

MGDS 5001

M.A. Core Seminar in Migration and Diaspora Studies

Tuesdays, **2:30-4:30 pm** regularly 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 details).

Professor James Casteel
Office: Richcraft Hall 2409 (2R floor)
Tel.: 613-520-2600, ext. 1934 (voicemail not monitored)
Email: james.casteel@carleton.ca
Virtual office hours: by appointment.

Professor Blair Rutherford
Office: B759 Loeb Building
Phone: 613-520-2600 ext. 2601
Email: blair.rutherford@carleton.ca
Virtual office hours: by appointment.

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 2 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, 2:30-4:30 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 Brightspace 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 Brightspace page (<https://brightspace.carleton.ca/>) 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: <ul style="list-style-type: none"> • 1 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 and include in their posts before our weekly meeting.

Assignment	Percentage	Due Date
2 Reading Analysis essay (750-1000 words - 3-4 pages)	20% (10% each)	#1 due on or before Friday, October 8 (end of Week 4) #2 due on or before Friday, November 12 (end of Week 8) by 5:00 pm
Proposal and Annotated Bibliography for Critical Literature Review essay (250-500 words - 1-2 pages)	5%	Due on Friday, October 22 by 5:00 pm (end of Week 6)
Critical Literature Review essay (3750 words - 15 pages)	35%	Due on Tuesday, December 14 by 5:00 pm.

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), you will **submit one post (minimum of 100 words each) to the discussion forum** based on the readings for the week. You may also discuss the online student presentation.

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

- The initial post 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 required posts should be made by then.

Each week, the instructors will also post some general questions to help guide your readings. You may also choose to have your post address some of those questions or focus on other issues that struck you as you were doing the readings. As you prepare your posts, you may wish to consider some of the following questions:

What insights did you gain from the readings for the week? Were there particular ideas or perspectives that spoke to you? Were there other ideas that you were more critical of? Why? Which arguments in the readings did you find most convincing?

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. Comments on other students' posts should be constructive and respectful.

Evaluation will be based on regular attendance of synchronous class sessions, regular weekly posts (minimum requirement of one 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.

The weekly participation mark will average of the top 2 out of 3 of the Post, Comment, and Participation marks (except the first week in which no posts are required). The final attendance and participation mark will consist of an average of the highest 9 out of 12 weekly attendance/participation marks.

Participation and Discussion Forum Marking Guidelines (10 point scale)			
A+	9.5	Outstanding	Exceptional comments that demonstrate a sophisticated understanding of the issues and concepts in all of the readings.
A	8.7	Excellent	Excellent comments that demonstrate an advanced understanding of the issues and concepts in all the readings.
A-	8.2	Very Good	Very good comments that demonstrate an advanced understanding of some of the readings and solid grasp of the other readings.
B+	7.7	Good	Good comments that demonstrate a general understanding of the concepts and issues in most of the required readings.
B	7.3	Fair	Fair comments that demonstrate a basic understanding of the concepts and issues in some of the readings.
C+	6.7	Satisfactory	Satisfactory comments that display a minimal understanding of the concepts and issues in some of the readings.
D	5.5	Unsatisfactory	Posts that make a minimal contribution, but which show little evidence of engagement with concepts and issues in the readings. For participation in class discussions, present, but not participating.
F	0	Failure	Unexcused absence or no post/comment submitted. For discussion forum, comments submitted that show no evidence of readings or relevance to the topic.

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 the Brightspace Page for the course (detailed instructions will be posted on Brightspace). 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 Brightspace.

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 (which is all of the readings, falling under both “i)” and “ii)”). 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 a particular author uses? What is the author’s argument? How convincing do you find the argument? How does 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?

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

***Please note that you should not write your reading analysis paper on the same week’s readings as your present in your oral presentation. ***

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 Brightspace.

Submission of Coursework:

All written assignments must be submitted using the electronic drop box in Brightspace. 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 Brightspace 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.

Late Penalties

- You are strongly encouraged to plan ahead, manage your time, and submit your work by deadlines indicated.
- However, as life often has its surprises, there is a three-day grace period for late assignments. 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.**
- 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.

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 Brightspace) 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. 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 14 – Introduction (Casteel and Rutherford)

Week 2, September 21 – 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 28 – 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 5 International and National Migration Regimes (Rutherford)

Guest speaker: Christina Gabriel, Department of Political Science

i)

Triadafilopoulos, T. and Z. Taylor. 2021. "The Political Foundations of Canadian Exceptionalism in Immigration Policy" In Y. Samy and H. Duncan (eds.), *International Affairs and Canadian Migration Policy*, Canada and International Affairs, <https://doi.org/10.1007/978-3-030-46754-8>

Andrijasevic, Rutvica and William Walters. 2010. "The International Organization for Migration and the international government of borders." *Environment and Planning D: Society and Space* 28 (6): 977-999.

ii)

Bolt, Maxim. 2017. "Making workers real: Regulatory spotlights and documentary

stepping-stones on a South African border farm." *Hau: Journal of Ethnographic Theory* 7(3): 305-324.

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

Week 5, October 12 — Refugees: International Law, State & non-State Practices (Rutherford)

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> .

Landau, Loren and Marguerite Duponchel. 2011. "Laws, Policies, or Social Position? Capabilities and the Determinants of Effective Protection in Four African Cities." *Journal of Refugee Studies* 24(1):1-22.

ii)

Lewis, David. 2019. "Humanitarianism, civil society and the Rohingya refugee crisis in Bangladesh." *Third World Quarterly* 40(10): 1864-1902.

Alimia, Sanaa. 2019. "Performing the Afghanistan–Pakistan Border Through Refugee ID Cards." *Geopolitics* 24 (2): 391-425.

Week 6, October 19 — Citizenship, Migration, Multiculturalism (Rutherford)

Guest Speaker: Laura Madokoro, Department of History

i)

Madokoro, Laura. 2017. "Citizen Beings, Being Citizens: Reflections on Japanese-Canadian Experiences in War and Peace." In Pamela Sugiman and Jordan Stanger-Ross (eds.), *Witness to loss: race, culpability, and memory in the dispossession of Japanese Canadians*, pp.167-191. Montreal: McGill University Press.

Wells, Julie and Michael Christie. 2000. "Namatjira and the Burden of Citizenship." *Australian Historical Studies* 31 (114): 110-130.

ii)

Lentin, Alana and Gavan Titley. 2012. "The crisis of 'multiculturalism' in Europe: Mediated minarets, intolerable subjects." *European Journal of Cultural Studies* 15 (2): 123-138.

Hoon, Chang-Yau .2017. "Putting Religion into Multiculturalism: Conceptualising Religious Multiculturalism in Indonesia." *Asian Studies Review* 41 (3): 476-493.

***** October 25-29 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 2 – 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.

Gedalof, Irene. 2009. "Birth, belonging and migrant mothers: Narratives of reproduction in feminist migration studies." *Feminist Review* 93 (1): 81–100.

ii)

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.

Gardner, Katy. 2009. "Lives in Motion: The Life-Course, Movement and Migration in Bangladesh." *Journal of South Asian Development* 4 (2): 229-251.

Week 8, November 9 – Migration and the Politics of Belonging (Rutherford)

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

i)

Walia, Harsha. 2021. "Dispossession, Deprivation, Displacement: Reframing the Global Migration Crisis." *Border and Rule Global migration, capitalism and the Rise of Racist Nationalism*, oo. 61-76. Black Point, NS and Winnipeg: Fernwood Books.

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)

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

Besteman, Catherine. 2012. "Translating Race across Time and Space: The Creation of Somali Bantu Ethnicity." *Identities: Global Studies in Culture and Power* 19(3): 285-302.

Additional resources (not mandatory to read):

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>.

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>

Week 9, November 16 — Diasporas and Transnationalism (Casteel)

Guest Speaker: Beatriz Juarez-Rodriguez, Department of Sociology and Anthropology

i)

Perry, Keisha-Khan. 2009. "The Groundings with my Sisters: Toward a Black Diasporic Feminist Agenda in the Americas". *The Scholar and Feminist Online* 7 (2) http://sfonline.barnard.edu/africana/perry_01.htm

Coe, Cati. "Social Class in Transnational Perspective: Emotional Responses to the Status Paradox among Ghanaian Migrants." *Africa Today* 66, no. 3-4 (March 22, 2020): 161-79.

ii)

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

Recommended:

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.**

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 23 – Memory and Narratives of Migration and Displacement (Casteel)

i)

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

Anne Rigney, "The Dynamics of Remembrance: Texts Between Monumentality and Morphing." *A Companion to Cultural Memory Studies*, Ed. Astrid Erll and Ansar Nünning. De Gruyter, 2010. 345-53.

"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.

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, November 30 – Performances and Aesthetics of Migration and Diaspora (Casteel)

Guest Speaker: Christine Duff, Department of French. Director, Institute of African Studies.

i)

Mercer, Kobena. 2016. "Diaspora Aesthetics and Visual Culture" in *Travel and See: Black Diaspora Art Practices since the 1980s*. Durham: Duke University Press. 227-247.

Savaş, Özlem. "Taste Diaspora: The Aesthetic and Material Practice of Belonging." *Journal of Material Culture* 19, no. 2 (June 2014): 185–208.
<https://doi.org/10.1177/1359183514521922>.

ii)

Camp, 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 7 – Exhibiting and Documenting Migration and Diaspora (Rutherford)

Guest Speakers: Shezan Muhammedi (Citizenship and Immigration Canada, adjunct with Department of History) 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.

Rae, Maria, Rosa Holman and Amy Nethery. 2018. "Self-represented witnessing: the use of social media by asylum seekers in Australia's offshore immigration detention centres." *Media, Culture & Society* 49(4): 479-495.

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>