

New Jersey Institute of Technology

SP25-HSS404002

History Seminar: Movement of Migrants and Refugees in the Eastern Mediterranean

Spring 2025

TIER 105

TR: 10:00 AM - 11:20 AM

Professor Elektra Kostopoulou

Email: ik74@njit.edu

Please email me via Canvas if you have any questions directly relevant to this class. I will be answering your class-related emails before each meeting.

Communication

Office | #323 Cullimore Hall

Office Hours

Thursdays: 1:00 am-2:30 pm

Fridays: 11:00-12:30 pm

Zoom | For zoom meetings we will be using the link provided via Canvas.

Academic Calendar

January. 21st: First Day of Classes

March 16th-March 22nd: Spring Break

April 18th: Good Friday

May 7th (Wednesday): Friday Classes Meet | Last Day of Classes

Course Description

In today's globalized world, population movements have far-reaching implications that impact not only those affected directly by them, but also our interconnected societies as a whole.

This semester we will explore global migration as a driver and catalyst of broader changes, with a specific focus on the Eastern Mediterranean. The sharp increase in groups attempting to enter the

EU via Turkey and Greece over the course of the past decade have transformed the region into a unique point of reference that resonates with much broader developments.

Whether experienced as empowerment or as trauma, the movement of peoples is informed simultaneously by the existence of choices and by their often-violent negation. It is neither an anomaly nor a singular norm but, rather, a multilayered web of interactions: trafficking, crime, conflict, trauma, academic debates, international activism, local mobilizations, global solidarity, anti-migration rhetoric, grassroots movements, individual stories, and systemic global actors clash and merge over migration/displacement, and hence are central to the focus of this course.

Since 2014, many have described displacement around the Eastern Mediterranean as the worst humanitarian crisis of the century, a highly politicized and contentious reference. By employing a variety of sources and interdisciplinary methods, the course seeks to move beyond the above rhetoric of crisis without, however, normalizing extremes. Rather, we will address the massive population movements under scrutiny as manifestations of broader contemporary or historical patterns, and through the lenses of both continuity and rupture.

Learning Outcomes

By taking this course, you will be able to:

- Analyze historical and contemporary migration trends in the Eastern Mediterranean. Explore the legal, socioeconomic, and cultural dimensions of long-term migration patterns.
- Apply oral history methods to document migrant experiences ethically and effectively.
- Practice your analytical skills orally and in writing.
- Consider interdisciplinary ways to address real world issues.
- Enhance critical thinking, interdisciplinary collaboration, and community engagement skills.

All outcomes are measurable and aligned with Bloom's taxonomy (analyze, apply, create).

Main Assignment (s)

➤ Weekly Discussions

Students have to participate in weekly discussions, complete relevant in-class assignments, and submit **at least one response bi-weekly** on a reading of their choice according to the instructor's guidelines.

➤ Final Projects

- a) By the end of the semester students need to prepare and submit **an analysis research paper** that focuses on contemporary migration/ displacement in any part of the world, taking into consideration a) longer historical causes, trajectories b) how the topic relates to the regions the course engages with. Methodologically, projects can touch on international law, oral history, digital humanities, political science or/and include a combination of different methods.
- b) Students will also deliver a **5-minute oral presentation** summarizing the key arguments and findings of their research paper. The presentation should clearly outline the main thesis, supporting evidence, and conclusions.

**The paper should be 15 pages in length, excluding the cover page and references. It must incorporate a minimum of five peer-reviewed publications and two primary sources, following Chicago style citation guidelines for review articles.



Assessment

1. **Class participation and Engagement (25%)**
2. **Weekly Assignments (25%)**
3. **Final Project Presentation (10%)**
4. **Final Project (40%)**

Academic Integrity

“Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at:

<http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>*Links to an external site.*

*Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. **Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university.** If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu”*

Generative AI

- For this course, students are encouraged to engage with emerging technologies, including AI tools, as part of their learning experience. However, the use of AI-generated content

(e.g., text, code, images) in assignments, projects, or any form of assessment must be approached with caution and integrity.

- It is crucial that AI tools are used as supplementary aids and not as replacements for original thought or individual effort.
- Before incorporating AI tools into your work, you are required to consult with the course instructor to ensure that such use aligns with the academic objectives and integrity standards of this course. Unauthorized or inappropriate use of AI tools may be considered academic misconduct and subject to disciplinary action.
- Students are encouraged to develop their own analytical and critical thinking skills and to use AI tools in a manner that supports, rather than undermines, their educational growth.
- The goal of this policy is to foster a learning environment that promotes critical thinking, originality, and ethical engagement with technology. Always prioritize your understanding and skill development, and use AI tools to complement, not replace, your efforts.

90-100%: Excellent Work (A)

85-89%: Very Good (B+)

80-84%: Good (B)

75-79%: Satisfactory Plus (C+)

70-74%: Satisfactory (C)

**As we are trying to make this course relevant to your interests and unfolding developments that may resonate with the main topic, some of the readings and assignments might change accordingly.*



Weekly Topics

Week One | Introduction

➤ **Focus**

Discussion of the course syllabus, objectives, requirements. Migration theories, globalization, human rights, locality, transnationalism.

➤ **Readings**

Brettell, Caroline B., and James F. Hollifield, eds. *Migration Theory: Talking Across Disciplines*. London ; New York: Routledge, 2015.

Estévez, A. *Human Rights, Migration, and Social Conflict: Towards a Decolonized Global Justice*. New York: Palgrave Macmillan, 2012.

Schiller, Nina Glick, Linda Basch, and Cristina Szanton Blanc. "From Immigrant to Transmigrant: Theorizing Transnational Migration." *Anthropological Quarterly* 68, no. 1 (1995): 48. <https://doi.org/10.2307/3317464>.

Abdou, Leila Hadj. "Mediterranean Migrants and Refugees: Historical and Political Continuities and Discontinuities. (with Sarah Wolff)." In: Gillespie, R. and Volpi, F. *Routledge Handbook of Mediterranean Politics*, Routledge 2017.

Week(s) Two & Three | Syria: The Worst (?) Humanitarian 'Crisis' of the 21st Century and the Press

➤ **Focus**

Popular debates in the EU and the press, refugees versus migrants, the Syrian Civil War, migrant experiences in Greece and Turkey, urban landscapes, representation.

➤ **Readings**

Pulitzer Center, "Flight from Syria: Refugee Stories."

Greussing, Esther, and Hajo G Boomgaarden. "Shifting the Refugee Narrative? An Automated Frame Analysis of Europe's 2015 Refugee Crisis." *Journal of Ethnic and Migration Studies*.

Berti, Benedetta, and Jonathan Paris. "Beyond Sectarianism: Geopolitics, Fragmentation, and the Syrian Civil War." *Strategic Assessment* 16, no. 4 (2014): 21–34.

Goalwin, Gregory J. "Population Exchange and the Politics of Ethno-Religious Fear: The EU–Turkey Agreement on Syrian Refugees in Historical Perspective." *Patterns of*

Prejudice 52, no. 2-3 (2018): 121–34.
<https://doi.org/10.1080/0031322X.2018.1433011>.

Eleftherakos, Christos, Wilma van den Boogaard, Declan Barry, Nathalie Severy, Ioanna Kotsioni, and Louise Roland-Gosselin. “‘I Prefer Dying Fast Than Dying Slowly’, How Institutional Abuse Worsens the Mental Health of Stranded Syrian, Afghan and Congolese Migrants on Lesbos Island Following the Implementation of EU-Turkey Deal.” *Conflict and Health* 12, no. 1 (2018): 38–38.
<https://doi.org/10.1186/s13031-018-0172-y>.

Western, Tom. “Migratory Activisms in the Eastern Mediterranean.” *IDEES*, January 2020.
https://www.academia.edu/44463215/Migratory_Activisms_in_the_Eastern_Mediterranean.

DeMond Shondell Miller and Sotiris Chtouris, “Postcards From the Edge of Europe: Immigrant Landscapes and the Creation of Greektopia, Heterotopia, and Atopia in Lesbos, Greece,” *Space and Culture*, May 15, 2017.

Nicholas Harney, “Precarity, Affect and Problem Solving with Mobile Phones by Asylum Seekers, Refugees and Migrants in Naples, Italy,” *Journal of Refugee Studies* 26 (4), 541–557.

Week Four | Discussion of Final Projects | Topic Selection

Week Five | European Union: Political Turmoil and Legislation

➤ **Focus**

Histories of migration in Europe, legal debates in the EU, solidarity movements, the rise of isolationist nationalism.

➤ **Readings**

Dragostinova, Theodora. *Refugees or Immigrants? The Migration Crisis in Europe in Historical Perspective*. Obtenido de Origins: <http://origins.osu.edu/article/refugees-or-immigrants-migration-crisis-europe-historical-perspective>, 2016. <http://www.academia.edu/download/43254628/dragostinova-refugees.pdf>.

King, Russell. “Towards a New Map of European Migration.” *International Journal of Population Geography* 8, no. 2 (2002): 89–106. <https://doi.org/10.1002/ijpg.246>.

Frasca, E., & Gatta, F. L. (2022). Ebbs and Flows of EU Migration Law and Governance: A Critical Assessment of the Evolution of Migration Legislation and Policy in Europe. *European Journal of Migration & Law*, 24(1), 56–86. <https://doi.org/10.1163/15718166-12340119>

Marin, L. (2020). Waiting (and Paying) for Godot: Analyzing the Systemic Consequences of the Solidarity Crisis in EU Asylum Law. *European Journal of Migration and Law*, 22(1), 60–81. <https://doi.org/10.1163/15718166-12340069>

https://www.researchgate.net/publication/378793532_European_Union_Asylum_Policies_Lessons_learned_from_front-line_practitioners_and_asylum_seekers#fullTextFileContent



Week Six | The Swimmers | Movie Screening & Discussion

Week Seven | Afghanistan: The forgotten war

➤ Focus

Migrants and refugees, global legal debates, Turkey as the gate to the EU.

➤ Readings

Vo, L. T. (2016). Germany's Second-Class Refugees: Afghan Asylum-Seekers Stuck in Limbo. *World Policy Journal*, 33(4), 61–67. <https://doi.org/10.1215/07402775-3813087>

Understanding chronic mass Afghan migration. (2022). *International Migration*, 60(1), 258–262. <https://doi.org/10.1111/imig.12956>

Jurat, A. Y. (2023). The tragedy of irregular migration: the case of Afghans in Turkey. *Central Asian Survey*, 42(2), 274–293. <https://doi.org/10.1080/02634937.2022.2144806>

Week Eight | Final Projects | Annotated Bibliography

Week Nine | Palestine : The Refugee Nation

➤ Focus

Refugee camps, from the Holocaust to Nakba, conflict in the Middle East, civil war (s), occupation (s), genocide(s).

➤ **Readings**

Peteet, J. (2011). *Landscape of Hope and Despair : Palestinian Refugee Camps* (1st ed.). University of Pennsylvania Press. <https://doi.org/10.9783/9780812200317>

Siklawi, R. (2019). The Palestinian Refugee Camps in Lebanon Post 1990: Dilemmas of Survival and Return to Palestine. *Arab Studies Quarterly*, 41(1), 78–94. <https://doi.org/10.13169/arabstudquar.41.1.0078>

Khalidi, Rashid. *The Hundred Years' War on Palestine: A History Of Settler Colonialism and Resistance, 1917–2017*. NY: Metropolitan Books, Henry Holt, 2020. [https://www.academia.edu/47721783/The Hundred Years War on Palestine A History Of Settler Colonialism and Resistance 1917 2017 by Rashid Khalidi NY Metropolitan Books Henry Holt 2020](https://www.academia.edu/47721783/The_Hundred_Years_War_on_Palestine_A_History_Of_Settler_Colonialism_and_Resistance_1917_2017_by_Rashid_Khalidi_NY_Metropolitan_Books_Henry_Holt_2020).

Week Ten | WWI (1914-1918) and the Collapse of Empire

➤ **Focus**

The Greek-Turkish exchange of populations (1923), the Kurdish issue, minorities and autonomy, WWI and the birth of international law, nationalism, transatlantic migration(s).

➤ **Readings**

Ozsu, Umut. "Fabricating Fidelity: Nation-Building, International Law, and the Greek–Turkish Population Exchange." *Leiden Journal of International Law* 24, no. 4 (2011): 823–47. <https://doi.org/10.1017/S0922156511000392>.

Shields, Sarah. "Forced Migration as Nation-Building: The League of Nations, Minority Protection, and the Greek-Turkish Population Exchange." *Journal of the History of International Law = Revue d'histoire Du Droit International* 18, no. 1 (2016): 120–45. <https://doi.org/10.1163/15718050-12340054>.

İğsız, Aslı. *Humanism in Ruins: Entangled Legacies of the Greek-Turkish Population Exchange*. Stanford: Stanford University Press, 2018.

Olson, Robert. "Kurds and Turks: Two Documents Concerning Kurdish Autonomy in 1922 and 1923." *Journal of South Asian and Middle Eastern Studies*, Winter 1991, 15(2): 20-31.

Gratien, Chris, and Emily K. Pope-Obeda. "Ottoman Migrants, U.S. Deportation Law, and Statelessness During the Interwar Era." *Mashriq & Mahjar* 5, no. 2 (2018): 105–39.

Panayi, P., and P. Virdee. Refugees and the End of Empire: Imperial Collapse and Forced Migration in the Twentieth Century. London: Palgrave Macmillan UK, 2011.

Week 11 | Eternal Temporality: “The Gypsies”

➤ Focus

European Romas, world wars, the forgotten genocide, displacement, mobility, alterity, perseverance.

➤ Readings

Kostadinova, Galina. “Minority Rights as a Normative Framework for Addressing the Situation of Roma in Europe.” *Oxford Development Studies* 39, no. 2 (2011): 163–83. <https://doi.org/10.1080/13600818.2011.570864>.

Potuoğlu-Cook, Öykü. “Summer of Shame: Displaced Roma in Istanbul, Turkey.” *Anthropology News* 52, no. 3 (2011): 15–15. <https://doi.org/10.1111/j.1556-3502.2011.52315>

Kozaitis, Kathryn A. “‘Foreigners Among Foreigners’: Social Organization Among The Roma Of Athens, Greece.” *Urban Anthropology and Studies of Cultural Systems and World Economic Development*, vol. 26, no. 2, 1997, pp. 165–99. JSTOR, <http://www.jstor.org/stable/40553322>. Accessed 17 Jan. 2025.

Week 12 | From 9/11 to the Arab Spring: An Epilogue to the American Century

- Walt, Stephen. *The Hell of Good Intentions: America's Foreign Policy Elite and the Decline of US Primacy*, Farrar, Strauss and Giroux, 2018, New York, USA.
- Gamal M. Selim. “The United States and the Arab Spring: The Dynamics of Political Engineering.” *Arab Studies Quarterly* 35, no. 3 (2013): 255–72. <https://doi.org/10.13169/arabstudquar.35.3.0255>.
- Khelfa, Nouha. 2023. “The War on Terror: The Neo-American Manifest Destiny”. *Indonesian Journal of Counter Terrorism and National Security* 2 (1), 21-62. <https://doi.org/10.15294/ijctns.v2i1.64687>.
- Jaising, Shakti. "War on Terror Westerns and the specter of imperial decline." *Jump Cut: A Review of Contemporary Media* 60 (2021).

Week 13 & Week 14: Oral Presentations



Additional Sources: Crossing Borders, Crossing Literatures

Gazment Kaplani, "Short Border Handbook."

Petros Markaris, "Green Card."

Kossi Komla Ebri, "Nevla, a Novel."

Thanassis Valtinos, "The Book of Andreas Kordopatis."

Sotiris Dimitriou, “God Tells Them All.”

Rawi Hage, “Cocroaroach.”

Additional Sources: Useful References

- <https://www.iom.int/glossary-migration-2019>Links to an external site.
- <https://migrationdataportal.org/themes/forced-migration-or-displacement>Links to an external site.
- <https://www.un.org/en/development/desa/population/migration/data/estimates2/estimates15.asp>Links to an external site.
- <http://www.internal-displacement.org/database>Links to an external site.
- <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CMW.aspx>Links to an external site.
- [https://undocs.org/A/RES/217\(III\)](https://undocs.org/A/RES/217(III))Links to an external site.
- https://www.ecfr.eu/specials/mapping_migrationLinks to an external site.
- <https://www.ioha.org/sites-about-oral-history/>Links to an external site.
- <https://oral.history.ufl.edu/ottoman-greeks-of-the-united-states-ogus/>Links to an external site.
- <https://archive.org/details/recordsofproceed00confuoft/page/n7>Links to an external site.