

**New Jersey Institute of Technology**

**HSS 404 | 003**

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

**Fall 2023**

**CKB 341| TR: 1:00 -2:20 pm**

**Professor Elektra Kostopoulou**

**Email: [ik74@njit.edu](mailto: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.*

**Office: #323 Cullimore Hall**

**Office Hours: online and in person by appointment**

**(M,T: 2:30-4:00 PM)**

**Webex Personal Room:**

<https://njit.webex.com/meet/ik74>

### **Course Description:**

The magnitude of migration flows in the early 21<sup>st</sup> century invites growing attention. In today's globalized context, population movements have various implications not only for those affected directly by them but for the world as a whole.

Mobility and displacement are experienced in different ways by a variety of comparable and/or dissimilar groups and actors. Trafficking, trauma, academic debates, international

or localized politics, global solidarity networks, anti-migration rhetoric, grassroots or institutional interventions form a matrix of diverse realities continually reclaimed, reimagined, or contested. In this sense, migration is an implication and driver of systemic change.

This course will explore migration from a critical perspective, with a particular focus on Eastern Mediterranean routes. The sharp increase in the number of refugees and migrants trying to enter Europe through Turkey and Greece since the year 2014 has inspired many to describe these movements as a “humanitarian crisis.” This course, however, attempts to move beyond normative terminology and away from treating mobility as an anomaly. Instead, the course addresses the various taxonomies of migration in the Eastern Mediterranean via a comparative examination of past and present continuities and ruptures.

### **Course Objectives:**

By taking this course, you will be able to:

- Contextualize current refugee/migrant phenomena by reference to the historical trajectories/ legal frameworks that have shaped population movements in the Eastern Mediterranean.
- Assess the strengths and constraints of different theoretical approaches to the reality of displacement.
- Engage actively with realities on the Greek-Turkish frontier by communicating directly with activists, NGOs, and refugees/migrants themselves.
- Discuss how gender, class, age, ethnic origin, or religion influence the experience of displacement/ reactions in potential host countries.
- Explore the interdisciplinary possibilities of the course in coming up with new strategies to improve experiences on the ground.

### **Course Requirements:**

1. Attend all classes prepared for a critical discussion and do the weekly readings.
2. Complete the weekly assignments.
3. Submit a research paper on migration/displacement, focusing on the topic/era/geography of your choice. Oral History projects are highly encouraged.

The paper should be 15 pages in length (not including a cover page and references). You should use at least 6 peer-reviewed publications and 2 primary sources (Chicago style for review articles).

**SERVICE LEARNING OPTION.** You may apply to participate in a pilot service-learning option for this course. In this option, you will spend 20-30 hours volunteering online or in person with an organization (local or international) that addresses displacement on the ground. This is an opportunity for you to serve the community, gain new real-world skills, and make professional connections. If you take this option, at the end of the semester you will turn in a 3-page paper describing your experience. This will be in lieu of the final paper.

- Regardless of which project you choose, your work will be showcased on the course's website, <https://maremigrant.flywheelsites.com/>

Details will be explained in class.

### **Grading:**

1. Attendance/Class participation: 30%\*
2. Weekly Assignments: 30%
3. Annotated Bibliography: 10%
4. Research paper or Service Learning: 40%

90-100%: Excellent Work (A)

85-89%: Very Good (B+)

80-84%: Good (B)

75-79%: Satisfactory Plus (C+)

70-74%: Satisfactory (C)

## Academic Integrity:

Plagiarism is passing off someone else's work as your own and will not be tolerated. Students are expected to write their own original work and to give credit in the form of footnotes (i.e. citations) for any material that is not their own. Plagiarized papers will be given an automatic "F" with no possibility of a rewrite. This may result in a failing grade for the entire course. Violations will be brought to the immediate attention of the Dean of Students and adjudicated in accordance with the NJIT Honor Code. A copy of the Honor Code is available at [www.njit.edu/academics/honorcode.php](http://www.njit.edu/academics/honorcode.php)Links to an external site.

*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.*

## Theme One

### The Eastern Mediterranean and displacement in the 21<sup>st</sup> century

#### Week One

##### Introduction

- Discussion of the course syllabus, objectives, requirements.

#### Week Two

##### The Worst Humanitarian 'Crisis' of the 21<sup>st</sup> Century and the Press

- 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*

#### Week Three

##### Displacement and Exclusion: A Multifaceted Experience

- Speer, Jessie. "Subalternity as Displacement: Memoirs of Homelessness and the Struggle to Be Heard." *Environment & Planning D: Society & Space* 39, no. 4 (2021): 627–645.

## Week Four

### Fragmented Majorities: Empire, Colonialism, and the Nation-State

- Culcasi, Karen. "Mapping the Middle East from Within: (Counter-)Cartographies of an Imperialist Construction." *Antipode* 44, no. 4 (2012): 1099–1118.
- Service Learning | An alternative approach to displacement.

## Theme Two

### The Eastern Mediterranean and displacement from a historical perspective

## Week Five

### WWI and the 1923 Population Exchange between Turkey and Greece

- Renée Hirschon, *Heirs of the Greek Catastrophe: The Social Life of Asia Minor Refugees in Piraeus* (New York: Berghahn Books, 1998), introduction.
- Leyla Neyzi, "Remembering Smyrna/Izmir: Shared History, Shared Trauma," *History & Memory* 20, no. 2 (2008): 106–27.

## Week Six | Seven

### Annotated Bibliographies | Discussion on Final Projects and Primary Sources

## Week Eight

### Humanism, Humanitarianism, and Humans

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

## Week Nine

### Refugees, Immigrants and the EU

- Theodora Dragostinova, *Refugees or Immigrants? The Migration Crisis in Europe in Historical Perspective*.

## Theme Three

### Humanitarianism, international law, and broader dilemmas

## Week Ten

### Greece and Italy: The Gates to Europe

- 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 Eleven

### Eternal Transitions: Turkey

- 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>.

#### **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\\_migration](https://www.ecfr.eu/specials/mapping_migration)Links 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.