

**MGDS 5201A/HIST 5711F “Migration & Diaspora History Special Topics” (online)**

## **Migration in Modern Global History**

Mondays 6:00-9:00 pm regular scheduled time for synchronous online class meetings unless otherwise indicated. Synchronous class meetings will always be held within the 6:00-9:00 pm window as indicated in the public class schedule (see below for more details).

Swen Steinberg, PhD  
E-mail: [Swen.Steinberg@carleton.ca](mailto:Swen.Steinberg@carleton.ca)  
Virtual office hours: by appointment

### **COURSE DESCRIPTION**

This online graduate seminar approaches modern migrations between the 19<sup>th</sup> century and present from two angles: first, migration in global history in general – specific migration developments, the history of migration research often linked to them, and aspects like representation or identity. Second, the critical reflection of more recent migration theory, terminology, and methodology. The course readings emphasize significant themes and questions in migration theory and historiography, including borders and borderlands; gender and generation; transit and in-betweenness; knowledge and migration; mobility and immobility; diaspora and identity; refugees and exiles.

### **LEARNING OUTCOMES**

- To gain factual knowledge (key concepts, terminology, classifications, methods) on migration in modern global history,
- To approach issues of migration in their historical context and to apply the concepts discussed and analyzed in class to particular cases,
- To deepen the experience in the conduct of research (finding materials, using library catalog and databases, compiling bibliographies),
- To hone public speaking skills and the 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 hours period during the scheduled course timeslot (i.e. 6:00-8:00

pm). Unless otherwise indicated, the regular meeting time for synchronous sessions will be Mondays, 6:00-9:00 pm. On occasion, it may be necessary to deviate from that schedule due to the availability of guest speakers or other reasons. On such occasions, the instructor 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 (posting to a discussion forum).

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, I 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 professor. I 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 Brightspace course page. If you find that required reading is not accessible for a given week, please notify the instructor immediately. Students are expected to check the course website on a regular basis as well as 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 the history of migration, you may find one or more of the following books helpful:

- Gold and Nawyn, eds., *Routledge International Handbook of Migration Studies* (London: Routledge, 2019, 2nd edition)
- Lucassen and Lucassen, eds., *Migration, Migration History, History: Old Paradigms and New Perspectives* (New York: Peter Lang, 1997)
- Manning with Trimmer, *Migration in World History* (London: Routledge, 2020, 3rd edition)

### **COURSE REQUIREMENTS AND GRADING SCHEME**

#### **Summary**

<b>Assignment</b>	<b>Percentage</b>	<b>Due Date</b>
Class Participation	15%	Weekly, see details below
Forum Posts	15%	One weekly 100 word post to the online discussion forum by Sunday at 5:00 pm

		before the class meeting, AND One comment on another student's post by Monday at 12 am before the class meeting
Class Presentation	20%	10-15 minutes, to be scheduled in class on September 13, 2021
Proposal and Annotated Bibliography for Term Paper	10%	November 5, 2021, 5:00 pm
Term Paper	40%	December 15, 2021, 5:00 pm

### 1. Class participation (15%)

The success of a seminar is first and foremost determined by the degree and quality of student participation. Evaluation will be based on regular attendance of synchronous class sessions, 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.

### 3. Forum posts (15%)

For each week with required readings (Weeks 2-12), each student will submit one post (minimum of 100 words each) to the weekly discussion forum based on the readings for the week and focused on the titles marked in the syllabus with \*\*\* (the ones that are presented in class). You may post on any aspect of the readings that is of interest to you. In addition, each student will also post at least one comment (minimum 100 words) on another student's post.

The discussion 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 **12:00 am on the Monday** before 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.

### 3. Class presentation (20%)

For a week of your choice (pending availability), you will make a 10-15 minutes class presentation on one of the publications marked with \*\*\* in the syllabus below. Your presentation should not summarize the readings, others will already be familiar with these texts. Instead, your presentation should apply arguments or concepts central to the readings and, if possible, compare them with concepts and readings already discussed. Sometimes it is essential to know the background of the author too. Prepare the discussion with the group and questions, you can also relate these questions to your fellow students' forum posts. You can use a PPT presentation (not mandatory), including audio or video clips should be no longer than two minutes.

#### **4. Proposal and annotated bibliography for term paper (10%), due on November 5, 2021, 5:00 pm**

This proposal with an annotated bibliography (250-500 words / 1-2 pages, double spaced, 12-point font) will help you get your thinking about the term paper started and get early feedback on perspectives and essential materials/readings. The proposal with an annotated bibliography should be uploaded on the course page on Brightside until November 5, 2021, 5:00 pm

#### **5. Term paper (40%), due on Wednesday, December 15, 2021, 5:00 pm**

Option A: Research paper

This assignment allows you to choose your research question, engage with the relevant literature, and discover empirical evidence to test your argument. Your research question should be related to modern migrations while both a global and a globally contextualized local or regional perspective is possible. This paper could be a first step to presenting a paper at a workshop or conference, a journal article, or a thesis topic.

Option A: Literature Review

Choose a substantive or methodological area in migration history or studies and conduct a literature review. This essay will provide a critical assessment of the "state of the field." This paper will focus on a particular question or theme. Writing a literature review is a great way to explore or identify gaps in scholarly work that can become the focus of your research.

Requirements for all options:

Papers should be 3,750 words/15 pages, double spaced, 12-point font, to be uploaded on the course page on Brightside until December 15, 2021, 5:00 pm. Hardcopies of assignments or assignments sent per e-mail will not be accepted. 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 the deadlines indicated.
- However, as life often has its surprises, there is a three-day grace period for late assignments. No late penalties will be applied if an assignment is submitted during the three-day grace period (72 hours from the assignment deadline). 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 prevent submitting the assignment more than three days after the initial due date, please get in touch with the professor as soon as possible and ideally no more than three days after the original deadline to request an extension. It is essential to be in communication with your

professor if you are facing circumstances that are preventing you from submitting your assignments on time.

## **IMPORTANT INFORMATION**

### **E-mail Communication**

Following university policy, the instructor 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. Usually, the instructor expects to reply to e-mail queries within two days during the working week. The instructor generally does not answer e-mail inquiries on evenings or weekends. Students who wish to discuss matters with the instructor are encouraged to meet during virtual office hours 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 for the semester. Readings marked with \*\*\* are supposed to be presented in class. All readings are available as PDFs on the course website.

### Week 1, September 13, 2021 - Introduction

#### Week 2, September 20, 2021 - What is Migration History?

\*\*\*Christiane Harzig and Dirk Hoerder with Donna Gabbacia, *What is Migration History?* (Cambridge/Malden: Polity Press, 2009), 35-51, 66-69.

\*\*\*Barbara Lüthi, "Migration and Migration History" *Docupedia-Zeitgeschichte*, 6.7.2018, URL: [http://docupedia.de/zg/Luethi\\_migration\\_v2\\_en\\_2018?oldid=130018](http://docupedia.de/zg/Luethi_migration_v2_en_2018?oldid=130018).

\*\*\*Andreas Wimmer, Nina Glick Schiller, "Methodological Nationalism, the Social Sciences, and the Study of Migration: An Essay in Historical Epistemology." *The International Migration Review* 37,3 (2003), 576-610.

#### Week 3, September 27, 2021 – Migration, the Nation and the Globe

\*\*\*Adam McKeown, "Global Migration, 1846-1940." *Journal of World History* 15,2 (2004), 155-189.

\*\*\* Fiona B. Adamson and Gerasimos Tsourapas, "The Migration State in the Global South: Nationalizing, Developmental, and Neoliberal Models of Migration Management." *International Migration Review* 54,3 (2020), 853-882.

\*\*\*Nina Glick Schiller and Noel B. Salazar, "Regimes of Mobility Across the Globe." *Journal of Ethnic and Migration Studies* 39,2 (2013), 183-200.

#### Week 4, October 4, 2021 – Borders, Borderlands and Politics of Protection

\*\*\*Levke Harders, Margit Fauser and Anne Friedrichs, "Migrations and Borders: Practices and Politics of Inclusion and Exclusion in Europe from the Nineteenth to the Twenty-first Century." In: *Migrations and Border Processes Practices and Politics of Belonging and Exclusion in Europe from the Nineteenth to the Twenty-First Century*, eds. idem (London: Routledge, 2021), 1-6.

\*\*\*Jussi P. Paine, "A historical view on the study of borders." In: *Introduction to borderland studies* (Vladivostok: Danaulka, 2015), 15-33.

\*\*\*Grace Peña Delgado, "Neighbors by Nature: Relationships, Border Crossings, and Transnational Communities in the Chinese Exclusion Era," *Pacific Historical Review* 80,3 (2011), 401-429.

\*\*\*Anna Pegler-Gordon, "Debating the Racial Turn in U.S. Ethnic and Immigration History," *Journal of American Ethnic History* 36,2 (2017), 40-53.

**Week 5, October 11, 2021 – holiday, no class**

**Week 6, October 18, 2021 – Gender, Generation, and Migration**

\*\*\*Suzanne M. Sinke, "Gender and Migration: Historical Perspectives," *The International Migration Review* 40,1 (2006), 82-103.

\*\*\*Leslie Page Moch, "Connecting Migration and World History: Demographic Patterns, Family Systems and Gender," *International Review of Social History* 52, 1 (2007) 97-104.

\*\*\*Paula S. Fass, "Children in Global Migrations," *Journal of Social History* 38,4 (2005), 937-953.

**October 25 – Fall break, no class**

**Week 7, November 1, 2021 – Transit, In-Betweenness and "Arrival"**

\*\*\*Anna Lipphardt and Inga Schwarz, "Follow the People! Examining Migration Regimes through the Trajectories of Unauthorized Migrants." In: *What is a Migration Regime?*, eds. Andreas Pott, Christoph Rass and Frank Wolff (Wiesbaden: Springer, 2018), 187-204.

\*\*\*Aspasia Papadopoulou-Kourkoula, *Transit Migration: The Missing Link between Immigration and Settlement* (New York: Palgrave, 2008), introduction and conclusion.

\*\*\*Nina Glick Schiller, Linda Basch and Cristina Szanton Blanc, "From Immigrant to Transmigrant: Theorizing Transnational Migration," *Anthropological Quarterly* 68,1 (1995), 48-63.

\*\*\*Leti Volpp, "The Indigenous As Alien," *UC Irvine Law Review* 5 (2005), 289-326.

**### Proposal and Annotated Bibliography for Term Paper  
due on November 5, 2021 ###**

**Week 8, November 8, 2021 – Knowledge and Migration**

Guest speaker: TBA

Simone Lässig and Swen Steinberg, "Knowledge on the Move: New Approaches toward a History of Migrant Knowledge," *Geschichte und Gesellschaft* 43, 3 (2017), 313-346.

\*\*\*Allan M. Williams and Vladimir Baláž, *International Knowledge and Migration* (London/New York: Routledge, 2008), 1-16.

Maria Alexopoulou, "Producing Ignorance: Racial Knowledge and Immigration in Germany," *History of Knowledge*, July 25, 2018, <https://historyofknowledge.net/2018/07/25/producing-ignorance-racial-knowledge-and-immigration-in-germany/>

### **Week 9, November 15, 2021 – The Mobility Turn?**

Guest speaker: Carolin Liebisch-Gümüs, Postdoctoral Fellow at the German Historical Institute in Washington/DC

Carolin Liebisch-Gümüs, "Airborne Asylum: Migration by Airplane in (West) Germany, 1945-1980s," *Bulletin of the German Historical Institute* 68 (2021), 39-60.

\*\*\*Thomas Faist, "The Mobility Turn. A New Paradigm for the Social Sciences?" *Ethnic and Racial Studies* 36,11 (2013), 1637-1646.

\*\*\*Kerilyn Schewel, "Understanding Immobility. Moving Beyond the Mobility Bias in Migration Studies," *International Migration Review* 54,2 (2020), 328-355.

### **Week 10, November 22, 2021 – Migration, Diaspora, and Identity**

Guest speaker: Amitava Chowdhury, Professor at the Department of History at Queen's University

Amitava Chowdhury, "The Diaspora Symptom: Global Projection of Local Identities." In: *Between Dispersion and Belonging: Global Approaches to Diaspora in Practice*, eds. Amitava Chowdhury and Donald H. Akenson (Montreal: McGill-Queen's University Press, 2016), 95-106.

\*\*\*Rogers Brubaker, "The 'diaspora' diaspora," *Ethnic and Racial Studies* 28,1 (2005), 1-19.

\*\*\*Stuart Hall, "Cultural Identity and Diaspora," In: *Identity: Community, Culture, Difference*, ed. Jonathan Rutherford (London: Laurence & Wishant, 1990), 222-237.

\*\*\*Donna Gabaccia and Fraser Ottanelli, "Diaspora or International Proletariat? Italian Labor, Labor Migration, and the Making of Multiethnic States, 1815-1939," *Diaspora: A Journal of Transnational Studies* 6,1 (1997), 61-84.

### **Week 11, November 29, 2021 – Refugees, Exiles, and Other Forced Migrants**



\*\*\*Heaven Crawley 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* 44,1 (2018), 48-64.

\*\*\*Volker M. Heins, "Can the Refugee Speak? Albert Hirschman and the changing meanings of exile," *Thesis Eleven*, No. 158, June 2020, <https://journals.sagepub.com/doi/abs/10.1177/0725513619888666>

\*\*\*Marta Bivand Erdal and Ceri Oeppen, "Forced to Leave? The Discursive and Analytical Significance of Describing Migration as Forced and Voluntary," *Journal of Ethnic and Migration Studies* 44,6 (2018), 981-998 [to be uploaded on Brightspace soon]

### **Week 12, December 6, 2021 – Why Migration History?**

\*\*\*Barbara Lüthi, "Agitated Times: Why Historians Need to Question the Rhetoric of the 'Refugee Crisis'," *Histoire@Politique*, n° 31, janvier-avril 2017, 1-8

\*\*\*Christophe Bertossi, Jan Willem Duyvendak and Nancy Foner, "Past in the present: migration and the uses of history in the contemporary era," *Journal of Ethic and Migration Studies* (2020), 1-17

**### Term Paper due on December 15, 2021 ###**

### **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](mailto: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>