

Sample syllabus for a 3000-level lecture course on:

History 3252
People on the Move: Migration in Modern Europe

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Class time and location: MW or TR
Office hours: TBA

Course description:

This course examines migrations within, out of, and (back) to Europe from the late eighteenth century until the present. The course uses a number of case-studies to show that population movements can only be understood in the historical context of the political struggles, border changes, economic conditions, demographic realities, gender roles, and cultural expectations that shaped the history of the European continent in general. The class takes a broad approach to “Europe” as it compares and contrasts developments in the eastern and western parts of the continent and its overseas colonial possessions. In addition to studying the institutional and structural developments that determined the European migration flows, students will pay a special attention to the human experience of migration and displacement.

The case studies examined here include: 1) migrations in the pre-industrial period, with a focus on seasonal work, transhumant pastoralism, and marriage; 2) the effects of industrialization and urbanization on the movement of people and changing gender roles; 3) the emergence of nationalism and nation-based migrations in the 19th century; 4) the transatlantic migrations and the return waves of Europeans from the US; 5) World War I, the demise of empires, and the interwar refugee regime; 6) World War II, genocide, and ethnic cleansing; 7) decolonization and the transformation of Europe into a continent of immigration.

Each student will complete a final research project using digital media on a topic of his/her choice.

It is strongly recommended that students have prior exposure to European history and/or that they have taken another thematic history course with research orientation.

Learning objectives:

This class fulfills the requirements for **GE Historical Study** and **Diversity/Global Studies**.

The goal of **Historical Study** classes is to teach students recognize how past events are studied and how they influence today’s society and the human condition. A Historical Study class accomplishes the following outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

The goal of **Diversity** classes is to teach students to understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens. A class with a focus on **Diversity/Global Studies** accomplishes the following learning outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

Required readings:

All required readings are available for purchase at OSU area bookstores. Additional readings are provided through CARMEN and marked with asterisk (*) on the Class Schedule. The class will also use library resources freely available to OSU students on the Library website.

Books available for purchase:

Leslie Page Moch, Moving Europeans: Migration in Western Europe since 1650 (Bloomington: Indiana University Press, 2003).

Saskia Sassen, Guests and Aliens (New York: New Press, 1999).

Elizabeth Gaskell, North and South (London: Oxford University Press, 1973).

Mark Wyman, Round-Trip to America: The Immigrants Return to Europe, 1880-1930 (Ithaca: Cornell University Press, 1996).

Bruce Clark, Twice a Stranger: The Mass Expulsions that Forged Modern Greece and Turkey (Cambridge, Ma: Harvard University Press, 2007).

Loring Danforth and Riki van Boeschoten, Children of the Greek Civil War (Chicago University Press, 2012).

Buchi Emecheta, Second-Class Citizen (George Braziller, 1983).

Eva Hoffman, Lost in Translation: A Life in a New Language (Penguin Books, 1990).

Resources available on the OSU Library website:

The Encyclopedia of Migration and Minorities in Europe (Cambridge, 2011).

The Encyclopedia of Global Human Migration (Wiley Blackwell, 2013).

Post-war Europe: Refugees, Exile, and Resettlement, 1945-50

Link to database: <http://www.tlemea.com.proxy.lib.ohio-state.edu/postwareurope/index.htm>

North American Immigrant Letters, Diaries and Oral Histories

Link to the database: <http://library.ohio-state.edu/record=e1001378~S7>

Course requirements:

Four 2-page reaction papers on the assigned readings: 20% (5% each)

Two 5-page essays: 30% (15% each)

Attendance, participation and discussion: 20%

Final research project using digital media: 30%

 Proposal: 10%

 Final project: 20%

Grade distribution:

A: 92.6 and above

B-: 79.6-82.5

D+: 67.6-69.5

A-: 89.6-92.5

C+: 77.6-79.5

D: 62-67.5

B+: 87.6-89.5

C: 72.6-77.5

E: below 62

B: 82.6-87.5

C-: 69.6-72.5

Since the University does not record D- grades, a student earning a course average below 62 will receive an E in this course.

Late assignments:

All assignments are due during the designated class period. **Late submissions will be marked down one letter grade per day;** please email me a copy of the assignment as soon as you finish it to stop the clock and bring a hard copy to my office as soon as possible. Please provide me with proper documentation in the case of a legitimate absence and contact me to make arrangements for the late submission of your assignment.

Class attendance:

Because much of the work in this class is based on discussion, I will take attendance during each class. To accommodate emergencies, each student is allowed **two unexcused absences** during the semester. For each absence after the two-absence limit, you will incur a penalty of **5 points per absence** from the Attendance, Participation and Discussion portion of your grade. It is the student's responsibility to provide me with any paperwork verifying an excused absence.

Academic misconduct and plagiarism:

It is the responsibility of the Committee on Academic Misconduct to investigate all reported cases of student academic misconduct. Academic Misconduct includes, but is not limited to, **plagiarism, cheating on exams, unauthorized collaboration** with other students, alteration of grades, and **fraudulent medical excuses**. Instructors shall report all instances of alleged academic misconduct to the committee. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Disability Services:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Class Schedule:

Week 1 – Introduction: Theories of Migration

Readings: Moch, Moving Europeans, ch. 1

*Charles Tilly, “Migration in Modern European History,” In: William McNeill and Ruth Adams, eds. Human Migration. Patterns and Policies (Bloomington: Indiana University Press, 1978).

Week 2 –Migration Trends on the Eve of Modernity: Seasonal Work and Marriage

Readings: Moch, Moving Europeans, ch. 2 and 3

Sassen, Guests and Aliens, ch. 1

Week 3 -- Economic Change and Migration: Industrialization, Urbanization, Gender

Readings: Moch, Moving Europeans, ch. 4 (pp. 102-146)

Sassen, Guests and Aliens, ch. 2

Discussion of Gaskell, North and South (entire).

*****Reaction to Gaskell due in class*****

Week 4 – Nation-State and Migration at the Turn of the Century

Readings: Sassen, Guests and Aliens, ch. 3 and 4

Screening excerpts from the movie Daens

Week 5 – US Immigration and Return

Readings: Moch, Moving Europeans, ch. 4 (pp. 147-160)

Discussion of Mark Wyman, Round-Trip to America: The Immigrants Return to Europe, 1880-1930

Week 6 -- US Immigration and Return (continued)

Continue discussion of Mark Wyman, Round-Trip to America: The Immigrants Return to Europe, 1880-1930

**Ready to research: Library visit: How to use online encyclopedias and databases?
How to approach a research project?**

The Encyclopedia of Migration and Minorities in Europe (Cambridge, 2011).

The Encyclopedia of Global Human Migration (Wiley Blackwell, 2013).

North American Immigrant Letters, Diaries and Oral Histories

Link to the database: <http://library.ohio-state.edu/record=e1001378~S7>

*****5-page essay on US immigration and return due*****

Week 7 – World War I and Displacement: Population Exchange

Readings: Moch, Moving Europeans, ch. 5 (pp. 161-176)

*Rogers Brubaker, “The Aftermath of Empire and the Unmixing of Peoples” in Karen Berkey and Mark von Hagen, After Empire: Multi-ethnic Societies and Nation-Building, 155-180.

*Theodora Dragostinova, “Navigating Nationality in the Emigration of Minorities between Bulgaria and Greece, 1919-1941,” East European Politics and Societies, vol. 23, no. 2 (May 2009): 185-212.

Screening excerpts from the movie America America

Week 8 -- World War I and Displacement: Population Exchange (continued)

Discussion of Bruce Clarke, Twice a Stranger: How Mass Expulsion Forged Modern Greece and Turkey

*****Reaction to Clarke due in class*****

Ready to research: Introduction to digital media in the humanities: Prezi as a research tool (Goldberg Center staff and instructor presentation)

Week 9 -- World War II and the Postwar Expulsions

Readings: Sassen, Guests and Aliens, ch. 5

*Philipp Ther, “A Century of Forced Migration” In: Ther and Siljak, eds. Redrawing Nations. Ethnic Cleansing in East-Central Europe, 1944-1948 (Lanham, Md.: Rowman & Littlefield, 2001), 43-74.

Week 10 -- World War II and the Postwar Expulsions (continued)

Ready to research: Browse Library resources: Post-war Europe: Refugees, Exile, and Resettlement, 1945-50. *Link to database:*

<http://www.tlmea.com.proxy.lib.ohio-state.edu/postwareurope/index.htm>

Discussion of Loring Danforth and Riki van Boeschoten, Children of the Greek Civil War (entire)

*****5-page essay on WWII migrations due*****

Week 11 – Decolonization and Post-Colonial Migration

Readings: Sassen, Guests and Aliens, ch. 6

Moch, Moving Europeans, ch. 5 (177-197)

Ready to research: Students brainstorm possible research topics: Use a case study from The Encyclopedia of Migration and Minorities in Europe (Cambridge, 2011). The Encyclopedia of Global Human Migration (Wiley Blackwell, 2013).

Week 12 – Decolonization and Post-Colonial Migration (continued)

Readings: Sassen, Guests and Aliens, ch. 7

Discussion of Emecheta, Second-Class Citizen (entire)

*****Reaction to Danforth due in class*****

Week 13 – Europe Today: Europe or Fortress Europe?

Screening excerpts from the movie Pretty Dirty Things

Ready to research: Discussion of Prezi draft projects and available library resources

*****Prezi research proposal due*****

Week 14 – Immigration as a personal story: Lost in Translation

Readings:

Eva Hoffman, Lost in Translation: A Life in a New Language (Penguin Books, 1990).

*****Reaction to Hoffmann due in class*****

Week 15 – Final project presentations and discussion

Ready to research: Project presentations in class

*****Final projects due at the end of the week*****