Diaspora has played, and continues to play an important role in different nation-building projects such as for example Israel, Ireland, Armenia, Ukraine and Palestine. The term diaspora was historically used to describe people settled far from their ancestral homelands, and specifically Jews who first left the biblical land of Israel and later the Middle East to settle on the European continent, Asia or Africa. We will study multiple approaches to the Jewish Diasporas and modern Diasporas, distinguishing essentialist and constructivist approaches. We will study diasporas in terms of the reasons for their creation, dynamics of their development and political power, and the nature of the relationship they imply with the homeland and the host-land. We will explore political power of diasporas applying a comparative perspective that relies on case studies. One point of focus will be the evolution of a political relationship between Israel and the Jewish diaspora worldwide. The model of political activism of the Jewish Diasporas in different nation-states will be compared to that of other diasporas.

**COURSE REQUIREMENTS (Graduate track)**

1. Review Paper 1 (1000 words) Constructing political discourses in diaspora (myth, religion, language) [October 8] 20%.
2. Review Paper 2 (1000 words) Political mobilization in diasporas a comparative perspective [November 19] 20%.
3. Research Paper (3000). The topic is to be discussed with the instructor. [December 1] 50%
4. Participation group discussion: 10%

**COURSE REQUIREMENTS (Undergraduate track)**

1. Review Paper 1 (1000 words) Constructing political discourses in diaspora (myth, religion, language) [due date October 8] 25%.
2. Review Paper 2 (1000 words) Political mobilization in diasporas a comparative perspective [due date November 19] 25%.
3. Research Paper (3000). The topic is to be discussed with the instructor until October 31st. [December 1] 30%
4. Participation, group discussion: 20%

Class attendance is mandatory and students are expected to read the material assigned for a date before that class.

Sources:

The research paper (3000) should have at least 10 sources, at least 6 of which should be books or papers published in academic peer-reviewed journals. The bibliography is to be annotated: that is, a short summary [not more than three sentences describing the argument made in each of the books/articles] of the argument of each book/article is to be included. Note that in annotating your bibliography it does not suffice to copy the abstract from an article; indeed, to do so constitutes plagiarism.

Turnitin Policy

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Submitting your research paper through Turnitin: before the due date students will be given a class ID and a password. You should generate your own account and use it to submit your work. Research papers have to be submitted to turnitin.com before class. Submissions to turnitin.com after class count as late submissions.

Readings:
There is no textbook: readings involve journal articles, online reports or papers, or selected chapters from individual books. Most readings are available on-line.

Students with Disabilities: In compliance with the University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to verify their eligibility for appropriate accommodations.

Academic Honesty: Academic integrity is expected and required. Using or providing unauthorized assistance on exams using inadequately acknowledged ideas or words of others in your papers may be grounds for failing this course and disciplinary action.

Part I Theoretical Framework: Setting the Stage

Week 1 Introduction
Course requirements; Readings; Blackboard-online; Structure of the course.
Diaspora—a multilayered phenomenon: Case study: Ukrainian Diaspora during the security crisis of 2014.

Week 2 Theories of Diaspora
This class will cover the main approaches to the study of Diaspora (anthropological, sociological, international relations, political science) focusing on approaches that study Diaspora’s role in politics in the source and the host countries.

Readings (required):
Recommended:
Dufoix, Stéphane. 2008. What is a Diaspora? Ch1; in Diasporas pp. 5-24.

Weeks 3-4 Underpinnings of Diaspora: Religion, Myth and Language
The commonality built on shared religion, language and mythology allowed ethnic communities to build and sustain Diaspora when the historical conditions were unfavorable. We will study different diasporas in terms of the role that religion, language and myth play in their survival and in politics.

Readings (required):
Religion
In A Companion to Diaspora and Transnationalism. Ato Quayson, Girish Daswani (editors).
Language:
Schumann, Christoph 2004. Political "Articulation" in the Diaspora: Media, Language, and

**Recommended:**

**Myth (required):**

**Recommended:**


**Week 5 Jewish Diaspora and Zionist Ideologies**


**Readings (required):**

**Recommended:**
Ibid. Chapter 3

**Part II Diasporas in International Relations**

**Week 6 Lobbying and Diaspora in North American Politics**

We will discuss the imagined and real power of the Jewish Lobby, and focus on the Armenian (2013) and the Jewish (1970s) Lobby groups to understand the role of the historical circumstances in Diaspora politics

(a) Jewish Diaspora and the US Foreign Policy; Class Discussion of Mearsheimer & Walt

(b) Armenian Diaspora and the Syrian Crises 2013 vs. US Jewish Diaspora and the FSU Jews in the 1970s Comparative Case study focused on actors and motivations.

**Readings (required):**

**Recommended:**
Shain Yossi 1999. Marketing the American Creed Abroad Chapter 5 (Mexican diaspora in the US) and Conclusion pp.165-209.

Weeks 7 Diaspora and Conflict

(a) Diasporas and territorial conflicts (Case Studies: Northern Ireland, Chechnya and Armenia)
(b) Diasporas: spoilers or catalysts? (Palestinian, Lebanese, Eritrean, Somalian and Jewish)

Readings (required):

Recommended:

Week 8 Stateless Diasporas: double-vulnerability or an advantage?

(a) Palestinian Arabs; Muslim Diaspora in US before and after 9/11;
(b) Tamil and Kurd Diaspora as cases for discussion.

Readings (required):

Recommended:
http://www.nyu.edu/steinhardt/e/pdf/humso0sci/mias/readings07/71.pdf

Part III Comparative Politics of Diasporas

Diasporas under autocracies and dysfunctional democracies

Week 9 Jewish Russian speaking Diaspora in Russia, Ukraine and Israel (2014 crises)

(a) General overview (demography, culture, historical process until 1990);
(b) Political paths in 1990-2000s; reaction to the Crimean Crises

Readings:
TBA

Week 10 Relationship between the non-democratic state and its Diasporas (case study Turkey)

(a) Turks in Germany a process of Diasporisation and the relationship with the national home
(b) Jews in Turkey: the Diaspora decay
(c) Kurdish Diaspora

Readings (required):

Recommended:
Ostergaard-Nielsen, Eva. 2002 Turks and Kurds in Germany. Routledge. Chs 6-7

Diasporas under developed democracies

Week 11-12 English speaking Jewish Diaspora

(a) The English speaking (Anglo-Saxon) Jewish Diaspora and its relationship with Israel
(b) The Jewish, Ukrainian and Arab (Palestinian) Diasporas in Canada compared
(c) The Jewish Diasporas in US and Canada compared

(d) Israelis in Canada (an overview)

Readings (required):

Brent David Harris 2012 Beyond Guilt and Stigma: Changing Attitudes among Israeli Migrants in Canada in International Migration 14 FEB 2012.

Weinfeld M 2003 Chapter 2 in ibid. pp. 23-48. (Canadian case)

Recommended:
Alderman G 2003 Chapter 3 in ibid. pp.49-66 (UK)
Gold Steven J. 2004 From Nationality to Peoplehood: Adaptation and Identity Formation in the Israeli Diaspora. Diaspora Journal

Weeks 13 Diaspora in Western Europe: Germany and France

Readings (required):
Weinberg D 2003 French Jewry in Sol Encel, Leslie Stein Continuity, Commitment, and Survival: Jewish Communities in the Diaspora pp.149-172.


Additional readings you may want to consult for your paper:


Isurin Ludmila 2011. Russian Diaspora. Ch 8


Watson Cameron 1996 Folklore and Basque nationalism: language, myth, reality, in Nations and Nationalism 2 (1), 1996, 17-34.


Miles William F.S. 2007. Between Ashkenaz and Québécois: Fifty Years of Francophone Sephardim in Montréal in Diaspora: A Journal of Transnational Studies, Volume 16, Number 1/2, Spring/Fall 2007, pp. 29-66 Source:


Mearsheimer John J. and Stephen M. Walt. 2006. The Israel Lobby and U.S. Foreign Policy in Middle East Policy (pp 29–87)
Theorizing Diaspora: A Reader [Paperback]
http://lawreview.law.ucdavis.edu/issues/44/3/Concept%20of%20Asia%20in%20International%20Law/Aoki.pdf
Japanese Brazilians : Source: http://www.fapesp.br/japanbrazilsymposium/pdf/1-3_Ishi.pdf
Review papers

I. Review paper 1. (1000 words)

**Deadline for submission** October 8.

**Readings:**

1. Aleya Rouchdy: Language contact and identity: Arabic in the American diaspora. 77-95
2. Rajeshwari V. Pandharipande: Constructing religious discourse in diaspora: American Hinduism. 231

**Questions:**

Question 1. Summarize the arguments.

Question 2. Language, myth and religion are components of diaspora identity. Based on the readings, how would you characterize the group of Israelis who came to live in Canada in the last 50 years? What kind of diaspora do they constitute if at all?

II. Review paper 2. (1000 words)

**Deadline for submission** November 19.

**Readings:**

2. Eckstein Susan 2009 How Cuban Americans Changed the U.S. and Their Homeland in Routledge. Chapter 3

**Questions:**

Questions 1. Summarize the argument of each source, discuss differences and commonalities of the proposed archetypical models of diaspora participation.

Question 2. Think about the models of diaspora engagement in politics and discuss their methods and political efficiency at home and abroad (e.g. the “European” and the “American” models).