work-in-Progress Presentation	7.5%	
3 Reading Analysis papers (3-4 pages) (10% each)	30%	Week of class meeting, with #1 due by Oct. 5 (Wk 5) #2 due by Nov. 9 (Wk 9) #3 due by Dec 7 (Wk 13)
Proposal and Bibliography for Major Written assignment (1-2 pages)	5%	Sept 28 (Wk 4)
Major Written Assignment (12 pages)	30%	midnight Dec 8, 2017

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

Attendance and Participation:

This course is a reading intensive course (approximately 100-120 pages per week) held in seminar format. Active participation in classroom discussions is vital to students' success in the course. Students are expected to attend class on a regular basis and to come to class prepared to discuss the assigned readings. Participation grades will be determined based on: (a) attendance and attention level and (b) active participation that (i) displays knowledge of the subject (ii) contributes to the flow of conversation (iii) shows knowledge of the readings (iv) offers critical analysis of the readings and subject. Questions or comments that display a thoughtful knowledge and analysis of the class readings receive the highest participation marks.

Oral Presentation:

Students are expected to give one 10 minute oral presentation analyzing one of the assigned readings for the week. After their presentation, students will lead a classroom discussion of the reading and should prepare 3-4 questions to pose for the class. We will discuss the dates of the presentations during the first class.

Work in Progress Presentation:

Students will give a 10 minute presentation based on the topic for their Major Written Assignment (see below). The presentation should provide an introduction to some of the major issues or debates in the scholarly literature surrounding their topic and also a sense of how the student will be approaching the topic and how his or her work will make a contribution to the literature. This is an opportunity for students to gain valuable feedback from their peers on their ideas for their major written paper. Students should be prepared to answer questions that emerge in the discussion of their presentation. We will discuss the dates of the presentations during the first class.

Reading Analysis Papers:

The reading analysis papers will analyze all the readings for the week, discussing the authors' arguments and pinpointing major issues within the selected theme. Papers should not be merely descriptive, but analytical. Papers should critically engage with arguments in the literature and must develop an overall thesis argument. They should elaborate on and illuminate common themes that connect the readings while also attending to methodological, disciplinary differences in how the author approaches the topic. **Papers are due on or before the beginning of the class** in which the week's readings are discussed. Please note the due dates above by which you must hand your papers.

Major Written Assignment:

The major written assignment may take two forms: 1) Students may write a "traditional" research paper. This can be a paper that focuses in depth on an issue employing close analysis of primary sources and engaging with the secondary literature on the topic. 2) A second variant is to write a critical literature review paper based on secondary sources that engages in a critical discussion of the current scholarship on a particular issue. Further details on the major written assignments will be discussed in class.

Papers will be evaluated according to the following criteria: evidence of engagement with the literature in the field, quality and thoroughness of research, soundness of thesis, use of evidence to support thesis, coherence of argument, logical structure, writing style, grammar and spelling. I encourage students to consult with me while preparing their essays.

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 cuLearn grade book. Unless a medical (or equivalent) excuse is provided, late assignments will be penalized by two (2) percentage points per day (including weekends); assignments more than a week late will receive a mark of 0%.

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

IMPORTANT INFORMATION:

Considerate Use of Technology:

Laptops, tablets, and phones may only be used in the classroom for course-related activities, i.e. taking/consulting notes, viewing course readings or notes/powerpoint for oral presentations. Other uses (facebook, email, instagram, games, videos, writing grocery lists, doing your taxes, etc.) are distracting to everyone around you (and to you) and will not be tolerated. Students whose use of technology is distracting to other students or is having a negative impact on the classroom environment will be asked to turn off and put away their devices. If you don't think you will be able to resist other uses, give pen and paper a try. You may be surprised!

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 instructor expects 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 personally during office hours, at another convenient time by appointment, or at the end of class.

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>.

Grading:

- To obtain credit in a course, students must complete all the course requirements for attendance, term work, and examinations.

- 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.

Week 1, Sept. 7 Introduction

Week 2, Sept. 14 Approaching Migration and Religion

- “Methodological Nationalism, the Social Sciences, and the Study of Migration: An Essay in Historical Epistemology.” *The International Migration Review: IMR; New York* 37, no. 3 (Fall 2003): 576–610.
- Levitt, Peggy. “‘You Know, Abraham Was Really the First Immigrant’: Religion and Transnational Migration.” *The International Migration Review* 37, no. 3 (2003): 847–73.
- Cristiane Harzig and Dirk Hoerder, “Migrant Practices as a Challenge to Scholarship” in: *What is Migration History?* (Polity 2009), 115-132.
- Saunders, Jennifer B., Elena Fiddian-Qasmiyeh, and Susanna Snyder. “Introduction: Articulating Intersections at the Global Crossroads of Religion and Migration,” *Intersections of Religion and Migration: Issues at the Global Crossroads*. Palgrave Macmillan, 2016, 1-46.

Week 3, Sept. 21 ** No Class Meeting for Rosh Hashanah **

Please work on your proposal and bibliography assignment. I will be available for individual consultation on proposal topics this week (schedule to be circulated)

Week 4, Sept. 28 Conceptualizing Diasporas

- William Safran, "Diasporas in Modern Societies." *Diaspora* 1.1(1991): 83-99.
- James Clifford, "Diasporas." *Cultural Anthropology* 9.3(Aug. 1994): 302-344.
- Rogers Brubaker, "The 'Diaspora' Diaspora." *Ethnic and Racial Studies* 28-1(Jan. 2005): 1-19.
- Ellen Posman, “Home and Away: Exile and Diaspora as Religious Concepts,” in: *Intersections of Religion and Migration: Issues at the Global Crossroads*, ed. Saunders, Jennifer B., Elena Fiddian-Qasmiyeh, and Susanna Snyder. Palgrave Macmillan, 2016, 175-194.

Week 5, Oct. 5 Imperial and Post-Imperial Networks

- Hansen, Thomas Blom. “Migration, Religion and Post-Imperial Formations.” *Global Networks* 14, no. 3 (July 1, 2014): 273–90.
- Henig, David. “Crossing the Bosphorus: Connected Histories of ‘Other’ Muslims in the Post-Imperial Borderlands of Southeast Europe.” *Comparative Studies in Society and History* 58, no. 4 (October 2016): 908–34.

- Davidson, Naomi. “‘Brothers from South of the Mediterranean’: Decolonizing the Jewish ‘Family’ during the Algerian War.” *French Politics, Culture & Society* 33, no. 2 (June 1, 2015): 76–96.
- Buettner, Elizabeth. “‘This Is Staffordshire Not Alabama’: Racial Geographies of Commonwealth Immigration in Early 1960s Britain.” *The Journal of Imperial and Commonwealth History* 42, no. 4 (August 8, 2014): 710–40.

Week 6, Oct. 12 Diaspora between Religion and Nation

- Green, Abigail. “Nationalism and the ‘Jewish International’: Religious Internationalism in Europe and the Middle East c. 1840-c. 1880.” *Comparative Studies in Society and History* 50, no. 2 (2008): 535–58.
- Benjamin W. Goossen, *Chosen Nation: Mennonites and Germany in a Global Era* (Princeton: Princeton UP, 2017), 174-199.
- Pèrez, Michael Vicente. “Between Religion and Nationalism in the Palestinian Diaspora.” *Nations and Nationalism* 20, no. 4 (2014): 801–20.
- Zerubavel, Yael. “Memory, the Rebirth of the Native, and the ‘Hebrew Bedouin’ Identity.” *Social Research* 75, no. 1 (Spring 2008): 315–52.

Week 7, Oct. 19 Reimagining Homelands

- Rebecca Kobrin, “Rewriting the Diaspora: Images of Eastern Europe in the Bialystok Landsmanshaft Press, 1921–45,” *Jewish Social Studies* 12, no. 3 (2006): 1-38.
- Mandel, Maud. “Diaspora, Nation, and Homeland among Survivors,” in: *In The Aftermath of Genocide: Armenians and Jews in Twentieth-Century France*. Duke University Press, 2003, 118-150.
- Hansen-Glucklich, Jennifer. “Father, Goethe, Kant, and Rilke: The Ideal of Bildung, the Fifth Aliyah, and German-Jewish Integration into the Yishuv.” *Shofar: An Interdisciplinary Journal of Jewish Studies* 35, no. 2 (May 23, 2017): 21–53
- Sanders, Rita. *Staying at Home: Identities, Memories and Social Networks of Kazakhstani Germans*. New York: Berghahn Books, 2016, 1-4, 162-185, 225-234.

*** NO CLASS Oct 23-27 Fall Break ***

Week 8, Nov. 2 Boundaries and Borders

- Zahra, Tara. “‘Condemned to Rootlessness and Unable to Budge’: Roma, Migration Panics, and Internment in the Habsburg Empire ‘Condemned to Rootlessness and Unable to Budge.’” *The American Historical Review* 122, no. 3 (June 1, 2017): 702–26.
- Panagiotidis, Jannis. “Germanizing Germans: Co-Ethnic Immigration and Name Change in West Germany, 1953–93.” *Journal of Contemporary History* 50, no. 4 (October 1, 2015): 854–74
- Salzbrunn, Monika. “Performing Gender and Religion: The Veil’s Impact on Boundary-Making Processes in France.” *Women’s Studies* 41, no. 6 (September 2012): 682–705.

- Bendixsen, Synnøve K. N. "The Refugee Crisis: Destabilizing and Restabilizing European Borders." *History and Anthropology* 27, no. 5 (October 19, 2016): 536–54.

Week 9, Nov 9 Experiencing Displacement

- Liebelt, Claudia, Gabriele Shenar, and Prina Werbner. "Migration, Diaspora, and Religious Pilgrimage in Comparative Perspective: Sacred Geographies and Ethical Landscapes." *Diaspora: A Journal of Transnational Studies* 19, no. 1 (December 4, 2016): 32–50.
- Mannik, Lynda. "Public and Private Photographs of Refugees: The Problem of Representation." *Visual Studies* 27, no. 3 (November 1, 2012): 262–76.
- Grossmann, Atina. "Remapping Relief and Rescue: Flight, Displacement, and International Aid for Jewish Refugees during World War II." *New German Critique* 39, no. 3 117 (September 21, 2012): 61–79.
- Geyer, Michael. "Virtue in Despair: A Family History from the Days of the Kindertransports." *History & Memory* 17, no. 1/2 (2005): 323–65.

Week 10, Nov. 16 Place-Making and Belonging

- Ruth Mandel, "Reimagining Muslims in Berlin," in *Cosmopolitan Anxieties: Turkish Challenges to Citizenship and Belonging in Germany* (Durham, NC: Duke UP, 2008), 248-292.
- Roos, Julia. "An Afro-German Microhistory: Gender, Religion, and the Challenges of Diasporic Dwelling." *Central European History* 49, no. 2 (June 2016): 240–60.
- Garbin, David. "Regrounding the Sacred: Transnational Religion, Place Making and the Politics of Diaspora among the Congolese in London and Atlanta." *Global Networks* 14, no. 3 (July 1, 2014): 363–82.
- Jeff Sahadeo, "Soviet 'Blacks' and Place Making in Leningrad and Moscow," *Slavic Review* 71, no. 2 (2012): 331-358.
- Kranz, Dani. "Forget Israel—The Future Is in Berlin! Local Jews, Russian Immigrants, and Israeli Jews in Berlin and across Germany." *Shofar: An Interdisciplinary Journal of Jewish Studies* 34, no. 4 (October 7, 2016): 5–28

Week 11, Nov. 23 Difficult Pasts Intersecting

- Jeremy Varon, "'Surviving Survival': Living with the Holocaust and among the Germans" in *Jewish Students of Postwar Germany* (Detroit, MI: Wayne State UP, 2014), 181-222.
- Joskowicz, Ari. "Separate Suffering, Shared Archives: Jewish and Romani Histories of Nazi Persecution." *History & Memory* 28, no. 1 (March 16, 2016): 110–40.
- Himka, John-Paul -. P. "A Central European Diaspora Under the Shadow of World War II: The Galician Ukrainians in North America." *Austrian History Yearbook* 37 (2006): 17–31.
- Bal, Ellen, and Kathinka Sinha-Kerkhoff. "Religious Identity, Territory, and Partition: India And Its Muslim Diaspora in Surinam and the Netherlands." *Nationalism and Ethnic Politics* 14, no. 2 (May 6, 2008): 155–88.
- Demshuk, Andrew. "Reinscribing Schlesien as Śląsk: Memory and Mythology in a Postwar German-Polish Borderland." *History & Memory* 24, no. 1 (Spring/Summer 2012): 39–86.

Week 12, Nov 30 Returns, Homecomings?

- Ryan Buchanan, "Transcending Return: The Experience of Making Home in the Republic of Georgia" in Nikolko, Milana and David Carment, eds. *Post-Soviet Migration and Diasporas: From Global Perspectives to Everyday Practices*. Palgrave Macmillan, 2017, 97-110.
- King, Russell, and Anastasia Christou. "Cultural Geographies of Counter-Diasporic Migration: Perspectives from the Study of Second-Generation 'Returnees' to Greece." *Population, Space and Place* 16, no. 2 (March 1, 2010): 103–19.
- Rogozen-Soltar, Mikaela. "'We Suffered in Our Bones Just like Them': Comparing Migrations at the Margins of Europe." *Comparative Studies in Society and History* 58, no. 4 (October 2016): 880–907.
- Werbner, Pnina. "Mothers and Daughters in Historical Perspective: Home, Identity and Double Consciousness in British Pakistanis' Migration and Return." *Journal of Historical Sociology* 26, no. 1 (March 1, 2013): 41–61.

Week 13, Dec. 7 Heritage and Commemorative Work

- Natalia Khanenko-Friesen, *Ukrainian Otherlands: Diaspora, Homeland, and Folk Imagination in the Twentieth Century* (Madison: University of Wisconsin Press, 2016), 155-183.
- Roberman, Sveta. "Commemorative Activities in the Great War and the Empowerment of Elderly Immigrant Soviet Jewish Veterans in Israel." *Anthropological Quarterly* 80, no. 4 (2007): 1035–64.
- Darieva, Tsypylma. "Rethinking Homecoming: Diasporic Cosmopolitanism in Post-Soviet Armenia." *Ethnic and Racial Studies* 34, no. 3 (March 1, 2011): 490–508.
- Ruethers, Monica. "Jewish Spaces and Gypsy Spaces in the Cultural Topographies of a New Europe: Heritage Re-Enactment as Political Folklore." *European Review of History: Revue Européenne d'histoire* 20, no. 4 (August 1, 2013): 671–95.