

## **COURSE SPECIFICATION DOCUMENT**

**NOTE:** ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

<b>Academic School/Department:</b>	CASS
<b>Programme:</b>	History
<b>FHEQ Level:</b>	6
<b>Course Title:</b>	Migrations and Diasporas
<b>Course Code:</b>	HST 6410
<b>Course Leader:</b>	Professor Alex Seago
<b>Student Engagement Hours:</b>	120
Lectures:	22.5
Seminar / Tutorials:	22.5
Independent / Guided Learning:	75
<b>Semester:</b>	Fall/Spring/Summer
<b>Credits:</b>	12 UK CATS credits 6 ECTS credits 3 US credits

**Course Description:** The course focuses on different phases of mass migration over the last millennium, examining the causes, effects and eventual outcomes of the relocations of these peoples. Among themes covered will be both the forced and voluntary movements of peoples by a variety of factors like forced labour, warfare, economic change, cultural conflict etc. The debate about the relative importance of Creolization and/or hybridity in the migrants' relationship with the societies they enter into will be highlighted. The course will also examine different meanings of Diasporas by focusing on perceived diasporic communities and their creation and continuation over historic periods. Within the course particular attention will be paid to class, gender and race/ethnicity as modifiers of the experiences under study.

**Prerequisites:** ARW 4195

**Aims and Objectives:**

The class aims to foster the acquisition, development and consolidation of a variety of historical and transferable skills, through the study of the history of migrations

and diasporas over the last millennium; which particularly encourages the development of critical thinking. The skills focused on include research skills, close reading skills, formulating and presenting a coherent argument in seminars and in writing based upon a critical understanding of a variety of primary and secondary sources.

**Programme Outcomes:**

6A(i); 6A(iii); 6B(i); 6B(iv); 6C(i); 6C(iii); 6C(iv); 6D(ii)

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by the Academic Registry and found at: <http://www.richmond.ac.uk/content/academic-schools/academic-registry/program-and-course-specifications.aspx>

**Learning Outcomes:**

By the end of this course, successful students should be able to:

- Demonstrate an ability to systematically understand the various processes that have led to large scale population movement over the last millennium.
- Demonstrate the ability to analyse and interpret a wide range of primary and secondary sources relating to both mass migrations and issues around Diasporas.
- Demonstrate ability to apply various theories about the creation and recreation of Diasporas to historical examples.
- Demonstrate a systematic understanding of the importance of gender, race/ethnicity and class as ingredients of the differing experiences of migrants and members of Diasporas.
- Take responsibility for their own learning, and completes assigned work with a degree of clarity, contextualisation, and critical thinking appropriate for a 6000-level course

**Indicative Content:**

- Patterns of forced and unforced migrations.
- Diasporas and Ethnic, Racial or National Identity.
- Creolization and hybridity.
- Political and cultural consequences of mass migration and the existence of Diasporas.
- Economic causes and outcomes of mass migration.
- Gender as a factor in understanding migration patterns and questions of identity within Diasporas.
- Conflicts within Diasporas.

**Assessment:**

This course conforms to the Richmond University Standard Assessment Norms approved at Academic Council on June 28, 2012.

**Teaching Methodology:**

The course will be taught through a combination of lectures and seminar classes. Lectures are primarily designed to give an overview of the issues and problems on a particular topic, and thereby provide guidance for seminar discussion. Seminars will be used for debates and group/sub-group discussion, and are intended to provide an interactive and participatory learning environment. Students are expected to do the set readings for each week, and to be prepared to contribute to class discussion and discussion sub-groups. The general approach to classes is informal, and discussion is viewed as an essential part of learning.

**Bibliography:**

See syllabus for complete reading list

**Indicative Text(s):**

Cohen, R ed.	The Cambridge Survey of World Migration
Cohen, R & Toninato, P eds.	The Creolization Reader: Studies in Mixed Identities and Cultures
Hoerder, D	Cultures in Contact: World Migrations in the Second Millennium
Manning, Patrick	Migration in World History 2 <sup>nd</sup> Edition

**Journals**

**Web Sites**

Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus

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Change Log for this CSD:

Major or Minor Change?	Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry
