

**History 500/891:
People on the Move:
Migrants, Refugees, and Border-Crossers in Modern Europe**

Professor Kathryn Ciania

Spring 2015

Office Hours: Tuesdays, 11:15am-1:15pm, Mosse Humanities Building, Room 4133

Email: ciania@wisc.edu

Class Time: Thursdays, 1:20-3:15pm, Mosse Humanities Building, Room 5255



Course Description

This class explores the transnational histories of migration, diaspora, and refugees from the mid-19th century to the present day, with a particular focus on people moving to, from, and within Europe. After discussing the interdisciplinary theoretical literature (Part I), we'll look at a range of case studies about diverse groups who found themselves spread around the globe, while simultaneously questioning the borders of these national and ethnic categories. Part II focuses on mass migrations and diaspora from the mid-19th to the early 20th century, looking at state attitudes to population movements and debating the ways in which historians might capture the real life experiences of ordinary people "on the move." In Part III, we'll look at the violent period between 1914 and 1950, during which millions of people were forced out of their homelands and into new (frequently hostile) environments. In this part of the class, we'll focus on the birth of the modern refugee, the role of increased state surveillance over immigrants, the development of new international organizations, and the ways in which identities coalesced in the conditions of exile. Part IV takes us from World War II to the present day, focusing on how the Cold War, decolonization, and today's (allegedly) "borderless" world affected—and continue to affect—people's ability to move around the globe. Here, we'll explore questions of assimilation in Western Europe, the role of the "Iron Curtain," and sex trafficking as both a contemporary and a historical phenomenon.

Course Objectives

This class encourages students to view the movement of people through multiple lenses and disciplinary frameworks, with a particular emphasis on political and intellectual discussions of migration, the social experiences of those “on the move,” and the intersections between migration, gender, race, and ethnicity. Each assignment builds on the previous one, encouraging students to sharpen their writing and thinking skills as we move through the semester. Students will also work on recognizing existing conversations in the literature, confidently and respectfully joining those conversations by presenting their own opinions and ideas, and thinking about how different sources and perspectives can yield new and exciting scholarship. By the end of the class, students should have a firm grounding in the diverse literature, more fully developed writing and oral presentation skills, and a clear sense of how ideas about the class materials might inform both their academic interests and their ability to make sense of problems in today’s complex world.

Methods of Assessment

- **Short summary of readings (5% of total grade):** For **EITHER** week 3 or 4, write a one-page summary of the book (for week 3) or of two articles (for week 4).
- **Short summary and analysis of readings (10% of total grade):** For week 6, write a one-page summary of the book (*A Whole Empire Walking*) and a one-page analysis of its approach.
- **Book Review #1 (15% of total grade):** There will be one short book review assignment. You should all review Clifford Rosenberg’s *Policing Paris*. We will discuss the details of the assignment in class.
- **Book Review #2 (30% of total grade):** You will write a review of the state of the field in which you bring multiple texts into dialogue with one another. We will discuss the format of this piece of work in class.
- **Discussion participation (40% of total grade):** I will assess your participation in three ways (see the more detailed criteria at the end of this syllabus):
 - a) **Class participation.** You should be prepared for lively and engaged discussion. Remember that quality is better than quantity and that listening carefully to the thoughts of your classmates before responding is an important skill to develop.
 - b) **Discussion leading.** In addition to participating each week, each student will lead discussion for the first half of one seminar. Take a look at the syllabus to consider the week in which you would like to lead discussion. You will post your 3 discussion questions under the appropriate heading at our Learn@UW website by 9am on Wednesdays (i.e. the day before class).
 - c) **Quick responses:** Each week, everyone should check the questions on Learn@UW and post a quick response (around 200 words) to one of the questions by 9pm on Wednesdays.

Assigned Readings

All readings are marked with a symbol to help you to locate them:

UB/L: For purchase and on reserve in College Library

CR: Course Reader

L@UW: Link provided at our Learn@UW site

The course reader for this class can be purchased from the Letters and Science Copy Center (see below for details). Please note that a copy of the course reader will also be placed on reserve at College Library.

Located at:

Sewell Hall, Room 6120
1180 Observatory Drive
Madison, WI 53706
262-5396

Email:

copycenter@ls.wisc.edu

Hours:

7:45am-11:45am; 12:30pm-4:00pm.

Weekly Class Schedule and Assigned Readings

PART I: Introductions and Theoretical Approaches

Week 1 (01/22): Class Introductions

No assigned readings.

Introductory assignment:

- You should bring a copy of a non-academic article about contemporary affairs (e.g. from an online newspaper, magazine, or blog) that touches on one of the themes of the class (migration, immigration, diaspora, people trafficking, assimilation, refugees, border-crossers, etc.) and come ready to discuss it with your classmates. If possible, you should also post a link to the article on our Learn@UW discussion board by 5pm the day before class and make sure that you've taken a look at other people's links prior to our first class meeting.

Week 2 (01/29): Diasporas and Wanderers

Readings:

1. Yuri Slezkine, *The Jewish Century* (Princeton: Princeton University Press, 2006): 4-39. **(CR)**

2. Rogers Brubaker, "The 'diaspora' diaspora," *Ethnic and Racial Studies* 28, no. 1 (2005): 1-19. **(CR)**
3. Shu-mei Shih, "Against Diaspora: The Sinophone as Places of Cultural Production," in *Global Chinese Literature: Critical Essays*, eds. Jing Tsu and David Der-wei Wang (Leiden and Boston: Brill, 2010): 29-48. **(CR)**
4. Anthony Smith, "Diasporas and Homelands in History: The Case of the Classic Diasporas," in *The Call of the Homeland: Diaspora Nationalisms, Past and Present*, eds. Allon Gal, Athena S. Leoussi, and Anthony David Smith (Leiden and Boston: Brill, 2010): 1 –26. **(CR)**

PART II: Migration during the Late-19th to Early-20th centuries

Week 3 (02/05): The Case of the Bialystok Jews

Reading:

1. Rebecca Kobrin, *Jewish Bialystok and Its Diaspora* (Indiana University Press, 2010) **(UB/L)** (NB: This book is also available at the Library as an Ebook).

Assignment due in class:

- SUMMARY (UNLESS PROVIDING SUMMARY FOR WEEK #4)

Week 4 (02/12): The Role of the Nation-State

Readings:

1. Sebastian Conrad, *Globalization and the Nation in Imperial Germany* (Cambridge: Cambridge University Press, 2010): 1-26; 273-333. **(CR)**
2. Tara Zahra, "Travel Agents on Trial: Policing Mobility in Late Imperial Austria," *Past & Present* 223 (2014): 161–193. **(CR)**
3. Nancy L. Green, "The Politics of Exit: Reversing the Immigration Paradigm," *Journal of Modern History* 77, no. 2 (2005): 263-289. **(CR)**
4. Mark I. Choate, "Sending States' Transnational Interventions in Politics, Culture, and Economics: The Historical Example of Italy," *International Migration Review* 41, no. 3 (2007): 728-768. **(CR)**

Assignment due in class:

- SUMMARY (UNLESS PROVIDED SUMMARY FOR WEEK #3)

****EXTRA OPTIONAL EVENT (4pm)****

Lecture by Prof. Keely Stauter-Halsted, University of Illinois at Chicago:
"Sex in the Bourgeois Family: Prostitution in the Middle Class Home in Partitioned Poland"

Week 5 (02/19): Tracing Migrant Experiences through Writing

Readings:

1. Kate Vieira, "Homeland Literacies: What Transnational Family Communication Practices Can Teach Us About Writing," Conference paper (Watson Conference, 2014). **(CR)**
2. Florian Znaniecki and William Isaac Thomas, *The Polish Peasant in Europe and America: Vol 5 Organization and Disorganization in America* (Boston: The Gorham Press, 1920). **Free access on Google books:**
<http://books.google.com/books?id=zaUMAAAAIAAJ&oe=UTF-8>, **or Kindle edition, or purchase cheap reprinted copy online)**
3. Kathleen Neils Conzen, "Thomas and Znaniecki and the Historiography of American Immigration," *Journal of American Ethnic History* 16, no. 1 (1996): 16-25. **(CR)**

****SPECIAL GUEST IN CLASS****

Prof. Kate Vieira, Department of English, UW-Madison

PART III: Movement and Violence: 1914-1950

Week 6 (02/26): The Birth of the Refugee

Reading:

1. Peter Gatrell, *A Whole Empire Walking: Refugees in Russia during World War I* (Bloomington: Indiana University Press, 2005) **(UB/L)**

Assignment due in class:

- SHORT SUMMARY AND ANALYSIS

****EXTRA OPTIONAL EVENT (4pm)****

Lecture by Prof. Tara Zahra, University of Chicago, on her project on migration from the East-Central Europe during 19th and the 20th centuries

Week 7 (03/05): "Unwanted" People as an International Problem

Readings:

1. Hannah Arendt, *The Origins of Totalitarianism* (San Diego: Harvest, 1976): 267-302. **(CR)**
2. Eric D. Weitz, "From the Vienna to the Paris System: International Politics and the Entangled Histories of Human Rights, Forced Deportations, and Civilizing Missions," *American Historical Review* 113, no. 5 (2008): 1313-1343. **(CR)**
3. Michael Marrus, *The Unwanted: European Refugees in the Twentieth Century* (Oxford University Press: New York and Oxford, 1995): 3-13; 51-121. **(CR)**

Optional: Listen to Michael Marrus talk online:
<http://backdoorbroadcasting.net/2010/09/michael-marrus-refugees-in-europe-explaining-the-forty-years%E2%80%99-crisis/> **(L@UW)**

Week 8 (03/12): Migration, Citizenship, and Sovereignty

Reading:

1. Annemarie Sammartino, *The Impossible Border: Germany and the East, 1914-1922* (Ithaca: Cornell University Press, 2014) **(UB/L)**

Week 9 (03/19): Surveillance over Immigrants

Reading:

1. Clifford Rosenberg, *Policing Paris: The Origins of Modern Immigration Control between the Wars* (Ithaca: Cornell University Press, 2006) **(UB/L)**

Assignment for class:

- BOOK REVIEW #1 DUE IN TODAY

Week 10 (03/26): Forging Identities in Exile

Readings:

1. Katherine R. Jolluck, *Exile and Identity: Polish Women in the Soviet Union during World War II* (Pittsburgh: University of Pittsburgh Press, 2002) **(UB/L)**
2. Edward Said, "Intellectual Exile," online at:
<http://www.grandstreet.com/gsissues/g47/g47a.html> **(CR)**
3. Hannah Arendt, "We Refugees," in *Altogether Elsewhere: Writers on Exile*, ed., Marc Robinson (Boston: Faber and Faber, 1996): 110-119. **(CR)**

Week 11 (04/09): Displaced Peoples after WWII

Readings:

1. Gerard Daniel Cohen, *In War's Wake: Europe's Displaced Persons in the Postwar Order* (Oxford and New York: Oxford University Press, 2011) **(UB/L)**
2. Nick Baron, "Remaking Soviet Society: the Filtration of Returnees from Nazi Germany, 1944-1949," in *Warlands: Population Resettlement and State Reconstruction in the Soviet-East European Borderlands, 1945-50*, eds., Nick Baron and Peter Gatrell (London: Palgrave Macmillan, 2009): 89-116. **(CR)**
3. Tara Zahra, "The Psychological Marshall Plan: Displacement, Gender, and Human Rights after World War II," *Central European History* 44 (March 2011): 37-62. **(CR)**

Part IV: Modern Borders: The Cold War and Beyond

Week 12 (04/16): Migrants, Multiculturalism, and Diversity

Readings:

1. Joan Wallach Scott, *The Politics of the Veil* (Princeton: Princeton University Press, 2007) **(UB/L)**
2. Elizabeth Buettner, "Going for an Indian": South Asian Restaurants and the Limits of Multiculturalism in Britain," *Journal of Modern History* 80, no. 4 (2008): 865-901. **(CR)**
3. Michael Meng, "Democratic (In)Equalities: Immigration in Twentieth-Century Western Europe," *Contemporary European History* 22, no. 1 (2013): 139-151. **(CR)**

****SPECIAL GUEST IN CLASS****

Prof. Michael Meng, Department of History, Clemson University

****EXTRA OPTIONAL EVENT (4pm)****

Lecture by Michael Meng: "The Evil of Blind Obedience: Arendt's Interpretation of Nazism in Historical Perspective"

Week 13 (04/23): Moving Across the "Iron Curtain"

Reading:

1. Edith Sheffer, *Burned Bridge: How East and West Germans Made the Iron Curtain* (Oxford and New York: Oxford University Press, 2011) **(UB/L)**

Optional: Listen to Edith Sheffer interview:

<http://newbooksinhistory.com/2011/10/14/edith-sheffer-burned-bridge-how-east-and-west-germans-made-the-iron-curtain-oxford-up-2011/> **(L@UW)**

Week 14 (04/30): Trafficking in Historical Context

Readings:

1. Nancy M. Wingfield, "Destination: Alexandria, Buenos Aires, Constantinople; "White Slavers" in Late Imperial Austria," *Journal of the History of Sexuality* 20, no. 2 (2011): 291-311. **(CR)**
2. Siddharth Kara, *Sex Trafficking: Inside the Business of Modern Slavery* (New York: Columbia University Press, 2009): 1-44; 83-107; 129-151. **(CR)**
3. Gail Kligman and S. Limoncelli, "Trafficking Women after Socialism: To, Through, and From Eastern Europe," *Social Politics* 12, no. 1 (2005): 118-140. **(CR)**

Week 15 (05/07): Final Class: Conclusions

Presentations and final debate; No assigned readings

Assignment for class:

- BOOK REVIEW #2 DUE IN CLASS

Class Policies and Further Resources

Office Hours

My office hours are posted at the top of the syllabus. Please come by! These hours are set-aside specifically for students, and I would be happy to discuss any aspect of the class with you.

Class Etiquette

There is no laptop use in discussion, although you can bring a tablet/kindle if you need it to access the readings electronically. You must ensure that you bring the relevant readings to our discussion. Come and speak with me if you are concerned about this policy.

We will begin discussions on time, so please make sure that you arrive a few minutes early. Persistent tardiness will lead to a lower participation grade.

If you know that you are going to be absent from our discussion, it is your responsibility to inform me as soon as possible.

Papers should be turned in on time to avoid a grade penalty. If there is a problem, it is important that you speak to me in plenty of time prior to the deadline so that we can talk through other options. Papers are considered late if they come in after the beginning of class on the due date. Late papers will be penalized by a half-grade per day. A hard copy of the paper should be submitted in class AND an electronic copy should be uploaded into the dropbox at Learn@UW. Email submissions will not be accepted.

Academic Honesty

There is information about what constitutes plagiarism here (http://writing.wisc.edu/Handbook/QPA_plagiarism.html), but please come and speak with me during office hours if you have questions or concerns.

Disabilities

Disability guidelines for course accommodations may be found at the UW McBurney Disability Resource Center site: <http://www.mcburney.wisc.edu/>
Please come and see me if you would like to talk further about disability issues.

Religious Observance Policy

Students must notify me within the first two weeks of class of the specific days or dates on which they request relief.

Writing Resources and Guidelines

All papers should conform to the specified page limit. They should be double-spaced, with good margins and consistent, accurate footnotes. The Chicago Manual of Style can be found online at www.chicagomanualofstyle.org

The University's Writing Center is a wonderful resource that allows you to work with a consultant to improve your written work. Take a look at their website (<http://www.writing.wisc.edu/index.html>) for more information.

Participation Grading Scale

- A:** You consistently post punctual, thoughtful, and proofread responses that demonstrate that you have done the reading carefully, considered your own approach to it, and/or articulated how it fits in with the general themes of the class. You participate enthusiastically and regularly in classroom discussions and small group-work, listening to your peers and articulating your own ideas as clearly as possible.
- B:** Your posts show that you have done the reading, but they are not consistently punctual, are not as well written, and/or show a less thoughtful response to what you have read than an "A" grade post. Your posts show that you have thought about how the reading fits into wider themes that we have been discussing, but on a more superficial level than an "A" grade post. You participate in classroom discussions and small group-work, listening to your peers and articulating your own ideas, although not with the regularity or depth of a student achieving an "A."
- C:** Your posts are frequently late and/or do not show that you have done the reading in any depth and/or are poorly written. You include your own thoughts, but do not raise relevant questions or link the materials to the themes of the class. You contribute only rarely to class discussions and/or make comments that do not demonstrate that you have completed the readings or are engaged fully with your classmates.
- D:** Your posts are late and/or frequently missing. They show no evidence that you have completed and understood the reading. You say little or nothing in class discussions or make comments that do not demonstrate that you have completed the reading.
- F:** Your posts are missing and/or incomprehensible. You do not attend class regularly.