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. “Di*aspora” 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  

Hall, Stuart  

Santos, Vanicléia Silva  

Gupta, Akhil  

**Week 3 Jan 19 Contexts, Concepts, Critiques**

Anderson, Linda  

Grosfoguel, Ramon, Laura Oso and Anastasia Christou  
Redclift, Victoria

Ndhlovu, Finex

**Week 4 Jan 26 States, Citizens, Refugees and “Others”**

Arendt, Hanna

Chimni, B.S.

Saltsman, Adam

**Week 5 Feb 2 State sovereignty, borders, and borderlands**

Hiralal, Kalpana

Comaroff, Jean and John L.

van Schendel, Willem
Moulin, Carolina

**Week 6 Feb 9 Diaspora, History/Memory, Identity**

Whitehead, Anne

Chamberlain, Mary

Serpente, Alejandra

Kasbarian, Sossie

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

Said, Edward.

Bhandara, Brenna and Alberto Toscano

Berman, Helene et al.
Coleman, Daniel
2016. Indigenous Place and Diaspora Space: of Literalism and Abstraction
Settler Colonial Studies, 6 (1): 61–76

Week 8 Feb 23 READING WEEK
Week 9 March 2 Gendered Migration

Shami, Seteney

Grewal, Inderpal

Paerregaard, Karsten

Sajed, Alina

Week 10 March 9 Globalization and Displacement

Bauder, Harald

Villegas, Paloma E.

San Martin, Pablo

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<th>Week 12 March 23</th>
<th>Book Reviews and Discussions</th>
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<td>Book Reviews – Presentations and Discussion.</td>
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<th>Week 13 March 30</th>
<th>Colonialism: Displacement, Dispossession, Memory/Identity</th>
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<td>Bacigalupo, Ana Mariella</td>
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<td>Baloy, Natalie J.K.</td>
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<td>Collin, James</td>
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<th>Week 14 April 6</th>
<th>General Discussion</th>
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**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 before 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 http://www.sdc.uwo.ca/ssd/ 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:
https://studentservices.uwo.ca/secure/index.cfm
Other resources include Student Support Services: http://westernusc.ca/services
Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth 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. Plagiarism is a major academic offense.

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 (http://www.turnitin.com).

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: https://studentservices.uwo.ca/secure/index.cfm
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.