

Rutgers University—Newark
Federated Department of History
Fall Semester 2021
Class Time: MW 10:00-11:20 am

Prof. Mayte Green-Mercado
mayte.green@rutgers.edu
Virtual Office Hours: by appointment
Bradley Hall 410



HIST 460

Mediterranean Crossings: Refugees, Migration, and Displacements (1492-today)

Course description:

Scholars often characterize the Mediterranean Sea as a multi-cultural and multi-confessional space of encounter, competition, and exchange. Its geographic placement between three continents has afforded the Mediterranean a significant 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 through 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 mobility and displacements across time? 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 between different periods in the history of the Mediterranean, and the significance of historical context.
- grasp how and why migrations have differed in time and space.
- read scholarship critically.
- learn to read and analyze primary sources.
- learn to interrogate maps as historical artifacts.

- think historically and critically about issues of migrants, refugees, and displacements in the Mediterranean.
- learn to use digital tools for producing knowledge (historical and interactive map of displacement in the Mediterranean)

Required Texts:

Laila Lalami, *Hope and Other Dangerous Pursuits* (New York & Chapel Hill: Algonquin Books, 2005).

Don Brown, *The Unwanted: Stories of the Syrian Refugees* (Boston: HMH Books, 2018).

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

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/>

Students are required to view the Plagiarism video on Canvas and take the quiz by **no later than September 22**. The video is available in the Modules section of the Canvas site. See below under assignments.

Assignments:

- This is an upper-level history course, and your engagement with the readings and in class discussion is crucial. Students must come to class having done the readings and ready to participate in class discussions. All discussions will count towards your final grade.
- There will be a series of short videos and quizzes in the module section of Canvas that you will have to complete before submitting paper 1 [Types of Sources; Why Citations Matter; Turabian Citations; Academic Integrity] Each quiz will count for half a credit point.
- Students will write TWO papers (800 words, 4 pages). The essay prompts will be posted on Canvas one week in advance. **No email submissions will be accepted.** Assignment 1 is due on **9/27**, and assignment 2 is due on **12/1**. 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)."**

- Digital 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. Each student 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 they 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 student will consult the source with the instructor by **10/27**. Students will present their projects on **12/8** and **12/13**. All final projects will be submitted by 12/20.

Grading:

| | |
|-------------------------|-----|
| Participation | 20% |
| Online training quizzes | 4% |
| Paper 1 | 20% |
| Paper 2 | 20% |
| Digital Project | 20% |
| Presentation | 16% |

| | | | | | | | |
|----|--------|----|-------|---|-------|---|------|
| A | 100-90 | B | 84-80 | C | 74-70 | F | 59-0 |
| B+ | 89-85 | C+ | 79-75 | D | 69-60 | | |

RESOURCES, SUPPORT, AND ASSISTANCE:

Technology Resources for Students

<https://coronavirus.rutgers.edu/technology-resources-for-students/>

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://sas.n.rutgers.edu/student-support/tutoring-academic-support/writing-center>.

****This syllabus is subject to change****

Week 1 **Introduction and Organization**

W, 9/ 1

FILM in class: [4.1 Miles](#), Daphne Matziaraki

Week 2 **The Mediterranean: Geographies and Chronologies**

W, 9/ 8

Readings TBA

I. THE EARLY MODERN MEDITERRANEAN

Week 3 Expulsion of the Jews from Iberian (1492)

M, 9/ 13

Reading: David Ruderman, *Early Modern Jewry. A New Cultural History* (Princeton: Princeton University Press, 2010), 23-55.

W, 9/ 15

Primary Sources:

- A. "Charter of the Expulsion of the Jews," trans. Edward Peters, in *Medieval Iberia*, ed. Olivia Remie Constable, second edition (Philadelphia: University of Pennsylvania Press, 2012), 508-513.
- B. "Jewish Account of the Expulsion," trans. Jacob R. Marcus, in *Medieval Iberia*, 513-516.
- C. "Turkish Jewry, 1553-1555," in *The Jew in the Medieval World. A Sourcebook*, ed. Jacob Rader Marcus (New York, Hebrew Union College, 1999), 470-476.

Week 4 Expulsion of the Moriscos and their reception (1609)

M, 9/ 20

Reading:

Antonio Feros, "Rhetoric of the Expulsion," in *The Expulsion of the Moriscos from Spain. A Mediterranean Diaspora*, ed. Mercedes García Arenal and Gerard Wiegers (Leiden: Brill, 2014), 60-101.

W, 9/ 22

Primary Sources:

- A. "Royal Edict of the Muslim Expulsion, 1502," trans. Dayle Seidenspinner-Nuñez, in *Medieval Iberia*, 535-539.
- B. Philip III, "Decree of the Expulsion of the Moriscos," in *Early Modern Spain: A Documentary History*, ed. Jon Cowans (Philadelphia: University of Pennsylvania Press, 2003), 145-148.
- C. Morisco voices of expulsion (Letter by Licenciado Molina, Aḥmad b. Qāsim al-Ḥajārī, Muhammad ibn 'Abd al-Rafī', Morisco writing from Tunis).

Week 5 Slavery and Captivity in the Pre-Modern Mediterranean

M, 9/27

****Assignment 1 due****

Reading:

Hannah Barker, *The Most Precious Merchandise. The Mediterranean Trade in Black Sea Slaves, 1260-1500* (Philadelphia: University of Pennsylvania Press, 2019). (Selections)

W, 9/ 29

Reading:

Daniel Hershenzon, *The Captive Sea: Slavery, Communication, and Commerce in Early Modern Spain and the Mediterranean* (Philadelphia: University of Pennsylvania Press, 2018), 1-16; 118-139 (Introduction, chapter 5).

Virtual visit by Prof. Daniel Hershenzon

II. THE MODERN MEDITERRANEAN

Week 6 The Colonial Mediterranean

M, 10/4

Readings:

Manuel Borutta & Sakis Gekas, "A Colonial Sea: the Mediterranean, 1798-1956," *European Review of History - Revue européenne d'histoire*, 19, 1 (2012): 1-13.

Mark I. Choate, "Tunisia, Contested: Italian Nationalism, French Imperial Rule, and Migration in the Mediterranean Basin," *California Italian Studies*, 1, 1 (2010): 1-20.

W, 10/6

Primary Sources:

"Algeria: French Colonization and the Algerian Response," in *The Modern Middle East and North Africa. A History in Documents*, ed. Julia Clancy-Smith and Charles D. Smith (Oxford: Oxford University Press, 2014), 29-32.

Week 7 Forced Population Transfers and Dispossession

M, 10/11

Reading:

Graphic novel: *Solúp, Aivali. A Story of Greeks and Turks in 1922*, trans. Tom Papademetriou (Boston: Somerset Hall Press, 2019) Chapters

Film: Film: 2011, *Dedemin İnsanları* (My Grandfather's people), Dir. Çagan Irmak

W, 10/13

Discussion of *Solúp, Aivali*.

Week 8 Migration and Displacement After the Two World Wars

M, 10/18

Reading:

Peter Gatrell, "Trajectories of population displacement in the aftermaths of two world wars," in eds. J. Reinisch & E. White, *The Disentanglement of Populations: Migration, Expulsion and Displacement in Postwar Europe, 1944-49* (London, 2011): 3-26.

Marc Baer, "Turk and Jew in Berlin: The First Turkish Migration to Germany and the Shoah," *Comparative Studies in Society and History*, 55 (2013): 330-355.

W, 10/20

Primary Sources:

- A. Hannah Arendt, "We Refugees."
- B. [UNHCR, The Refugee Convention, 1951](#) (excerpts)

Week 9 Decolonization and Repatriation in the Twentieth Century

M, 10/25

Reading:

Pamela Ballinger, "Entangled or 'Extruded' Histories? Displacement, National Refugees, and Repatriation after the Second World War," *Journal of Refugee Studies* 25, 3 (2012): 366-386.

W, 10/27 Progress/Work on Final Projects

Week 10 Post-colonial Migrations and the Multicultural Mediterranean

M, 11/1

Readings:

Joseph John Viscomi, "Pontremoli's cry: Personhood, Scale, and History in the Eastern Mediterranean," *History and Anthropology* (2019).

Jean-Jacques Jordi, "The Creation of the Pieds-Noirs: Arrival and Settlement in Marseilles," in *Europe's Invisible Migrants*, ed. Andrea L. Smith (Amsterdam: Amsterdam University Press, 2003), 61-74.

W, 11/3

Primary Sources:

- A. "Les Pieds Noirs," *The New Yorker*, Nov. 18, 1972.
- B. ['Oranîmes'](#) - Susan Slyomovics' interview with Pierre Claverie

III. THE CONTEMPORARY MEDITERRANEAN

Week 11 Childhood and Dispossession: Palestine

M, 11/8

Reading:

Dawn Chatty and Gillian Lewando Hundt (eds.), *Children of Palestine. Experiencing Forced Migration in the Middle East* (New York and Oxford: Berghahn, 2005). (Introduction, chapter 2 and chapter 6).

W, 11/10

Conversation with Rutgers-Newark PhD Candidate Hourie Tafech

Week 12 “Burning the Sea:” North African Migrants in the Mediterranean

M, 11/15

Reading:

Laila Lalami, *Hope and Other Dangerous Pursuits* (New York & Chapel Hill: Algonquin Books, 2005).

W, 11/17

Alessandra Ciucci, “Performing l-ḥrig: music, sound and undocumented migration across the contemporary Mediterranean (Morocco–Italy),” *Journal of North African Studies* (August, 2019).

Week 13 War and Displacement in the Contemporary Mediterranean

M, 11/22

Graphic Novel: Don Brown, *The Unwanted: Stories of the Syrian Refugees* (Boston: HMH Books, 2018).

Film: Matthew Cassel and Aboud Shalhoub, “[The Journey from Syria](#)” (2016).

W, 11/24

THANKSGIVING BREAK

Week 14 Climate Change and Displacement

M, 11/29

Readings:

Dipesh Chakrabarty, “The Climate of History: Four Theses,” *Critical Inquiry*, vol. 35, no. 2 (Winter 2009): 197-222.

Monia Braham, “Gender and Climate-Induced Migration in the Mediterranean: From Resilience to Peace and Human Security,” in CIHEAM, *MediTERRA 2018: Migration and Inclusive Rural Development in the Mediterranean* (Paris: Presses de Sciences Po, 2018), 181-207.

W, 12/1

****Assignment 2 Due****

Readings:

Mohamed Charef and Kamel Doraï, “Human Migration and Climate Change in the Mediterranean Region,” in *The Mediterranean Region Under Climate Change. A Scientific Update*, eds. Jean-Paul Moatti and Stéphane Thiébault (Marseille: IRD Editions, 2018), 439-444.

Barbara Bendandi, "[Migration Induced by Climate Change and Environmental Degradation in the Central Mediterranean Route](#)," in *Migration and Development*

Week 15 **Traces of Displacement the Mediterranean**

M, 12/ 6

Readings:

Lorenzo Pezzani, "Liquid Traces"

<https://www.gold.ac.uk/architecture/research-students/past-phd-students/lorenzopezzani/>

Charles Heller and Lorenzo Pezzani, "Liquid Traces: Investigating the Deaths of Migrants at the EU's Maritime Frontier," in N. De Genova (ed.), *The Borders of 'Europe'* (Duke, 2017): 95-119.

Emma Blake and Robert Schon, "The Archaeology of Contemporary Migrant Journeys in Western Sicily," *Journal of Mediterranean Archaeology* 32, 2 (2020): 173-194.

Afolake Oyinloye, "[In A Tunisian Cemetery, Drowned Migrants are Given a 'Dignified' Burial](#)," Africanews, 9/06/2001.

W, 12/8

Project Presentations

Week 16 **Recap**

M, 12/13

Project Presentations

Week 17

M, 12/20

Final Submission of Digital Projects