

Department of Anthropology ANTH 9213B Displacement and Diasporas Course Outline (tentative) Winter 2017

Class time: Thursdays 11:30 am - 2:30 pm **Room location:** SSC 3227

Instructor: Dr. Randa Farah Office: SSC 3423 Email: rfarah2@uwo.ca Office Hours: TBA

When we think of "displacement" we are more likely to associate the term with an involuntary movement of individuals or populations from a concrete and stable place, land/territory, a home or homeland, generally as something that occurred in recent times. "Diaspora" in turn, evokes the idea of a people dispersed across more than one country, who nonetheless are united by a mythical or ancient place of origin. Like all concepts, however, the meaning(s) of "diaspora" changes over time so that today it also describes migrant communities. Originally from the Greek diaspeirein, (dia means "across" and speirein both to sow and to scatter seeds) it was intended to describe a condition to grieve and lament. In the last few decades, the term diaspora has become a debated concept shaped by poststructuralist and postcolonial theories, and injected with meanings that bear a radicalism that are assumed to challenge unitary identities, origins, homelands or national belongings and autochthony. A number of scholars use the term to denote the intermingling of peoples and cultures, some suggesting that diasporic encounters map new forms of identification, and configure new political projects that challenge the nation-state and chart new ways of being. In this course, we will examine different aspects and forms of displacements and diasporas, and problematize the uncritical use of the "diasporic" condition as by default politically radical, or as detachment. The course emphasizes the diverse trajectories, cultures, histories and political aspirations of diasporic and displaced populations (some with modern political projects), and underscores the significance of politics, power structures (especially colonialism), and socio-economic differentials in variously shaping displaced populations and diasporas. The crossing of geo-political boundaries involves gendered cultural encounters which we will examine and discuss. Yet boundary crossings do not

necessarily mean we also journey ideologically or politically towards global citizenship, or do they?

Please note that some articles might be replaced with others to reflect student areas of interests.

Week 1 Jan 5 Introduction and assigning readings.

Week 2 Jan 12 Contexts, Concepts, Critiques

Clifford, James

1994 Diasporas. Cultural Anthropology, 9(3):301-338.

Hall, Stuart

2003 Cultural Identity and Diaspora. *In <u>Theorizing Diaspora</u>, Jana Evans Braziel and Anita Mannur, eds., pp. 233 – 246. Malden, MA: Blackwell.*

Santos, Vanicle'ia Silva

2012. Afro-Brazilians and Afro-Portuguese in the Iberian Inquisition in the Seventeenth and Eighteenth centuries. *African and Black Diaspora: An International Journal*, 5(1): 49-63.

Gupta, Akhil

2008. Globalization and Difference: Cosmopolitanism Before the Nation-State. *Transforming Cultures eJournal*, 3(2): 1-20.

Week 3 Jan 19 Contexts, Concepts, Critiques

Anderson, Linda

2007. Introduction (Section 9: Diaspora- short pieces by Victory Burgin, Avtar Brah and Edward Said. In *Theories of Memory: A Reader*, Rossington, Michael and Anne Whitehead, eds. Baltimore: The Johns Hopkins University Press.pp. 272 – 297.

Grosfoguel, Ramon, Laura Oso and Anastasia Christou

2015. 'Racism', Intersectionality and Migration Studies: Framing Some Theoretical Reflections. *Identities: Global Studies in Culture and Power*,22 (6): 635–652.

Redclift, Victoria

2016. Displacement, integration and identity in the postcolonial world. *Identities: Global Studies in Culture and Power*, 23(2):117–135.

Ndhlovu, Finex.

2016. A Decolonial Critique of Diaspora Identity Theories and the Notion of Superdiversity. *Diaspora Studies*, 9 (1): 28–40.

Week 4 Jan 26 States, Citizens, Refugees and "Others"

Arendt, Hanna

1994 (1943). We Refugees in Altogether Elsewhere: Writers on Exile, Marc Robinson, ed. Pp. 110-119. Winchester, MA: Faber and Faber. AND, Agamben, Giorgio 1995 We Refugees. *Symposium.* 49(2): 114-119, at: <u>http://www.egs.edu/faculty/giorgio-agamben/articles/we-refugees/</u>

Chimni, B.S.

The Birth of a 'Discipline': From Refugee to Forced Migration Studies. *Journal of Refugee Studies*, 22(1):11-29.

Saltsman, Adam

2008. Displaced Iraqis in Jordan: Formal and Informal Information Flows, and Migratory Decisions in a Context of Uncertainty, *Refuge*, 8(1):81-96.

Week 5 Feb 2 State sovereignty, borders, and borderlands

Hiralal, Kalpana

2016. Gendered migrations: a comparative study of indentured and nonindentured immigrants to South Africa 1860–1930. Diaspora Studies, 9 (1): 41–52,

Comaroff, Jean and John L.

2001. Naturing the Nation: Aliens, Apocalypse, and the Postcolonial State. *Social Identities*, 7 (2):233-265.

van Schendel, Willem

2001. Working Through Partition: Making a Living in the Bengal Borderlands, *IRSH Internationaal Instituut voor Sociale Geschiedenis* 46: 393-421. Moulin, Carolina

2009. Borders of Solidarity: Life in Displacement in the Amazon Tri-Border Region, *Refuge*, 26(2): 41-54.

Week 6 Feb 9 Diaspora, History/Memory, Identity

Whitehead, Anne

2007. "Jewish Memory Discourse", Read: Intro page 158 – 164 and excerpt from "From Ruined Garden: The Memorial Books of Polish Jews" by Jack Kugelmass and Jonathan Boyarin. Pp 172-176. (In Theories of Memory).

Chamberlain, Mary

2009. Diasporic Memories: Community, Individuality, and Creativity — A Life Stories Perspective. *The Oral History Review*, 36 (2): 177–187.

Serpente, Alejandra

2015. Diasporic Constellations: The Chilean Exile Diaspora Space as a Multidirectional Landscape of Memory, *Memory Studies*, 8(1) 49–61.

Kasbarian, Sossie

2009. The Myth and Reality of "Return"— Diaspora in the "Homeland. *Diaspora*, 18 (3):: 358–381.

Week 7 Feb 16 Colonialism: Displacement , Dispossession, Memory/Identity

Said, Edward.

1986 *After the Last Sky: Palestinian Lives*, photographs by Jean Mohr. New York: Columbia University Press. Read Introduction and States Read pp. 3 – 49.

Bhandara, Brenna and Alberto Toscano

2017. Representing Palestinian Dispossession: Land, Property, and Photography in the Settler Colony, *Settler Colonial Studies*, 7 (1): 1–18

Berman, Helene et al.

2009. Uprooted and Displaced: A Critical Narrative Study of Homeless, Aboriginal, and Newcomer Girls in Canada, *Issues in Mental Health Nursing*, 30:418–430. Coleman, Daniel

2016. Indigenous Place and Diaspora Space: of Literalism and Abstraction *Settler Colonial Studies*, 6 (1): 61–76

Week 9 March 2 Gendered Migration

Shami, Seteney

2000. Prehistories of Globalization: Circassian Identity in Motion. *Public Culture*, 12:1: 177-204.

Grewal, Inderpal

2003. Transnational America: Race, Gender and Citizenship After 9/11. *Social Identities* 9(4):535-561.

Paerregaard, Karsten

2012. Commodifying Intimacy: Women, Work, and Care in Peruvian Migration, The *Journal of Latin American and Caribbean Anthropology*, 17 (3): 493–511.

Sajed, Alina

2010. Postcolonial strangers in a cosmopolitan world: hybridity and citizenship in the Franco-Maghrebian borderland, *Citizenship Studies*, 14 (4): 363–380.

Week 10 March 9 Globalization and Displacement

Bauder, Harald

2009. Representations of Labour Migration in Guatemalan and American Media, *ACME: An International E-Journal for Critical Geographies*, 8 (2), 278-303.

Villegas, Paloma E.

2015. Moments of Humiliation, Intimidation and Implied 'Illegality': Encounters with Immigration Officials at the Border and the Performance of Sovereignty. *Journal of Ethnic and Migration Studies*, 41 (14): 2357–2375. San Martin, Pablo Nationalism, identity and citizenship in the Western Sahara, *The Journal of North African Studies*, 10 (3): 565 — 592.

Week 11 March 16 Book Reviews and Discussions

Book Reviews – Presentations and Discussion.

Week 12 March 23 Book Reviews and Discussions

Book Reviews – Presentations and Discussion.

Week 13 March 30 Colonialism: Displacement , Dispossession, Memory/Identity

Bacigalupo, Ana Mariella

2013. Mapuche struggles to obliterate dominant history: mythohistory, spiritual agency and shamanic historical consciousness in southern Chile, *Identities: Global Studies in Culture and Power*, 20(1): 77–95.

Baloy, Natalie J.K.

2016. Spectacles and Spectres: Settler Colonial Spaces in Vancouver, *Settler Colonial Studies*, 6 (3): 209–234.

Collin, James

2012. Migration, Sociolinguistic Scale, and Educational Reproduction, *Anthropology & Education Quarterly*, 43 (2): 192–213.

Week 14 April 6 General Discussion

Assignments, Evaluations, Dates

Oral Presentations and Discussion: 40%	Weekly
Book Review: 20%	Week 11 and 12
Term Paper: 40%	Week 13 March 30

Participation, Presentations and Discussion: This course depends on your attendance and full active participation and contribution to class discussions. Make sure the readings are done <u>before</u> class. Since the group is small, absences will affect all of us. Please make an extra effort not to miss classes. Each student is expected to

present and/or participate in class discussions on a weekly basis. Readings will be distributed so that each student has the same number of presentations as all others. Presentations should include a brief summary followed by the student's critical assessment of the article or chapter, and questions for the class to debate. Please prepare a one page summary of your presentation including the questions, to distribute at the beginning of class.

Book Review: Choose a scholarly book related to the course and ideally useful to your area of research and submit a written critical review (5 pages) to discuss and present orally in class (hand in after review). Remember a book review is not a summary but a critical evaluation, which includes: situating the book within the larger body of literature, comment on methodology, concepts, gaps, and provide the reasons why you agree with or contest the book (example, its theoretical and methodological approach).

Term Paper (12-15 pages): Choose a topic related to the course and ideally one that also deals with your area of interest or research. Begin research and writing early on in the term.

ENJOY THE COURSE AND BEST OF LUCK!

IMPORTANT INFORMATION

Accessibility at Western

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. Western's commitment to Accessibility, visit:

http://wss.uwo.ca/Student%20Services%20Organizational%20Units/Accessibility %20at%20Western/index.html

Student Development Services <u>http://www.sdc.uwo.ca/ssd/</u> has staff members who specialize in assisting students with various disabilities to adjust to the university environment. These disabilities include, but are not limited to, vision, hearing and mobility impairments, learning disabilities, chronic illnesses, chronic pain, and attention deficit/hyperactivity disorders. Students who require special accommodations for disabilities should make a formal request through Student Development Services as early in the semester as possible.

Student Support Services

A range of student services is available at: <u>https://studentservices.uwo.ca/secure/index.cfm</u> Other resources include Student Support Services: <u>http://westernusc.ca/services</u> Students who are in emotional/mental distress should refer to Mental Health@Western <u>http://www.uwo.ca/uwocom/mentalhealth</u> for a complete list of options about how to obtain help.

Plagiarism and Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

http://www.uwo.ca/univsec/pdf/academic policies/appeals/scholastic discipline undergrad.pdf

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. <u>Plagiarism is a major academic offense</u>.

Written work

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as

source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<u>http://www.turnitin.com</u>).

Evidence of suspected plagiarism will be reported to the Department Chair, who will give the student an opportunity to respond to the allegation. Where a determination of plagiarism has been made, the Chair shall assess appropriate penalties up to and including a zero on the assignment and failure in the course. The case will be reported to the Dean, who may assess additional penalties.

Accommodation for Medical Illness

Western's Policy on Accommodation for Medical Illness: <u>https://studentservices.uwo.ca/secure/index.cfm</u> If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted by the student directly to their Academic Counseling Office and not to the instructor, from where it will be determined if accommodation is warranted.