Refugees and Modern Europe

HISTB319 | Bryn Mawr College | Autumn 2026

Professor: Ben Van Zee [he/him]
Class Meeting Schedule: W 1:10-3:30pm
Classroom: Taylor Hall B
Professor's Office: Old Library 205
Office Hours: T/TH 2-5pm and by appointment. Sign up using this link.
E-Mail: bvanzee@brynmawr.edu

Course Description

This course examines the history of forced displacement in modern Europe from the First World War to the present. The crises that forced millions to flee were many: nation-building and ethnic cleansing, imperial expansion and decolonization, persecution and world wars, epidemics and environmental catastrophe. Some drove people toward Europe; others away from it. We trace the creation of the modern refugee as a distinct legal and political category, examine the evolution of humanitarian aid efforts, European border controls, and the international refugee regime, and follow displaced persons through flight and transit, resettlement and integration, and, occasionally, return. Throughout, we attend to how gender, sexuality, class, ethnicity, race, religion, age, family status, citizenship, and ability have structured refugees' experiences, public perceptions, and state policies. We will engage with a wide variety of visual, textual, oral, and digital sources, from virtual reality experiences and recent scholarship to the fictional and nonfictional works.

Cross-listed with MECANA (Middle Eastern, Central Asian, and North African Studies)

Learning Objectives

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

(1) Use advanced library research methods to read yourself into a new topic of interest.

(2) Recognize how the disciplinary methods and assumptions—historical, legal, political-scientific, sociological, anthropological, policy-oriented—shape the questions scholars ask about refugees and forced migration.
(3) Assess conflicting scholarly interpretations, weighing the evidentiary and methodological basis for each.
(4) Give and receive generous, constructive feedback on academic research and writing, and revise your own work in response to it.
(5) Construct a clear, well-supported written argument that synthesizes a body of scholarly research into your own historiographical interpretation.
(6) Communicate academic arguments clearly and confidently, in both written and oral forms.

Required Readings

Khuê Phạm, *Brothers and Ghosts*, trans. Daryl Lindsey and Charles Hawley (Scribe, 2024). [available in the Bryn Mawr College Bookstore]

All other readings for this course will be made available on Moodle. I strongly encourage you to print all readings and bring hard copies to class.

Course Requirements & Assessment

- **Participation, Reading Responses, and Commentary (30%)**

- **Book Review (10%)**
  - **Due Friday, October 2nd by 11:59pm** (Week 5)

- **In-Class Presentation (10%)**
  - **Wednesday, December 2nd** (Week 13)

- **Annotated Bibliography & Thesis Statement (10%)**
  - **Due Thursday, October 29th by 11:59pm** (Week 8)

- **First Draft of your Research Paper (20%)**
  - **Due Wednesday, November 25th by 11:59pm** (Week 12)

- **Final Draft of your Research Paper (20%)**
  - **Due Friday, December 18th by 11:59pm** (End of Finals Period)

Participation, Reading Responses, and Commentary (30%)

This is a discussion-driven seminar. It is necessary that you attend each session having read and reflected on the assigned texts. You are responsible for demonstrating that you have done the readings through active participation in discussion. Your participation grade includes your engagement with the materials and your peers' ideas. If sustained verbal participation constitutes a challenge for you, come meet with me so that we can find a path forward together.

Starting in week 4, in-class discussion each week will be structured around student comments posted on our shared Google Doc. With the exception of weeks dedicated to library research, peer-review exercises, and in-class presentations, a student will be selected each week to take on one of the three roles: (1) Opener (pre-class), (2) respondent (in-class), and (3) closer (post-class):

- **Opener (pre-class):** Openers complete the reading and post initial questions and commentary on them before class meets (Monday by 11:59pm). These posts should be substantive, roughly 250-word commentaries that can take multiple forms. They should engage directly the core themes and—when possible—draw connections between them and previous readings and class discussions. Restating a text's main argument is fine, but commentaries should also raise questions about the material, reflect on the ideas it presents, and connect—whenever possible—specific issues to the semester's larger questions. The opener's commentary will provide the starting point for in-class discussion on Wednesday. Please identify your post as "Opener" and include your own title.

- **Respondent (in-class)**: Respondents come to class prepared with comments and questions based on their own reading and the opener's post. They will introduce these ideas to the class during the first 15 minutes. It is important that you do more than summarize. You should take a stance on the material and the opener's comments, and raise questions you think will be important to discuss. This will serve as a jumping-off point for class discussion.

- **Closer (post-class):** Closers post after that week's session, drawing on the opener's commentary, the facilitator's comments, and our discussion to recap the main points and build upon, challenge, or extend the analysis and open questions raised in class. Closers should post their comments—also

roughly 250 words—no later than 11:59pm the Saturday after class. Please identify your post as "Closer" and include your own title.

NOTE: The exact logistics of this exercise will vary depending on our final enrollment numbers. If we have an odd number. For instance, if we have 8 weeks that for which we have openers, respondents, and closers and 10 students total, everyone could do each of the three roles once in the semester if we paired up on roles for 2 sessions (e.g. 6 solo sessions + 2 paired x 2 people = 10 students). We can discuss alternatives if this sounds too complicated.

Book Review (10%)

Since one of the goals of this course is to improve your ability to research, synthesize, and evaluate large quantities of scholarship, you are required to select an academic monograph (either one of your choosing or from a list I provide) and write a book review **WITHOUT actually reading the book cover to cover**. Instead, you will locate three to five scholarly reviews, carefully read the introduction and conclusion, skim the main chapters, and compose a synthesis as if you had read the whole book. **You may not read the book in full!** We will discuss and practice the art of skimming. Your book review should be roughly three to four pages, double-spaced, 12-point font, with 1-inch margins. It should (1) synthesize the book's main argument, the question it addresses, the scholarly discussion it is part of, and the methodology it employs, and (1) offer a critical assessment of it. Additional guidance on book reviews will be posted to Moodle. This exercise builds your ability to quickly identify, synthesize, and evaluate academic arguments and scholarship, which will serve you well on the research project.

In-Class Presentation of Your Research (10%)

This course will help you identify a topic of interest and guide you through researching and writing either a critical literature review or a research paper on it over the semester. Our session in week 13 will be dedicated to sharing our research with one another through oral presentations. After completing the first draft of your paper, you will prepare a brief 8-to-10-minute presentation on your research findings. Each presentation will be given 10-minutes and a 5-minute Q&A session. Because we have many presentations, time limits will be strictly enforced. Plan accordingly. I will cut you off at 10 minutes to ensure that everyone has time to present. I will provide a grading rubric for your presentation.

Final Research Paper or Policy Brief (50%)

This class is designed to teach you advanced library research skills, and all major assignments lead up to a final research paper. Although it totals 50% of your grade, the paper unfolds in separately graded stages, so that no single stage carries that much weight on its own. You should begin thinking about possible topics in weeks 1-2. In week 3, we will meet in Canaday Library where social sciences librarian Jennifer Coval will introduce us to advanced library research techniques, and you will begin researching to either identify a topic of interest or explore one you have already settled on. Over weeks 3-4, you will choose a topic and compile a list of 10-12 book-length works and articles (three to four articles counting as the equivalent of one monograph). This list is due before Fall Break (**October 9th**). You will then narrow this list to the 5-6 works most closely related to one another and, based on those, write an annotated bibliography and draft a thesis statement, which are due **Thursday, October 29th (Week 8)**. We will hold a peer-review session in week 9 to revise thesis statements, and you will have weeks 9-12 to write your first draft, which is due on Wednesday, **November 25th (Week 12)** You will deliver your oral presentation in week 13, and week 14 we will hold a second peer-feedback session, for which you will be responsible for reading and responding to your classmates' papers. The final paper is due by the end of finals period (**December 18th**).

- Submit a list of books and articles for your final paper (**Due Friday, October 9th, by 11:59pm) (Week 6)**
- Submit an annotated bibliography & thesis statement (**Due Thursday, October 29th by 11:59pm) (Week 8)** [10%]
- Submit a first draft of your research paper (**Due Wednesday, November 25th by 11:59pm) (Week 12)** [20%]
- Submit a revised final paper (**Due 18 December by 11:59pm**) [20%]

Content Warning

This course examines difficult—often heart-wrenching—topics, ranging from murder, torture, and genocide to domestic violence, sexual assault, and rape. It is essential that we cultivate a kind, generous rapport and supportive environment and approach these topics with maturity and sensitivity. I will include disclaimers on content that is particularly gruesome and/or related to sexual violence. Please feel welcome to speak with me—in class or one-on-one—if you struggle with any of this content, or wish not to engage with a particular reading.

GRADING POLICIES

Grading Policy: I use the following A-F grading scale.

Grade Distribution

Grades	Percentage
A (4.00)	93.00-100
A- (3.70)	90.0-92.9
B+ (3.30)	87.0-89.9
B (3.00)	83.0-86.9
B- (2.70)	80.0-82.9
C+ (2.30)	77.0-79.9
C (2.00)	73.0-76.9
C- (1.70)	70.0-72.9
D+ (1.30)	67.0-69.9
D (1.00)	65.0-66.9
F (0)	64.9 and below

CLASS POLICIES

Attendance & Absences: Attendance and participation are essential; you must show up—and on time—to take part. However, I recognize that things come up where you may keep you from attending. If you are ill, please stay home. If you are unable to attend class, please notify me in advance by email. Because this class meets only once a week, you will need to make up the missed session in one of the following ways: (1) write an additional response for the week you missed, or (2) volunteer to serve as an opener, respondent, or closer in an additional session beyond what is already required. If you are absent without an excuse three times, you may fail the course.

Late Policy, Extensions, and Penalties: Students are expected to submit their assignments on time. It is understandable that extenuating circumstances may require some students to request an extension. All such extensions must be requested ***before*** the deadline and approved by the instructor. If seeking an extension, please suggest the date by which you can reasonably submit the assignment. Late assignments will be penalized 5% of the grade for per day. If an assignment is late by more than a week, I will worry about your ability to succeed in this course and have to get your dean involved.

Maintaining an Inclusive Classroom: Respect is integral to establishing and maintaining a productive learning environment. I welcome discussion and disagreement, but I expect courteous, respectful, and professional conduct at all times. I will work to ensure a distraction-free, civil, and supportive environment for learning and sharing ideas, which means listening to others and responding respectfully.

Academic Honesty & BMC's Honor Code

I take Bryn Mawr's Honor Code very seriously. As per BMC's Code, "Each student is responsible for the integrity of their own academic work. Thus, it is important that each student read and understand these academic resolutions, as each student will be held responsible for them."

I regard plagiarism as a very serious matter. In this class, plagiarism consists of work taken partially or entirely from an uncited source (online content, a peer, a published article, etc.) and assumed as your own. If I have reasons to suspect plagiarism, I will ask that you report yourself to the Bryn Mawr Honor Code and Honor Board Hearing Process in the Student Handbook for more information.

Technology

Generative AI – We will discuss and agree upon an AI policy together in class.

Note Bryn Mawr Honor Code's Policy on Generative AI: "Generative AI tools should not be used in the completion of any course assignments, exams, or written work, including laboratory work, unless an instructor for a given course has specifically and explicitly authorized their use for the assignment in question. Presenting AI-generated content as original student work, submitting AI-generated content without citing its source in artificial intelligence tools, and relying on generative AI tools for closed-book quizzes, tests, and exams all constitute violations of the Honor Code."

Laptops and other electronic devices – The use of laptops and other electronic devices is permitted during class. However, I expect you to strictly refrain from using programs that are not directly necessary for accessing the readings, typing, note-

taking, and class-relevant activities. I very strongly encourage you to print all of the assigned readings for this course to annotate on them directly.

Phones – Phones should remain on silent and out of sight during class. Do not read and respond to text messages during class. If you absolutely must use your phone, please step outside of class. Genuine emergencies excepted, if you are texting or using your phone during class, I will count you as absent.

CAMPUS RESOURCES

Each other: If you find reading overwhelming, it may help to form a reading group to divide and conquer. Remember that learning is a collective process and knowledge is built upon collaborative effort.

Me: I hold regular weekly office hours and am happy to schedule additional appointments if you have a conflict. E-mail is generally the best way to reach me.

Social Sciences Librarian: Jennifer Coval (jcoval@brynmawr.edu)

Technology Helpdesk: All questions related to computing and software should be directed to the LITS at help@brynmawr.edu, or you can see the tech bar on the first floor of Canaday Library. More information can be found at this link.

The Writing Center: Professional writers and scholars routinely seek feedback on their work from trusted peers. In addition to the feedback that you receive from your classmates and me, the conversations that you have with tutors at the Writing Center will prove helpful this semester and beyond. The Writing Center offers free, individual consultations on writing assignments of any kind. Trained peer writing tutors are available six days a week, Sunday-Friday. Book an appointment through the online schedule (www.brynmawr.edu/writingcenter) or walk into the Writing Center on the first floor of Canaday Library and ask for a conference.

The writing center also offers support for public speaking, oral presentations, or strategies to improve class participation. The Writing Center is a resource everyone should take advantage of.

Peer Advising: Speaking with a peer mentor is a great way to develop effective strategies for organizing and managing your time, taking notes, reading more

efficiently, and meeting deadlines. To meet with a peer advisor, please see Academic Support Services, https://www.brynmawr.edu/inside/offices-services/academic-support/peer-advising.

Your Dean: If you are struggling academically or emotionally, or facing a prolonged illness, a family emergency, or any other issues affecting your academic work, please contact your dean for advice.

Access Services & Accommodations

This class respects and welcomes students of all backgrounds, identities, and abilities. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. If you need accommodations, I am happy to work with you to ensure you have the support that you need. In addition to talking with me, please communicate with Access Services to formalize accommodation requests (accessservices@brynmawr.edu.) Please note that accommodations are not retroactive and require advance notice to implement. More information is available on the Access Services website. (http://www.brynmawr.edu/access-services/).

CLASS SCHEDULE

Note: The Syllabus is a living document and I may make minor changes to our weekly readings during the semester. Check the Moodle syllabus for the most up-to-date listing of assigned readings.

Week 1

Wed., 2 September | Refugee Studies and the History of their Study

- Matthew Carr, "A Gated Continent," *Fortress Europe: Dispatches from a Gated Continent* (2016): 11-24.
- Aristide R. Zolberg, Astri Suhrke, and Sergio Aguayo, "Who is a Refugee", *Escape from Violence* (1989), 3-33.
- Peter Gatrell, *The Making of the Modern Refugee* (2013), 1-13.

- Jérôme Elie, "Histories of Refugee and Forced Migration Studies," *The Oxford Handbook of Refugee and Forced Migration Studies* (2014), 23-32.

Week 2

Wed., 9 September | The Armenian Genocide: Refugees, Humanitarians, and the "Mobilization of Suffering"

- PBS Documentary: *The Armenian Genocide* (Two Cats Productions, 2006) [60 min] [Course Reserve in Canaday Library]
- Paul Slovic, "'If I Look at the Mass I will Never act': Psychic Numbing and Genocide," *Judgement and Decision Makin*g, 2, No. 2 (2007): 79-95.
- Heide Fehrenbach and David Rodogno, "A Horrific Photo of a Drowned Syrian Child": Humanitarian Photography and NGO Media Strategies in Historical Perspective," *International Review of the Red Cross* 97, no. 900 (2015): 1121-1155.
- Leshu Torchin, "Ravished Armenia: Visual Media, Humanitarian Advocacy, and the Formation of Witnessing Publics," *American Anthropologist* 108, no. 1 (2006): 214-219.
- Margaret Anderson, "'Down in Turkey, Far Away': Human Rights, the Armenian Massacres, and Orientalism in Wilhelmine Germany," *The Journal of Modern History* 79, No. 1 (2007): 80-111.
- Maud S. Mandel, *In the Aftermath of Genocide: Armenians and Jews in Twentieth-Century France* (2003): 19-51.

Optional Background Overview of the Armenian Genocide: Hilmar Kaiser, "Genocide at the Twilight of the Ottoman Empire", *Handbook of Genocide Studies* (2016), 365-85.

Week 3

Wed., 16 September | The Great War, The Triumph of The Nation-State, and the Birth of Refugeedom

- Peter Gatrell, "Refugees and Forced Migrants during the First World War', *Immigrants & Minorities* 26, no. 1-2 (2008): 82-110.

- 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.
- Robert Nemes, "Refugees and Antisemitism in Hungary During the First World War," *Sites of European Antisemitism in the Age of Mass Politics* (2014): 236-54.
- JIGSAW EXERCISE: Annemarie Sammartino, *The Impossible Border* (2010), 1-16, 18-19 + the chapter you have been assigned.

  Group One: Sammartino, Ch. 5 in *The Impossible Border*, 120-137.

  Group Two: Sammartino, Ch. 7 in *The Impossible Border*, 156-170.

  Group Three: Sammartino, Ch. 8 in *The Impossible Border*, 171–194.

Week 4

Wed., 23 September | Jews & the Erosion of Rights in Interwar Nation-States

- Mark Mazower, *Dark Continent*, excerpts.
- Part I Documentary on Persecution in the Third Reich,
- Part II: Documentary on the Escalation of Persecution and the Holocaust,
- Hannah Arendt, "We Refugees," *Altogether Elsewhere: Writers on Exile*, ed. Marc Robinson (Boston: Faber and Faber, 110-119.
- Hannah Arendt, "The Decline of the Nation-State and the End of the Rights of Man," *The Origins of Totalitarianism* (1951) 267-302.
- Tara Zahra, "The First Final Solution," *The Great Departure* (2016), 144–79.

Week 5

Wed., 30 September | Mobility and Immobility in Wartime Europe

- Peter Gatrell, *Making of Modern Refugee*, 89-117.
- Yasmin Khan, "Wars of Displacement: Exile and Uprooting in the 1940s," *Cambridge History of the Second World War* (2015), 277-297.
- Film: Anna Seghers, *Transit* (Music Box Films, 2020) [100 min]

Week 6

Wed., 7 October | Children, Displaced Persons, and Trauma

- Film: *The Final Months of WW2 | The End of the Second World War in Color* (2025) (85 min) https://youtu.be/AoQYyVHExOc?si=msBsmYMteAj-qyBf
- Film: *1945: A Savage Peace* (60 min)
- Tara Zahra, "A Human Treasure': Europe's Displaced Children between Nationalism and Internationalism", *Past & Present* 210, no. 6 (2011): 332–350.
- Tara Zahra, "Work Will Set You Free", *The Great Departure* (2016), 181-215.
- Dagmar Wernitzig, "Citizenship, Psychiatry, and Gender in Postwar Vienna," *Reimagining Citizenship in Postwar Europe*, ed. Rachel Chin and Smauel Clowes Huneke (Cornell University Press (2025)
- Eagle Glassheim, "Expellees and Health in Postwar Germany," *Cleansing the Czechoslovak Borderlands: Migration, Environment, and Health in the Former Sudetenland* (2016), 67–91.

FALL BREAK - October 10th – 18th

Week 7

Wed., 21 October |The Holocaust, The Creation of Israel, and the Nakba

- Peter Gatrell, *The Making of the Modern Refugee* (2016), 118-147.
- Philip Ther, *Outsiders* (2018), 97-112.
- Atina Grossmann, "Victims, Villains, and Survivors: Gendered Perceptions and Self-Perceptions of Jewish Displaced Persons in Occupied Postwar Germany," *Journal of the History of Sexuality* 11, no. 1-2 (2002): 291-318.
- Rosemary Sayigh, "Palestinian Camp Women as Tellers of History," *Journal of Palestine Studies* 27, no. 2 (1998): 42–58.

Week 8

Wed., 28 October | Refugees and Expellees of Decolonization

- Peter Gatrell, *The Making of the Modern Refugee* (2013), 223-252.

- Milinda Banerjee and Kerstin von Lingen, "The Refugee Political in the Age of Imperial Crisis, Decolonization, and Cold War, 1930s–1950s," *The Historical Journal* 68 (2025), 499–51.
- Leo Lucassen, "How Repatriates Forge Social Change in the Metropole: A Cross-Cultural Migration Perspective," *Ethnic and Racial Studies* 44, no. 3 (2021): 430–38.
- Claire Eldridge, Christoph Kalter, and Becky Taylor, "Migrations of Decolonization: Welfare, and the Unevenness of Citizenship in the UK, France, and Portugal," *Past & Present* 259, (2023): 155-193.
- Manuel Borutta and Jan C. Jansen, *Vertriebene and Pieds-Noirs in Postwar Germany and France* (2017), selections.

Week 9

Wed., 4 November | The Evolution of the Refugee Camp

- Jordanna Bailkin, *Unsettled: Refugee Camps and the Making of Multicultural Britain* (2017), selections
- Becky Taylor, *Refugees in Twentieth-Century Britain: A History* (2021), selections
- Jordana Bailkin, "Leaving Home: The Politics of Deportation in Postwar Britain," *Journal of British Studies* 47 (2008): 852-82.
- Meryn McLaren,"Out of the Huts Emerged a Settled People': Community-Building in West German Refugee Camps," *German History* 28, no. 1 (2010).
- Simon Turner, "What is a Refugee Camp? Explorations of the Limits and Effects of the Camp," *Journal of Refugee Studies* 29, no. 2 (2016): 139–148.

Week 10

Wed., 11 November | The Vietnam War: The Children of Refugees & Assimilation

- Peter Gattrel, *The Unsettling of Europe*, (2019), 197-213
- Khuê Phạm, *Brothers and Ghosts* (Scribe, 2024), read all of it.

Week 11

Wed., 18 November | Dissolving Borders in Europe & Emergence of EU Borders

- Richard Ivan Jobs, *Backpack Ambassadors: How Youth Travel Integrated Europe* (2017), excerpts.
- Jochen Oltmer, "Mobilities and Regulation in the Schengen Zone," *Cambridge History of World Migrations* (2023), 580-99.
- Maurizio Albahari," Externalization of Borders," *Cambridge History of World Migrations* (2023), 600-20.
- Karolina S. Follis, "Border Management in Europe: Europeanization and its Discontents," *Routledge Handbook of the Politics of Migration in Europe* (2026), 213-27.
- *Bury Me, My Love* (2017) Video Game, Cell-Phone based text video game.

Week 12

Wed., 25 November | Ethnography of Asylum-Claiming Bureaucracy

- Miriam Ticktin, *Casualties of Care: Immigration and the Politics of Humanitarianism in France* (2011).

Week 13

Wed., 2 December |Research Project Presentations

Week 14

Wed., 9 December |The 2015 Refugee Crisis to the Present

- Tara Zahra, "The Return of No-Mans' Land: Europe's Asylum Crisis and Historical Memory," *Foreign Affairs*, September 22, 2015.
- Film: Abi Mowbray et al., *Exodus: The Journey Continues* (PBS, 2018).
- Priyanka Boghani, "How Europe's Refugee Crisis Was Years in the Making," PBS Frontline,23 September 2015, https://www.pbs.org/wgbh/frontline/article/how- europes-refugee-crisis-was-years-in-the-making/

- Jacob Poushter, "European Opinions of the Refugee Crisis in 5 Charts," Pew Research Center (16 September 2016): https://www.pewresearch.org/short-reads/2016/09/16/european- opinions-of-the-refugee-crisis-in-5-charts/
- Susmita Arp, Katrin Elger, Asla Haldar, and Miriam Olbrisch, "How is Germany Doing 10 Years after the Refugee Crisis?" Der Spiegel International (26 August 2025), https://www.spiegel.de/international/germany/have-we-done-it-how-is-germany-doing-10- years-after-the-refugee-crisis-a-a1f3f9a1-c633-4fa6-ac62-45241f656fca?sara_ref=re-xx-cp-sh
- Deutsche Welle, "Germany Opened its Doors to Millions of Refugees – Here's How it Worked Out, (17 August 2025) [25 minutes], https://youtu.be/8XabCksDe6A?si=K_ShuSwcBYt5XZFa
- Deutsche Welle, "Syria or Germany – Has German Politics Shifted for Syrians?" (18 Nov 2025) [30 min]: https://www.youtube.com/watch?v=Abw9VdCkw_o
- #1 Primary Source: Interview with Mouna Aleek, Syrian Refugee in 2015, https://archivderflucht.hkw.de/en/index.html%3Fp=633.html [1.5 hours]
- #2 Primary Source: Fatuma Musa Afrah, Somali Refugee in 2014, https://archivderflucht.hkw.de/en/index.html%3Fp=581.html [1.5 hours]
- #3 Primary Source: Hayyan Al Yousouf, Syrian Refugee in 2014, https://archivderflucht.hkw.de/en/index.html%3Fp=589.html [1.5 hours]
- Miriam Ticktin, "Calais: Containment Politics in the 'Jungle'," *The Funambulist: Politics of Space and Bodies* 05 (May-June 2016): 28-33.
- Film: *Transit Zone* (2019) [about Calais Refugee Camp]
- BBC News. 2014. 'Mapping Mediterranean Migration', BBC News, 15 September. Accessed 16 - January 2020. www.bbc.com/news/world-europe-24521614 ; 'Migration to Europe in Charts', BBC News, 11 September, www.bbc.com/news/world-europe-44660699