Immigration and Migration in the Classical World

Crossing the Wine-Dark Sea

In this course, we will examine how immigration shaped classical civilizations. Migration today plays a key role in how we define communities, cultures, and ourselves. For ancient Greeks, Egyptians, and Romans, who placed high values on citizenship, membership, and heritage, migration upended many institutions they held dear. Those who left home often encountered conflicts and challenges, but their travel also produced profound cultural and economic changes that reshaped the Mediterranean world. How did these people travel? Where did they go, and why? How were they received when they arrived? What was the legacy of human mobility in antiquity?

This course will examine instances of migration, displacement, and movement around the Mediterranean in antiquity. We will examine economic, religious, social, and political motivations for migration and discuss their impacts over time. Alongside historical case studies, students in this course will examine key themes in the study of immigration, including theories of diaspora, place, ethnicity, and identity.

Course Goals
Students in this course will develop a critical vocabulary for discussing immigration and migration in antiquity and in the modern world. Through critical reading, writing, and discussion, students will become familiar with key primary sources and debates in the field and across the disciplines. Students will also strengthen their analytical writing through a series of short and longer writing assignments designed to promote research and communication skills.

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Office Hours: Mondays and Wednesdays from 1-2:30 PM


**Campus Resources for Illnesses, Accessibility, and Mental Health**

I intend for this class to be an accessible and inclusive learning environment. If you anticipate any problems with the format or requirements of this course due to an illness, disability, or other extenuating circumstance, please let me know as soon as possible. I am happy to meet with you and find a way for you to participate successfully in this course.

- If you need help accessing accommodations on campus, contact UO's Accessible Education Center. They are located in 164 Oregon Hall and can be reached at 541-346-1155 or through their website at [https://aec.uoregon.edu/](https://aec.uoregon.edu/)

- If you are struggling with mental health issues or substance abuse problems, counseling and support is available to all UO students in the Counseling Center: [https://counseling.uoregon.edu/](https://counseling.uoregon.edu/)

- If you need access to health care services and/or help understanding your medical insurance options, visit the Student Health Center on 13th Ave or check out their website at [https://health.uoregon.edu/](https://health.uoregon.edu/)

*If you need help but are unsure where to go or who to ask, please come see me in office hours and I will do my best to connect you with campus or community resources.*

**Academic Misconduct**

My policy is to assume that all of my students are acting honestly and ethically until proven otherwise. When presented with evidence to the contrary, however, I will refer cases to the Dean of Students and/or the Office of Student Conduct and Community Standards as appropriate.

From the Dean of Students: “The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.”
Class Engagement (20%) - Besides obvious elements like daily attendance, preparation, and participation, which in a small class are of great and obvious importance, the “engagement” grade is meant to encourage you to find and articulate your own interests in antiquity and to share these with your peers and instructors both in and out of class. Your job is to speak up in class. Ask a question! Respond to another student’s question! Bring in a newspaper article to share with the class! Ask your professor if you’re having trouble participating. Your grade also requires you to attend office hours at least once with your professor to discuss your progress in the course.

Article Analysis Project (30%) - This project has two parts. (1) In the second week of the quarter, we will discuss contemporary studies of migration and immigration. For this project, you will need to bring in two articles discussing the topic from two different news outlets. Before you bring the articles to class, you should complete the reading worksheets on Canvas. 2) After we have discussed these articles in class, you will write a 2-3 page short response paper analyzing the ways in which immigration issues are portrayed in these articles. This essay will be peer-reviewed in class.

Collaborative Dictionary Project (50%) The main output for this course will be a collaboratively written and edited ebook on immigration in the classical world. Together with your classmates, you will create working definitions of key terms (2 per student, each 2-3 paragraphs) and write a critical research essay of 8-10 pages in length examining how these terms can be applied to antiquity. This project will take up the majority of our attention this semester and will be due in its final form on the last day of class. Further details and assessment criteria are available at the end of the syllabus.

Late Work Policy - All assignments must be turned into the professor by the beginning of the class period on the due date. Work can be submitted up to 24 hours after the original deadline at a 7% grade penalty (i.e., an A+ paper turned in late will become a B paper if turned in at the end of the class). Late work will be accepted in exceptional circumstances (major family illness, personal illness) with the permission of the professor. No further late work can be accommodated without prior permission of the professor.

Grade Scale -

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Missed assessments can only be rescheduled with instructor approval, and are subject to a full letter-grade penalty. Please, communicate and substantiate your need to miss a quiz or exam.
Classroom Policies
-Students come to class with many different points of view, life experiences, and backgrounds. I intend my classes to be safe spaces for discussing difficult and intellectually challenging issues. This requires you to treat your classmates and me with respect: allowing others to speak, debating respectfully, avoiding raised voices and/or hurtful language, and refraining from posting about other students on social media. Everyone has the right to express their thoughts, challenge their own opinions, and change their mind as we progress through the semester: it is your responsibility to provide your classmates with the respect and freedom to experiment and learn. Students who violate these guidelines will be given one warning and then either removed from the classroom or referred to university administration, as deemed appropriate by the instructor.

-All assignments are due by the beginning of class on the deadline, and you must attend class that day to have your assignment accepted. Please submit all assignments electronically on Canvas, as per instructions given on course assignments.

-Please arrive on time and prepared to discuss the readings. This class is small, and if you are absent you will be missed.

Electronics Policy
Research has shown that the majority of students learn better by writing out notes longhand. Please print out your readings and bring them to class. I strongly discourage electronics in my classroom unless the Accessible Education Center has suggested you use one to facilitate your participation in this course. During class, I ask that you place all electronic devices, including phones, laptops, and tablets, into your bag. If you plan to use a computer, please take a seat at the back of the room to minimize disruption, unless you need to be in the front due to eyesight or accessibility issues. You may find an internet blocking software like SelfControl helpful.
# Reading and Assessment Schedule

*Reading assignments are due and will be discussed on the day listed. All readings are on Canvas in PDF form or available on reserve in the library.*

| Week 1 — Welcome! | Apr. 2: Course Introduction and Syllabus  
-What is migration? What is immigration?  
-Syllabus overview |
| --- | --- |
| Weeks 1-3 Defining Key Terms in Migration and Immigration | Apr. 4: Concannon visit  
Read through the definitions here: [http://www.iom.int/key-migration-terms](http://www.iom.int/key-migration-terms)  
Another reading TBA  
***Talk by Concannon at 4PM in 375 McKenzie Hall*** |
| | Apr. 9: History, Geography, and Movement  
**Reading:** Tacoma, “Migration Before Modernity,” Ch. 1 of *Moving Romans: Migration to Rome in the Principate* |
| | Apr. 11: Article Analysis Project  
**Reading:** Read and bring in two recent articles discussing immigration and migration of at least 500 words. See the Article Analysis Addendum at the end of the syllabus. |
| | Apr. 16: Key Terms I - Migration  
**Reading:** Tacoma, “Conceptualizing Migration,” Ch. 2 of *Moving Romans: Migration to Rome in the Principate* |
| | Apr. 18: Writing about Migration/Article Analysis Peer Review  
**Reading:** Isayev, “Why Choose to Come Together and Move Apart?”  
***DRAFT OF ARTICLE ANALYSIS PROJECT DUE*** |
| Week 4 Ethnic Identities, Groups, and in-betweens | Apr. 23: Exile and Asylum  
**Reading:** Sophocles, *Oedipus at Colonus* (Moodle)  
-Plutarch, *De exilo*  
-Nesselrath, “Later Greek Voices on the Predicament of Exile: From Teles to Plutarch and Favorinus.”  
***FINAL DRAFT OF ARTICLE ANALYSIS PROJECT DUE*** |
Weeks 4-7

**Ethnic Identities, Groups, and in-betweens**

- **Apr. 25** Theorizing Ethnicity I
  
  **Reading:** Brubaker, “Beyond Identity,” *Ethnicity without Groups* Ch. 2

- **Apr. 30:** Theorizing Ethnicity II
  
  **Reading:** Brubaker, “Ethnicity as Cognition,” *Ethnicity without Groups* Ch. 3

- **May 2:** Introducing the Collaborative Dictionary and Brainstorming
  
  **Reading:** Isayev et al., *XENIA* (Canvas), Mattingly, “Identities in the Roman World: Discrepancy, Heterogeneity, Hybridity, and Plurality.”

- **May 7:** Greekness
  
  **Reading:** Hall, “The Discursive Dimension of Ethnic Identity,” *Ethnic Identity in Greek Antiquity* Ch. 3

- **May 9:** Case Studies: Roman Provinces I
  
  **Reading:** Woolf, “Consuming Rome,” *Becoming Roman: The Origins of Provincial Civilization in Gaul* Ch. 7.

- **May 14:** Case Studies: Roman Provinces II
  
  **Reading:** Papaioannou, “A Synoecism of Cultures in Roman Greece.” (Canvas)

***ANNOTATED BIBLIOGRAPHY DUE***

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Weeks 7-9

**Diasporas**

- **May 16:** Diasporas I - Ancient Models
  
  **Reading:** Cool, “Finding the Foreigners”

***Graduate Student Presentations***

- **May 21:** Diasporas II - Contemporary Models
  
  **Reading:** Butler, “Defining Diaspora, Refining a Discourse” (Moodle)

- **May 23:** Emporions and Merchants
  
  **Reading:** Dietler, “The Cup of Gyptis: Introduction to a Colonial Encounter” and “Trade and Traders,” Chs. 1 and 5 of *Archaeologies of Colonialism*

***Drafts of Key Terms Due***

- **May 28:** Case Study: Delos
  
  **Reading:** Truemper, “Negotiating Religious and Ethnic Identity: The Case of Clubhouses in Late Hellenistic Delos.”

- **May 30:** Case Study: Ostia
  
  **Reading:** Graham, “The Quick and the Dead in the Extra-Urban Landscape: The Roman Cemetery at Ostia/Portus as a Lived Environment”

***8-10 PAGE DRAFT OF FINAL ESSAY DUE***
Week 10
State-Sponsored Migration

June 4: Slavery

**Reading:** Webster, “A Distant Diaspora: Thinking Comparatively about Origins, Migrations, and Roman Slavery,” Scheidel, “Human Mobility in Roman Italy II: The Slave Population.”

June 6 - Barbarians and the End of the Empire

Geary, “Barbarians and Romans,” *Myth of Nations* Ch. 3.

***FINAL COLLABORATIVE DICTIONARY DUE***
Assignment Goals

This assignment is designed to introduce the student to themes and terminology used in contemporary discussions of migration and immigration. Over the course of the semester, we will learn how attitudes towards contemporary migration shape our understanding of the ancient world, and how our historical narratives of past migration inform contemporary policies and ideas in turn. Through careful reading, journaling, and analytical discussion, students will follow contemporary debates on this controversial topic and inform their reading about ancient migration with their new perspectives. These readings will, in turn, help students design and produce their Collaborative Dictionary, described on the next page.

Part I: Article Discussion

On April 11, each student will bring to class two recent (i.e., written in the last ten years or so) articles of approximately 500 words or longer on the topic of immigration or migration, broadly defined. In order to get a broader perspective on the issue, students should try pick one article from a more left-leaning news outlet (for example, The New Yorker, The Economist, The New Republic) and one from a more right-leaning news outlet (The National Review, The Weekly Standard, Forbes Magazine). Excellent feature-style journalism on the topic can be found in many national newspapers (The Los Angeles Times and the New York Times have both featured Pulitzer Prize winning articles on migration in recent years).

Once students have selected their two articles, they will 1) Read the articles very carefully, at least twice and 2) prepare an outline of the article’s argument to share with their classmates. At the end of the outline, students will answer the following questions:

-What vocabulary does the author use to describe migration? To describe migrants?
-How does the author think migration should be handled by states? Are any policies proposed in response to migration?
-Is immigration a positive or a negative phenomenon, in the author’s view? Why?
-What about the author’s argument did you find persuasive? What did you find unpersuasive?

At the end of the April 11 sessions, students will submit their article discussion handouts to the professor for graded review.

Part II: Article Response Paper

After completing Part I, students will pick one feature that their two articles share and write a short 2-3 page essay examining how both authors treat migration. You might compare how both authors use a similar term, discuss a common theme, or examine the same event. The goal is to analyze the language used to discuss migration through a critical lens, thinking about how we discuss migration today.

Polished drafts are due on April 18, when we will have an in-class writing workshop that includes peer review. At the end of the class, you will receive comments from your classmates, which will help you revise for the final draft, due April 23.
Creating a Collaborative Dictionary for Ancient Immigration

Assignment Goals and Description
Together with the instructor, students will select key terms they deem critical to advancing the study of immigration and migration in the classical world, develop critical definitions for these terms using knowledge developed in class and through class readings, and write longer, evidence based essays exploring these themes in the ancient context.

Collaborative Work
As part of this assignment, you will be required to work as a class to design, draft, revise, edit, and publish a scholarly work. While the instructor will guide you through these steps and provide support and advice, this is a student-driven project that will require effective communication, teamwork, compromise, and respectful discussion. It is in your best interest (always) to act as a respectful and active team member.

Deadlines
In the 4th week of the course, we will begin designing our final project in class. Once we have assigned topics, students will have 2.5 weeks to research their projects to produce an annotated bibliography on their two key terms due in on May 14 (worth 15%). Students will turn in drafts of their definitions of 2 key terms (4-6 paragraphs total) on May 23 (worth 15%)

By the end of the 9th week, students should have an 8-10 page working draft of their longer essay (pass/fail). Students will workshop their papers in a class workshop and have the opportunity to discuss revision strategies with the professor. The final product (55%) should be posted online by the final day of class.

Attendance and Participation
Because this project helps students to develop skills in collaborative project design and execution, it is necessary for students to ensure they are present in class every day during the last portion of the course. If an absence is unavoidable, please be sure to let the instructor and your classmates know Participation is worth 15% of the project grade.

ASSIGNMENT TIPS
This project has many deadlines spread over the term to help you pace your work and keep on task. It is very important that you keep up with deadlines for this project and communicate effectively with your classmates.

This course is backloaded, meaning that you should expect the majority of work to come at the end of the quarter. The assignment benchmarks have been marked in with the course readings and are bolded and starred. If you have any conflicts, be sure to let the professor and your classmates know as soon as possible so we can find alternatives.

All communication should go through email or in-class discussion whenever possible. (If the class decides another written method like Slack is preferable, we can discuss other methods). Sticking to written communication helps everyone to divide tasks clearly and effectively. If an important conversation happens outside of class hours, try to send an email summarizing the conversation to the whole group.