



**Reading Refugees, Reading Migration:  
An (Online) Orientation Course for College and University Teachers**

**17.07.2021- 29.08.2021**

**Organised by  
Calcutta Research Group  
In collaboration with  
IWM, Vienna**

# **A Report**

## A Report

### *Reading Refugees, Reading Migration: An (Online) Orientation Course for College and University Teachers*

**Organised by Calcutta Research Group, in collaboration with Institute for Human Sciences, Vienna.**

This course (14 days—across seven weekends, with 16 classes) represents two important benchmarks in this silver jubilee year of Calcutta Research Group: first, it responds to the growing need to put more and more of our activities online--which the entire world kind of learnt since the inception of the pandemic, and second--this represents the coming together of CRG's yearlong deliberations on the pedagogy and the practice of migration studies.

In 2020, CRG organised three online discussions, on the pedagogy of migration and refugee studies in the Indian and the European contexts, and a critical look at the existence of migration in different college and university curricula in South Asia (November 2020). This was followed by a two-day workshop on research methods and syllabus making (December 2020) —where we flagged important methods put in use: historical, statistical, demographic, literary and cultural, ethnographic etc., as well as prepared modules for a sustained engagement with the registers of migrants and refugees in literature and the arts.

This workshop was supported generously by the Institute of Human Sciences, Vienna--and this year, became an integral part of CRG's ongoing programme in migration and forced migration studies, supported by Rosa Luxemburg Stiftung, South Asia, IWM Vienna and several other universities and institutes in India.

These engagements and deliberations culminated in the present course. We considered four aspects while designing the course:

*one*, what are the key areas and concerns that must be flagged in the classroom, for the student and for the researcher? Therefore, we had to address issues of refugeehood, statelessness, citizenship, camps, labour and health.

*second*, the teacher is also often a researcher in the field--at other times, she is supervising research. For this interdisciplinary field of study, what innovative methods can be used to keep up with the fast changing time, centering the migrant as the subject, and not the object of research, and recognising her agency in creating space and politics. We therefore discussed

digital ethnography in migration research, feminist methods and the ethics of migration research; and urban studies as a method in migration studies. We also discussed historiographical methods, methods that both complicate our understanding of forced migration, via the partition of India and the movement of people, and the Black Death of the 13th and 14th century in Europe, that shed light on the present pandemic moment and social ferment we are living through.

*third*, which are the registers in which discourses about migrants circulate? How do we recognise migrants as the creators of their own, powerful discursive apparatuses? We looked at objects as a potent tool for studying migration--here, photographs--and border fiction: their recurrent tropes, concerns and innovations.

*fourth*, syllabus making: This was approached in four distinct ways. Organising a course such as this entails its own inclusions and exclusions--that in itself creates a syllabus. Second, each of the resource persons directed us to key resources in the field, ranging from books, articles, podcasts, films and an immersive exercise (the resources are housed at a secure portal on the MCRG website:

[http://www.mcrg.ac.in/IWM\\_Migration\\_2021/IWM\\_Migration\\_Teachers\\_2021.asp](http://www.mcrg.ac.in/IWM_Migration_2021/IWM_Migration_Teachers_2021.asp)). Third, we also discussed the syllabus to a course on migrant media, what were the ideological and thematic considerations, what worked in the classroom and what did not. All of these led to the fourth segment, the assignment. The assignment was to design a course in the field of migration and forced migration studies, taking into account the participants' disciplinary location, the profile of her students and her institution.

This has resulted in a rich body of different kinds of syllabi, which both CRG and the participants can draw from. In fact, some of the participants are already going to implement certain segments in their courses.

It is important to mention, 11 out of 16 resource persons in this course were women--which is a testimonial to women's increasing and stellar contribution to the creation of knowledge.

In the Valedictory Session to the course, we discussed future plans of action. A Teachers' Workshop is planned in December 2021, in Kolkata, India, where two days of intense discussions in the world cafe format will be used to draw up syllabi and discuss some of the exceptional syllabus assignments submitted by the participants of online course. A fund will also be made available to interested participants to host short syllabus making workshops in their respective departments. Consultation regarding the same is currently ongoing.

Finally, a note on participation. We had more than a hundred applications during the short window when the applications were invited. The selection committee faced a tough challenge of maintaining a parity of disciplines, locations, and other considerations--finally selecting participants from 11 disciplines and 37 separate institutions. 28 participants who fulfilled the academic requirements of the course, despite an exceptionally hectic August and other commitments, were certified.

Sukanya Bhattacharya, MA student at Tata Institute of Social Sciences, acted as the rapporteur to the course and helped in preparing the report.

The following comprise the report.

**Pages 1-3** contain a short introduction to and review of the course.

**Pages 4-5** have the course poster and schedule.

**Page 6** contains the list of participants.

**Pages 7 -16** contain reports on the individual lectures, and some photos and screenshots from them (the photos, taken in different locations, deliberately contain the surroundings, reminding the reader of the physical infrastructure that makes the virtual possible).

**Page 17** contains the group zoom photos from the Valedictory Session

**Page 18** contains the structure of the assignment, and of the feedback, as well as the poster used for the Call for Applications.



# READING REFUGEES, READING MIGRATION

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**This course, funded by the Institute for Human Sciences (IWM), Vienna, is a part of CRG's ongoing programme on Migration and Forced Migration Studies, supported by Rosa Luxemburg Stiftung, IWM, and several other universities and institutions in India.**

[www.mcrg.ac.in](http://www.mcrg.ac.in) [f MahanirbanCalcuttaResearchGroup](https://www.facebook.com/MahanirbanCalcuttaResearchGroup) [i calcuttaresearchgroup](https://www.instagram.com/calcuttaresearchgroup) [t MCRG\\_CRG](https://twitter.com/MCRG_CRG) [y mcrg MCRG](https://www.youtube.com/channel/UCmcrgMCRG)

Our contemporary moment is marked by massive movements of people across international and local borders—setting up of refugee colonies, long trek of migrant workers and the forcibly displaced, movements across terrains as varied as deserts and seas, pandemic induced closure of borders and loss of remittance of migrant workers—migration and forced migration encapsulate our present history. While Refugee and Migration Studies are established (and emerging) courses in various universities around the world, migration and forced migration are key components in different established disciplines.

This course addresses the foundational themes and concerns of Refugee and Migration Studies, sheds light on questions of method, locates representational practices and makes possible inter and multi disciplinary collaborations.

Poster Courtesy: Debalina

## HIGHLIGHTS

- **7 WEEKS**
- **12 DISCIPLINES**
- **9 COUNTRIES**
- **51 INSTITUTIONS**
- **CLASSES WILL BE HELD ONLINE ON SATURDAYS AND SUNDAYS FROM 6:30PM-8:00PM.**

# PROGRAMME CALENDAR

- Introduction

**17.07.2021:** Introductory Lecture, *Lydia Potts, Carl von Ossietzky University of Oldenburg, Germany.*

- The Thematic and the Problematic: Issues and Concerns in Migration Studies

**18.07.2021:** Statelessness: Legal Regimes/Global Protection/Durable Solutions, *Parivelan K.M., TISS, Mumbai, India & CRG.*

**24.7.2021:** The 1951 Convention: A Decolonial Critique, *Sabyasachi Basu Ray Chaudhury, Honorary Director, CRG & Rabindra Bharati University, Kolkata, India.*

**25.07.2021:** Migration and Public Health, *Mouleshri Vyas, TISS, Mumbai, India & CRG.*

**31.07.2021:** Detention and Camps, *Nasreen Chowdhory, Delhi University, Delhi, India & CRG.*

- Research Methods in Migration Studies

**01.08.2021:** City as Method, *Ayse Caglar, IWM, Vienna, Austria.*

**07.08.2021:** Feminist Methods in Migration Research and the Question of Ethics, *Paula Banerjee, University of Calcutta, Kolkata, India & CRG.*

**08.08.2021:** Digital Ethnography in Migration Research, *Shefali Jha, DAIICT, Gandhinagar, India.*

- Registers of Migration Through Literary and Cultural Texts

**13.08.2021:** *Migration through Objects, Mohamed Shafeeq Karinkurayil, MAHE, Manipal, India. (6:00PM-7:00PM IST)*

**13.08.2021:** *Setting up a Migrant Media Course, Darshana Mini, University of Wisconsin Madison, Madison, USA. (7:00PM-8:00PM IST)*

- Research Methods in Migration

**14.08.2021:** Populism, Refugeehood and Resilience: The Case of the Rohingya Refugees in Bangladesh, *Amena Mohsin, Dhaka University, Dhaka, Bangladesh.*

- Registers of Migration

**21.08.2021:** Immigration Issues and Situations in the US through the Lens of Literary and Cultural Texts, *Purna Banerjee, Presidency University, Kolkata, India.*

- The Thematic and the Problematic

**22.08.2021:** Migrant Workers and the Labour of Remittance, *Hari Sharma, Social Science Baha, Kathmandu, Nepal.*

- Bearing Witness: Migrations in History

**28.08.2021:** Migrants and the Black Death, *Subhas Ranjan Chakraborty, Retd. Professor of History, Presidency University, Kolkata, India & CRG. (6:00PM-7:00PM IST)*

**28.08.2021:** Partition: Border Crossing and Beyond, *Anwesha Sengupta, IDSK, Kolkata, India. (7:00PM-8:00PM IST)*

- Valedictory

**29.08.2021:** Valedictory Lecture: Migrant Children and Education, *Ranu Basu, York University, Toronto, Ontario, Canada.*



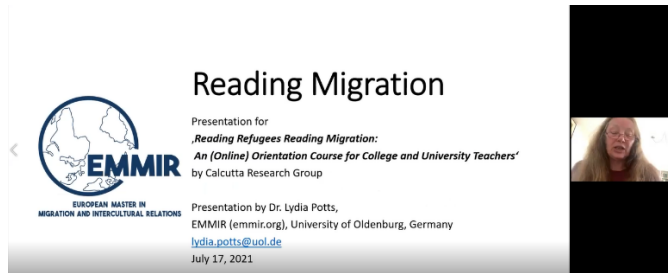
## Graduating Participants' List

Serial No.	Name	Discipline	Institute
1.	Sankar Bhunia	Political Science	Rabindra Bharati University, Kolkata
2.	Kasturi Datta	Political Science	Hindu College, Delhi
3.	Sonali Narang	IR & geopolitics	Parul University, Gujarat
4.	Tapasya Thapa	Cultural Studies	Shrishti Manipal Institute of Art, Design and Technology, Bangalore
5.	Shreeraj Gudi	Media and Communication	MAHE, Manipal
6.	Shishir Tewari	Law	NEHU, Shillong
7.	Anindya Sen	English	Assam University, Silchar
8.	Moushumi Dutta Pathak	History	Arya Vidyapith, Gauhati
9.	Thanggoulen Kipgen	Sociology	St. Edmund's College, Shillong
10.	Louie Albert	Sociology	Loyola College, Chennai
11.	Joy Karmakar	Geography	Serampore College, Serampore
12.	Ayesha Ali	Humanities	Lotus Valley International School, Noida
13.	Lamneivah Sitlhou	Social Science Studies	Delhi University, Delhi
14.	Sreeparna Banerjee	Sociology	Observer Research Foundation, Kolkata
15.	Aparna Eswaran	Women's Studies	Centre for Women's Studies, JNU, Delhi
16.	Syed Wasifa Mehraj Kamili	Social Work	University of Kashmir, Kashmir
17.	Sudeep Basu	Sociology	Central University of Gujarat, Gandhinagar
18.	Suchismita Majumder	Sociology	Raiganj University, Raiganj
19.	Indira Chakraborty Bhattacharya	English	St. Xavier's University, Kolkata
20.	Debarshi Talukdar	Sociology	Vivekananda College for Women, Kolkata
21.	Sheikh Rafiq Ullah	Political Science	CHSE, Odisha
22.	Biswajit Mohanty	Political Science	Deshbandhu College, Delhi
23.	Gulzina Daniyarova	International Relations	Osh University, Kyrgyzstan.
24.	Udai Kumar Shaw	History	Bannerhatta College, West Bengal
25.	Shubhra Seth	Political Science	Indraprastha College, Delhi
26.	Gurmeet Kaur	Women's Studies	Panjab University, Chandigarh
27.	Kum Somaly	Human Rights	Mahidol University, Mahidol

## Lecture 1: 17.07.2021

### Introductory Session

**‘Reading Migration’ by Lydia Potts, Carl von Ossietzky University of Oldenburg, Germany & EMMIR.**



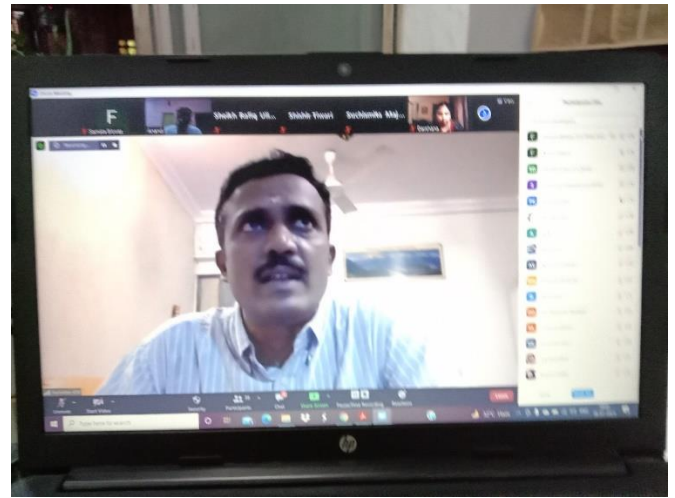
Lydia Potts presented an overview of the different reasons people migrate, through three immigrant narratives., which would help them go beyond the policy-centric approach of many of the existing theories in the field: they include neoclassical approaches, economic consideration, migration systems and networks theories, institutional approaches, dual/ segmented labour market theory, world systems theory, mobility transition, etc. She emphasized that the history of migration is the history of humanity, and that taking into account colonialism and labour would enable the reader in the field to develop a *longue durée* perspective. She deconstructed certain dominant perspectives within the field, and argued for approaches and interventions leading from the Global South.

The lecture was followed by a brief round of self-introduction by the participants. CRG’s honorary Director, Sabyasachi Basu Ray Chaudhury chaired the session.

## Lecture 2 – 18.07.2021

The Thematic and the Problematic: Issues and Concerns in Migration Studies

**‘Statelessness: Legal Regimes/ Global Protection/ Durable Solutions’ by Parivelan K.M., Tata Institute of Social Sciences, Mumbai & CRG**



K.M. Parivelan sought to introduce course participants to the concept of statelessness, its causes and consequences. The class began with an examination of the legal definition of statelessness and sought to highlight both the divergence and the convergence of that definition with related terminologies like refugees, asylum seekers and internally displaced persons. A brief sketch of the international legal landscape was made, identifying Article 15 of the UDHR, the 1954 and 1961 conventions on statelessness, and also the perpetual tussle between state sovereignty and international human rights principles. One outcome of this discussion was the understanding that international law is reluctant to confront the reality of *de facto* statelessness. The class emphasised the causes of statelessness as also its stifling of human dignity. The South Asian context received particular attention. In his conclusion, Parivelan pointed out

that academic engagement with the subject, still nascent, must be interdisciplinary and animated by a desire to contribute practicable solutions.

### Lecture 3 – 24.07.2021

#### The Thematic and the Problematic: Issues and Concerns in Migration Studies

**‘The 1951 Convention: A Decolonial Critique’**  
by **Sabyasachi Basu Ray Chaudhury, Honorary Director, CRG & Rabindra Bharati University, Kolkata**



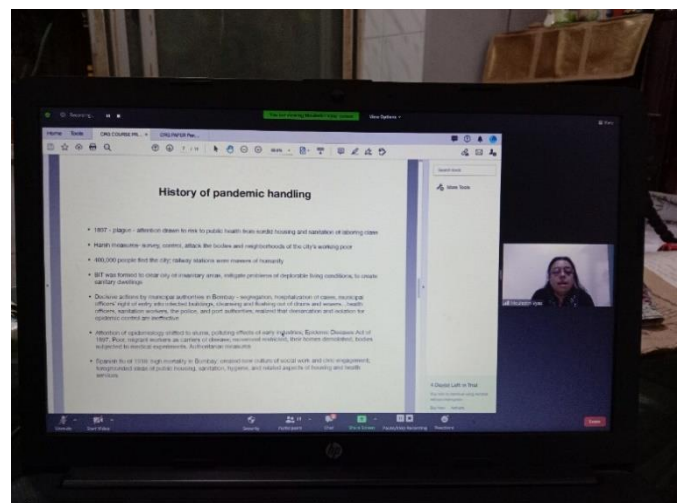
The class started with an introduction of the genesis of the 1951 Convention and the reception of migrants in postcolonial South Asia. The lecture outlined issues such as the Lhotshampa expulsion, rejection of the Rohingyas, the concepts of delimitation of geographies through legalities. Decolonial approach to the reception of migrants and asylum seekers and the crises and complications of discipline and implementation and justification of legal procedures and judiciary, were elaborately discussed. The talk highlighted the fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, outside the country of their

nationality and the issues of availing protection of that country. In the Question-Answer session, several participants raised questions and presented their comments. There was critique of the efficacy and fallacy of the 1951 convention in the South Asian scenario, specifically India. There was reflection on the role of model national law and South-Asia specific regional agreements on refugees, concerns for refugeehood among tribal groups, importance of the impact of the livelihood of the stateless persons and asylum seekers to the economy of the country or region they migrate to, and discussion on the principle of non-refoulement being recognised as a rule of jus-cogens.

### Lecture 4 – 25.07.2021

#### The Thematic and the Problematic: Issues and Concerns in Migration Studies

**‘Migration and Public Health’** by **Mouleshri Vyas, Tata Institute of Social Sciences, Mumbai & CRG**



Situating her work on Sanitation workers in Mumbai, Mouleshri Vyas centered her lecture exploring whether and why did the working conditions of sanitation workers in Mumbai remain unchanged during the pandemic, despite being recognized as frontline covid warriors? Mumbai was one of the worst affected cities in India. The lecture sought to inquire this query through the renewed precarity of migrant workers in the wake of the Covid-19 affecting multiple fault lines of class, caste, and gender.

Much can be deciphered from a state's public health policy by examining its sanitation policy, hygiene, and overall care rendered to migrant workers during the pandemic. The segregation and marginalization of sanitation workers, as the lecture argued, only confirmed the continuation of peripheralization from the pre – pandemic times. Ironically thus, the section of population that was the most susceptible and vulnerable were at the helm of epidemiological management.

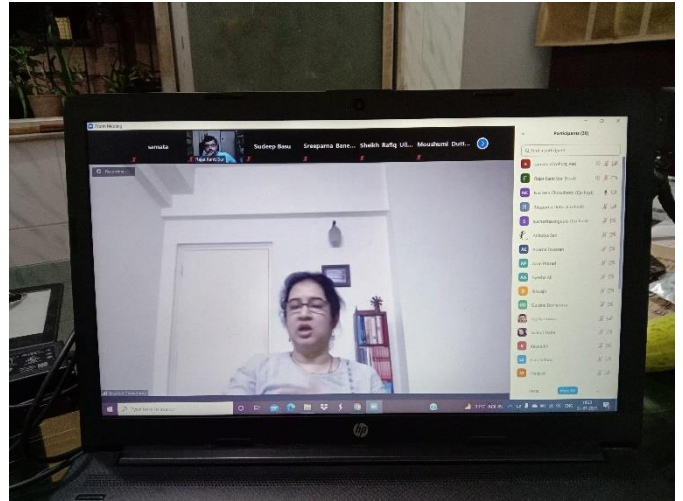
## Lecture 5 – 31.07.2021

### The Thematic and the Problematic: Issues and Concerns in Migration Studies

#### **'Detention and Camps' by Nasreen Chowdhory, Delhi University & CRG**

Chowdhory began her lecture with the idea behind the formation of camps and the role of camp formation in forced migration studies. She took the references of the camps in South Asia to draw exceptions in the characters of the camps in different parts of the world. Referring to the

conditions of refugee camps, Chowdhory explained that the refugees or stateless persons living in the camps are living in vulnerable conditions.



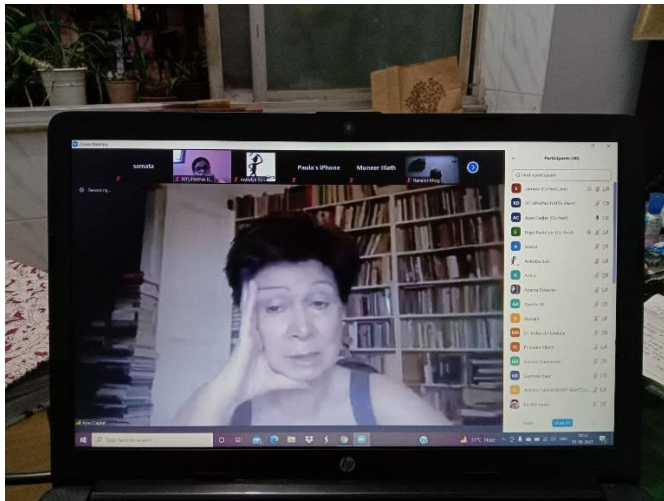
They have been neglected by the majority community (who are also the original inhabitants of the state) and are unable to get any social or economic protection. Most of the camps in South Asia has the same experience. The division between the categories of camps has shown the distinction between the categories of the refugees. Almost all the categories of camps carry the idea of "bounded manifestation of repression of lives", the internalization of camps depends on different factors, place of origin, religion, ethnicity etc. Chowdhory said that the conceptualization of refugee camps as spaces of accommodation under the consideration of the process of institutionalization by the governments. Quoting the Foucauldian notion of 'Heterotopia', Chowdhory argued that the camps are the heterotopic ideas of space and bound to the specific manifestation of exile. It depends on the origins of the refugees. They navigate everyday life with experiences of their own country (country of origin). The camps have been seen as spaces of

confinements. Therefore the idea of protecting different humanitarian agencies are deeply needed due to these experiences.

## Lecture 6 – 01.08.2021

### Research Methods in Migration Studies

**‘City as a Method’ by Ayse Caglar, Professor at the Department of Social and Cultural Anthropology, University of Vienna and Permanent Fellow at IWM**



Ayse Caglar’s lecture on ‘City as a Method’ on 01.08.2021 was the first in the lecture series under the thematic of Research Methods on Migration Studies. Caglar tried to show how cities can be looked upon as an entry point to understand the multi-layered dimensions and interjections where the cities acted as the interface in spaces of residence, politics, work, informalization, resilience and resistance in the lifeworlds of the migrants and how they are crucial to the existence of the cities from the core to the periphery and vice versa. While talking of the city as a method, it was to highlight how crucial is the relational dynamics and the intrinsic engagement of migration and city

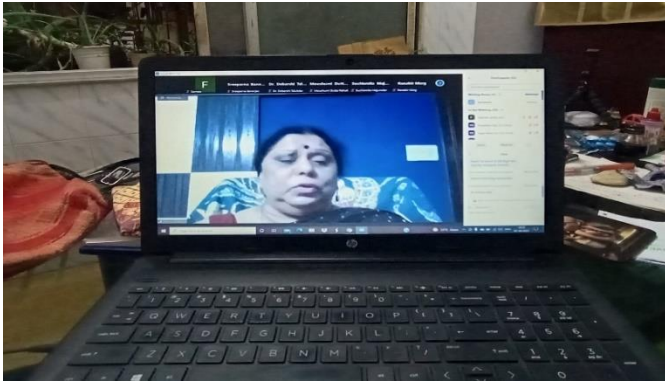
making emphatically highlighting the urban question as the question of migration based on the Brechtian ideology who enables and remains as specular parts in the optics of the city services and the answer is often to be found in the displaced and dispossessed migrant labour at the heart of the cities. It is not a simple question of looking into migration as where they came from and where they are destined to but more complex analysis of how they became an intrinsic part of the making and remaking of the cities and serving as the catchment areas of steady logistics of marginal migrant labour flows opening up patterns of circulation of labour supply in the capitalist ordering of economies. Cities have served as strategic sites of accumulation and the proactive entrepreneurial initiatives in its global-local dynamics of connectedness. Migrants have become the fulcrum in these dynamics of economic power relations thereby reordering the urban spaces, capital and politics in the city and both the processes are mutually constituted as well as fractured in variegated forms of rights accorded to the migrant labour. Cities provide epistemological viewpoints in the strategic entry points of the migrants as well as mutually constituted relationships between the migrants and the cities.

## Lecture 7: 07.08.2021

### Research Methods in Migration Studies

**‘Feminist Methods in Migration Research and the Question of Ethics’ by Paula Banerjee, Calcutta University & CRG**





Paula Banerjee addressed an important methodological and epistemological gap in migration and refugee studies. She emphasised on the importance of critical methodologies and ethical concerns in engaging with research, on people (irrespective of gender). Feminisation of the migrant and refugees as dispossessed subjects must be subject to critical scrutiny, across different contextual and spatial locations. Ultimately, the research has to embody an ethics of care, the researcher thereby, partisan.

## Lecture 8: 08.08.2021

### Research Methods in Migration Studies

**‘Digital Ethnography in Migration Research’ by Shefali Jha, Dhirubhai Ambani-Institute of Information and Communication Technology, Gandhinagar, India.**

Shefali Jha talked about the emerging methodology called digital ethnography and how it could throw new light on migration studies. She started with what generally called ethnography and anthropology and their methodological structures and then she moved to tease out the differences and similarities with digital ethnography and the more established forms. In the second half of her talk,

Jha discussed three examples of existing research in the context of migration: cellphone use by migrant workers in the Caribbean; mail order marriages from the global South into the US and the role played by private groups and lists; and an immersive game recreating the long day of Young Pen, a young migrant in rural China.



## Lecture 9: 13.08.2021

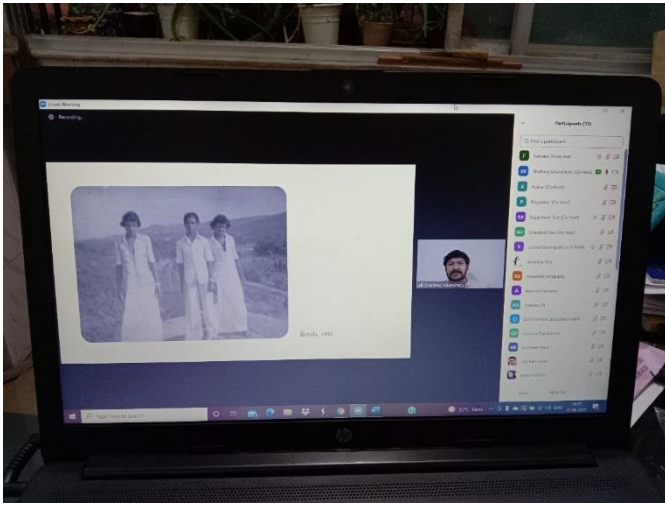
### Registers of Migration Through Literary and Cultural Texts

**‘Migration through Objects’ by Mohamed Shafeeq Karinkurayil, Manipal Academy of Higher Education, Manipal, India**

Through three photos of Malayalee migrants to the Gulf countries, from the 1980s and the 1990s, Mohamed Shafeeq explored the politics and cultural economies within which these images circulate, as artefacts—and the object lessons they teach the viewer, in circuits of consumption, affect and identity formation. Three objects: a cassette player, a watch and a Nido tin, can be used to examine circuits of goods, markers of identity and the pre-history of neoliberal economic



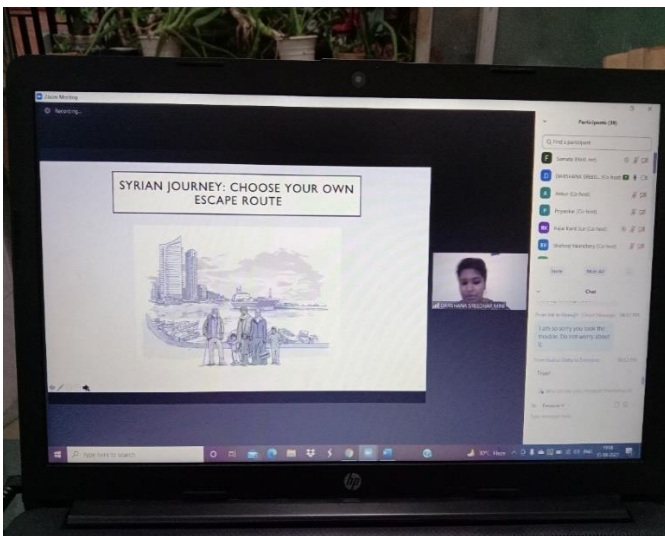
reforms.



## Lecture 10: 13.08.2021

### Registers of Migration Through Literary and Cultural Texts

**‘Setting up of a Migrant Media course’ by Darshana Sreedhar Mini, University of Wisconsin Madison, Wisconsin, USA**



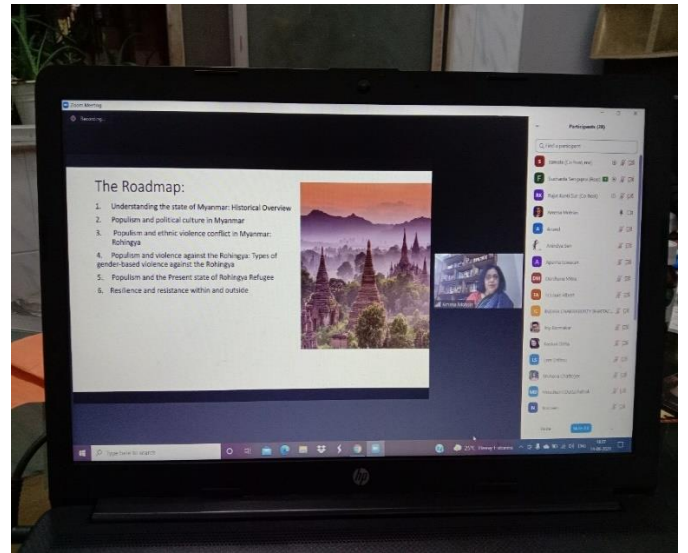
Darshana Sreedhar took the participants through the different texts, cultural objects, art, installation and cinema that were part of her course on migrant media. Her talk dealt with the strategies necessary in situating the texts in a mixed classroom in the United States, the concerns and concepts that

needed to be flagged, the modes of generating discussion, and the backlash that the course engendered. But during the course she also noticed students question their places and positions in the world, and find creative artefacts to engage with migrant media.

## Lecture 11: 14.08.2021

### The Thematic and the Problematic: Issues and Concerns in Migration Studies

**‘Populism, Refugeehood and Resilience: The Case of the Rohingya Refugees in Bangladesh’ by Amena Mohsin, Dhaka University, Dhaka, Bangladesh**



Through an historical analysis to contemporary times, Amena Mohsin took the participants through a detailed timeline of Rohingya persecution in Myanmar and subsequent refuge in Bangladesh. A few key reasons for the dispossession were racialization of society and politics in Myanmar from the colonial times, ethnic and religious conflict, and the rise of populist politics worldwide. She reminded that Bangladesh had welcomed the

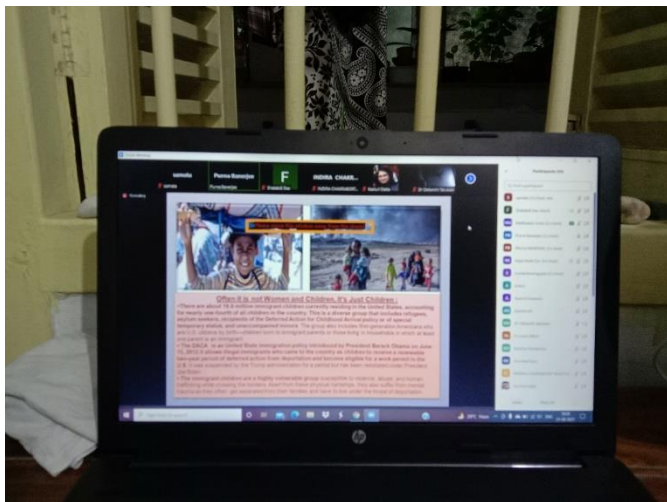
Rohingya refugees since late 70s and continues to do so despite extreme resource crunch.

Deterioration of overall living conditions in the camps can be attributed to rising discontentment among the refugees and depletion of available resources. Admitting the risk of romanticizing oppression, she argued that undeniably internal oppression has increased in the Rohingya camps, especially gender-based violence. Any favorable change in the current situation for the Rohingya can be brought around by international humanitarian intervention by groups like that of the ASEAN as she maintained this is not an internal issue of Bangladesh.

## Lecture 12: 21.08.2021

### Registers of Migration Through Literary and Cultural Texts

**‘Immigration Issues and Situations in the US through the Lens of Literary and Cultural Texts’ by Purna Banerjee, Presidency University, Kolkata, India**



Purna Banerjee titled her lecture “Rhetoric and Reality: (Re)framing the Immigrant Experience in

the USA through Literatures and Films On/ From its Southern Border”. It delved into the immigrant/refugee crisis that is currently unfolding in the Southern Border of the United States. Taking into account the various analytical tropes that emerge through a comprehensive study of immigrant literature on America, the lecture posited that it is essential to "reframe the narrative" of migrant discourse. It argued that from the rhetoric of binaries that “Migrant/Immigrant Literary tradition from and on the US Southern Border" is mired in, it is essential to move to the reality of the embodied experience of migration and (im)migration. Undermining the established politics of the binary rhetoric: outsider-insider, migrant—American, victim-perpetrator, criminals-persecuted, illegals-citizen, disempowered-empowered, contagion carrier—passive bodies etc, the lecture will attempt to convey to the audience a holistic picture of the immigrant crisis.

## Lecture 13: 22.08.2021

### The Thematic and the Problematic: Issues and Concerns in Migration Studies

**'Migrant Workers and the Labour of Remittance' by Hari Sharma, Social Science Baha, Kathamandu, Nepal**



Hari Sharma's lecture 'Migrant Workers and the Labour of Remittance' examined the complexities which attach themselves to emigration from Nepal. Beginning by acknowledging the significance of emigrant remittance to Nepal's economy, Sharma enumerated the prominent countries to which Nepal's migrant workers seek immigration; factors like class, culture and religion which enable or hinder such preferences; and the difference in social status which attaches itself to emigration to particular countries. He also pointed out the emerging changes in familial relations in Nepalese society which have their roots in emigration.

## **Lecture 14: 28.08.2021**

Bearing Witness: Migrations in History

**'Migrants and the Black Death', Subhas Ranjan Chakraborty, Retd. Professor of History, Presidency University, Kolkata, India & CRG**



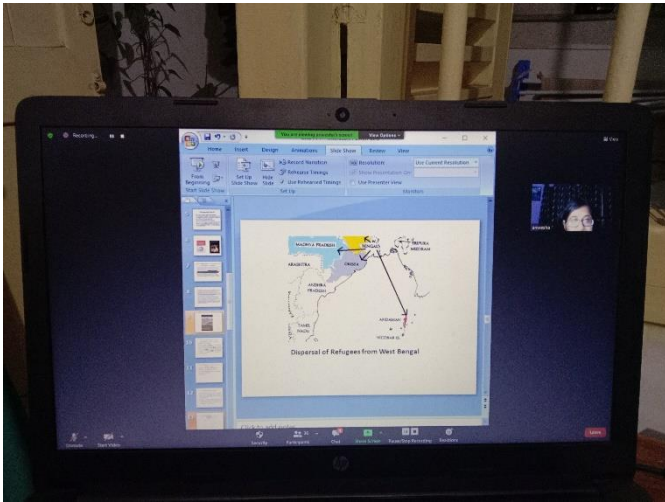
Chakraborty's lecture situated the history of Black Death and its impact on population movement of 14<sup>th</sup> century Europe within a larger matrix of the 'crisis' of the old socio-economic and political structure. The Bubonic plague, Chakraborty reminded us, spread through the networks of population movements: the plague was thought to be originated in Central Asia and was carried to Europe by the Italian traders along the Silk Route. In the face of a radical demographic decline in England and other countries ravaged by the plague, the old agrarian structure, tenancy relations, and labour regimes broke down. This impacted peasant mobility as the parliament sought to restrict it through legislation. However, these restrictions could not be enforced and 14<sup>th</sup> century England witnessed new and increased flows of migration. Chakraborty argued that the Black Death of the 14<sup>th</sup> century accentuated a gradual, silent process of transformation of the feudal structure that had begun sometime around 12<sup>th</sup> century. Finally, the old village communities tied to the lands gave away to a new migratory class of labourers.

## **Lecture 15: 28.08.2021**

Bearing Witness: Migrations in History



**‘Partition: Border Crossing and Beyond’ by Anwasha Sengupta, Assistant Professor of History, IDSK, Kolkata, India**



Sengupta’s lecture sought to complicate the dominant understanding of the partition migration in India as ‘forced’ mass migration due to communal violence. She began with interrogating the word ‘forced’ and explained how the dominant narratives of partition migration invisibilized the role of the state in this regard. Sengupta drew attention to the fact that state policies were also at times responsible for forcefully uprooting people, especially women and Muslims, during partition. The dispersal scheme of the post-partition state, which sought to combine refugee rehabilitation and development imperatives of the newly emerging nation-state, caused further ‘forced’ internal displacement of various population groups. It was primarily the Dalit refugees, Sengupta pointed out, who were the victims of this type of forced internal migration through dispersal. Partition migration, the lecture argues, was not only about crossing the international border, that was only the first of the many journeys one would make as a migrant. Rather it consisted of a series of movements

including various forms of internal migration.

**Lecture 16: 29.08.2021**

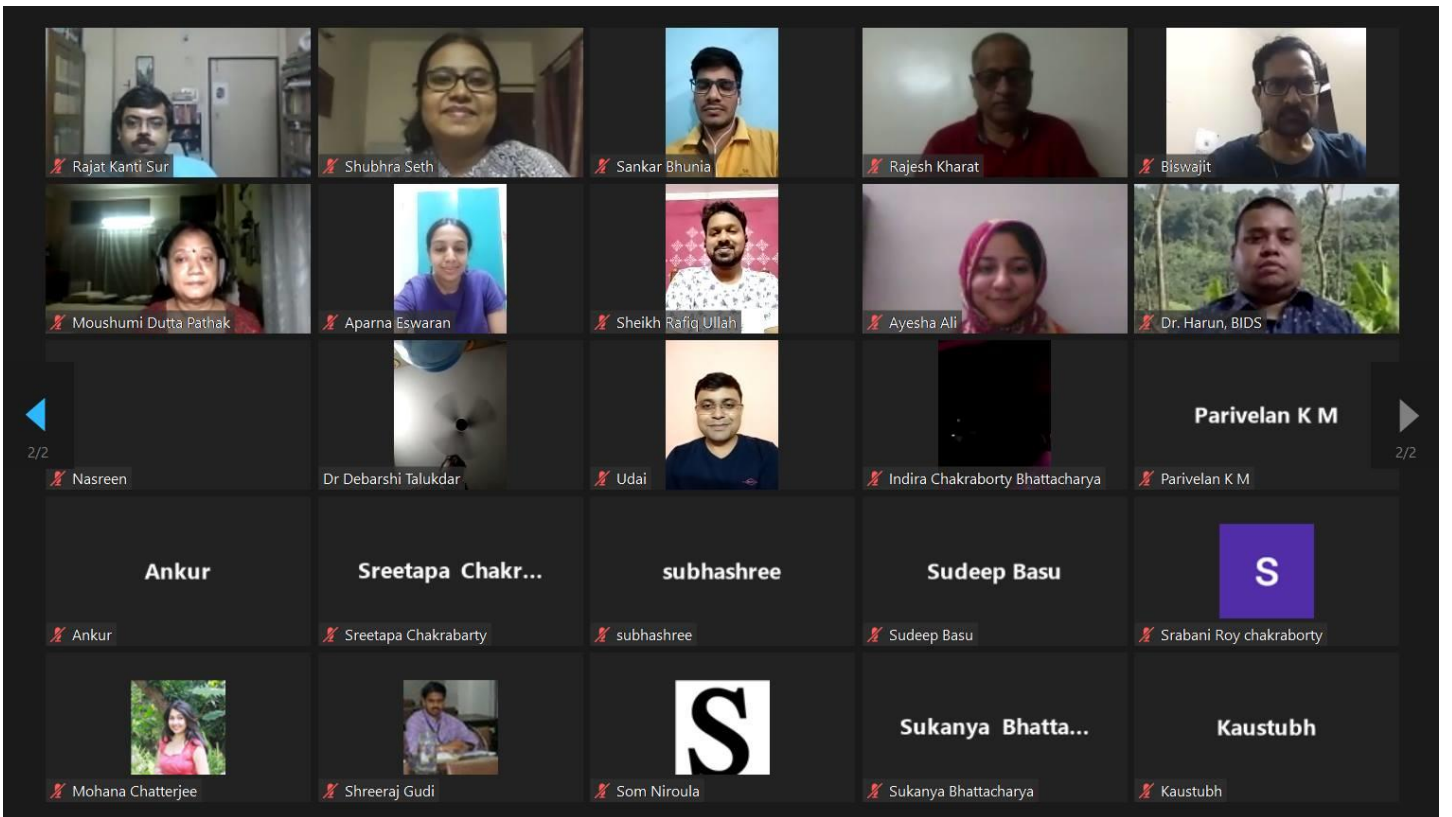
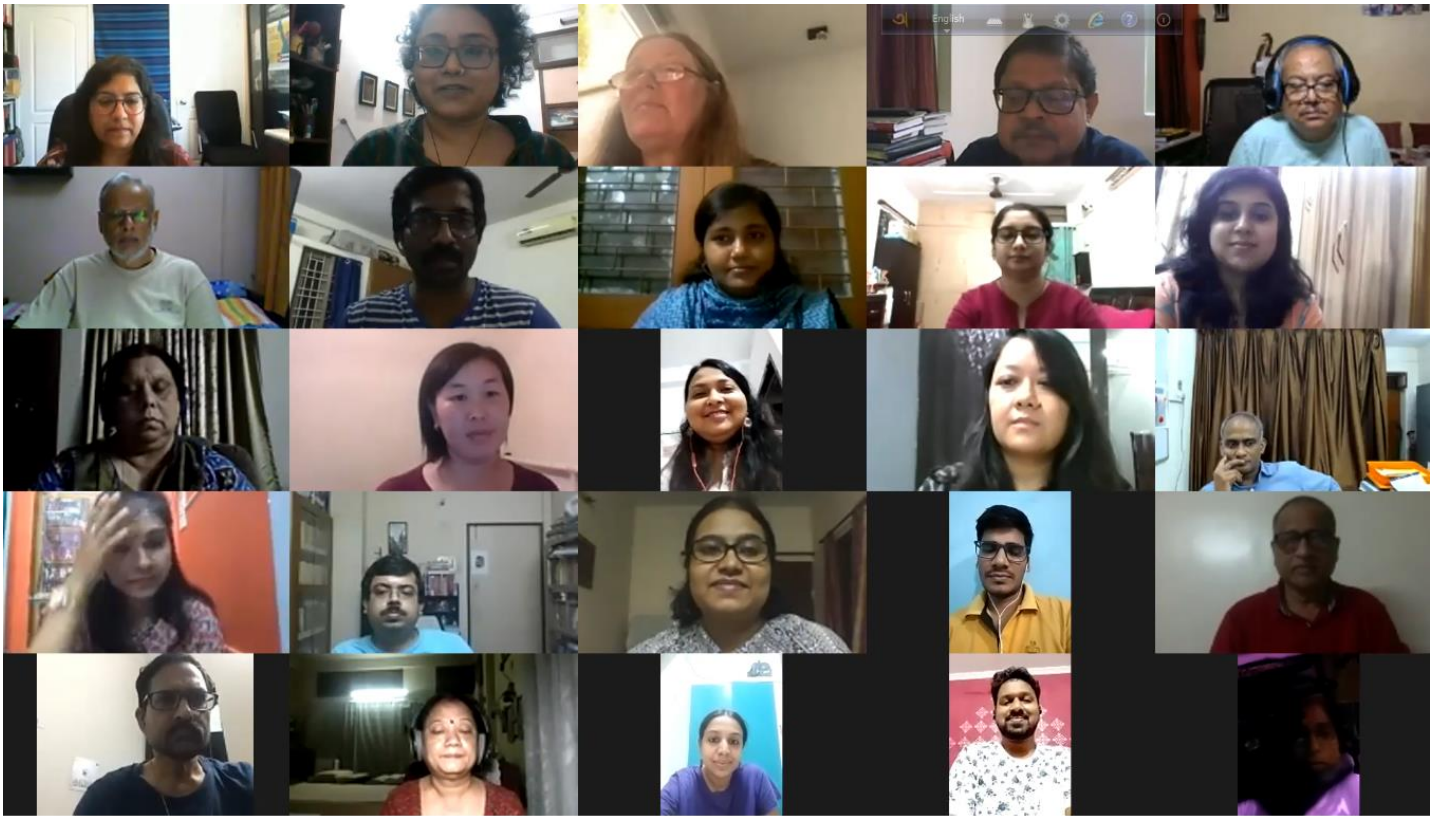
Valedictory Lecture

**‘Migrant Children and Education’ by Ranu Basu, York University, Toronto, Ontario, Canada**

Ranu Basu began by tracing the geopolitics and spatialities of displacement by way of setting the context, for the three urban locations and school systems she enquired into (at KToronto, Havana and Kolkata). She distinguished between neoliberal and critical frameworks of education and analysed each to investigate their implications for a peacebuilding framework. Presenting her findings from two decades long engagement with the migrant children’s education, this presentation, rich in visual archival material, compared contemporary examples of schooling to bring out their potential for building political consciousness and radical will.



The lecture was followed by feedback on the course by four participants, a report on the course by Samata Biswas (Course Coordinator), major takeaways from the course by Paula Banerjee (GB member, CRG) and concluding remarks about the road ahead by Ranabir Samaddar (Distinguished Chair in Migration and Forced Migration Studies, CRG). Sabyasachi Basu Ray Chaudhury (Honorary Director, CRG) chaired the session, while Shatabdi Das (Research and Programme Associate, CRG) delivered the vote of thanks.



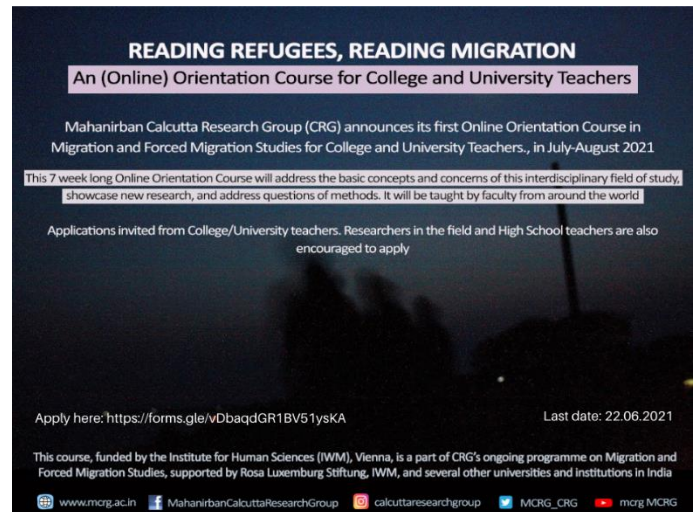
Group photo during the valedictory session

## Assignment:

**Design a course in the field of migration and forced migration studies, taking into account your disciplinary location, the profile of your students and your institution.**

The course should contain (but need not be limited to):

- a. A course description
- b. Profile of the students
- c. Course outcomes (what will the students learn at the end of the course)
- d. References (suggested readings, audio and visual material)
- e. Assignments (what will the students have to produce at the end of the course?)
- f. Duration of the course



(Poster inviting application to the course)

## Feedback:

Three feedback forms circulated during the course collected the participants' major takeaways from the different lectures, their desired modes of future collaboration with CRG and suggested modifications to the course.