

MGDS 5001
Introduction to Migration and Diaspora Studies

Tuesdays 3:00-4:30 pm regular scheduled time for synchronous class meetings unless otherwise indicated. Synchronous class meetings will always be held within the 2:30-5:30 pm window as indicated in the public class schedule (see below for more details).

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COURSE DESCRIPTION:

This course is a core course for the Migration and Diaspora Studies MA program and provides an advanced graduate-level overview of major approaches, issues, and debates in Migration and Diaspora Studies. Migration Studies and Diaspora Studies are both interdisciplinary fields of inquiry with different intellectual genealogies in the social sciences and the humanities. They have produced important theoretical and methodological approaches to the study of migration and diaspora in different disciplinary and interdisciplinary contexts. This course aims to bring these distinct approaches into productive dialogue and to equip students with an understanding of key terms and key debates in Migration and Diaspora Studies.

The course is divided into 4 sections that approach issues from different angles:

- 1) **Approaching Migration and Diaspora** introduces the interdisciplinary fields of migration studies and diaspora studies and some key conceptual concerns.
- 2) **Politics of Migration and Diaspora** analyses international and national migration regimes, refugees between international law and state practices, citizenship and multiculturalism
- 3) **Experiencing Migration and Diaspora** focuses attention on how migration and diaspora shape everyday social life including intersectionality, transnationalism, and the politics of belonging.
- 4) **Representing Migration and Diaspora** turns to how migration and diaspora are represented in culture examining issues such as memory, narration, performances and aesthetics of diaspora, and exhibiting migration and diaspora.

The course also aims to guide students in engaging in a critical analysis of the scholarly literature around a particular research interest in the field that will serve as a foundation for developing a research project in MGDS 5003 (a research term paper for students in the coursework only pathway or a proposal for an MA research essay or thesis project).

COURSE OBJECTIVES AND OUTCOMES:

- Upon successful completion of this course, you will have gained knowledge of key concepts and issues in Migration and Diaspora Studies and the ability to apply these concepts in the analysis of particular cases. MA students will be equipped with a common vocabulary and scholarly reference points for their discussions.
- You will have gained practice in analyzing and interpreting the scholarly literature in Migration and Diaspora Studies and applying theories and concepts in migration and diaspora studies to particular cases.
- You will gain experience in the conduct of research (finding materials using library catalogue and databases, compiling bibliographies, taking notes on sources).
- In oral presentations and in participation in online synchronous and asynchronous discussions you will have honed public speaking skills and your ability to present arguments and opinions that are supported by evidence.

REMOTE LEARNING CLASS WORK AND SCHEDULING:

Each week we will meet online in a synchronous manner (all students participating at the same time) for 1.5 hour period during the scheduled course timeslot (i.e. Tuesdays, 2:30-5:30 pm). Unless otherwise indicated, the normal meeting time for synchronous sessions will be **Tuesdays, 3:00-4:30 pm**. On occasion, it may be necessary to deviate from that schedule due to availability of guest speakers or other reasons. On such occasions, the instructor for that week will communicate with students in advance of the class session. Synchronous class meetings will be organized via Zoom with Zoom links posted on the CU Learn page for the course.

You will also be expected to engage in asynchronous online activities, activities that students do on their own time outside of regularly scheduled class sessions (viewing pre-recorded lectures, student presentations, posting to a discussion forum, etc.).

Please be sure that you have a good internet connection and that your device (computer, tablet, phone) has a webcam and microphone for use during these sessions. During online synchronous sessions, we encourage students to keep their video on, especially when speaking, as the visual cues will facilitate interaction and building an intellectual community with other students. Zoom does allow for the addition of backgrounds that you can use if you do not want your filming location on display. As a courtesy, you should mute when others are speaking to avoid background noise.

All of these activities are intended to provide you with opportunities to engage in a critical dialogue in Migration and Diaspora Studies with your peers and your professors. We will also be inviting guest speakers to the course to allow you to gain a variety of perspectives on different issues and approaches.

REQUIRED COURSE READINGS:

Course readings and other materials will be made available via the course CU Learn page (<https://www.carleton.ca/culearn/>) making use of the Library Ares electronic reserves system. *If you find that a required reading is not available for a given week, please notify the instructor for*

that week **immediately**. Students are expected to have prepared **all** of the required readings and other course materials for a particular week before synchronous class meetings.

Recommended Readings: If you would like an overview of the fields of migration studies and/or diaspora studies, you may find one or more of the following books helpful:

Stephen Castles, Hein de Haas, and Mark J. Miller, eds. *The Age of Migration: International Population Movements in the Modern World*. 5th edition. New York: Guilford Press, 2014.

Khalid Koser, *International Migration: A Very Short Introduction*. Oxford: Oxford University Press, 2007

Robin Cohen, *Global Diasporas: An Introduction*. Second Edition. 2008

Jana Braziel, *Diaspora: An Introduction*. Oxford: Blackwell, 2008.

Course Requirements and Grading Scheme:

Assignment	Percentage	Due Date
Attendance and Participation	25%	Includes → 2 weekly 100 word posts to the online discussion forum by Sunday at 5:00 pm before the class meeting → 1 comment on another student's post by Monday at 5:00 pm. → attendance and participation in synchronous class meetings (see below for details).
Oral Presentation	15%	Schedule to be arranged. Presentations will be posted online on or before 5 pm on the Sunday before the class meeting in order to allow time for other students to view before our weekly meeting.
2 Reading Analysis essay (750-1000 words - 3-4 pages)	20% (10% each)	#1 due on or before Friday, October 9 (end of Week 4) #2 due on or before Friday, November 13 (end of Week 8)

Assignment	Percentage	Due Date
Proposal and Annotated Bibliography for Critical Literature Review essay (250-500 words - 1-2 pages)	5%	Due on Friday, October 16 (end of Week 5)
Critical Literature Review essay (3750 words - 15 pages)	35%	Due on Tuesday, December 15

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 are important components of the course that provide opportunity 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 two posts (minimum of 100 words each) to the discussion forum** based on the readings for the week. In each week, readings are divided into sections i) and ii). In weeks in which there is a guest presenter, the readings under i) are the readings chosen by the guest presenter.

- One post should be on the week's readings in section i)
- The other post should be on week's readings in section ii).

In addition, each student will also post **at least one comment (minimum 100 words)** on another student's post.

- The two initial discussion posts based on readings should be **posted by 5:00 pm on the Sunday before the class meeting**. The discussion forum will be open for posts one week prior to the scheduled class meeting.
- One comment on another student's post should be **posted by 5:00 pm on the Monday before the class meeting**. The discussion forum will also be deactivated at this time, so all three required posts should be made by then.

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 **Tuesdays from 3:00-4:30 pm** each week. If there is a need to move the class meeting time, it will still be held in the scheduled synchronous class meeting time of 2:30-5:30 pm and students will be informed of any changes well in advance. In some weeks, we will have guest speakers as participants in our discussions.

Evaluation will be based on regular attendance of synchronous class sessions, regular weekly posts (minimum requirement of two 100-word posts plus one 100-word comment) to 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.

Oral Presentation:

Students are expected to give one **5-10 minute** oral presentation analyzing two of the assigned readings for the week. Presentations will be recorded as videos and uploaded using Kaltura to of the CU Learn Page by **5:00 pm on Sunday** (detailed instructions will be posted on CU Learn). Videos can be recorded with a camera on a laptop, tablet, or phone on any platform, but will be converted to streaming video for internal classroom usage using Kaltura. This also provides close captioning for accessibility. Students will be expected to view the presentations before the class meeting. We will discuss the dates of the presentations during the first class and post a schedule on CU Learn.

Reading Analysis Papers:

You will write two reading analysis papers (750-1000 words, 3-4 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 thesis argument. Papers should not be merely descriptive but 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 posted? What methodology does the author use? What are the strengths and limitations of a particular approach to a topic? Your essay should draw connections between different readings and compare or contrast the approaches.

Due dates for the reading analysis papers are as follows:

- The first paper, covering readings from one session from Weeks 2-6, is due on or before Friday, October 9 (end of Week 4)
 - The second paper, covering readings from one session from Weeks 7-12, is due on or before Friday, November 13 (end of Week 8).
- You may submit papers earlier than the stated deadline.

Critical Literature Review assignment:

You will write a critical literature review paper (3,750 words/15 pages, double spaced, 12 point font) based on scholarly secondary sources that engages in a critical discussion of the current scholarly debates on a particular research topic. This assignment is intended to allow you to work on identifying gaps in the scholarly literature and areas where you can make a scholarly contribution in your own research project. You should not provide extensive descriptive summaries of the readings chosen, but rather engage with the arguments and broader significance of the literature. The emphasis should be on your critical analysis of the concepts, theories, methodologies, sources, and evidence employed in the readings you choose. Further details about the proposal and critical literature review will be discussed in class and posted to CU Learn.

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. Unless a medical (or equivalent) excuse is provided and an extension is granted, 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:

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 College 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>.

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 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. Approaching Migration and Diaspora Studies

In this section we will provide a grounding of some key concepts and theoretical discussions in migration studies and diaspora studies. We will contextualize these debates by examining the application of concepts in particular cases, both historical and contemporary.

Week 1, September 15 – Introduction (Casteel and Rutherford)

Week 2, September 22 – Migration Studies: Concepts, Categories, and Contexts (Casteel)

i)

Wimmer, Andreas and Nina Glick-Schiller. 2003. "Methodological Nationalism, the Social Sciences, and the Study of Migration: An Essay in Historical Epistemology." *The International Migration Review* 37, no. 3: 576–610.

Raquel Minian, Ana. 2020. "Offshoring Migration Control: Guatemalan Transmigrants and the Construction of Mexico as a Buffer Zone." *The American Historical Review* 125, no. 1: 89–111.

ii)

Malkki, Liisa H. 1995. "Refugees and Exile: From 'Refugee Studies' to the National Order of Things." *Annual Review of Anthropology* 24, no. 1: 495–523.

Crawley, Heaven, and Dimitris Skleparis. 2018. "Refugees, Migrants, Neither, Both: Categorical Fetishism and the Politics of Bounding in Europe's 'Migration Crisis.'" *Journal of Ethnic and Migration Studies* 44, no. 1: 48–64.

Week 3, September 29 – Diaspora Studies: Concepts, Categories, and Contexts (Casteel)

i)

Safran, William. 1991. "Diasporas in Modern Societies." *Diaspora* 1, no. 1: 83-99.

Clifford, James. "Diasporas." 1994. *Cultural Anthropology* 9, no. 3: 302-344.

Brubaker, Rogers. 2005. "The 'Diaspora' Diaspora." *Ethnic and Racial Studies* 28, no. 1: 1-19.

ii)

Kobrin, Rebecca. 2006. "Rewriting the Diaspora: Images of Eastern Europe in the Bialystok Landsmanshaft Press, 1921–45." *Jewish Social Studies: History, Culture, Society* 12, no. 3 (Spring/Summer): 1–38.

Brown, Jacqueline Nassy. 1998. "Black Liverpool, Black America, and the Gendering of Diasporic Space." *Cultural Anthropology* 13, no. 3: 291–325.

II. Politics of Migration and Diaspora

In this section we will discuss current regimes and patterns of international migration and the role of national, international, and non-state actors (including migrants) in these processes. We will also focus on issues such as refugees, citizenship and integration, and how migration regimes are informed by complex dynamics of inclusion and exclusion.

Week 4, October 6 International and National Migration Regimes: Labour, Investors, and other Migrant Categories (Rutherford)

*** REMINDER: First Reading Response paper due by Friday, October 9 ***

Guest speakers: Martin Geiger, Department of Political Science and Institute of European, Russian, and Eurasian Studies, and Team Members of his Global Mobility of Talent Research Group

i)

Mouritzen, Mikkel Rønnow, Shahamak Resaei, and Yipeng Liu. 2020. "COVID-19 and Its Impacts on Talent Mobility in China." In Monica Billio and Simone Varotto (eds.), *A New World Post COVID-19: Lessons for Business, the Finance Industry and Policy Makers*, pp. 309-321. Venezia, Italy: Edizioni Ca'Foscari - Digital Publishing. <https://edizioni-cafoscari.unive.it/libri/978-88-6969-443-1/covid-19-and-its-impacts-on-talent-mobility-in-chi/>.

International Migration Organization and Center for China and Globalization. 2020. "Introducing 'World Migration Report 2020': Challenges and Opportunities of World Migration, 25 Augus, YouTube video, <https://www.youtube.com/watch?v=jcVgPc2kM-Q&feature=youtu.be>.

ii)

Ong, Aihwa. 1996. "Cultural Citizenship as Subject-Making: Immigrants Negotiate Racial and Cultural Boundaries in the United States." *Current Anthropology* 37(5): 737-762. (NB - you do NOT need to read the comments and reply following the main article).

Xiang, Biao and Johan Lindquist. 2018. "Migration Infrastructure." *International Migration Review* 48(1, suppl): 122-148.

Week 5, October 13 — Refugees: International Law and State Practices (Rutherford)

*** REMINDER: Proposal for Critical Literature Review due by Friday, October 16 ***

Guest speaker: James Milner, Department of Political Science

i)

Betts, Alexander and James Milner. 2019. "Governance of the Global Refugee Regime." World Refugee Council Research Paper No 13. Waterloo: Centre for International Governance Innovation. <https://www.cigionline.org/sites/default/files/documents/WRC%20Research%20Paper%20No.13.pdf> .

Bariagaber, Assefaw. 1999. "States, international organisations and the refugee: Reflections on the complexity of managing the refugee crisis in the Horn of Africa." *Journal of Modern African Studies* 37, no. 4: 597-619.

ii)

Milner, James. 2019. "A History of Asylum in Kenya and Tanzania: Understanding the Drivers of Domestic Refugee Policy." *Monde(s)* 1, no. 15: 69-92

Turner, Simon. 2004. "Under the Gaze of the 'Big Nations': Refugees, Rumours and the International Community in Tanzania." *African Affairs*, 103, no. 411 (April): 227-47.

Week 6, October 20 – Citizenship, Migration, Multiculturalism (Casteel)

Guest Speaker: Jeff Sahadeo, Institute of European, Russian, and Eurasian Studies.

i)

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

Sahadeo, Jeff -- Reading TBC.

ii)

Bloemraad, Irene, Anna Korteweg, and Gökçe Yurdakul. 2008. "Citizenship and Immigration: Multiculturalism, Assimilation, and Challenges to the Nation-State." *Annual Review of Sociology* 34, no. 1 (August): 153-79.

Vertovec, Steven. 2011. "The Cultural Politics of Nation and Migration." *Annual Review of Anthropology* 40, no. 1: 241-56.

***** October 26-30 Fall Reading Week: Happy Reading! *****

III. Experiencing Migration and Diaspora

In this section we will turn to the experiential aspects of migration and diaspora and how migration and diaspora informs everyday life drawing on ethnographic, sociological, historical, and cultural studies approaches. The focus will be on migrant and diaspora subjectivities and how they are informed by dynamics of inclusion and exclusion in different political regimes.

Week 7, November 3 – Intersectionality and Migration (Rutherford)

Guest Speaker: Megan Gaucher, Department of Law and Legal Studies

i)

Tungohan, Ethel. 2019. "Global Care Chains and the Spectral Histories of Care Migration." *International Journal of Care and Caring* 3, no. 2: 229-45.

Lee-An, Jiyoung. 2020. "'Fake' or 'Real' Marriage? Gender, Age, 'Race' and Class in the Construction of Un/desirability of Marriage Migrants in South Korea." *Studies in Social Justice* 14, no. 1: 125-45.

ii)

Bastia, Tanja. 2014. "Intersectionality, Migration and Development." *Progress in Development Studies* 14, no. 3: 237-48

Stasiulis, Daiva. 2020. "Elimi(Nation): Canada's "Post-Settler" Embrace of Disposable Migrant Labour." *Studies in Social Justice* 14, no. 1: 22-54.

Week 8, November 10 – Diasporas and Transnationalism (Casteel)

*** REMINDER: First Reading Response paper due by Friday, November 13 ***

Guest Speaker: Beatriz Juárez Rodríguez, Department of Sociology and Anthropology

i)

Curiel, Ochy. 2016. Rethinking Radical Anti-Racist Feminist Politics in a Global Neoliberal Context. *Meridians: feminism, race, transnationalism* 14, no. 2: 46-55

Lao Montes, Agustin. 2007. "Decolonial Moves. Trans-locating African Diaspora Spaces". *Cultural Studies* 21, no. 2-3: 309-338

ii)

Faist, Thomas. 2010. "Diaspora and Transnationalism: What Kind of Dance Partners?" in *Diaspora and Transnationalism: Concepts, Theories, and Methods*, edited by Rainer Bauböck and Thomas Faist. Amsterdam: Amsterdam University Press, 1-34 -- **read pages 9-22 only-- stop at section 1.4.**

Sui, Lok. 2012. "Serial Migration: Stories of Home and Belonging in Diaspora" in *New Routes for Diaspora Studies*, edited by Sukanya Banerjee, Aims McGuinness, and Steven C. McKay. Bloomington, IN: Indiana University Press, 143-172.

Werbner, Pnina. 2013. "Mothers and Daughters in Historical Perspective: Home, Identity and Double Consciousness in British Pakistanis' Migration and Return." *Journal of Historical Sociology* 26, no. 1: 41-61

Week 9, November 17 – Migration and the Politics of Belonging (Rutherford)

Guest Speaker: Sinda Garziz, Multicultural Outreach Worker, Centretown Community Health Centre

i)

No One Is Illegal-Vancouver Unceded Coast Salish Territories. 2014. Never Home: Legislating Discrimination in Canadian Immigration, website: <http://www.neverhome.ca/> .
--Read and watch videos in all sections (Summary, Citizenship, Migrant Workers, Family Sponsorship, Refugees, Detention, Deportation, Security, Funding Priorities).

Check, Tings. 2017. Undocumented: The Architecture of Migrants Detention. Toronto: No One Is Illegal. Read a selection at: http://www.scapegoatjournal.org/docs/07/SG07_165-182_TingsChak.pdf

ii)

Samaddar, Ranabir (ed.). 2020. Borders of an Epidemic: COVID-19 and Migrant Workers. Kolkata: Mahanirban Calcutta Research Group. Found at: http://www.mcr.org.in/RLS_Migration_2020/COVID-19.pdf . Read the following chapters:

- Biswas, Samata. "Bringing the Border Home: Indian Partition 2020." pp. 104-114.
- Dey, Ishita. "Social Distancing, "Touch-Me-Not" and the Migrant Worker" pp. 98-103.
- Ghosh, Ambar Kumar and Anasua Basu Ray Chaudhury. "Migrant Workers and the Ethics of Care during a Pandemic." pp 91-97.

Landau, Loren and Iriann Freemantle. 2010. "Tactical Cosmopolitanism and Idioms of Belonging: Insertion and Self-Exclusion in Johannesburg." *Journal of Ethnic and Migration Studies* 36, no. 3: 375-390.

Additional resources:

Check, Tings. 2017. Undocumented: The Architecture of Migrants Detention. Toronto: No One Is Illegal; <https://adastracomix.square.site/product/undocumented-special-edition/16?cs=true>.

The systematic precarity of migrants in Canada: Undoing border imperialism by Harsha Walia <https://youtu.be/F2I7YL-z4-8>

Szewczyk, Jesse. 2020." Meet the Queer Desi Immigrant Changing the way we buy spices," BuzzFeed, 8 June, <https://www.buzzfeed.com/jesseszewczyk/sana-javeri-kadri-diaspora-interview>

"10 books that explain the complicated nostalgia of being a child of diaspora"
https://www.washingtonpost.com/entertainment/books/ten-books-that-explain-the-complicated-nostalgia-of-being-a-child-of-diaspora/2019/06/17/1971ac56-90fb-11e9-b570-6416efdc0803_story.html

Haque, Easmin. 2004. "White teeth and Brick Lane: Perspectives in Diaspora Literature." BRAC University Journal 1(2): 149-152.
<https://pdfs.semanticscholar.org/c20e/90a7b9f61d87108004d1ea91c502bf7ab14f.pdf>

IV. Representing Migration and Diaspora

In this section we will focus on cultural representations of migration and diaspora in the cultural institutions, the media, popular culture, and the arts. We will pay particular attention to creative expressions of migrants or people who identify as part of a diaspora.

Week 10, November 24 – Memory and Narratives of Migration and Displacement (Casteel)

i)

Hirsch, Marianne. 2008. "The Generation of Postmemory." *Poetics Today* 29, no. 1: 103–28.

"Memoirs of Return: Saidiya Hartman, Eva Hoffman, and Daniel Mendelsohn in Conversation with Nancy K. Miller" in *Rites of Return: Diaspora Poetics and the Politics of Memory*, edited by Marianne Hirsch and Nancy K. Miller. New York, Columbia UP, 2011, 107-123.

Rothberg, Michael, and Yasemin Yildiz. 2011. "Memory Citizenship: Migrant Archives of Holocaust Remembrance in Contemporary Germany." *Parallax* 17, no. 4: 32–48.

ii)

Sadowski-Smith, Claudia. 2018. "Fictions of Irregular Post-Soviet Migration." In *New Immigrant Whiteness: Race, Neoliberalism, and Post-Soviet Migration to the United States*. New York: NYU Press. 112-132.

Nguyen, Viet Thanh, ed. 2017. *The Displaced: Refugee Writers on Refugee Lives*. New York: Abrams Press.

Read the following:

- Viet Thanh Nguyen, "Introduction,"
- Josef Azam, "Last, First, Middle"
- David Bezmogis, "Common Story"
- Meron Hadero, "To Walk in Their Shoes"
- Maaza Mengiste "What the Journey Does"

Week 11, December 1 – Performances and Aesthetics of Migration and Diaspora (Casteel)

Guest Speaker: Sarah Casteel, Department of English Language and Literatures and Institute for the Comparative Study of Art, Literature, and Culture (ICSLAC).

i)

Goldchain, Rafael. *Familial Ground*. 2002. <http://v1.zonezero.com/exposiciones/fotografos/goldchain/index.html> and <https://rafael-goldchain.squarespace.com/i-am-my-family/>

- Boyarin, Daniel. 2007. "Just Jewish Enough: An Introduction to Raphael Goldchain's *Familial Ground*." *Proceedings of the 2007 Conney Conference on Jewish Arts*.
<https://minds.wisconsin.edu/handle/1793/76586>
- Dolgin, Josh (Socalled). 2007. "(Rock the) Belz," Music Video. <https://www.socalledmusic.com/videos/> (click on link for "(Rock the) Belz) video")

ii)

Campt, Tina M. 2014. "Family Touches" in *Image Matters: Archive, Photography, and the African Diaspora in Europe*. Durham: Duke University Press. 35-70.

Schreiber, Rebecca M. 2018. "Counterdocuments: Undocumented Youth Activists, Documentary Media, and the Politics of Visibility." In *Remaking Reality: U.S. Documentary Culture After 1945*, edited by Sara Blair, Joseph B. Entin, and Franny Nudelman. Chapel Hill, NC: University of North Carolina Press. 172-191.

Week 12, December 8 – Exhibiting and Documenting Migration and Diaspora (Rutherford)

*** REMINDER: Critical Literature Review essay due next Tuesday, December 15 ***

Guest Speakers: Shezan Muhammedi (Focus Humanitarian Assistance) and Heather Leroux (Archives & Special Collections, Carleton Library)

i)

Muhammedi, Shezan. 2017. Chapter 2: "Dreams and reality: Amin's expulsion decree and Canada's response." in "*Gifts From Amin": The Resettlement, Integration, and Identities of Ugandan Asian Refugees in Canada*. PhD thesis, University of Western Ontario. Electronic Thesis and Dissertation Repository. 4438.
<https://ir.lib.uwo.ca/etd/4438>

Selections from the Uganda Collection:

- Nazareth, John. 2015. An oral history with John Nazareth. The Ugandan Asian Archive Oral History Project. Archives & Special Collections, Carleton University. <https://carleton.ca/uganda-collection/people/john-nazareth/> (audio file and/or transcript).
- St. Vincent, Roger. Chapter 7: "Seven Crested Cranes" (p. 208-214). In *A very fortunate life, the early years – WWII patriotic duty: A career with Canada's immigration service – retirement*. http://oaresource.library.carleton.ca/history/A_Very_Fortunate_Life.pdf

ii)

Lynch, Bernadette and Samuel Alberti. 2010. "Legacies of prejudice: racism, co-production and radical trust in the museum." *Museum Management and Curatorship* 25(1): 13-35.

Ripero-Muñiz, Nereida & Salym Fayad. 2016. "Metropolitan nomads: a journey through Jo'burg's 'little Mogadishu.'" *Anthropology Southern Africa* 39(3): 232-240.

Additional Reading (if interested):

Ripero-Muñiz, Nereida. 2017. *Metropolitan nomads: a journey through Joburg's Little Mogadishu*. With Photographs from Salym Fayad. Johannesburg: African Centre for Migration & Society, University of the Witwatersrand. An ISSUU version of the book, <https://www.mahpsa.org/metropolitan-nomads-a-journey-through-joburgs-little-mogadishu-3/>.

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-5206608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>