This graduate seminar examines how different modalities of transborder movement, belonging and displacement (notably diaspora, transnationality, long-distance nationalism, and postnationalism) are conceptualized and theoretically interrogated in anthropological analysis as well as within the wider interdisciplinary context within which anthropological trends emerge. Special attention is given to the multiple ways in which the notion of diaspora is invoked, the forms and roles diasporas assume in the global context as well as in various national settings, and the contributions that competing theories of diasporas have made in advancing our knowledge of the local, transnational, and global dynamics of identity, culture, power, and political economy. The seminar will be organized around a critical reading and discussion of a selection of essays and ethnographies on the diasporic and transnational experiences and identities of Africans, African descendants, including Caribbean transmigrants, South Asians, and Chinese.

The main objectives of this seminar are:

- to expose students to scholarship on old and new diasporas and the wider historical and structural processes that have set the stage for their formation and development;
- to help students cultivate a greater command over current trends in social analysis and theorization, including those trends that have emerged from the interventions of, and dialogues with, diasporic intellectuals;
- to expose students to some of the cultural and social analysis developed within intellectual trajectories outside the U.S., notably in Britain, Norway, and India; and
- to enhance students’ critical thinking and analytical writing skills, furthering their professionalization as thinkers who ask questions, find answers, write them up, and publish.
REQUIREMENTS

Readings
Supplementary readings (SR) are available electronically through the library reserve web site at http://eres.uflib.ufl.edu/eres/.

Participation
Of course, by its definition, a seminar entails the active participation of its participants. Weekly attendance and active discussion of the assigned readings are necessary to create the kind of intellectual engagement required for a collaborative learning milieu. Seminar members are expected to read assigned texts before the weekly meetings and be prepared to contribute to lively discussions. Each week students are to submit a major discussion question or a short list of key questions based on their reactions to the readings. Some of these questions may also be explored in the short essays assigned nearly every fortnight. (See below for details on these.) The purpose of both the questions and the essays is to stimulate critical thinking and conversation. Beyond our group discussions, framed by our generative questions, students will be occasionally asked to assume responsibility for facilitating discussions and giving presentations on specific readings or issues related to them. To underscore the importance of active engagement, at most 20 points can be earned for participation and presentations. At the time designated for the final exam, students will present the highlights of their review essays, particularly their views on the books and films that their classmates may not have benefited from reading or viewing.

Writing Assignments
As in your other courses, we, too, will engage in intensive reading and writing. Writing ability and skills are invaluable in developing academic careers. There are two categories of required written assignments. First, there are 6 relatively short critical reflection essays of 3-5 double-spaced pages. (Length of essays will vary depending on the reading and the focus of discussion.
The very first paper may be shorter than later essays, after we’ve had time to distill more ideas.) In these papers, students are to focus on some aspect of the reading, a problem the material raises, or a question formulated in response to the authors’ analyses and arguments. In other words, although the professor will suggest directions for interrogation and reflection, students will enjoy the academic freedom of writing about whatever most interests them. Essays may focus on a single text or, as the seminar progresses, issues that run across more than one text. They can be reflexive, expressing personal reactions and experiences; however, essays should be informed by the substantive evidence and theoretical insights encountered in the literature under our examination. The citation/reference style to be used is that found in *American Anthropologist*. Each essay will be worth **10 points**. All of the critical reflections are worth **60 points**.

The second category of writing assignment and the sixth and final paper is a critical review essay. This essay is to examine the anthropological and interdisciplinary significance of at least two of the seminar’s texts along with an unassigned book on a related theme. For example, Stoller’s *Money Has No Smell* could be reviewed with Ong’s *Flexible Citizenship*. Both books deal with different kinds of “trade diasporas.” These two texts could then be joined with Janet MacGaggey & Rémy Bazenguissa-Ganga’s *Congo-Paris: Transnational Traders on the Margins of the Law*, which Stoller cites as a French-situated case that parallels his New York study.

Students also have the option of substituting a film for the third book. The film –be it ethnographic, documentary, an art film or commercial feature—must be thematically appropriate and the review of its import and what it accomplishes or does not accomplish should be informed by some of the concerns within cinema studies and/or visual anthropology. This can be accomplished by reading sample film reviews in *American Anthropologist*, consulting a major reference on theory and methodology in visual anthropology. Indeed, students should read several single book reviews and review essays in *AA*, *Transforming Anthropology*, and other journals in sociocultural anthropology to gain a concrete sense of what exemplars of this genre look like. Students are to use the basic format of *AA*. In other words, imagine you will submit this for publication. Use the style that the *AA* would require.

In these review essays, students should write for a literate lay audience that’s interested in anthropology but has no formal training in it. The essays should have three basic dimensions. First, the essay should accurately reconstruct the authors’ principal arguments as well as their theoretical and methodological groundings. Second, the essays should evaluate what the authors accomplish vis à vis their intended goals and objectives. Third, the essay should situate the works in the wider context of anthropological and interdisciplinary studies. (*Thanks to Dr. Marilyn Thomas-Houston for providing a model UF anthropology course syllabus that helped me make these dimensions explicit.*)

This final assignment, due on the final exam day, should be 7-10 double-spaced pages and is worth a total of **20 points**.
Evaluation & Grading
The final grade will be based on the total number of points accumulated from the various assignments. The grading scale will be the following:

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<th>Points</th>
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<tr>
<td>95-100</td>
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<td>89-94</td>
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<td>83-88</td>
<td>B</td>
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<td>77-82</td>
<td>C+</td>
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MEETING AND ASSIGNMENT SCHEDULE

01.10   Introductions and Orientation—discussion of course requirements and objectives; overview of key concepts and perspectives

01.17   MLK Day Holiday

01.24   Invocations of diaspora

Jana Braziel & Anita Mannur, “Nation, migration, globalization” (TD)
Arjun Appadurai, “Disjuncture and difference in the global cultural economy” (TD)
James Clifford, “Diasporas” (SR)

Critical Reflections 1 due

01.31   The Judaic prototype for traumatic exile and homeland repatriation

Daniel Royarin & Jonathan Boyarin, “Diaspora: generation and the ground of Jewish diaspora” (TD)
Smadar Lavie, “Blowups in the borderzones: third world Israeli authors’ gropings for home” (SR)

Critical Reflections 2

02.07   Conceptual and methodological approaches to a “victim” diaspora-- the historic transatlantic African diaspora

Elliott P. Skinner, “The dialectic between diasporas and homelands” (SR)
St. Clair Drake, “Diaspora studies and pan-africanism” (SR)
02.14 **Black British interventions**

Paul Gilroy, “The Black Atlantic as a counterculture of modernity” (TD)
Jayne O. Ifekwunigwe, “Returning(s): relocating the critical feminist auto-ethnographer” (TD)
Stuart Hall, “Cultural identity and diaspora” (TD)
Kobena Mercer, “The aesthetics of black independent film in Britain” (TD)

*Critical Reflections 3*

02.21 **Sexuality and cultural production in diasporic fields**

Martin Manalansan, “In the shadow of Stonewall: examining gay transnational politics and the diasporic dilemma” (TD)
Gayatri Gopinath, “Nostalgia, desire, diaspora: South Asian sexualities in motion” (TD)

02.28 **SPRING BREAK!!!**

03.07 **Race and ethnicity in diasporic experience: Indian perspectives**

Ravindra K. Jain, “Race relations, ethnicity, class, and culture: a comparison of Indians in Trinidad and Malaysia” (SR)
R. Radhakrishman, “Ethnicity in an age of diaspora” (TD)

03.14 **Diasporas and long-distance nationalism: Sri Lankan Tamil refugees in Norway**

Oivind Fuglerud, *Life on the Outside*

03.21 **Diasporas and long-distance nationalism: Haitian transmigrants in the USA**

Nina Glick Schiller & Georges Fouron, *Georges Woke Up Laughing*

*Critical Reflections 4*

03.28 **Overseas Chinese or American minority?**

Lisa Lowe, “Heterogeneity, hybridity, multiplicity: marking Asian-American differences” (TD)
Rey Chow, “Against the lures of diaspora: minority discourse, Chinese women, and intellectual hegemony” (TD)
04.04  Globalization and diasporan subjects: transnational Chinese

Aihwa Ong, *Flexible Citizenship: The Cultural Logics of Transnationality*

*Critical Reflections 5*

04.11  Global cities, the tradition of long distance trade, and new African diasporas

Paul Stoller, *Money Has No Smell: The Africanization of New York City*

04.18  Beyond borders of race and nation toward anticipatory trans-territorial solidarities and world community

Charles V. Carnegie, *Postnationalism Prefigured: Caribbean Borderlands*

*Critical Reflections 6*

04.29  Final exam slot: discussion of unassigned books and films reviewed.

*Critical review essay due*

HAVE A GREAT SUMMER!