

World History II
Global Migration History
University of West Georgia, Honors College

HONORS 82951 / HIST 1112/26H– Fall 2019
Monday/Wednesday: 9:30-10:45 AM
Room: TLC, 3205

Instructor: Dr. Aimee Genell
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Office Hours: Monday & Wednesday, 8:15-9:15 AM, 12:30-1:45 PM and by appointment
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PLEASE DO NOT USE COURSE DEN EMAIL



Course Description:

This course is an introduction to the history of global migration from 1500 to the present. The course examines transnational and global historical processes that shaped and connected the

modern world through the movement of peoples, goods, diseases and ideas. Migration will be used as an analytic category to examine diverse phenomena in global history, including the nature of the global political order, the expansion and collapse of modern empires and the rise of national states. The course is divided into three sections: Early Modern Empire & Forced Migrations, the Age of Mass Migration, and War, Refugees and Postwar Population Movements. Part I, studies early modern forms of globalization, colonial expansion and forced migration through slavery in the Americas and Eurasia. Part II examines the period of unprecedented mass migration between 1840 and World War I. Students will analyze new forms of labor and mobility linked to the expansion of railroads, steamships and communication networks, as well as the increased power of centralizing states. Students will trace the shift from the free mobility of people in the mid nineteenth century to the global proliferation of state boundaries, migration controls and identity documentation, which were firmly in place by the end of World War I. Part III focuses on the violence associated with the breakdown of empires and their replacement by states, as well as wartime and postwar population movements. Through comparative study of border crossing phenomena—trade, pandemics, migration—the course asks how the modern world came into existence? What is the nature of the modern state and the global political and economic order?

Student Learning Outcomes:

At the conclusion of this course:

- Students will be able to demonstrate the ability to understand the political, social, economic, or cultural dimensions of global migration history.
- Students will be able to differentiate between primary and secondary sources.
- In both written and oral work, students will be able to analyze and interpret primary sources and will be able to formulate historical arguments based upon primary sources.
- Students will develop research skills, including learning how to craft a research question and organize a research paper.

Evaluation:

Class participation: 20% (includes attendance, discussion, presentations and CourseDen discussion responses)

Mini Research & Writing Exercises: 30% (10% each, 1-2 pages)

Las Casas-Sepulveda Debate (10% - **Due Aug. 21**)

The New Mobility and Debates on Labor (10% - **Due Oct. 2**)

Post-War Refugee Movements in Europe and the Middle East (10% - **Due Nov. 11**)

Midterm Research Project / Family Migration History: 20% (3-4 pages, **Due Oct. 16**)

Final Paper: 30%

(6-8 pages. This is an iterative assignment, based upon primary research. You will submit a paper proposal on **Oct. 28** and an outline, argument and list of primary sources base on **Nov. 13**. You may submit a first draft of the paper. The final version of your paper will be included in your E-Portfolio and is **due on Dec. 5**)

Grade Scale:

A = 90% and above; B = 80-89%; C = 70-79%; D = 60-69%; F = below 60%

Classroom Policies:

Assignments: Students are expected to complete ALL assigned readings before class. Pay attention to the due date of written assignment and exams. You will receive a handout for each writing assignment along with a rubric. Late papers will lose half a letter grade per day late.

Attendance and Participation: Attendance is essential to perform well in the class and is mandatory. Late students will be marked absent. **If you are unable to class, please send me an email before class. Excessive absences** will significantly affect your final grade.

Academic Honesty: Students are required to abide by the University's Honor Code. **Plagiarism or cheating will result in the automatic failure of the course. The code can be found here:** <https://www.westga.edu/administration/vpsa/assets/docs/2016-2017-code-of-conduct.pdf>

Technology: The use of **cell phones**, especially text messaging, is strictly prohibited. If you are found to be text messaging during class, you will be asked to leave the classroom for the remainder of the day and marked absent. I prefer that students **take notes by hand, if you require the use of a computer please see me.**

Student Resources: Students must meet with me at least once during the semester in order to discuss final papers. I encourage you to meet with me frequently. If you have any questions about the readings, material covered in lectures or the written assignments, please send me an email or visit me in my office.

For assistance with writing, please make use of the University Writing Center (UWC) located in TLC 1201: <https://www.westga.edu/academics/coah/writing/>.

For assistance with developing study skills and time management please visit the Center for Academic Success (CAS) located in UCC 200: <https://www.westga.edu/student-services/cas/index.php>.

Disability Services and ADA (Americans with Disabilities Act): The Office of Disability Services will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify me using the course email system by the end of the second full week of class and attach a PDF copy of your SAR (Available from the Office of Disability Services).

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at: http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Required Books and CourseDen:

Tara Zahra, *The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World*

All other readings, **including all primary sources**, are posted on CourseDen.

Please check CourseDen a few days before class for any syllabus adjustments!!!

Recommended:

Adam McKeown, *Melancholy Order: Asian Migration and the Globalization of Borders* (2011)

Weekly Syllabus

Part I: Early Modern Empire and Forced Migrations

Wed. Aug.14 – Introduction: Mobility in Global History

Mon. Aug. 19 – Migration in Human History: The Long View

Harzig & Hoerder, *What is Migration History?*, chap. 2

“How to Read Primary Sources: A Handy, Quick Guide”

****Please read this document very carefully!! You will be expected to read, analyze and write about primary sources in discussions as well as in writing assignments.**

Wed. Aug. 21- Early Modern Mobility: Explorers, Conquistadors and Missionaries in the Americas

Timothy Brook, *Vermeer’s Hat: The Seventeenth Century and the Dawn of the Global World*, chap. 1, 6. Focus on chap. 6 “Weighing Silver”

Primary Sources: Bartolomé de Las Casas, “New Spain” in *Brief Account of the Devastation of the Indies* (1552) AND Juan Ginés De Sepulveda, *Democrates Alter, or, On the Just Causes for War Against the Indians*

Mini Research and Writing Assignment 1: Using the “How to Read Primary Sources” guide, briefly analyze the Bartolomé de Las Casas AND the Sepulveda documents. Please come to class prepared to discuss your analysis. **Your response is due in class on Aug. 21** and should be written in Times New Roman 12 pt. font with standard margins.

Mon. Aug. 26 – NO CLASS MEETING

Continue reading Timothy Brook’s *Vermeer’s Hat: The Seventeenth Century and the Dawn of the Global World* for discussion on Aug 28.

Wed. Aug. 28 – Pirates, Privateers and Mercantile Companies in the Indian Ocean World

Timothy Brook, *Vermeer’s Hat: The Seventeenth Century and the Dawn of the Global World*, chap. 3

Robert Finlay, “Pilgrim Art: The Culture of Porcelain in World History,” *Journal of World History* 9, no. 2 (1998): 141-87.

Primary Source: Hugo Grotius, *The Freedom of the Seas* (1609), excerpt (distributed in class)

Mon. Sept. 2 – NO CLASS – LABOR DAY

Wed. Sept. 4 – Forced Migrations: European and African Slavery in the Early Modern Ottoman Empire

Ehud Toledano, *Slavery and Abolition in the Ottoman Middle East*, intro., chap. 1

Primary Sources: European portraits of Hürrem Sultan & the architecture of Mimar Sinan (images distributed in class)

Mon. Sept. 9 – Forced Migrations: Sugar and African Slavery in the Americas

James Sweet, *Domingos Álvares, African Healing, and the Intellectual History of the Atlantic World*, intro., chap. 1, 4

Primary Source: *Children of God's Fire*, excerpt

Wed. Sept. 11 – The French Revolution: Passports, Citizens and Slaves

John Torpey, “Argus of the *Patrie*”: The Passport Question in the French Revolution,” *The Invention of the Passport: Surveillance, Citizenship and the State*

Primary Source: Lynn Hunt, *French Revolution and Human Rights: A Documentary History*, Debates on slavery and citizenship

Mon. Sept. 16 – American Slavery, Cotton and Industrialization

Sven Beckert, “Slavery Takes Command,” *Empire of Cotton: A Global History*

Primary Source: Omar ibn Said, *A Muslim American Slave: The Life of Omar Ibn Said*, excerpt

Part II: The Age of Mass Mobility

Wed. Sept. 18 – Standardization, Modernization, Bureaucratization in Europe

James C. Scott, *Seeing like a State: How Certain Conditions to Improve the Human Condition have Failed*, chap. 1-2 (focus on chap. 2)

Primary Source: Maps - provincial standardization (distributed in class)

Mon. Sept. 23 – Constitutionalism and Defensive Development in the Middle East and Asia

R. Horowitz, “International Law and State Transformation in China, Siam and the Ottoman Empire during the 19th Century,” *Journal of World History*, 15:4(2004), pp. 445-486

Primary Source: Namık Kemal “Progress” (1872)

Wed. Sept. 25 – The Suez Canal and the Global Transformation of Time and Space

Valselka Huber, "Rites de passage and Perceptions of Global Space," *Channeling Mobilities: Migration and Globalization in the Suez Canal Region and Beyond, 1869-1914*

Primary Source: Greek and Italian workers on strike in Egypt (distributed in class)

Introduction to Mini Research and Writing Assignment 2: "The New Mobility and Debates on Labor." You will receive a worksheet and rubric in class. **Your 1-2 response is due in class on Oct. 2** in class and should be written in Times New Roman 12 pt. font with standard margins.

Mon. Sept. 30 – Sanitation and the Colonial Era Hajj

Christopher Michael Low, "Ottoman Infrastructures of the Saudi Hydro-State: The Technopolitics of Pilgrimage and Potable Water in the Hijaz," *Comparative Studies in Society and History*, 57, 4 (2015): pp. 942-974

Primary Source: Muslim Pilgrim accounts of Hajj and Sanitation Stations (distributed in class)

Wed. Oct. 2 – Free Trade / Free Labor

Adam McKeown, "Creating the Free Migrant" *Melancholy Order*

Amarjit Kaur, "Labour Brokers in Migration: Understanding Historical and Contemporary Transnational Migration Regimes in Malaya/Malaysia," *International Review of Social History*, Vol. 57, 20: (2012), pp. 225-252

Primary Source: The Cuba Commission Report on the Mistreatment of Chinese Laborers

Mini Research and Writing Assignment 2: "The New Mobility and Debates on Labor" DUE IN CLASS

Introduction to Midterm paper, "Family Migration History." Worksheet and rubric will be distributed in class. **Your paper is due in class on Oct. 16!**

Mon. Oct. 7– Mass Migration from Europe to America

Tara Zahra, *The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World*, intro., chap. 1-2

Primary Source: Cunard posters (distributed in class)

Wed. Oct. 9 – Settler Colonialism in Africa, Australia and South Africa

Mahmood Mamdani, "Indirect Rule: The Politics of Decentralized Despotism," *Citizen and Subjects: Contemporary Africa and the Legacy of Late Colonialism*

Marilyn Lake & Henry Reynolds, "Modern Mobilities," *Drawing the Global Colour Line: White Men's Countries and the International Challenge of Racial Equality*

Primary Source: Emily Hobhouse, *Report of a Visit to the Camps of Women and Children in the Cape and Orange River Colonies*, excerpt

Mon. Oct. 14 – The Settlement of Tribes and Refugees

Reşat Kasaba, “Building Stasis,” *A Moveable Empire: Ottoman Nomads, Migrants & Refugees*

Primary Source: Abdullah Frères Photographs (distributed in class)

Recommended: Vladimir Hamed-Troyansky, “Circassian Refugees and the Making of Amman, 1878-1914,” *International Journal of Middle East Studies*, 49 (2017), 605–623

Eugene L. Rogan, “Asiret Mektebi: Abdulhamid II's School for Tribes (1892-1907),” *International Journal of Middle East Studies*, Vol. 28, No. 1 (Feb., 1996), pp. 83-107

Wed. Oct. 16 – The Invention of the Modern Passport and Rise of the Global “Color Line”

Erika Lee and Judy Yung, “One hundred Kinds of Oppressive Laws: Chinese Immigrants in the Shadow of Exclusion” in *Angel Island: Immigrant Gateway to America*

Primary Source: W.E.B. du Bois, “Of the Dawn of Freedom” in *The Soul of Black Folks* (1903)

Family Migration History due in class!!!

Mon. Oct. 21 – Trade Diasporas and Migrant Networks in Latin America and the Middle East before World War I

Adam McKeown, *Chinese Migrant Networks and Cultural Change: Peru, Chicago, and Hawaii 1900-1936*, chap. 1, 3-4

Sarah Abrevaya Stein, *Extraterritorial Dreams: European Citizenship, Sephardi Jews, and the Ottoman Twentieth Century*, intro.

Primary Source: A Sephardi Jew in Marseille Claims Salonican Nationality During the First World War (distributed in class)

Discuss Final Research Paper

Part III: Refugees and Postwar Population Movements

Wed. Oct. 23 – The First World War and the Armenian Genocide

Mustafa Aksakal, “The Ottoman Empire” in *Empires at War*

Primary Source: Karnig Panian, *Goodbye, Antoura A Memoir of the Armenian Genocide*, chap. 5

Recommended: Eugene Rogan, *The Fall of the Ottomans*, p. 159-184

Mon. Oct. 28 – Nations, Populations and Race after World War I

Mark Mazower, “Empires, Nations, Minorities,” *Dark Continent Europe’s Twentieth Century*

Cyrus Schayegh, “The Many Worlds of ‘Abud Yasin; or, What Narcotics Trafficking in the Interwar Middle East Can Tell Us about Territorialization,” *The American Historical Review*, vol. 116, 2(April 2011): 273–306

Primary Source: Jan Christiaan Smuts, “Native Policy in Africa,” in *Africa and Some World Problems* (1930) (Distributed in class)

Final paper proposal due in class!!!

Wed. Oct. 30 – Global Migration Restrictions after World War I

Tara Zahra, *The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World*, intro., chap. 3

Primary Source: U.S. Immigration Act (1924)

Mon. Nov. 4 – Hitler’s Empire in Europe and the Holocaust

Tara Zahra, *The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World*, intro., chap. 4

Primary Source: Raphael Lemkin, *Axis Rule in Occupied Europe* (1944), chap. 10

Introduction to Mini Research and Writing Assignment 3: “Post-war refugee movements in Europe and the Middle East.” Read Tara Zahra’s *The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World*, intro., chap. 5. You will receive a worksheet and rubric in class. **Your 1-2 response is due in class on Nov. 11 at 11:59 PM.** Please upload a digital copy to CourseDen.

Wed. Nov. 6 – Postwar Population Transfers & Ethnic Cleansing: Refugees in Eastern Europe and the Middle East

Dubnov & Robson, *Partitions: A Transnational History of Twentieth-Century Territorial Separatism*, read intro. & Lucy Chester, “Close Parallels?": Interrelated Discussion of Partition in South Asia and the Palestine Mandate (1936-1948)”

Primary Source: United Nations Special Commission on Palestine Report

Recommended: Gelvin, “From the Great Revolt Through the 1948 War,” *The Arab-Israeli Conflict: 100 Years of War*

Mon. Nov. 11 – NO CLASS MEETING

Mini Research and Writing Assignment 3: Post-war refugee movements in Europe and the Middle East due! Upload your paper to CourseDen by 11:59 PM.

Work on your final papers!

Mon. Wed. Nov. 13 – Postwar Economic Miracles and Guest Workers

Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America*, chap. 4

Jennifer Miller, *Turkish Guest Workers in Germany: Hidden Lives and Contested Borders, 1960s to 1980s*, chaps. 1, 5

Primary Source: The Federal Republic Halts Foreign Recruitment in the Wake of the Oil Crisis (June 13, 1974)

Outline, argument and sources for final paper due in class!

Nov. 18 – The Cold War, Decolonization and Post-Imperial Citizenship

Jordanna Bailkin, “The Birth of the Migrant: Pathology and Postwar Mobility” *The Afterlife of Empire*

Tara Zahra, *The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World*, intro., chap. 6-7

Primary Source: FILM “Let us Live!”

Wed. Nov. 20 – New Categories of Migration Control

Ruben Andersson, *Illegality, Inc.: Clandestine Migration and the Business of Bordering Europe*, chap. 1 & 4

Primary Source: FILM Ai Weiwei, “Human Flow”

THANKSGIVING BREAK November 25-29 – NO CLASS

Mon. Dec. 2 – The End of the Cold War and the Global Refugee Crises

Ana Raquel Minian, “Supporting the Hometown from Abroad,” *Undocumented Lives: The Untold Story of Mexican Migration*

Primary Source: FILM Ai Weiwei, “Human Flow”

Wed. Dec. 4 – Conclusions

Final paper due December 5 at 11:59 PM – Please upload a copy to CourseDen and email a copy to me at agenell@westga.edu