Syllabus, Mediterranean Crossings: Refugees, Migration, and Displacements (1492-today)
Topics in World History, 26:510:542
Honors Seminar in the Humanities, 21:525:252:02
Spring 2020, Rutgers University, Newark
Mondays 5:30-8:10, Conklin 424

INSTRUCTOR
Prof. Mayte Green-Mercado
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Office Hours: Mondays 1:20-2:20; or by appointment

COURSE DESCRIPTION
Scholars often characterize the Mediterranean as a multi-cultural and multi-confessional space of encounter, competition, and exchange. Its geographic placement between three continents has afforded the Mediterranean a certain degree of unity in spite of its great diversity which, historians argue, has fostered unique social and cultural relationships. How do phenomena such as human displacements affect that very unity that historians have highlighted? Does it disrupt or confirm it? The aim of this course is twofold. On the one hand, it will focus on human displacements as a lens through which to produce a history of the Mediterranean. On the other, it will use the Mediterranean as the frame in which to study the phenomenon of displacements historically. Among the cases we will study throughout the semester are: the expulsion of religious minorities like Jews and Muslims, accounts of captivity and slavery, histories of European colonization and decolonization in North Africa, the rise of the nation state and population exchanges, as well as the ways in which modern day wars, climate change, and economic instability and inequality have set off an unprecedented mass scale of contemporary population displacements. Some questions this course will consider are: What are the challenges or benefits of studying the phenomenon of displacements across time? Can we talk about a phenomenon of "Mediterranean displacements"? To what extent is a regional focus like that of the Mediterranean more productive than, say, national histories, to analyze the phenomenon of human displacements?
LEARNING OBJECTIVES
Upon successful completion of this course, students will be able to:
• demonstrate a basic level of competence in differentiating the major period of the history of the Mediterranean, and the significance of historical context.
• read scholarship critically.
• learn to interrogate maps as historical artifacts.
• learn to write different types of analytic essays and responses.
• think historically and critically about issues of migrants, refugees, and displacements in the Mediterranean.

REQUIRED TEXTS

Wendy Pearlman, We Crossed a Bridge and It Trembled: Voices from Syria (New York: Custom House, 2017).


All other readings are available on Canvas. You must print out and bring your readings to every class.

GRADING AND ASSIGNMENTS
Participation:
Students must come to class having completed all the assigned readings for the day. This is a seminar class, and active participation in class discussion will count towards your final grade.

Quizzes:
There will be one map quiz on Monday, February 10. You will be asked to identify cities, mountain ranges, and/or bodies of water around the Mediterranean basin.

Debriefing of weekly news:
Students will be divided into working groups. Each group will be responsible for collecting all current news related to Mediterranean displacements, refugees, and migrants for the week, which they will present the following Monday.

Writing Assignments:
Undergraduates:
During the semester, students will write TWO papers. Paper 1 is due on Feb. 17. Students will write a 300-word paper analyzing ONE primary source assigned for class. Paper 2 is due on Mon. May 11 by 9:00. For paper 2 students will select ONE primary source and TWO other sources (images, art, sound, music, literature, etc...) and will write a 900-word paper analyzing the sources. When selecting your sources, you should be able to explain why you have selected those particular sources and put them in dialogue. Papers will be
submitted via **Turn It In** on Canvas. Email submissions will not be graded, and you will receive a 0 for the assignment. No late submissions will be accepted under any circumstances. Your writing assignments **MUST** include the Rutgers Honor Pledge: “On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).”

**Graduate students:**
Graduate students will write a final essay, of 12-15 pages, double spaced. The selection of the topic will be done in consultation with the instructor. Students must turn in a thesis statement and bibliography by **March 23**.

**Group Project:**
Using the digital tool Omeka (for making online exhibits), students will create a historical map of displacements in the Mediterranean from the 15th century to today. A guiding question for this assignment will be: What can mapping teach us about displacements in the Mediterranean? One of the goals of this assignment is to contest discourses about the refugee and migrant crises in the Mediterranean region by looking at migration patterns historically. For this project students will be divided into small groups. Students will select one primary source from a list that will be provided on canvas. From the source students will identify places of displacement to be mapped out and will produce a 250 to 300 word analysis of the source, which will be included in the map. Your written piece **MUST** include a thesis statement. Students will also select works of art or artifacts, literature, documentaries, music or other sound material from the period and region they are studying to add to the map. Each group will consult the source with the instructor by March 2. Each project has to be posted on Omeka, and each group will present their projects on **April 27** and **May 4**.

**GRADING FOR UNDERGRADUATES**

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<td>Paper 2</td>
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<td>Group Project and presentation</td>
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**GRADING FOR GRADUATE STUDENTS**

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**CLASS POLICIES**

**Absences:** Per the University’s Course Attendance policy (10.2.7), students are responsible for communicating with their instructors regarding absences. Attendance at all regularly
scheduled meetings of this class is expected. Rutgers catalog states that "the recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions." Four UNEXCUSED absences will lower your final grade by one letter grade. It is your responsibility to come to class and see that you are marked present for the classes you attend. In the event that you have a medical, legal, or family-related problem that might lead to an extended absence, you need to meet me in person and bring necessary documentation as evidence for your problem. Only then, we can discuss whether your absence can be excused or not. An email message explaining your problem will NOT be considered as an excuse of your absence. Ultimately, it will be the instructor’s judgment to decide whether an absence can be excused or not. If you miss a class due to a reason that you cannot document, please do not contact me to explain your case. Instead, consider it as one of your unexcused absences. Please remember that, according to the policies of the Federated Department of History, any student who misses eight or more sessions through any combination of EXCUSED and UNEXCUSED absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

**Religious Holiday Policy and Accommodations:** Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or DeanofStudents@newark.rutgers.edu.

**Electronics:**
The use of laptops or other electronic devices in this class requires the consent of the instructor. If you have a condition that necessitates the use of a laptop during class for the purpose of taking notes or accessing readings, please bring it to my attention along with a letter from The Office of Disability Services. Those students will be asked to sit in the front row of chairs in the classroom. Otherwise, the use of portable electronic devices, such as cell phones during class in a manner not compliant with classroom conduct (phone conversation, texting, and others) will not be tolerated. Students may be warned for such behavior initially. If repeated, they may be asked to leave the classroom and marked absent for the day.

**Plagiarism and Academic Dishonesty:** As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: [http://academicintegrity.rutgers.edu/academic-integrity-policy/](http://academicintegrity.rutgers.edu/academic-integrity-policy/)

**Office Hours and Emailing Etiquette:**
If you have questions or concerns about this class, please discuss them during office hours. Please come to office hours if you have questions about the material. Please do not send email inquiries related to your absence or class materials. It is your responsibility to find out about
the subjects covered in your absence and study them. When writing an email, please include the course number. I check emails once a day, and receive many emails, so you may need to wait for a response.

SUPPORT AND ASSISTANCE:
Counseling Center: The Rutgers-Newark Counseling Center provides a number of counseling and consultative services to enrolled and eligible undergraduate and graduate students. For students, if you are seeking individual or group therapy, you can expect to find a safe, supportive space to collaboratively identify and begin to change the thoughts, behaviors, and beliefs that prevent you from being your best self. http://counseling.newark.rutgers.edu

Disabilities: Rutgers welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form: https://webapps.rutgers.edu/student-ods/forms/registration.

Students with Temporary Conditions/Injuries: Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: https://temporaryconditions.rutgers.edu.

Students Who are Pregnant: The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or TitleIX@newark.rutgers.edu.

Gender or Sex-Based Discrimination or Harassment: Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or TitleIX@newark.rutgers.edu. To submit an incident report: tinyurl.com/RUNReportingForm. To speak with a staff member who is confidential and does NOT have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or run.vpva@rutgers.edu.

Food: PantryRUN, the campus food pantry, helps students who have difficulty affording enough healthy food to remain focused on their studies and stay healthy. You can find hours and information here: https://myrun.newark.rutgers.edu/pantryrun.
**Writing:** The Rutgers University-Newark Writing Center provides tutoring for students who want to strengthen their reading, writing, and research skills and offers individual sessions and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers University-Newark campus. More details here: https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center.

**COURSE SCHEDULE**

**Jan. 27**  
**Reading the Mediterranean**

**FILM in class:** *4.1 Miles*, Daphne Matziaraki  


**Further readings for graduate students:**


**Feb. 3**  
**Expulsion of the Jews**


**Primary Sources:**


**Feb. 10**  
**Expulsion of the Moriscos**

**MAP QUIZ**


**Primary sources:**

Feb. 17 **Captivity and Slavery in the Mediterranean**

**Paper 1 due on Turn it in**

*Visit by Prof. Daniel Hershenzon* (University of Connecticut).

**Primary Sources:**


Feb. 24 **The Colonial Mediterranean**


**Primary sources:**

Mar. 2 **Population Exchange and Dispossession**

Film: 2011, Dedemin Insanları (My Grandfather’s people), Dir. Çagan Irmak

*Talk by Prof. Aslı Iğsiz (New York University), date TBA

Mar. 9  
**Post War Refugees and Migration**


**Primary Sources:**
Hannah Arendt, “We Refugees.”  
UNHCR, *The Refugee Convention, 1951* (excerpts)  

Mar. 16  
**NO CLASS-Spring Break**

Mar. 23  
**20th Century Migration, Repatriation, and Postcolonialism**


**Primary Sources:**

‘Oranîmes’ - Susan Slyomovics’ interview with Pierre Claverie  
https://www.pieds-noirs.stir.ac.uk/oranimes-susan-slyomovics-interview-with-pierre-claverie/

Mar. 30  
**Childhood and Dispossession: Palestine**


*Visit by Rutgers, Newark graduate student Hourie Tafech

Apr. 6  
**“Burning the Sea:** North African Migrants in the Mediterranean**


**Apr. 13**  
**War and Displacement in the Contemporary Mediterranean**

Film: Matthew Cassel and Aboud Shalhoub, “The Journey from Syria” (2016)  
https://www.filmsforaction.org/watch/the-journey-from-syria-2016/


https://cadmus.eui.eu/handle/1814/23504

**Apr. 20**  
**Climate Change and Displacement**


**April 27**  
**“Seametery:” Death in the Mediterranean. Group Presentations**

Lorenzo Pezzani, “Liquid Traces”  
https://www.gold.ac.uk/architecture/research-students/past-phd-students/lorenzo-pezzani/


**May 4**  
**Presentations**