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Fall 9-1-2020

### HSTR 391.R02: Europe and Refugees - A History

Gillian Beth Glaes

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# HSTR 391:02

## Europe and Refugees: A History

Fall 2020

Note: instruction will happen remotely via Zoom.

*\*This course is subject to change as necessary throughout the semester.\**

### Instructor's contact information:

[Professor Gillian Glaes](#)

History Department

University of Montana-Missoula

Office: (working remotely in the fall of 2020)

Email: [gillian.glaes@mso.umt.edu](mailto:gillian.glaes@mso.umt.edu)

Phone: Please text me at (406) 624-9571.

### Virtual office hours via Zoom and email:

Tuesdays & Thursdays: 12:30-1:30 p.m. Zoom

- [Zoom link](#)
- *You can also contact me to schedule an appointment.*
- *If you cannot meet with me during my office hours, please let me know and we can schedule an appointment.*

### Methods of communication with students:

- Moodle, email, Zoom, and class meetings (In your email messages, please include the course number and topic in the subject line.)
- I've established a Twitter hashtag for the course, #hstr39102, which will also be visible through the course Moodle page.
- Per official UM policy, please use your UM email account for email communications.

- *Please remember to maintain a professional demeanor in all interactions, including email and other electronic forms of correspondence.*

## Course Overview:

Welcome to HSTR 391:02: Europe and Refugees: A History. This course explores the history of refugees in Europe and beyond dating back to the early modern period and ending with the current global refugee crisis in which over 75 million people are displaced globally, with over 25 million of those qualifying as refugees. This is the largest crisis of displacement in human history. And yet, there is historical precedent for it, including, for example, the refugee crisis created by World War II, and thus much to learn from those historical moments. Europe has long been at the center of refugee crises and continues to play a key role in addressing the world's current crisis of displacement. Thus, it provides an important case study in understanding the root causes of refugee crises, the responses of states and political entities and those living within them, and the experiences of refugees and displaced persons.

Throughout the course, we will explore Europe as a continent that has both created and received large numbers of refugees, sometimes at the same time. The creation of refugee and displaced populations in Europe, as in other places, has corresponded historically to cataclysmic conflicts and developments such as famines, persecution, wars (civil and otherwise), genocides, and mass killings. The course will explore events that are often discussed in other courses, such as World War I and World War II through the lens of refugees. The course will ask questions such as: how did the World Wars of the twentieth century produce refugee populations and where did those refugees go?

This course counts toward the certificate in Migration Studies. For more information on this certificate program, please see me or contact Dr. Peter Koehn in UM's Department of Political Science ([peter.koehn@mso.umt.edu](mailto:peter.koehn@mso.umt.edu)). See also the [certificate's website](#).

## Learning Objectives:

This course will provide an opportunity to explore the history of refugees and displaced persons in one particular location: Europe. By exploring Europe's contributions to various crises of refugees and displaced persons, we will understand how such populations of displaced persons are created and how various entities, including nation-states and organizations such as the European Union, respond. We will explore the history of a continent that has both created large numbers of refugees and received them, sometimes simultaneously.

Students will increase their historical and contemporary understanding of issues related to migration, refugees, and asylum seekers through cross-cultural and interdisciplinary explorations of case studies in and beyond Europe. By analyzing primary and secondary sources, watching documentaries, assessing media sources, listening to presentations,

discussing key issues, and completing assignments, students will develop their historical understanding of issues related to refugees and other immigrant populations in and beyond Europe.

## Learning Outcomes:

By the end of this course, you will be able to:

- define and understand concepts related to human migration, such as refugee, asylum seeker, and displaced person
- discuss the history of Europe as a continent that has both received refugees and created populations of refugees and displaced persons
- comprehend the role of persecution, famines, wars, genocides, mass killings, and other cataclysmic events in creating populations of refugees and displaced persons

## Online Learning/Learning Online:

You might be someone who has taken other remotely taught courses or this might be your first remote class. Regardless of your background in online learning, I am excited that you are taking this class. That said, while this is an online course and a remotely taught course, it will not necessarily be an “easy” class. It should challenge you intellectually and academically, just as a traditional class would.

Please be aware that you are responsible for reading and understanding the course syllabus and knowing the due dates for all assignments. Please keep in mind that changes to the syllabus can occur. Remember to look for announcements concerning the class on the course Moodle page and through the news forum. Make sure that you check your **UM email account** regularly for announcements, notices, etc.

To stay current with the class, I expect you to attend the weekly Zoom class meetings. I also expect you to log onto the course Moodle page several times per week to access readings, videos, discussion forums, assignments, and other information. This will enable you to remain engaged in the course materials and corresponding forums and assignments each week and throughout the semester. Remember to communicate regularly with me as the instructor, especially if you are experiencing challenges with the course material or with the technology that we are using (Moodle and various features in Moodle). Technology should assist you in completing and succeeding in this course – it should not be a barrier, nor should it be used as an excuse for incomplete coursework.

## Expectations for student conduct: “netiquette” in an online class

There are rules and etiquette that apply to the online and remote realms, just as there are in the rest of society.

As such, it is important for you to maintain a friendly, open, and professional demeanor. The other students in the course and I are your colleagues and will serve as tremendous resources for you as we work through the course material together. To nurture your rapport with others in the class, remember to maintain a collegial and a professional demeanor throughout the semester. Here is a link to UM's [Student Conduct Code](#) – please see especially the section on “General Misconduct.”

The following are good practices and expectations for student conduct in this online class. To quote onlinecollege.net: *“Like all professional endeavors, successful performance in an online course depends on following certain standardized rules to achieve clear communication.”*

Please follow the [Student Conduct Code](#) and these rules and expectations throughout the semester:

- Participate frequently. Studies show that the more students participate in an online and remote class, the better they do. Put your ideas out there so that others may read them, understand them, and respond to them.
- Complete your work on time and make sure that you’re staying current with the syllabus each week.
- Conduct yourself on Moodle and in this online class as you would in real life. Respect others and remember that your fellow students are people. Be ethical, punctual, courteous, professional, compassionate, intellectually engaged, respectful, and enthusiastic.
- Remember that outside of the Zoom sessions, you cannot see facial expressions, gestures, and other mannerisms that are important in communication while on Moodle. Tread lightly – avoid all caps, exclamation points, and/or purposely provoking your fellow students (or the instructor). If you would not say it in person, please do not say it on Moodle, via email, or through other means of online, electronic communication.
- Represent yourself well online: make sure that your writing is grammatically correct and supported by sources offered through the class. Use clear, concise, academic, and professional language. Test for clarity – your paragraph might be clear to you, but it might not necessarily be clear to others. Stay focused on the topic at hand.

- Be collaborative and show a willingness to work with others. To quote onlinecollege.net: *“To be truly collaborative, it is important to share information, reveal tips you may have discovered, and respect the ideas of others.”*

Failure to abide by UM’s Student Conduct Code and these rules of “Netiquette” will result in the appropriate penalties.

For further resources on online etiquette, which inspired the above list, see the following link: [Albion netiquette rules](#)

## Technical Support:

Having trouble with Moodle? Unable to post or log in? Can’t submit assignments?

Avoid waiting until the last minute to contact [the UM Solutions Center](#) or me. If you are experiencing technical difficulties and need immediate assistance, here are important resources:

Email: [umonline-help@mso.umt.edu](mailto:umonline-help@mso.umt.edu)

Phone: 406.243.4999 or 866.225.1641 (toll-free)

Web: [The UM Solutions Center](#)

## Academic honesty:

Issues with academic integrity, plagiarism, and/or cheating will be addressed according to the University of Montana-Missoula’s [Student Code of Conduct](#) and, specifically, its policies regarding academic misconduct. See especially section V on academic misconduct.

The Academic Misconduct policy within the [Student Code of Conduct](#) defines misconduct as plagiarism, misconduct during an academic exercise, unauthorized possession or examination of course material, tampering with course materials, submitting false information, submitting work previously presented in another course, improperly influencing conduct, submitting or arranging substitution for a student during an examination or other academic exercise, facilitating academic misconduct, or altering academic documentation (transcripts, etc.).

I assume that you have read and understand these policies. I also assume that you will abide by them and conduct yourself in an ethical manner throughout the semester. I will be checking your essays for originality. Instances of academic misconduct will be dealt with swiftly and in accordance with UM’s policies. If you have any questions, please contact me.

## Accessibility and accommodations:

The course materials, interactions, and policies are intended to accommodate all students. The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires an accommodation, please contact me during the first week of the semester so that proper accommodations can be provided. For further information or if you feel that you have a disability for which you need accommodation, please contact:

[Disability Services for Students \(DSS\)](#)

Lommasson Center, 154	Voice/text:	(406) 243-2243
The University of Montana	Fax:	(406) 243-5330
Missoula, MT 59812	Email:	<a href="mailto:dss@umontana.edu">dss@umontana.edu</a>

**Required texts: (available for purchase at the [Bookstore at UM](#))**

- Philipp Ther, *The Outsiders: Refugees in Europe since 1492* (textbook)
- Edwin Stalzer, *Life's Journey as a Refugee: Memoirs of a World War II Survivor*
- Ernest G. Heppner, *Shanghai Refugee: A Memoir of the World War II Jewish Ghetto*
- Jacek Jaskiewicz, *333 Days: Personal Memoirs from a Refugee Camp*
- Gulwali Passarlay, *The Lightless Sky*

## Assignments:

Your final grade will be calculated based on the following categories:

### 5% ATTENDANCE AND PROMPTNESS

Attendance: Five percent of your final grade is based on attendance.

Promptness: Being on time is a choice. I expect all students to be present and ready to go when class starts. *Consistently arriving late to class may result in a lower overall final grade.*

### 10% PARTICIPATION

Participation comprises an important aspect of this course. Your grade will be calculated in part how much you contribute to the class in the form of active participation in class discussions.

In class participation will be graded on the following scale:

9-10 = Student participates in class discussion without prompting and demonstrates a familiarity with the assigned materials.

7-8 = Student demonstrates familiarity with assigned materials, but only participates when called upon or participates less often.

6 = Student participates in class discussion without prompting, but demonstrates little or no familiarity with assigned materials.

5 = Student rarely participates in class discussion.

0-4 = Student does not participate in class discussions and demonstrates little or no familiarity with assigned materials or student was absent from discussion.

### 10% DISCUSSION FACILITATION (at least once per semester)

As discussion facilitators, your group will write 6-8 discussion questions based on the assigned reading for at least one of our formal discussions. To submit them, please email them to me as ONE Word document or Google Doc:

- Tuesday by 1:00 p.m. before Thursday discussions

Your group will then lead the all-class discussion based on the questions that you've written. I will be there to assist and students will be expected to actively participate in the conversation.

Here are [helpful guidelines](#) on how to lead a class discussion.

Each discussion facilitator will be evaluated on the following scale:

9-10 = **Questions:** discussion leader or leaders have provided questions that lead the class to understand the significance of the readings beyond the textbook. **Planning:** discussion is well planned demonstrating critical thinking about the assigned materials. **Content:** discussion questions require analysis from the class rather than summary. **Form:** moderators speak clearly, express enthusiasm for the subject, and elicit active participation from the class. All discussion leaders are on time and ready to lead discussion at the start of class.

8 = Discussion was deficient in one of the four areas: questions, planning, content, and form.

7 = Discussion was deficient in two of the four areas: questions, planning, content, and form.

6 = Discussion was deficient in three of the four areas: questions, planning, content, and form.

0-5 = Discussion was deficient in all of the four areas: questions, planning, content, and form.

**NOTE:** Failure to submit questions as a group on time and/or to arrive unprepared to lead discussion could result in a grade of "zero" for the entire class.



15%      Weekly discussion forum posts      (weekly)

The weekly discussion forum is intended to give you the opportunity to reflect on the assigned weekly course material, including readings and videos, ahead of our in-class discussions. The forum will help students prepare for the discussions by giving them space to reflect on and analyze the assigned materials. In your weekly forum post, you will draw on the course materials and discuss the readings and other materials specifically in your posts. There will be specific directions under each week's forums that you will follow. Each forum post should be at least a paragraph in length. Remember to write with an academic tone and with the goal of positivity, reflection, and analysis in an academic discussion.

Please complete your post by Thursday by 11:00 a.m. and the start of class.

NOTE: The week 1 forum will serve as an introductory forum and will be structured differently. Thanks for your flexibility here!

***Late forum posts will not be accepted without prior arrangement with the instructor.***

***Assessment of the weekly forums:***

Your forum posts will be graded each week on the following rubric:

**18-20: A**

**EXCEPTIONAL & EXCEEDS REQUIREMENTS SET FORTH:** Student's forum post expresses critical thinking about the assigned readings for the week. The forum post directly references many of the readings and online course materials, bringing them together in a thoughtful, thorough, and exceptional manner. Forum post furthers the discussion. The student has met and/or exceeded the required number of forum posts for that week, which often include pictures and additional resources. All forum posts are well-written using complete sentences and correct spelling and grammar. The forum post is submitted on time.

**16-17: B**

**ABOVE AVERAGE & MEETS REQUIREMENTS SET FORTH:** Student's forum post expresses critical thinking about the assigned readings for the week with direct references to some of the readings and other course materials, bringing them together in an above average manner. The student has met the required number of forum posts for that week. All forum posts are written in an above-average way in complete

sentences and include correct spelling and grammar. The forum posts are submitted on time.

#### **14-15: C**

**AVERAGE: MEETS REQUIREMENTS SET FORTH:** Student's forum post expresses critical thinking about topics from the week, but with few references to the assigned readings and other course materials while adequately connecting course concepts. The student meets the number of forum posts required for this week. Most forum posts are written in complete sentences with proper grammar and spelling. The forum posts are submitted on time or one day late.

#### **12-13: D**

**BELOW AVERAGE: DOES NOT MEET REQUIREMENTS SET FORTH:** Student's forum posts contain speculative comments without support from the content of the course (e.g., assigned readings, lectures, etc.) or comments are not relevant to the week's readings. The minimum number of forum posts was not met. Forum posts are not properly written in terms of paragraphing, sentence structure, and/or grammar and spelling. The forum posts are submitted one or two days late.

#### **0-11: F**

**DOES NOT MEET THE CRITERIA SET FORTH:** The forum posts have no bearing on the course, are without relevance to that week's topic, are completed after the due date(s), are poorly written, do not meet the criteria set forth, or are not completed for that week. Or, the forum posts were submitted more than 3 days late.

### **10% Experiential Learning Assignment**

**(due Friday, November 6)**

At least once during the semester, you'll select and complete an experiential learning activity and reflect on it in a 1-page (double-spaced) write up submitted to Moodle. The assignment is due Friday, November 6 by 5:00 p.m. to Moodle. The rubric is available on the assignment in Moodle.

You might ask: what is an experiential learning activity? This is an opportunity for you to do an activity beyond the classroom that involves and touches on the theme of refugees. Here are ideas for completing this assignment:

- Volunteer with the International Rescue Committee, the organization that officially resettles refugees in Missoula, or Soft Landing Missoula, which supports refugee resettlement in Missoula. The LifeLong Learning Center offers English as a Second Language classes and you could contact them about volunteer opportunities.

- Attend an event in Missoula, which is home to several refugee communities, and reflect on it. Safety is paramount, so please make sure that the event practices social distancing and please follow all protocols. Welcome Week, held in September and sponsored by Soft Landing Missoula, will offer an array of events that you can choose from. A calendar of events is available below and will be updated throughout the semester.
- Attend one of the weekly farmers markets in Missoula. Some of the long-standing refugee communities in Missoula--the Hmong, the Ukrainians, and the Belorussians--have stands at the farmers markets. Practice social distancing, wear your mask, and enjoy the farmers market and all that it has to offer.
- Select a film that reflects on the refugee experience, watch it, and reflect on it.
- Listen to music created by refugees and reflect on it.
- If you know someone who is a refugee or who has experience with refugees, interview that person while practicing social distancing. You could do the interview over Zoom, for example, record it, and then reflect on the experience and what you learned.

When you're at the event or activity, please text me a photo at 406-624-9571 with your name or upload your photo with the assignment on Moodle. These photographs will serve as a "sign-in" sheet for the event or activity. Note: You do not need to post a photo of yourself if you are not comfortable doing so. You can post a photo of the event or activity itself.

In your 1-page response to the event, volunteer activity, film, or related experience, please summarize and analyze what you did and why it was important. As you're preparing your response, ask yourself a few questions. What was it like, for example, to attend the event? What did you learn? To what extent did it change your perspective? Please double-space your submission and use Times New Roman 12-point font.

Then, upload it to Moodle along with the image (or text the image to me at 406-624-9571).

See the assignment in Moodle for further information and for the rubric.

## **25% TWO (2) PAPERS**

**(due dates are below)**

Please see in-depth instructions for these papers on the course Moodle page.

**Paper #1 (10%):** 5 pages/in-class sources due to Moodle by **Monday, 9/14 by 9 a.m.**

**Paper #2 (15%):** 5 pages/in-class sources due to Moodle by **Monday, 10/19 by 9 a.m.**

## **25% FINAL PAPER/PROJECT**

**(due Friday, November 20)**

**Paper/project #3 (25%)** in-class sources & outside scholarly sources

due to Moodle by **Friday, November 20 by 12:10 p.m.** during final week

See Moodle for the options regarding this assignment.

Outside sources need to be of a high quality: scholarly secondary sources and strong, reputable primary sources. Translation: no Wikipedia or history.com allowed. (Please see the Moodle page for the full assignment.)

Please cite your sources using the [Turabian/Chicago style citation method \(endnotes\)](#).

The Mansfield Library has [resources on Chicago-style citations](#).

[UM's Writing and Public Speaking Center](#) is a great resource when writing historical essays.

Their motto: *visit early and visit often*.

Papers and projects will be graded on the following criteria:

- The student demonstrates an awareness of context, audience and purpose 15%
- The student demonstrates critical and creative thinking 30%
- The student develops ideas and claims with specific information and detail 25%
- The student finds, evaluates, integrates, and correctly cites information from appropriate in-class primary and secondary sources 10%
- The student creates an effective organization, in accord with the expectations of particular disciplines 10%
- The student creates clear, fluent, correct prose 10%

## Grade scale:

Based on your performance in this course, you will be evaluated on the following grade scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73

D+	67-69
D	64-66
D-	60-63
F	59 and below

**For students taking the course “credit/no credit”:**

From the UM catalogue:

“Courses taken to satisfy General Education Requirements must be taken for traditional letter grade. Courses required for the student's major or minor must be taken for traditional letter grade, except at the discretion of the department concerned.

A grade of CR is assigned for work deserving credit (A through D-) and a grade of NCR is assigned for work of failing quality (F). CR and NCR grades do not affect grade point averages.

The grades of CR and NCR are not defined in terms of their relationship to traditional grades for graduate course work.

Election of the credit/no credit option must be indicated at registration time or within the first 15 class days on CyberBear. Between the 16<sup>th</sup> day and the last day of instruction before finals week, a student may request a change from credit/no credit enrollment to an enrollment under the A-F grade system, or the reverse, by means of a Course Add/Change Form; note that not all such requests are approved.”

**To pass this class on the credit/no credit grade scale at UM, you need a “D” average** (a minimum of a 60% overall). From my perspective, that means that *you need to pass all elements of the class – participation and attendance, forums, leading discussion, writing assignments, etc.* Please see me if you have any questions.

## Course Outline:

### Introduction

Week 1: Welcome to HSTR 391:02: Europe and Refugees: A History

TH 8/20: Course Introduction (Zoom)

To read:

- Look through the *Wall Street Journal's* visual history of displacement (Moodle)

To do:

- Review the course syllabus and Moodle page.

- Purchase books via the Bookstore at UM.
- Complete this week's introductory discussion forum. Your posts (1 initial and one response for a total of two posts) are due by Monday at 9:00 a.m.

## Unit 1: Early Modern Developments

### Week 2: Defining Refugees and Religious Violence and Persecution in the Early Modern Era, Part 1

T 8/25: What is a refugee? Defining key terms (Zoom)

To read:

- Philipp Ther, *The Outsiders: Refugees in Europe since 1492* (textbook): "Introduction: Flight and Refugees in Historical Perspective" (pgs. 1-21)
- Edward Said, "Reflections on Exile" (Moodle)
- Hannah Arendt, "We Refugees" (Moodle)

To do:

- All students: complete this week's discussion forum by Thursday at 11:00 a.m.

TH 8/27: Early Modern Religious Persecution throughout Europe (Zoom)

To read:

- Ther, "Chapter 1: The Roots of Intolerance: Religious Conflicts and Religious Refugees" (pgs. 22-53)

To do:

- All students: complete this week's discussion forum by Thursday at 11:00 a.m.
- Next week's discussion leaders: prepare your discussion questions for submission on Tuesday.
- Begin working on paper #1.
- Begin working on experiential learning assignment.

### Week 3: Religious Violence and Persecution in the Early Modern Era, Part 2: Flight from Europe

T 9/1: Case Studies: Early Modern Refugee Groups (Zoom)

To read:

- Nicholas Terpstra, *Religious Refugees in the Early Modern World*: Chapter 5: "Reforming the Mind and Body: The World the Refugees Made" (Moodle)
- The Mayflower Compact (1620) (Moodle)
- "Farewell letter of Pastor John Robinson" (Moodle)

To do:

- Discussion leaders: please send your group's discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday ([gillian.glaes@mso.umt.edu](mailto:gillian.glaes@mso.umt.edu)).
- All students: prepare for Thursday's discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week's discussion forum by Thursday at 11:00 a.m.

#### TH 9/3: Discussion: Early Modern Religious Persecution (Zoom)

To do:

- Discussion leaders: prepare to lead Thursday's discussion.
- Make your post to this week's discussion forum by Thursday at the start of class on this week's readings. Respond to one other student's post by the start of class on Thursday as well.
- All students: complete the readings from Weeks 2 and 3.
- All students: complete this week's discussion forum by the start of class on Thursday.
- All students: prepare for Thursday's discussion. Questions will be sent via Moodle and posted on Moodle.
- Continue working on paper #1.
- Complete the experiential learning assignment by Friday, November 6.

## Unit 2: The Long Nineteenth Century and the Making of Modern Refugees

### Week 4: A Century of Migration: Refugees in the Nineteenth Century

#### T 9/8: Case Study: Famine and Refugees: The Irish Famine (Zoom)

To read:

- Margaret M. Mulrooney, "The Ties that Bind: The Family Networks of Famine Refugees at the du Pont Powder Mills, 1802-1902" in Margaret M. Mulrooney, ed. *Fleeing the Famine: North America and Irish Refugees, 1845-1851* (Moodle)
- Robert Whyte, "The Journey of an Irish Coffin Ship" (1847)

To do:

- Discussion leaders: please send your group's discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday ([gillian.glaes@mso.umt.edu](mailto:gillian.glaes@mso.umt.edu)).
- All students: prepare for Thursday's discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week's discussion forum by Thursday at 11:00 a.m.

#### TH 9/10: Discussion: The Irish Famine (Zoom)

To do:

- Discussion leaders: prepare to lead Thursday's discussion.
- All students: prepare for Thursday's discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week's discussion forum by Thursday at 11:00 a.m.
- Next week's discussion leaders: be ready to submit your questions by Tuesday.
- Continue working on paper #1.
- Complete the experiential learning assignment by Friday, November 6.

**NOTE: Paper #1 due to Moodle by Monday, 9/14 by 9 a.m.**

## **Unit 3: The Twentieth Century and the Politics of Global Refugees**

### **Week 5: Refugees from the Russian Revolution, the Civil War, and the Soviet Union**

**NOTE: Paper #1 due to Moodle by Monday, 9/14 by 9 a.m.**

T 9/15: Refugees, the Russian Civil War, and the Soviet Union (Zoom)

To read:

- Ther, Chapter 3: "Political Refugees and the Emergence of an International Refugee Policy," pgs. 139-162
- Nick Baron and Peter Gatrell, "Population Displacement, State-Building, and Social Identity in the Lands of the Former Russian Empire, 1917-1923," *Kritika* 4/1 (2003), pp. 51-100. (MOODLE)
- Excerpt: Lenoid Livak, *Russian Emigres in the Intellectual and Literary Life of Interwar France* (MOODLE)
- David Bezmozgis, "Common Story" from *The Displaced: Refugee Writers on Refugee Lives* ed. Viet Thanh Nguyen

To do:

- Discussion leaders: please send your group's discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday ([gillian.glaes@mso.umt.edu](mailto:gillian.glaes@mso.umt.edu)).
- All students: prepare for Thursday's discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week's discussion forum by Thursday at 11:00 a.m.

TH 9/17: Discussion: Refugees and the Russian Revolution (Zoom)

To do:

- Discussion leaders: prepare to lead Thursday's discussion.
- All students: prepare for Thursday's discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week's discussion forum by Thursday at 11:00 a.m.



- Next week's discussion leaders: be ready to submit your questions by Tuesday.
- Begin working on paper #2.
- Complete the experiential learning assignment by Friday, November 6.

## Week 6: World War I and Refugees from Genocide

T 9/22: Refugees from the Armenian Genocide (Zoom)

To read:

- Ther, Chapter 2: "The Two Faces of Nationalism: Ethnic Cleansing and National Solidarity" pgs. 54-69
- An overview of the Armenian genocide from the United States Holocaust Memorial Museum (USHMM) (MOODLE)
- Matthias Bjørnlund, "Perception of the other's fate: what Greek Orthodox refugees from the Ottoman Empire reported about the destruction of Ottoman Armenians" in Dominik J. Schaller and Jürgen Zimmerman, *Late Ottoman Genocides* (MOODLE)

To view:

- photographs of the Armenian genocide (MOODLE) (Warning: Some images are graphic. Viewer discretion is advised.)

To do:

- Discussion leaders: please send your group's discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday ([gillian.glaes@mso.umt.edu](mailto:gillian.glaes@mso.umt.edu)).
- All students: prepare for Thursday's discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week's discussion forum by Thursday at 11:00 a.m.

TH 9/24: Discussion: Refugees and the Armenian Genocide (Zoom)

To do:

- Discussion leaders: prepare to lead Thursday's discussion.
- All students: prepare for Thursday's discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week's discussion forum by Thursday at 11:00 a.m.
- Next week's discussion leaders: be ready to submit your discussion questions by Tuesday.
- Continue working on paper #2.
- Complete the experiential learning assignment by Friday, November 6.

## Week 7: Interwar Refugees and State-Sponsored Persecution

T 9/29: Jewish Refugees in and beyond the Third Reich, 1933-1939 (Zoom)

To read:

- Ther, Chapter 3: "Political Refugees and Refugee Policy" pgs. 162-169
- Shira Kohn, "Turning German Jews into Jewish Greeks: Philanthropy and Acculturation in the Jewish Greek System's Student Refugee Programs, 1936-1940" *American Jewish History* Vol. 102, No. 4, October 2018 (511-536). (MOODLE)
- Jennifer Craig-Norton, "Refugees at the Margin: Jewish Domesticity in Britain, 1938-1945" *Shofar: And Interdisciplinary Journal of Jewish Studies* Vol. 37 No. 3, Winter 2019 (295-330). (MOODLE)
- Letter by Julius Moses to Erwin Moses on his visions for the family's future (MOODLE)
- The Voyage of the Saint Louis from the USHMM (MOODLE)

To watch:

- Interview with Jewish refugee from the S.S. Saint Louis Third Reich (Moodle)

To do:

- Discussion leaders: please send your group's discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday ([gillian.glaes@mso.umt.edu](mailto:gillian.glaes@mso.umt.edu)).
- All students: prepare for Thursday's discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week's discussion forum by Thursday at 11:00 a.m.

TH 10/1: Discussion: Jewish Refugees in the Interwar Era (Zoom)

To do:

- Discussion leaders: prepare to lead Thursday's discussion.
- All students: prepare for Thursday's discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week's discussion forum by Thursday at 11:00 a.m.
- Next week's discussion leaders: be ready to submit your discussion questions by Tuesday.

## **Week 8: World War II and Refugees, Part 1: Refugees from Genocide**

T 10/6: Lecture: World War II, the Holocaust, and Refugees (Zoom)

To read:

- Book: Ernest G. Heppner, *Shanghai Refugee: A Memoir of the World War II Jewish Ghetto* (Please read the entire book.)
- Ther, Chapter 2: "The Two Faces of Nationalism: Ethnic Cleansing and National Solidarity" pgs. 69-85

To watch:

- Oral interview with Lucie Sternberg Rosenberg (Moodle)
- Oral interview with Kurt Heimann (Moodle)

To do:

- Discussion leaders: please send your group's discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday ([gillian.glaes@mso.umt.edu](mailto:gillian.glaes@mso.umt.edu)).
- All students: prepare for Thursday's discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week's discussion forum by Thursday at 11:00 a.m.

TH 10/8: Discussion: Refugees and the Holocaust (Zoom)

To do:

- Discussion leaders: prepare to lead Thursday's discussion.
- All students: prepare for Thursday's discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week's discussion forum by Thursday at 11:00 a.m.
- Next week's discussion leaders: be ready to submit your discussion questions by Tuesday.
- Continue working on paper #2.
- Complete the experiential learning assignment by Friday, November 6.

### **Week 9: World War II and Refugees, Part 2: Refugees from War**

T 10/13: Lecture: Refugees from World War II (Zoom)

To read:

- Book: Edwin Stalzer, *Life's Journey as a Refugee: Memoirs of a World War II Survivor* (Please read the entire book.)
- Ther, Chapter 2: "The Two Faces of Nationalism: Ethnic Cleansing and National Solidarity" pgs. 85-90

To do:

- Discussion leaders: please send your group's discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday ([gillian.glaes@mso.umt.edu](mailto:gillian.glaes@mso.umt.edu)).
- All students: prepare for Thursday's discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week's discussion forum by Thursday at 11:00 a.m.

TH 10/15: Discussion: Refugees from World War II (Zoom)

To do:

- Discussion leaders: prepare to lead Thursday's discussion.
- All students: prepare for Thursday's discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week's discussion forum by Thursday at 11:00 a.m.
- Next week's discussion leaders: be ready to submit your discussion questions by Tuesday.
- Complete the experiential learning assignment by Friday, November 6.

**NOTE: Paper #2 due to Moodle by Monday, 10/19 by 9 a.m.**

## Week 10: The Postwar European Refugee Crisis

**NOTE: Paper #2 due to Moodle by Monday, 10/19 by 9 a.m.**

T 10/20: Lecture: Europe's Postwar Refugee Crisis

To read:

- Ian Connor, *Refugees and Expellees in Postwar Germany*. Ch. 1: "The Origins of the Refugee Problem," Ch. 2: "The Influx of Refugees into Germany and its Problems, 1945-1950," Ch. 5: "The Integration of Refugees into (West) Germany after 1950" and Ch. 7: "Refugees in the Soviet Occupation Zone/German Democratic Republic" (Moodle)
- Truman Directive (1945) (MOODLE)
- "Reunions" (MOODLE)
- "Displaced Persons Camp" (MOODLE)

To watch/to view:

- The Return to Life in the Displaced Persons Camps, 1945-1955 from Yad Vashem

To do:

- Discussion leaders: please send your group's discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday ([gillian.glaes@mso.umt.edu](mailto:gillian.glaes@mso.umt.edu)).
- All students: prepare for Thursday's discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week's discussion forum by Thursday at 11:00 a.m.

TH 10/22: Discussion: Europe's Postwar Refugee Crisis (Zoom)

To do:

- Discussion leaders: prepare to lead Thursday's discussion.
- All students: prepare for Thursday's discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week's discussion forum by Thursday at 11:00 a.m.
- Next week's discussion leaders: be ready to submit your discussion questions by Tuesday.
- Begin working on paper/project #3.
- Complete the experiential learning assignment by Friday, November 6.

## Week 11: The Cold War and Refugees from European Communist Regimes

T 10/27: Lecture: The Cold War, Global Refugee Policy, and Refugees from Communist Regimes

To read:

- Book: *333 Days* (Please read the entire book.)
- Ther, Chapter 2: "The Two Faces of Nationalism: Ethnic Cleansing and National Solidarity" pgs. 90-138 and 185-230
- Ther, Chapter 3: "Political Refugees and Refugee Policy" pgs. 169-184

To watch:

- “Walled In: The Inner German Border” (Moodle/short 10-minute documentary on the Berlin Wall)

To do:

- Discussion leaders: please send your group’s discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday ([gillian.glaes@mso.umt.edu](mailto:gillian.glaes@mso.umt.edu)).
- All students: prepare for Thursday’s discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week’s discussion forum by Thursday at 11:00 a.m.

TH 10/29: Discussion: Refugees and the Cold War (Zoom)

To do:

- Discussion leaders: prepare to lead Thursday’s discussion.
- All students: prepare for Thursday’s discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week’s discussion forum by Thursday at 11:00 a.m.
- Next week’s discussion leaders: be ready to submit your discussion questions by Tuesday.
- Continue working on paper/project #3.
- Complete the experiential learning assignment by Friday, November 6.

## **Week 12: After the Cold War: Refugees from Post-Communist Regimes**

T 11/3: ELECTION DAY -- NO CLASS (BE SURE TO VOTE!)

To read:

- Ther, Chapter 4: “Refugee Policy after the Cold War” pgs. 231-240 (course textbook)
- Reed Coughlan and Judith Owens-Manley, *Bosnian Refugees in America: New Communities, New Cultures* (Moodle/PDF) (Chapter 1: Community Research and Practice with Refugees,” Chapter 6: “Displacement and Transit: Traumatic Stress in the Lives of Refugees”, and Chapter 7: “Resettlement: The First Year” (Note: The entire book is available as a PDF. You can read more if you would like to.)

To watch:

- Videos on the experience of Bosnian refugees

To do:

- Discussion leaders: please send your group’s discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday ([gillian.glaes@mso.umt.edu](mailto:gillian.glaes@mso.umt.edu)).
- All students: prepare for Thursday’s discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week’s discussion forum by Thursday at 11:00 a.m.

TH 11/5: Lecture and Discussion (Zoom): Refugees after the Cold War: Bosnians and the former Yugoslavia as a Case Study

To do:

- Discussion leaders: please send your group's discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday ([gillian.glaes@mso.umt.edu](mailto:gillian.glaes@mso.umt.edu)).
- All students: prepare for Thursday's discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week's discussion forum by Thursday at 11:00 a.m.
- Next week's discussion leaders: be ready to submit your discussion questions by Tuesday.
- Continue working on paper/project #3.

**NOTE: The experiential learning assignment is due Friday, November 6 by 5:00 p.m. to Moodle.**

## Unit 4: The Twenty-First Century and the Contemporary Global Refugee Crisis

### Week 13: The Contemporary Global Refugee Crisis in and Beyond Europe

T 11/10: Defining the Global Refugee Crisis: Extent, Scope, and Europe's Role (Zoom)

To read:

- Book: Gulwali Passarlay with Nadene Ghouri, *The Lightless Sky: A Twelve-Year-Old Refugee's Extraordinary Journey Across Half the World* (Please read the entire book.)
- Ther, Chapter 4: "Refugee Policy after the Cold War" pgs. 240-284
- Marianna Karakoulaki, Laura Southgate and Jakob Seiner, eds. *Critical Perspectives on Migration in the Twenty-First Century* (MOODLE): Ch 6: "Empathy and Othering: Framing Syria's Refugee Crisis in the British Press" and Ch. 12: "Solidarity beyond the State in Europe's Common European Asylum System" (Note: The entire PDF is on Moodle -- you can read more if you would like to.)

To watch:

- Add in videos: first-person perspectives/lives in refugees in Europe

To do:

- Discussion leaders: please send your group's discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday ([gillian.glaes@mso.umt.edu](mailto:gillian.glaes@mso.umt.edu)).
- All students: prepare for Thursday's discussion by completing the readings and reviewing the discussion questions.

- All students: complete this week's discussion forum by Thursday at 11:00 a.m.

TH 11/12: Discussion: The Contemporary Refugee Crisis (Zoom)

To do:

- Discussion leaders: please send your group's discussion questions as one (1) Word document or Google Doc to my inbox by 1:00 p.m. on Tuesday ([gillian.glaes@mso.umt.edu](mailto:gillian.glaes@mso.umt.edu)).
- All students: prepare for Thursday's discussion by completing the readings and reviewing the discussion questions.
- All students: complete this week's discussion forum by Thursday at 11:00 a.m.
- Next week's discussion leaders: be ready to submit your discussion questions by Tuesday.

### **Week 14: Finals Week**

T 11/17: Study Day/No Class

**Final paper/project: due Friday, November 20 / by 12:10 p.m.**

- Your final paper/project is due by Friday, November 20 to Moodle by 12:10 p.m., the end of our final exam time slot. We will not meet during our final exam time period so that you can finish and submit your final paper/project.
- All work for the course must be completed by Friday, November 20 ahead of final grade submission. Thank you for your help with this!
- Thanks for your hard work! Well done!