This course will begin by exploring an array of theories around the notions of migration and diaspora. While these phenomena are connected to humanity from immemorial times, Migration and Diaspora Studies have gained prominence in recent decades, boosted by the multifarious and everchanging realities of an increasingly globalised world. Through the discussion of several recent key theoretical works within these areas, the aim is to refine our understanding of the complex realities of our times, particularly in the English-speaking world. We shall also pay special attention to historical processes which are at the basis of contemporary contexts.

The aim is to assess and come to terms with personal experiences (either real or fictional) involving displacement, relocation and complex and hybrid senses of cultural identity. Also, to investigate the many nuances of human experience as connected to a sense of (dis)place(ment). We shall try to provide answers to questions such as: What elements intervene in migrations? How can migrations be chartered? What is the difference between migration and diaspora? What are the positive outcomes of diasporas? What problems do diasporic identities face and how do they connect to notions of citizenship? And, importantly, how are migrant and diasporic identities represented in fictional terms?

Syllabus

1. Migration and Diaspora Studies: An Introduction
2. Multiple forms of displacement and relocation: Charting the migration experience
3. Diasporic politics
4. Case Study 1: Facets of “The Black Atlantic”
5. Case Study 2: The Indian Ocean as a fluid site of migrations

Excerpts from the following works will be discussed:

*This is a preliminary list subject to change before the course begins without previous notice.

N.B. This course is taught entirely in English. Exceptionally, written and oral work in either Catalan or Spanish will be accepted from students whose first language is not English and/or whose first degree is not in English Studies.

**Methodology and course plan**

The teaching methodology will include the following components:

1. Mini-lectures on both theoretical issues and relevant historical events.
2. Reading and discussion of theoretical materials.
3. Discussion of literary excerpts in connection to the previous (students will be expected to have read the relevant materials in advance).

**Assessment**

Students will be assessed on the basis of three components:
1. Attendance and participation in class discussions and completion of specific written/oral tasks (to be specified as the course progresses): 25%
2. Final paper proposal (25%), to be prepared by students in accordance with the following procedure:
   (i) Week 6: one individual preliminary consultation with the course teacher in order to discuss and decide possible primary and secondary sources to focus on in the personal research.
   (ii) Week 10: oral presentation and discussion of the proposal before the group.
   (iii) Week 12: submission of the proposal in writing (400 words approx.)
3. Final paper (2,500 words approx.) to be handed in on the official date indicated by the Faculty: 50%.

Failure of one of these components will result in course failure.

One-off assessment students will hand in a 2,500-word paper on the official date indicated by the Faculty. The topic and sources will be discussed beforehand with the lecturer. Students opting for this option should submit the one-off assessment form within the established term.

Reassessment will follow the same format as one-off assessment.

**Key bibliography**


Mehta, Brinda. 2004. Diasporic (Dis)locations. Trinidad & Tobago: University of the West Indies Press.
