Eirini Aivaliotou, 263448

University of Wroclaw, European Studies (Faculty of Social Sciences)

Winter Semester 2025/2026

**COURSE SYLLABUS**

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|  | Course name in English and Polish  Diasporic groups in the EU and identity formation  Dispory w Unii Europejskiej i poczucie tożsamości narodowej | | |
|  | Instructor: Eirini Aivaliotou, [eirini.aivaliotou@uwr.edu.pl](mailto:eirini.aivaliotou@uwr.edu.pl) | | |
|  | Time and Location: Thursdays 17:15-19:15 pm Koszarowa 3, 51-168 Wrocław | | |
|  | Discipline  Political Sciences | | |
|  | Language of instruction  English | | |
|  | Unit conducting the course  Chair of European Studies (Faculty of Social Sciences) | | |
|  | Course code  26-ES-S2-E3-DGUE | | |
|  | Type of course  Mandatory | | |
|  | Field (major)  European Studies | | |
|  | Level of studies  Second-cycle | | |
|  | Year of studies  1 | | |
|  | Semester  Winter | | |
|  | Class type and the number of hours  Seminar, 16hrs | | |
|  | Prerequisites regarding knowledge, skills, and social competences for the course/module  General knowledge about migration and migration studies  General knowledge about individual identity, collective identity, imagined communities  Ability to research and cite in an academic manner | | |
|  | Educational aims  In this course, we will undertake an in-depth examination of migration, migrant networks, and the formation of diasporic groups. The concept of the diaspora has been the subject of extensive scholarly debate, particularly concerning the criteria that define membership within such groups. A central question is whether the term should be reserved exclusively for communities that have endured collective trauma, or whether it may also encompass compatriots living abroad under less coercive circumstances. The complexity of this issue has generated a substantial body of interdisciplinary literature. Themes of identity construction will be analysed in relation to the nation, homeland and the country of destination, the affective dimensions of longing and belonging will constitute the core of our analysis throughout the seminar. | | |
|  | Course content- implemented on site    **Week 1.** Introduction to the seminar, sign up for presentations, discussion about course requirements.  **Week 2.** Diasporas: Longing and Belonging.  **Week 3.** Diasporic groups and Entrepreneurship  **Week 4.** Imagined communities and collective memories of the homeland  **Week 5.** Remittances and Nation Building  **Week 6.** Second generation migrants and stories of returnees  **Week 7.** Migrants’ networks and integration at the destination country  **Week 8.** Student Presentations and Closing Remarks | | |
|  | Intended learning outcomes | | By the end of this course, students will be able to have an in-depth understanding of diasporic groups, the migration networks that sustain them, and their relationships with both homeland, country of destination and host societies. They will critically engage with key theoretical and empirical debates within migration studies from an interdisciplinary perspective. The course includes in-class activities. Students will discuss and test research methods that deepen their understanding of migration and diaspora. These activities will also support the development of academic writing, future fieldwork preparations, and critical analysis. Students will enhance their ability to evaluate and synthesise diverse sources in order to examine the concepts of identity, transnationalism, and belonging. |
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|  | Mandatory reading list *(resources, studies, manuals, etc.)*  1. Anderson, B. (1983). *Imagined communities: reflections on the origin and spread of nationalism*. London: New York: Verso.  2. Pattie, S. P. (1999). Longing and Belonging: Issues of Homeland in Armenian Diaspora. Political and Legal Anthropology Review, 22(2), 80–92. <http://www.jstor.org/stable/24510868>.  3.  Ziemer, U. and Roberts, S.P. (2016). *East European diasporas, migration and cosmopolitanism*. London: Routledge.  4. Georgiou, M. (2010). Identity, Space and the Media: Thinking through Diaspora. *Revue européenne des migrations internationales*, 26(1), pp.17–35.  5. Kapur, D. (2016). Diasporas’ Impacts on Economic Development. Current History, 115(784), 298–304. <https://www.jstor.org/stable/48614197>.  6. Chen, X. (2021). Immigrant-owned small businesses’ participation in diaspora philanthropy: a case study during the COVID-19 outbreak. *New England Journal of Entrepreneurship*, ahead-of-print(ahead-of-print).  7. King, R. and Christou, A. (2010). Cultural geographies of counter-diasporic migration: perspectives from the study of second-generation “returnees” to Greece. *Population, Space and Place*, 16(2), pp.103–119.  8. Wessendorf, S. (2007), ‘“Roots-migrants”: Transnationalism and return among second-  generation Italians in Switzerland’, Journal of Ethnic and Migration Studies 33 (7): 1083-  1102.  9. Yamanaka, K. (2000), ‘“I will go home, but when?”Labor migration and circular diaspora  formation by Japanese Brazilians in Japan’, in M. Douglas & G. S. Roberts (eds.),  Japan and Global Migration, 123-152. London: Routledge.  10. Bauböck, R., & Faist, T. (Eds.). (2010). Diaspora and Transnationalism: Concepts, Theories and Methods. Amsterdam University Press. <http://www.jstor.org/stable/j.ctt46mz31>.  11. Cohen, R. (1996). Diasporas and the Nation-State: From Victims to Challengers. International Affairs (Royal Institute of International Affairs 1944-), 72(3), 507–520. <https://doi.org/10.2307/2625554>. | | |
| 1. D | Assessment methods for the intended learning outcomes:  - oral presentation of 15 minutes (individual or in groups)  - A two-page reflective paper on the topic of the presentation | | |
|  | Credit requirements for individual components of the course/module:  70% of the final grade:  - monitoring attendance and progress on the course subject matter  - oral presentation of 15 minutes (individual or in groups)  30% of the final grade:  -Reflective Paper on the topic of the oral presentation  All papers must be submitted in an electronic form. Plagiarism and AI use will be checked.  Grading scale:  100-90% - 5  89-84 % - 4.5  83-75% - 4.0  74-69 % - 3.5  68-60% - 3.0  59% and less - fail | | |
|  | Student's workload | | |
| form of student's activities\* | number of hours for the implementation of activities | |
| classes (according to the plan of studies) with a teacher/instructor:  - classes: | 16hrs | |
| student's/PhD student's\* own work (including group-work) such as:  - being prepared for classes:  - reading the suggested literature:  - preparing oral presentation  - preparing final essay | 16hrs  16hrs  5hrs  5hrs | |
| Total number of hours | 120 hrs | |
| Number of ECTS credits (*if required*) | 3 | |