



Course and Examination Fact Sheet: Spring Semester 2025

8,663: Kulturen/Cultures: Transnational Practices and Diaspora-Making - Perspectives from the Global East

ECTS credits: 3

Overview examination/s

(binding regulations see below)

decentral - Written work, Digital, Individual work individual grade (60%)

Examination time: Term time

decentral - Presentation, Analog, Group work group grade (40%)

Examination time: Term time

Attached courses

Timetable -- Language -- Lecturer

[8,663,1.00 Kulturen/Cultures: Transnational Practices and Diaspora-Making - Perspectives from the Global East](#) -- English --

[King-Savic Sandra](#) , [Czerska-Shaw Karolina](#)

Course information

Course prerequisites

None

Learning objectives

Students will be able

- to analyze current discussions and controversies about transnational- and diaspora making practices from a historical and cultural background.
- to debate and comment on source texts and research literature on the history and present of transnational- and diaspora making practices from different perspectives in a coherent and convincing manner.
- to form and appropriately discuss historically grounded precedents on the basis of acquired knowledge.

Course content

Diasporas have to some extent been analyzed within a 'homeland bound context', i.e. rebuilding and/or returning to a homeland as is the case with the Jewish, Iranian, or Armenian diaspora. Alternatively, diasporas are not only created by minority elites in countries of settlement, but also by the governments of the home countries. This is why there is sometimes considerable mistrust of diaspora organizations, as they are perceived as "emigration states" - an extension of the sending state.

In our course, we build on this literature to think about Europe from an interstitial perspective that dislodges the binary East-West perspectives. Placing the East at the center of the analysis is nowhere as constructive as in the case of examining critically how (forced) migrants and diaspora networks envisage, navigate, and challenge migration and integration policies that facilitate and/or obstruct their place-making in the receiving state. As such, by looking through the lens of the global east, the aim of the course is to critically analyze place-making, 'integrating', and "anchoring" as a relational act in which both sending and receiving states, established diasporas, and newly arrived (forced) migrants engage in their claiming of rights – both social and political.

Drawing on the joint expertise of the instructors, this course investigates how transnational- and diaspora making practices in Europe are constructed from the global East perspective. Bringing together past and present, we will read a mix of theoretical



and creative texts and analyze visual sources to understand transnational practices and the making of diaspora engagements. What is a diaspora? What are diaspora-making processes? Is every community bounded by a supposedly common nationality living abroad automatically considered a diaspora? What does it mean to be an immigrant?

Course structure and indications of the learning and teaching design

In the course, we address various selected precedents that highlight transnational- and diaspora making practices, historically contextualized and at present in an international context, with special attention paid to Eastern Europe. The course reading Routledge Handbook of Diaspora Studies (2019, Cohen and Fischer) and Human Geopolitics: States, Emigrants, and the Rise of Diaspora Institutions (2019, Gamlen) serve as reading guides throughout the course. In each session, historical, theoretical as well as present-day aspects are dealt with, and perspectives discussed.

Contextual Studies are considered part of **Contact Learning**; thus, taking part properly implies **regular attendance**. It is the students' own responsibility to ensure that there is **no timetable clash** between the courses they have chosen. A detailed course outline and all relevant documents will be made available on **StudyNet**. Only the current timetable as published on **Courses** does apply.

Course literature

- Cohen, R., & Fischer, C. (Eds.). (2018). Routledge Handbook of Diaspora Studies (1st ed.). Routledge. <https://doi.org/10.4324/9781315209050>
- Gamlen, Alan (2019). Human Geopolitics: States, Emigrants, and the Rise of Diaspora Institutions New York, NY: Oxford University Press. (ISBN 978-0-19-883349-9).
- Hage, Ghassan (2021). The Diasporic Condition - Ethnographic Explorations of the Lebanese in the World. Chicago University Press.
- Müller, M. (2018). In Search of the Global East: Thinking between North and South. *Geopolitics*, 25(3), 734–755.
- Naimou, Angela ed. (2023). Diaspora and Literary Studies. Cambridge University Press.

Additional course information

Sandra King-Savic is a postdoctoral researcher at the Slavic and Eastern European Institute at the University of Zürich, and lecturer at the University St. Gallen. She is specializing in migration and cultural studies with a focus on labor and irregularized migration, integrationism, transnational relations, and informal markets.

Karolina Czerska-Shaw has a Ph.D. in Sociology and is an assistant professor at the Jagiellonian University in Krakow, Institute of European Studies. Her research interests include migration and mobility, European Union migration policies, citizenship, civic education, transnational civil society, migrant integration, and diversity management.

Examination information

Examination sub part/s

1. Examination sub part (1/2)

Examination modalities

Examination type	Written work
Responsible for organisation	decentral
Examination form	Written work
Examination mode	Digital
Time of examination	Term time
Examination execution	Asynchronous
Examination location	Off Campus
Grading type	Individual work individual grade
Weighting	60%
Duration	--

Examination languages



Question language: English

Answer language: English

Remark

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Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids

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2. Examination sub part (2/2)

Examination modalities

Examination type	Presentation
Responsible for organisation	decentral
Examination form	Oral examination
Examination mode	Analog
Time of examination	Term time
Examination execution	Asynchronous
Examination location	On Campus
Grading type	Group work group grade
Weighting	40%
Duration	--

Examination languages

Question language: English

Answer language: English

Remark

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Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids

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Examination content

About the presentation (40%):

- To promote collective learning and in-depth study, students will be responsible for participating in a group presentation on a controversial and/or policy-relevant issue about race and race-making (in comparative perspective). Each group will consist of a set number of students that will be determined based on class-size. The presentation will last approximately 30-35 minutes, plus Q&A. Groups are responsible for scheduling a meeting with us at least one week prior to the presentation so that we can exchange ideas.

Guidelines:

- Prepare a written summary of the presentation for the class (2-3 pages). Address the main points of your presentation and include an analysis about what you learned about your topic from a race and race-making (in comparative) perspective.



- Try to include multiple perspectives. Consider your topic from an intersectional perspective (e.g., examine socioeconomic status, gender, race, or nationality), and consider how a variety of stakeholders might view the issue differently.
- Include at least three journal articles in your presentation for further reading. Include the references in your written summary.
- Create an interactive activity for the class. Avoid lecturing, and get the class involved! Games, debates, worksheets, discussion questions, skits, and guest speakers are some suggestions.
- Presentations will be graded on content, quality of preparation, and the extent to which the presentation engages the class in meaningful discussion.
- Each group member is expected to contribute to the presentation, and part of the presentation grade will be group members' assessment of each other's level of participation.

Research paper (60%):

- The research paper is designed to give you the opportunity to more fully explore your class discussion topic and to examine it from a more empirical perspective.

Examination relevant literature

All literature discussed in the course is relevant for the presentation as well as the final paper

Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW21) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 13 (Monday, 25 March 2025) are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 04 (Thursday, 23 January 2025);
- Examination information (supplementary aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 17 March 2025);
- Examination information (supplementary aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 14 (Monday, 31 March 2025);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before ending with de-registration period in CW 15 (Monday, 07 April 2025).