

Our Shared Past in the Mediterranean



A World History Curriculum Project for Educators



presented by Ali Vural Ak Center for Global Islamic Studies, George Mason University

MODULE 6: The Modern Mediterranean, 1945 – Present

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Foreword from the Directors: A Statement of Purpose

Why the Mediterranean? What does a body of water have to teach us about a common human heritage? The teaching resources that collectively comprise “Our Shared Past in the Mediterranean” share a common focus on the idea of World History as a distinctive paradigm for learning about the past and understanding the present. By studying the people, events, and processes that have defined the evolution of human history in a particular region, or, in this case, a space that connects multiple world regions, we learn much more than just isolated facts about culture and society in specific locales. We rather come to understand how broader global forces, trends, and currents of change manifest themselves in particular historical and geographical experiences.

While the Mediterranean features heavily in many conventional tellings of “Western civilization,” it tends to be figured as a zone in which precursor civilizations are born, die, and subsequently become reanimated by the cultural inheritors of a uniquely European legacy. Monotheistic religions appear, fall into conflict, and those fault lines seemingly persist. What tends to be left out of this standard narrative for any number of reasons, not least of which is the fact that the historical reality is much messier and more complex than textbooks like, is the idea that the Mediterranean has always been in contact with—shaping and being in turn shaped by—world historical forces. Easy categories and supposedly distinctive civilizational and religious identities—e.g. traditional, modern, Islamic, Christian, Middle Eastern, European—turn out to resist the roles we commonly assign them in the making of the present.

The team that produced “Our Shared Past in the Mediterranean” has achieved the rather remarkable feat of recognizing and taking on board this complexity while rendering it in a form that is accessible and legible to a broad learning audience. The complexities of world history are not simply narrated on top of standard paradigms. Rather, students are invited to discover the diverse and multifaceted social realities that comprise Mediterranean histories through research and critical thinking exercises framed around questions already familiar to them in their own daily lives. Among the authors and scholar consultants that produced this material are to be found historians, yes, but also social scientists and pedagogical experts. This multidisciplinary team worked together to identify key themes and approaches that were integrated across the full set of modules—ensuring a high level of continuity and cohesiveness across the various periods of history covered here.

We strongly encourage you to read the project’s introductory essay, by Edmund Burke III, who explains extremely eloquently just what is at stake in grounding our teaching in the world history approach. At a time when the worldwide interconnectedness that define what we call globalization seems to be at historically unprecedented levels, it is vitally important for our students to understand that world historical forces have actually been with us for a long time. In light of the ongoing process of European integration, regional migration dynamics, and the dramatic Arab Revolutions of 2011, no world space is better than the Mediterranean for understanding how our shared past shapes all manner of shared futures.

About the Funders and Our Shared Past

Our Shared Past is a collaborative grants program to encourage new approaches to world history curriculum and curricular content design in Europe, the Middle East, North Africa, and North America. Our Shared Past is premised on the notion that many of the categories used to frame and teach world history—civilizations, nations, religions, and regions—occlude as much as they reveal. Although there have been successful attempts at incorporating recent historical scholarship in world history writing, the core of world history instruction continues to be shaped by civilizational, national, and regional narratives that emphasize discrete civilizations and traditions frequently set at odds with one another at the expense of historical and material connections.

Our Shared Past seeks to promote the development of international scholarly communities committed to analyzing history curriculum and reframing the teaching of world history through the identification of new scholarship and the development of new curricular content that illustrate shared cultural, economic, military, religious, social, and scientific networks and practices as well as shared global norms and values that inform world history and society. The project encourages both the synthesis of existing scholarship on these topics and the exploration of concrete ways that this reframing can be successfully introduced into teaching curriculum in European, Middle Eastern, North African, or North American contexts.

The British Council is the United Kingdom’s international organisation for educational opportunities and cultural relations. The British Council works in over 100 countries, creating international opportunities for the people of the UK and other countries and building trust between them worldwide. It was founded in 1934 and incorporated by Royal Charter in 1940 as a public corporation, charity, to promote cultural relationships and understanding of different cultures, to encourage cultural, scientific, technological and other educational cooperation between the UK and other countries, and otherwise promote the advancement of education.

The Social Science Research Council (SSRC) is an independent, international, nonprofit organization founded in 1923. It fosters innovative research, nurtures new generations of social scientists, deepens how inquiry is practiced within and across disciplines, and mobilizes necessary knowledge on important public issues. The SSRC pursues its mission by working with practitioners, policymakers, and academic researchers in the social sciences, related professions, and the humanities and natural sciences. With partners around the world, SSRC builds interdisciplinary and international networks, links research to practice and policy, strengthens individual and institutional capacities for learning, and enhances public access to information.

Consulting Scholars

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Jonathan Even-Zohar Jonathan Even-Zohar has a degree in History from Leiden University in World Historical Perspectives in History Textbooks and Curricula, with an honorary Crayenborgh-degree in Islam and Europe. He is Director at EUROCLIO – European Association of History Educators, an organisation with a mission to promote History

Education so that it contributes to peace, stability and democracy. He has managed History Education Innovation Projects in Bulgaria, Cyprus and the former Yugoslavia including many visits to these countries. He also organises international conferences, seminars, workshops, exchanges, and study visits. Within these projects, many aspects of publishing, curriculum development, political influence and general attitudes towards History Education are developed. Currently he is manager of the EUROCLIO Programmes: History that Connects, How to teach sensitive and controversial history in the countries of former Yugoslavia and the EUROCLIO International Training Programme.

Craig Perrier Craig Perrier is the High School Social Studies Specialist for Fairfax County Public Schools. Previously, he worked as PK-12 Social Studies Coordinator for the Department of Defense Dependent Schools and was a secondary social studies teacher for 12 years at schools in Brazil and Massachusetts. Perrier is an online adjunct professor in history for Northeastern University, Southern New Hampshire University, and Northern Virginia Community College. He has been an instructional designer and curriculum writer for various organizations including IREX, the Institute of International Education, and the State Department's Office of the Historian. He maintains a blog "The Global, History Educator" discussing content, technology, instruction, and professional development.

Barbara Petzen is director of Middle East Connections, a not-for-profit initiative specializing in professional development and curriculum on the Middle East and Islam, global education, and study tours to the Middle East. She is also executive director of OneBlue, a nonprofit organization dedicated to conflict resolution and education, and president of the Middle East Outreach Council, a national consortium of educators furthering understanding about the Middle East. She was education director at the Middle East Policy Council, where she created a comprehensive resource for educators seeking balanced and innovative materials for teaching about the Middle East at TeachMideast.org. She served as outreach coordinator at the Harvard Center for Middle Eastern Studies, starting just before September 11, 2001. She taught courses on Middle Eastern history, Islam and women's studies at Dalhousie University and St. Mary's University in Nova Scotia, Canada, and served as tutor and teaching assistant at Harvard University, where she may at some point complete her doctoral dissertation in Middle Eastern history on European governesses in the Ottoman Empire and Egypt. She earned her B.A. in International Politics and Middle Eastern Studies at Columbia College and a second Honours B.A. as a Rhodes Scholar at Oxford University in Oriental Studies. Her academic interests include Ottoman and Middle Eastern history, the history and present concerns of women in the Middle East and Muslim communities, the role of Islam in Middle Eastern and other societies, relations and perceptions between Muslim societies and the West, and the necessity for globalizing K-12 education in the United States.

Joan Brodsky Schur is a curriculum developer, author, workshop presenter and teacher, with over thirty years of experience in the classroom. She has presented workshops for teachers for the National Council for the Social Studies, Asia Society, the National Archives, Yale University (Programs in International Educational Resources), Georgetown University, the Scarsdale Teachers Institute, and the Bank Street College of Education division of Continuing Professional Studies, for which she leads Cultural Explorations in Morocco: Implications for Educators in Multicultural Settings. Her lesson plans appear on the Websites of PBS, the National Archives, *The Islam Project*, and *The Indian Ocean in World History*. She has served as a member of the Advisory Group for PBS *TeacherSource*, the advisory committee for WNET's *Access Islam* Website, and as a board member of the Middle

East Outreach Council. Her books include *In a New Land: An Anthology of Immigrant Literature* (McGraw-Hill, 1994), *Immigrants in America: The Arab Americans* (Lucent, 2004), *Coming to America: The Arabs* (Greenhaven, 2005), *Eyewitness to the Past: Strategies for Teaching American History in Grades 5-12* (Stenhouse, 2007), *Advocating for Abolition* (Interact Publishers, 2011) and *20th Century World Activators* (Interact Publishers, 2013). She currently serves as Social Studies Consultant to the City and Country School in New York City. She received her B.A. and M.A.T. degrees from New York University.

Tom Verde Tom Verde is an award-winning journalist and book author who specializes in Islam, Middle Eastern and Mediterranean studies, early Christian history, comparative religion, food history, and travel. Formerly on the faculty of Ethics, Philosophy and Religion at King's Academy in Jordan, he has lived and traveled widely in the Middle East, Africa, and Europe and written extensively on religion, culture, the environment for major national and international publications, such as *The New York Times*, *The Boston Globe*, *Biblical Archeology*, and is a regular contributor to *Saudi Aramco World* magazine. Verde has also been a frequent contributor to broadcast networks, including NPR, Public Radio International and the BBC.

Why the Mediterranean in a World Historical perspective? by Edmund Burke, III

The *Our Shared Past in the Mediterranean* curriculum includes six modules aimed at providing students with an historical understanding of the Mediterranean as a zone of interaction and global change. Grounded in state of the art historical understandings, it provides full lesson plans, including maps, illustrations and suggested student activities. Keyed to world historical developments, it encourages students to see beyond the civilizational binaries that have hitherto clouded our understanding of the region. By linking the histories of the Mediterranean region into a single if complex historical narrative, *Our Shared Past in the Mediterranean* encourages students to perceive the deeper structural roots of global change from the classical era to the present.

Where is the Mediterranean? Its northern rim extends from Spain to the Balkans and Turkey while its eastern and southern limits include the Middle East and Arab North Africa. Depending upon the interests of the historian, however, a bigger or smaller Mediterranean configuration may be proposed. Because the modern Mediterranean is not included in most history curricula, students lack the ability to understand its history. This is a huge problem in this post 9/11 world, since in the absence of a global perspective, events appear to come out of nowhere. As a consequence, this crucially important world region remains misunderstood, and civilizational explanations have tended to supplant more grounded world historical understandings.

The world historical approach is only one of the note-worthy features of *Our Shared Past in the Mediterranean*. The curriculum provides a series of historically grounded lessons that enable students to understand the sequences of change by which the Mediterranean region was transformed as a whole. By following the lessons in the six modules, students acquire an understanding of the region's path to modernity and why it differed from that of northwestern Europe. In the process, they learn to distinguish the main types of change (ecological, economic, political and cultural) that affected Mediterranean societies since 1492. The curriculum also allows students to comprehend how these changes affected both Mediterranean elites and ordinary people in similar ways regardless of cultural background. The emphasis on patterned responses to global changes constitutes a major distinguishing feature of this curriculum.

A brief summary of the modules reveals the distinctive features of this approach:

Module One provides an innovative approach to the deep past of the region, keyed to the eco-historical forces that have shaped its successive transformations since the dawn of civilization. It emphasizes the role of the environment and the hand of man in the shaping and reshaping of the region over the human past.

Module Two examines the classical Mediterranean from an unusual vantage point: the empire of Carthage. It also examines technology and inventions, economic exchange, cultural innovation, power and authority, and spiritual life across the Mediterranean region in the formative period 5000-1000 BCE.

Module Three covers the period 300 – 1500 CE. Among other topics, it emphasizes the transformation of Mediterranean cities, migrations within and beyond the region, and Mediterranean trade in the medieval period. The increasingly global yet intensely local character of Mediterranean trade is emphasized. From the silk roads to the spice trade to the trans-Saharan gold trade to the Arabian coffee trade, the Mediterranean has been deeply enmeshed in trade that spans Afroeurasia. This module also provides lessons that survey religious tolerance and intolerance in an increasingly diverse Mediterranean society. The result is more complex understandings of how cultural difference worked locally and across the region.

What I call “the Liberal Project” is an unstable, always contingent and conflictive phenomenon which nonetheless when viewed from the perspective of world history can be seen to assume particular patterns. It is the particular phase of the global development project.

Module Four surveys the rise of the Hapsburg and Ottoman empires in the post-1500 CE period, and links this development to long term waves of global change in the early modern period. The same module contains important lessons on the political and cultural transformations of the region, and how they affected different groups, together with lessons on slavery within the region.

The long nineteenth century (1750-1919) constitutes the subject of **Module Five**. As old empires crumbled across the region, new economic, political and cultural forms struggled to be born. Economically, the Mediterranean path to industrialization was rendered more difficult by the absence of significant deposits of coal within the region. The construction of the Suez Canal on the other hand renewed the place of the region in the global system of trade and commerce. Politically, the example of France, and French military, political and economic models were widely influential within the region from Italy and Spain to the Ottoman empire and North Africa. The nineteenth century Ottoman reform process known as the Tanzimat thus paralleled the introduction of French reforms in Spain and Italy. The module explores the impact of these changes in the Ottoman province of Tunisia. The onset of colonialism in the Mediterranean and human migration are studied as regional examples of global processes of change.

Module Six explores the period from 1914 to the present, with emphasis on the post-1945 period in the Mediterranean. It shows how the changes that have affected the region are manifestations of larger global patterns of change. For instance, the cases provided in this module link the end of colonialism, the rise of petroleum as a leading global energy source, and the dissemination of large-scale engineering projects such as the construction of the Aswan High Dam and other major water projects to global patterns of change. Overall students come away from Module Six with an increased understanding both of the specificity of local change, and the ways it echos broader global patterns.

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Teachers' Introduction to Module 6

During the second half of the 20th Century the world experienced dramatic changes which fundamentally impacted the lives of billions. Technological advancements provided unforeseen opportunities but also altered warfare resulting in carnage and destruction on a historically unprecedented scale. Superpowers armed with nuclear weapons shaped a global world order. Empires were replaced by nation-states, many of which struggled to achieve political and economic development. The rise of multinational companies and the growth of worldwide trade gave rise to a truly global marketplace. Largely as a function of this new world economy, people, goods, and ideas began to move around the globe far more easily and rapidly than in the past. Mass media and later the Internet helped spawn common global cultural experiences, with new forms of entertainment emerging alongside innovative types of digital resistance that challenged established political powers. The explosion of industry and global consumption of manufactured goods caused irreparable changes to the planet as oceans and seas became depleted and pollution rampant. This period in history is generally viewed from a geopolitical lens, in which the USA and the Soviet Union play the leading roles and a “Third World” is typically marginalized. Mediterranean nations are conventionally viewed according to their place in this superpower enforced world order. Yet, if we alter our perspective and historical understanding, we can find another lens with which to view the Mediterranean’s recent past. This alternative interpretation treats the Mediterranean instead as a space for observing and understanding forces affecting every part of the globe. In the following series of topics, we look at the big questions and issues that help us understand the 20th and 21st centuries with the Mediterranean world at the core. From this stance we may understand and find answers to contemporary and future challenges that aren’t part of the traditional histories found in history textbooks.

- For a list of skills standards from these documents that the Modules draw upon, see Module 1, pages 14-17, following the General Bibliography.

Summary of Module 6

This set of lessons on the modern Mediterranean addresses the complex history of the region in the 20th century through a variety of lenses, from the Second World War up to the Arab uprisings of 2011. The module contains resources and lesson plans addressing themes of environmental, social, cultural and political history. Using a variety of perspectives, students construct their understanding of the past and relate it to the present. First, the module aims to provide alternative views on established historical topics found in high school history courses. Focusing on the Mediterranean, students engage with World War II and the postwar European recovery, globalisation and urbanisation, the Cold War and the growing role of the United States in this region. Second, through carefully selected case studies, it highlights certain large scale processes and broad concepts impacting this period. Environmental change, anti-immigration movements, xenophobia, modernity, and the growth of communication and transportation technologies are major themes throughout the lessons and resources. Finally, the module’s design de-emphasizes an authoritative narrative in order to allow more active learning to happen. This is done primarily through the organising role of key questions, individualized objectives, and document based inquiries. Overall, module 6’s lessons utilizes the Mediterranean world as an entry point

into global education, empowers teachers to bring complex topics into the classroom, and encourages active student engagement and curiosity.

Historical Sources in Module 6: “How Do We Know What We Know?”

Each module features historical sources that are characteristic for that era and the types of questions historians and geographers ask about that time. They are also dependent on the technologies that existed in a given era. The kinds of available sources have of course changed historical interpretations. For example, before the recent studies of DNA in human populations by the Genographic Project, ideas about migration and settlement in the world were limited, often relying upon ideas about race differences. More recently, ideas about the early modern era have changed with the opening of Ottoman archives on diplomacy, economics, and court records. For the medieval period, paintings tell about material culture, and in the nineteenth century we have photographs, while the twentieth century brought moving pictures, audio recordings, and electronic data. Students should think about how the kinds of historical sources determine the perspective of “history from above”—such as royal tombs and chronicles—or “history from below”—such as artifacts and dwellings of ordinary people. The following list highlights some of the types of historical sources featured in each of the six modules.

Module 6 Featured Source Types

- Photography and cinema
- Audio recordings and television
- National archives, libraries, museums
- Print and electronic journalism
- Personal narratives in print and electronic form
- Statistics
- Maps
- Tourism and advertising
- Street art
- Popular music
- Scientific studies of environmental degradation and climate change

As teachers use these modules, they can draw attention to the changing types and amount of historical sources to which we have access for constructing our views of the past. This source material is growing with new discoveries, and is also being enhanced by new techniques of analysis, and of course new interpretations. World historians are also drawing upon historical narratives from the vast secondary literature in history and other fields to synthesize work done in disparate disciplines. Creative teachers can integrate “how we know what we know” into their lesson construction and assessment tasks.



The consulting scholars and curriculum developers hope that teachers and their students will enjoy and benefit from this module on the Mediterranean in World History.

Module 6 Lessons

Topic 1: Finite Resources - Environmental Challenges in the Mediterranean

Topic Overview

The relationship between humankind and its environment is a story of hundreds of thousands of years of innovation in sources of energy for growing and developing their societies. In the modern period, the size of the world's population increases drastically from 2.5 billion in the 1940's to some 7 billion today. At the same time, processes of industrialization, economic growth, and developments in modern public health have over this same period increased life expectancy and living standards. More people walk the planet today than ever before, even as their lifestyles result in ever heavier burdens on the environment to produce, transport and sell goods. Today there is a consensus among scientists that human behaviors are profoundly impacting the environment.

In this topic two lessons are developed to help us understand human impacts on the environment of the Mediterranean. By first studying various environmental factors, students are able to develop insights into the effects of natural forces on political, social and cultural history.

During this period, petroleum and other hydrocarbon resources became the dominant sources of energy in the world. The availability and scarcity of this resource as found in the earth as well as new relationships between suppliers and consumers radically altered world power dynamics. How did these changes impact power relations along the Mediterranean shores as well between Mediterranean nations and so-called 'great powers'?

For example, Egypt lacked natural hydrocarbon resources and so had to pursue other strategies for economic development. This was one of the main reasons behind the decision to construct the Aswan High Dam on the Nile river. While the dam served as a source of hydroelectric power, this intervention into the ecosystem of the world's longest river fundamentally changed age-old patterns of human farming and subsistence. Were these consequences not foreseen? Was the drive for cheap and plentiful energy important enough to risk undoing the Nile's historical "gift" to Egypt?

Topic Essential Questions

- How did having or not having hydrocarbon resources impact power relations within the Mediterranean as well as between the Mediterranean region and the rest of the world?
- How did new transportation and infrastructure connections—such as pipelines and oil tankers—driven by the supply and demand for energy take shape over this period?
- What has been the impact of the quest for energy on the environment?

Lesson 6.1: Oil's Curse/Oil's Blessing: Pipelines & Tankers

Lesson Overview

With the technological and industrial growth in the 19th century, came the demand for more energy resources. Oil fields, discovered in various terrains across the world, but most reserves in the Arabian Peninsula, can be seen as having been a blessing for the region. But having such a huge potential also meant the region gained geopolitical significance. In this lesson we will study the development of petroleum through the lens of the transportation in pipelines and on board tanker shipping.

Lesson Objectives

- Students will be able to relate the underlying story of how worldwide energy trade evolved in this period and identify its specific manifestations in the Mediterranean
- They will be able to assess the importance of energy in today's world and list some resulting environmental challenges
- They will be able to explain how the Mediterranean became a corridor for energy transport
- They will describe how power relations are defined by the role a country can play in the energy trade (supplier, buyer, or conveyor)

Grade Level

High School; World History, US History, IB 20th Century History, IB Regional History Options (The Americas, Europe and the Middle East), AP World History, AP US History

Time

One class period

Materials Needed

- Student Handout 6.1.1A-Geologic map of deposits of oil and when these were discovered
- Student Handout 6.1.1B - Historical map of Mediterranean pipeline routes; Overview of petroleum transportation development of (tankers, sizes, harbours); Outline of petroleum production, shipping, sold and consumed; Data on petroleum shipped through the Mediterranean as benchmark years (47,74,91,2011).

Procedure/Activities

1. Initiate a classroom discussion on how students use energy, and ask how many forms of energy do the students know? (gasoline, electricity, light, etc.,) Can they differentiate between types of energy (e.g. combustion, electricity generation through solar or water power) and the raw materials used to generate it (fossil fuel, moving water, etc.)
2. When petroleum (oil) comes up in the list, introduce it as the focus of the lesson. As what is the geologic source of petroleum, and how does it differ from coal?
3. Study and compare these four different maps on Student Handouts 6.1.1A and 6.1.1B to introduce greater complexity to the discussion:
 - a. 1913 Map of Coal Deposits in "Asiatic Turkey" at David Rumsey Map Collection,

- b. World Oil Resources and Discovery Dates
 - c. Source: “World Petroleum Assessment-Homepage: USGS, Energy Resources Program” 2013 assessment, US Geological Survey
 - d. 2002 Map of pipeline construction for oil and gas
4. **Question:** What do you see as the main changes that have taken place in energy production since 1913? What is the likely direction of change for the Mediterranean region in the future?
 5. Analyze the chart of Suez Cargo Movement. : Divide the class into three groups to analyse the data for 2000 / 2005 / 2012 and (a) plot a chart of the growth in oil transport through the Suez Canal (b) then write 3-5 concluding statements you consider most significant to understanding the movement of oil through the Suez Canal.
 - a. View the chart of Suez Canal Cargo Tonnage from 2000-2012:
<http://www.suezcanal.gov.eg/TRstat.aspx?reportId=7>
 - b. Suez Canal Cargo Tonnage by Geographic Region (North to South and South to North movement) <http://www.suezcanal.gov.eg/TRstat.aspx?reportId=6>

Lesson 6.2: Did the Aswan High Dam Tame or Kill the Nile River?

Lesson Overview

The longest river on the planet, the Nile, flows through Africa into the Mediterranean. For thousands of years it has provided fresh water for agriculture and food for aquatic life. In 1970 the reconstruction of the Aswan High Dam was completed. Since the 1980s geologists have started to see remarkable developments – not least of all the fact that the Nile no longer reaches the Mediterranean!

Lesson Objectives

- Students will locate the Nile River and the site of the future Aswan Dam on historical maps
- They will explain why the dam was built and what benefits it promised to Egyptian development
- They will describe the geo-politics of its international financing during the Cold War
- They will identify individuals involved in the dam’s planning, construction and impact studies.
- They will list environmental effects of the dam
- They will assess the costs and benefits of the dam and take positions on whether it should have been built or not

Grade Level

High School; World History, US History, IB 20th Century History, IB Regional History Options (The Americas, Europe and the Middle East), AP World History, AP US History

Time

1-2 class periods

Materials

- Student Handout 6.2.1- Nile

- Slideshare presentation “The Controversy of The Aswan High Dam.”
<http://www.slideshare.net/TheBabyKangaroo/the-controversy-of-the-aswan-high-dam> .
- Optional: Arsenault, Natalie, et al. “People and Place: Curriculum Resources on Human-Environmental Interactions, ‘Aswan High Dam (Egypt).” University of Texas, Austin, 2007 at
http://www.outreachworld.org/Files/u_texas/aswan_high_dam.pdf

Procedure/Activities

1. Distribute Student Handout 6.2.1 either electronically or in printed form. Have students do the activities and view the images in the handout that give background on construction of the dam and its aftermath and environmental impacts.
2. Discuss the location of Aswan and why it was chosen, when the idea arose and why the Aswan High Dam was built. It may help to show a satellite map of Egypt to remind them of the desert location of Egypt with the only fertile area along the banks of the Nile.
3. To describe the environmental impact, view slideshare presentation “The Controversy of The Aswan High Dam.” <http://www.slideshare.net/TheBabyKangaroo/the-controversy-of-the-aswan-high-dam> . You can also use the lesson by Arsenault, Natalie, Christopher Rose, Allegra Azulay, and Jordan Phillips. “People and Place: Curriculum Resources on Human-Environmental Interactions, ‘Aswan High Dam (Egypt).” University of Texas, Austin, 2007 at http://www.outreachworld.org/Files/u_texas/aswan_high_dam.pdf, which draws connections to other dams in the world with similar impact.
4. After completing the lessons, stage a debate on the costs and benefits of the Aswan Dam. One group argues for and one against the dam, including political, economic, demographic and environmental issues. In conclusion, evaluate the debate itself, asking instead what might have happened if the dam had not been built, knowing the history of famine in Egypt’s history when the floods failed, and discussing the modern expansion of Egypt’s population. How did it impact the ability of oil-poor Egypt to generate electricity for domestic and industrial uses? In what ways did Egypt’s development scheme after independence rely on both the Aswan Dam and the Suez Canal? Even given the environmental impacts, would Egypt have been able to risk not building the dam? Finally, have students research recent discussion of Ethiopian plans to dam the Blue Nile. How would this impact Egypt, and how could it create the threat of conflict between the two countries? What role does the Sudan play in the upstream issues related to the Nile. How many African countries are in the Nile watershed? [Answer: 10] What impacts has the dam had upstream? How will climate change affect the Nile? Have students locate them on a map and name them.
5. **Extension:** Students may be given access to additional readings: Science 2010 article: http://groupjazz.gjhost.com/~gi/LIB/ITEMS/5006/252/031910_Science-The_Nile_Delta's_Sinking_Future.pdf; John McNeill, “Something new under the sun,” (2000), pp. 166-177; Jack Kalpakian, *Identity, Conflict and Cooperation in International River Systems* (2004), pp. 28-97

Topic 2: The Cold War in the Mediterranean

Topic Overview

Between 1945-1991, the term “Cold War” was used to describe the international world order. This system emphasized a binary model led by the United States of America on one side and the Soviet Union on the other. The binary categories generated by the Cold War provided a way for the two hegemony to manage/ regulate global complexity. It provided the global frame through which the world was perceived and coded by the US and the USSR.

This structure, however, is limited in its application around the globe. The Mediterranean certainly experienced events that can be labeled as “Cold War” phenomenon. However, other events (both domestic and international) do not fit neatly into the Cold War story. The foreign relations of some Mediterranean nations during this period resist being simplified as a function of the rivalry between the US and the USSR. For example, the Non-Alignment Movement, regional identities, and post-colonial nationalism all problematize the Cold War model by complicating the idea of all world affairs falling along an easy capitalist/communist divide. By focusing on the history of political movements in Greece and Egypt, this topic challenges the binary frame of the Cold War by exploring other international relations perspectives and ideologies found in the Mediterranean during this period.

Topic Essential Questions

- What are the key elements and periodization of these movements related to the international world order: The Cold War, The Non-Aligned Movement, Post-Colonial Nationalism
- To what extent is the Cold War model applicable and limiting to these events? Explain how alternatives to the Cold War model can impact your understanding of world history.

To what extent is the concept of “non-alignment” relevant in today’s world and what does it mean? Is it useful for understanding the contemporary geopolitical orientation of countries such as Brazil and India?

Lesson 6.3: Rebuilding the Mediterranean: The Marshall Plan and Italy

Lesson Overview

The victory of the allied forces in World War II in 1945 meant a drastic change in power relations across the Mediterranean. During the war the Allied powers had already agreed on the rough scheme of a post-war division of influence. Imperial rationales dominated, such as obtaining access to Mediterranean ports, as well as maximising the potential for extraction of energy minerals such as natural gas and oil (see Topic 1 above)..

Post World War II Europe was devastated by years of conflict. The Mediterranean region had been a major theater of activity on both African and European shores. To aid reconstruction efforts and the return to normalcy, the United States presented the Marshall Plan, or European Recovery Plan, to nations providing \$13 billion worth of economic aid between 1948 -1952. Italy, wartime enemy of the United States, received the 4th largest amount of assistance and helped to restore agricultural output, rejuvenate industry, and rebuild Italy’s infrastructure. This lesson explores the Marshall Plan’s impact on this

Mediterranean nation. Students engage with the Marshall Plan and evaluate its relationship to the capitalist/communist binary of the Cold War. In addition, students explore additional sources and data regarding the impact of the Marshall Plan on Italy and the Mediterranean world.

Learning Objectives

Knowledge

- Students will be able to describe the impact of the Marshall Plan in Italy.
- They will analyze George Marshall's speech and its implications.
- They will compare multiple sources regarding the Marshall Plan.
- They will analyze data on the Marshall Plan in Italy.

Skills

- Engage with different types of historical sources.
- Organise complex historical information in a coherent form.
- Make comparisons and connections.
- Interpret and evaluate evidence.
- Compare alternative models for periodization.
- Differentiate between historical facts and historical interpretations.
- Formulate historical questions.
- Use historical information and knowledge to read and understand sources.
- Contextualize information.

Grade Level

High School; World History, US History, IB 20th Century History, IB Regional History Options (The Americas, Europe and the Middle East), AP World History, AP US History

Time

2-3 class periods

Materials Needed

- Teacher Background Reading at Student Handout 6.3.4 European Crisis Clayton to Acheson (http://marshallfoundation.org/library/documents/Chapter_4.pdf)
- Student Handout 6.3.1 Written Text of speech: at <http://www.oecd.org/general/themarshallplanspeechatharvarduniversity5june1947.htm> ; Secretary of State Marshall's Recorded Speech (includes slide show) at <http://www.marshallfoundation.org/library/MarshallPlanSpeech.html>
- Student Handout 6.3.2 – Marshall Plan in Italy
- Student Handout 6.3.3 – Gianni Agnelli Interview

Procedure/Activities

1. Assign the Student Background Reading: Secretary of State Marshall's Recorded Speech [<http://www.marshallfoundation.org/library/MarshallPlanSpeech.htm>] or Student Handout 6.3.1 for the text version. Use the following exploration strategy:

2. Activator: Analogies. With a partner complete and explain the following analogy statements based on the Marshall Plan speech.

How is _____ like a _____?

If _____ were a _____, what would _____ see, feel, think?

The _____ reminds me of a _____ because _____.

3. Assessment: Suggested Writing Prompts for a Document Based Essay:

- To what extent was the Marshall Plan an anti-communist project? Provide evidence to support your answer.
- Describe how the Marshall Plan impacted the Mediterranean World.
- What challenges and successes did Italy experience through the Marshall Plan?

Lesson 6.4: The Mediterranean in the Era of Nasser 1952 -1970

Lesson Overview

Gamal Abdel Nasser's role as a founding member of the Non-aligned movement in 1961 represented an alternative to the hegemony of US-USSR international world order. His ideology synthesized nationalism, anti-imperialism, and Pan-Arabism was not rooted in communism or capitalism. During his rule Nasser became an iconic Mediterranean alternative to the Cold War World order. This lesson explores the political, social, economic, and cultural impact of Gamal Abdel Nasser on national, regional, and international levels. In addition it asks students to examine their understanding of the Cold War Era during Nasser's tenure as Egypt's leader.

Lesson Objectives

Knowledge

- Investigate the impact of a so-called "third world" nation on international relations during the Cold War period.
- Compare and contrast Nasser's era during the Cold War with other post-colonial nationalist movements.
- Analyze Egypt's foreign policy under Nasser.
- Examine key events that shaped Nasser's role in the Mediterranean and beyond.

Skills

- Engage with different types of historical sources.
- Organise complex historical information in a coherent form.
- Make comparisons and connections.
- Interpret and evaluate evidence.
- Compare alternative models for periodization.
- Differentiate between historical facts and historical interpretations.
- Formulate historical questions.
- Use historical information and knowledge to read and understand sources.
- Contextualize information.

Materials Needed:

- Student Handout 6.4.1 – Gamal Nasser Biography
- Student Background Reading: Non-Aligned Movement at <http://www.mea.gov.in/in-focus-article.htm?20349/History+and+Evolution+of+NonAligned+Movement>
- Student Handout 6.4.3A for Activity A: *The Non-Aligned Movement and Relations with European Empires - A Mediterranean Alternative to the Cold War Binary*
- Student Handout 6.4.3B for Activity B: *Mediterranean Reach- Nasser at the United Nations*

Grade Level

High School; World History, US History, IB 20th Century History, IB Regional History Options (The Americas, Europe and the Middle East), AP World History, AP US History

Time

2-3 class periods

Procedure/Activities

1. Assign both background readings from Student Handouts 6.4.1 and 6.4.2 (Nasser and The Non-Aligned Movement).
2. **Activator:** Use the K-W-L strategy for both readings. The K-W-L strategy stands for what I Know, what I Want to learn, and what I did Learn (referenced from https://www.msu.edu/course/cep/886/Reading%20Comprehension/7Learn_Serv_Proj_KWL.html)

A. "Know" Step:

1. Initiate discussion with the students about what they already know about the topics of the readings
2. Start by using a brainstorm procedure. Ask the students to provide information about where and how they learned the information.
3. Help them organize the brainstormed ideas into general categories.

B. "Want to Learn" Step:

1. Discuss with the students what they want to learn from the background readings.
2. Ask them to write down the specific questions in which they are more interested.

C. "What I Learned" Step:

1. Ask the students to write down what they learned from the background readings.
2. Ask them to check the questions they had generated in the "Want to Learn" Step.
3. text using all three columns.

K-W-L CHART		
K What I Know	W What I Want to Know	L What I Learned

3. Use Handout 6.3.1 Activity A: *The Non-Aligned Movement and Relations with European Empires - A Mediterranean Alternative to the Cold War Binary*

4. Handout 6.3.1 Activity B: *Mediterranean Reach- Nasser at the United Nations*

Adaptation: Select only one handout to do.

Differentiate the readings or read the background texts together in class. Allow students options to demonstrate their learning.

Assessment: See Handouts for Activities A & B for writing or discussion prompts.

Topic 3: Urbanization and the Mediterranean

Topic Overview

For the first time in history, over half of the world's population lives in urban areas. Exploring urbanization in the era of globalization empowers students to compare and contrast change and continuity in Mediterranean urbanites. Located at either ends of the Mediterranean Sea, examining the cities Istanbul and Barcelona provides a gateway to many topics, such as demographics of migration, cultural change and political struggle, identity, cosmopolitanism and global citizenship. Students use Barcelona and Istanbul as case studies for these topics.

Looking at urbanisation in the modern period helps students to compare and contrast change and continuity in every-day life of Mediterranean urbanites. Exploring the cities Istanbul and Barcelona, at either ends of the Mediterranean, opens a gateway to many topics, such as demographics of migration, cultural change and political struggle (dissidents, inter-group riots, etc.)

Topic Essential Questions

- How can we understand Mediterranean cities as part of a broader phenomenon of global urbanization and urban networking?

- To what extent do Barcelona and Istanbul reflect a distinctively Mediterranean culture alongside their respective national histories?

Lesson 6.5: Urban Hubs of Mediterranean Globalization: Barcelona and Istanbul

Lesson Overview

Barcelona and Istanbul exist on either end of the Mediterranean Sea's West – East axis. Both cities are case studies of how urban hubs have evolved in the midst of globalization. The lesson explores the extent to which Barcelona and Istanbul reflect global cosmopolitanism in a Mediterranean context.

Lesson Objectives

Knowledge

- Students will be able to define urbanization, global citizenship, and globalization and gather data to show how these terms apply to Barcelona, Spain and Istanbul, Turkey.
- They will locate the two cities on a map and describe them as places within the Mediterranean region.
- They will analyze resources regarding two cities located on the West and East perimeters of the Mediterranean Sea to explain how the two cities are affected by global, regional, national, and local elements.

Skills

- Make comparisons and connections.
- Interpret and evaluate evidence.
- Formulate historical questions.
- Use historical information and knowledge to read and understand sources.
- Contextualize information.

Materials Needed

- Student Handout 6.5.1 Background Reading: Urbanization - <http://www.globalization101.org/urbanization>
- Student Handout 6.5.2 Background Reading: Global Citizenship - <http://www.globalization101.org/global-education-and-global-citizenship>
- Student Handout 6.5.3 Background Reading: Globalization - <http://www.globalization101.org/what-is-globalization>
- Student Handout 6.5.4 Comparing Barcelona & Istanbul

Grade Level

High School; World History, AP World History, AP Human Geography, IB Regional History Option-Europe and the Middle East, IB Social and Cultural Anthropology, IB Geography

Time

2 class periods

Procedure/Activities

1. Introduce the phenomena of Urbanization and Globalization: For the first time in history, over half of the world's population lives in urban areas. Many people now live apart from where their food is grown and are dependent on vast and complex infrastructures for their livelihoods. Urban areas provide economic opportunity, the potential for increased efficiency and improvements in standard of living, but they are also under acute stress as their populations expand. This in turn puts pressure on the areas that support their resource needs, creating social, infrastructural and health challenges to the sustainability of cities.
<http://www.earth.columbia.edu/articles/view/2128>
2. **Activator:** Quote Reflection:- Ask students to write a paragraph explaining their thoughts on the quote: "Cities exist because there is some sort of compact between citizen and community that their life has a better chance of getting better by choosing to live in an urban place." - Gary Lawrence Chief Sustainability Officer at AECOM, an urban design consortium. Use the three background readings to orient students to the topic and define the terms within which they will study two major cities in the Mediterranean region. The class can be divided into three groups, each studying one of the articles and coming up with a list of characteristics defining the terms. Each group then reads its list and then students use it to compose a short definition of the term. At the conclusion of the readings, have the whole class discuss how the terms are related to one another.
 - Student Handout 6.5.1: Urbanization
 - Student Handout 6.5.2: Global Citizenship
 - Student Handout 6.5.3: Globalization
3. Distribute electronic copies of Student Handout 6.3.1 containing the links for Case Study Resources, or project onto a smartboard. (Note: the map key for the activity of locating cities is at <http://mapsofdallas.blogspot.com/2011/11/mediterranean-sea-map.html> so you may want to separate that from the handout.) Introduce the case studies by showing students the Global Cities Index. The Global Cities Index provides a comprehensive ranking of the leading global cities from around the world. It is designed to track the way cities maneuver as their populations grow and the world continues to shrink. In 2012, Barcelona ranked 24 and Istanbul 37. Both rankings were increases from the previous 2010 report. "Istanbul and Ankara. Istanbul have long been described as the hinge between West and East, with a rich imperial culture and deep knowledge about how to govern such intersections. In combination with Ankara, it is rapidly becoming a major global policy nexus. The full report is here: "2012 Global Cities Index - Full Report - A.T. Kearney." http://www.atkearney.com/gbpc/global-cities-index/full-report/-/asset_publisher/yA11OgZpc1DO/content/2012-global-cities-index/10192.
4. **Extension:** Add an additional city located in the Mediterranean region as a third comparison (i.e. Athens, Nice, Alexandria, Jerusalem etc.)

5. Contact the Spanish and Turkish consulates or embassies for additional information and resources.
6. **Assessment:** Using Student Handout 6.5.4, the concluding activity is for students to construct responses to the following prompts individually or in a group. Responses can be written, a presentation, website creation etc.
 - What are the challenges and benefits globalization presents to Barcelona and Istanbul?
 - To what extent and in what ways do Barcelona and Istanbul represent the Mediterranean and modernity?
 - Identify and explain how cosmopolitanism is present in Barcelona and Istanbul.
 - What are the effects of urbanization upon Barcelona and Istanbul?

Topic 4: Patterns of Population & Expressing Identity—Migration

Topic Overview

After a period of rebuilding war-torn Europe after the Second World War, sustained economic growth in the 1950's and 1960's forced Western European governments to confront severe labor shortages. Young men from countries bordering the Mediterranean were invited and recruited to come to France, Germany, Belgium, the Netherlands, and do jobs that native workers of those countries didn't want to do. They came from Portugal, Spain, Italy and Yugoslavia, and later from Turkey and Morocco. Initially, governments in Denmark, Germany and The Netherlands set up so-called "Guest Worker" programs, establishing short-term contracts for migrants to come and work, while expecting them to return to their home country after a few years. Continuing demand for their labor, however, opened the door to chain migration, bringing family members, friends, and neighbors from their countries of origin to join them. In some cases, almost the entire male population of small villages took up jobs in northern Europe.

In time, these communities took root in their new countries of residence, building homes and businesses in the receiving countries while maintaining ties to their countries of origin—a diasporic extension of the Mediterranean into northern Europe. These migrations had major consequences for economic development in Northern Europe and the Mediterranean basin and enhanced communication and cultural exchange between both regions. With the economic downturn of the 1970's and 1980's, unemployment rose in Northern Europe, and migrant communities became targets of xenophobia and racism. Immigration policies became more restrictive. Following the September 11, 2001 attacks in the United States, as well as attacks in Madrid and London, increased focus on the "Muslim" character of migrants in northwestern Europe gave rise to emerging anti-immigrant populist movements. Calls for closure of immigration opportunities, and demands that immigrant communities assimilate into majority cultures rose. Regardless of notions that integration hadn't happened, children of the migrants have become fluent in the politics of their adopted countries, and European urban life has in fact assimilated features of Mediterranean culture, including foods, music, and architecture.

Following the end of authoritarian rule in Portugal, Spain and Greece, the European Community expanded significantly. Treaties designed to aid economic development in the EU's southern states. The fall of the Berlin Wall and the dissolution of the Soviet Union led

to further expansion of the European Union, revision of its inter-governmental treaties, and a more open common marketplace and extending common freedoms and rights for all citizens across its rapidly expanding space. In 2004, ten former Soviet bloc countries joined the EU, creating the world's largest economic market. The "Schengen Zone" established a regional policy of open borders for goods, labour, and people inside the Union, with a common monetary policy and the Euro as a common currency.

With the global economic downturn after 2008, flows of migrants and refugees from all over the world have increased even as the political and regulatory regime resisting the movement of peoples within and across European space has rapidly evolved. Open borders have also created a very large common frontier with the rest of the world. A large segment of this border runs through the Mediterranean, with implications for populations on the southern Mediterranean shores. Migration routes extending into distant regions such as sub-Saharan Africa and Central Asia have converged on this frontier. Tightened immigration rules on this EU frontier face growing trafficking of people by smugglers. Another facet of "Fortress Europe" are high import tariffs that protect the EU economies from the cheaper produce of its Mediterranean neighbours, even while the common market of the EU supports the economic sector of member states.

The lessons around this topic explore social and cultural cross-fertilization in everyday life in the wider Mediterranean region, against the background of political, social, economic, and legal responses that seek to limit these exchanges. The contrast between an emerging multicultural Europe and a "fortress Europe" is changing perceptions of the meaning of boundaries and cultural identities.

Topic Essential Questions

- How did "guest worker" policies impact the relationship between the Mediterranean and Northwestern Europe?
- How did progressively closer economic and political integration raise barriers to people flows from Europe's Mediterranean neighbours and refugees from farther away?
- Why did the movement of Mediterranean populations into western Europe increase after World War Two?
- How have European far-right political movements used the issue of immigration?
- What does "multiculturalism" mean in Europe, in light of its absorption of generations of immigrants from previously held colonies and surrounding countries on its eastern and southern rim?
- How do European debates on immigration from the Mediterranean compare with U.S. debates on immigration from Latin America and other places around the globe?

Lesson 6.6: Mediterranean Guests in The Netherlands and the Birth of Multi-Cultural Europe

Lesson Overview

An emerging view on labour migration in the 1950s and 1960s from the Mediterranean basin to North-Western Europe is that it was economically necessary, but the guest workers

“overstayed” European hospitality, and brought too many of their relatives up North and that they failed to integrate well. This view is usually justified by pointing to lower education levels in immigrant youth, higher crime rates, and even terrorism, especially by Muslim immigrants. In this view, culture and religion are often seen as main criteria for lack of integration. The lesson shows through case studies of “guest workers” from Italy, Yugoslavia, Spain, Morocco and Turkey to the Netherlands, that the history of labour migration is part of a broader story. Issues of denial about identity as a country of immigration by the importing nations, and ambivalence about adaptation to the majority culture has meant a fraught definition of “multiculturalism” in the European context. Students explore this complex history so as to better understand contemporary socio-political issues, including youth radicalisation on one side, and anti-immigrant extremism on the other. The lesson explores the multi-faceted effects of migration from the Mediterranean, and its influence on European culture.

Essential Questions

- Why did young Spanish, Italian, Yugoslav, Moroccan, and Turkish people leave their homes to go to The Netherlands?
- What were their experiences in The Netherlands and how did the Dutch population perceived them?
- How did the migrants change The Netherlands and how did The Netherlands change them and their home countries?
- When and Why did the integration of the children and families of these migrants become to be seen as a problem?
- Who else was moving between the Mediterranean and Northern Europe?

Lesson Objectives

- Students will be able to define Labor Migration, “Guest Worker” Programs, and Chain Migration.
- They will be able to list push and pull factors and explain why different people in different time periods and places have held differing views on the merits of immigration
- They will analyse the demographic causes of labor migration
- They will describe some effects of labor migration, “guest workers” and chain migration in terms of cultural, social, and economic impacts on the sending and receiving societies.
- They will interpret multiple perspectives on the (cultural) identification of a migrant family over two or three generations from primary source accounts.
- They will compare and contrast the case of the guest-worker with other forms of migration in business, education, government, etc. occurring in the same societies at the same time.

Grade Level

15-18 year old students in High School World History, US History, IB 20th Century History, IB Regional History Options (The Americas, Europe and the Middle East), AP World History, AP US History

Time

2-3 class periods

Materials Needed

- Student Handout 6.6.1 Labour Migration
- Student Handout 6.6.2 Bilateral Agreements
- Student Handout 6.6.3 Dutch Reception of Guest Laborers
- Student Handout 6.6.4 Alanya clips
- Student Handout 6.6.5 Integration Issues

Procedure/Activities

1. **Background Reading:** Refresh students' knowledge of the need for post-war reconstruction in Europe after WWII, and the reasons for the labor shortage that led to guest worker programs, and how this led to new sustained industrial growth in Western Europe. (See opening photos, Student Handout 6.6.1A) This leads into Student Handout 6.6.1, **Activity A** "A Match made in Heaven? Labour Migration in Europe, 1950 to 1973." Divide the class in two groups work with the same source material to analyse, group, and rank Push (1) & Pull (2) Factors in the motivation of workers to move from various sending countries to—in this case study—the Netherlands. The first group of documents are translated snippets of video Interviews with Spanish, Italians, Yugoslav, Moroccan, Greek and Turkish migrants from the oral history project "50 years of Guestworkers in Utrecht" at <http://www.50jaargastarbeidersutrecht.nl/> and "5 Centuries of Migration" at <http://www.vijfeeuwenmigratie.nl/land/Turkije#508-inhetkort>. Have students identify as many push factors for the migrants to leave their home countries as they can in the interviews.
2. The second set of documents on Student Handout 6.6.2 are bilateral agreements between The Netherlands and Spain (1960), Italy (1961), Turkey (1964), Morocco (1969), Yugoslavia (1970) to establish the rules for immigration of "guest workers." Have students think about what the term "guest worker" implies, especially under the modern regime of passports, tourist, work, and residence visas that did not obtain a century earlier. Have students contrast the earlier flows of travelers, merchants, and migrants of various kinds before nation-state boundaries and institutionalized paperwork became fixed features of the global landscape. The third set of (translated) text and video on Student Handout 6.6.3 are narratives on how a Dutch industrial company recruited labour workers from Turkey <http://www.geschiedenis24.nl/andere-tijden/afleveringen/2010-2011/Gastarbeiders-hoe-meer-hoe-beter.html> & <http://www.gahetna.nl/actueel/nieuws/2010/vijftig-jaar-italiaanse-arbeidsmigratie-naar-nederland>. A set of questions at the beginning of the narratives alerts students to the complex issues surrounding labor migration in the Netherlands over time, from the perspective of the workers and their families, legal policy, the economy, and the receiving society. An official film introducing the "train shower," shows how industrial technology still guest workers to do manual labor

that technology couldn't solve. (at <http://www.beeldengeluid.nl/en/media/1566/europas-grootste-treindouche-gebruik>).

3. The fourth set of documents on Student Handout 6.6.4 consists of scenes from movies about Turkish Migrants who came to Germany (Almanya) <http://www.youtube.com/watch?v=pVBgUUzF1Hw> Discuss the issues raised in the film, whose filmmakers are German. Discuss where does the film lie on the boundary between realism and comedy. How would German and Turkish films differ in their approach?
4. **Assessments:** Webquest: Find more information about the origin of one of the migrants from the interviews and present the process of deciding to emigrate as young persons. Ask students to imagine themselves migrating. Compare the situation of the Mediterranean people migrating to Northern Europe vs. labour/economic migrants in their societies?

Activity B: Distribute Student Handout 6.6.5 on integration of the first generation of labor migrants. Contrast the concept of integration in the statement, "I am Dutch, I am a proud Moroccan. I am a Muslim" vs. statements like, "Multiculturalism is Dead." The activity has two strands - the positive and the negative side on the issue of integration. The negative side can be explored through a range of preselected debate clippings as well as political statements.

- a. **Starter-activity 1:** As a class, watch the young Dutch-Moroccan award winner at <http://www.youtube.com/watch?v=iYkSPiYbKg8> . The actor won the award for a road movie about Moroccan youth (heavily demonized in the media as street-terrorists), (trailer with subtitles: <http://www.youtube.com/watch?v=EsSpPOJwIx0>) and ask student to describe and discuss: What is his message?
- b. **Starter-activity 2:** View these statements by UK Prime Minister David Cameron <http://www.youtube.com/watch?v=z3xsnEzA8Fw> and German Chancellor Merkel <http://www.youtube.com/watch?v=EsSpPOJwIx0> about Multiculturalism.
- c. **Background Reading:** The economic downturn of the 1970s and 1980s and How did immigration continue even after the end of "guestworker"-programmes.
- d. **A Political Game:** How to Live Together in Europe? A variety of web resources allow students to view these debates and identify immigration issues they have discussed in the readings so far, as well as new issues that have arisen recently:
 - Al Jazeera 24m documentary - including statements on the Dutch case - <http://www.youtube.com/watch?v=mU2A9avgHmY>
 - Can Islam flourish in Europe? Easy-to-follow short clip of American news on the case of Cologne in Germany; <https://www.youtube.com/watch?v=IUu1VKUWyzU>

- 1997 – Dutch debate “Islamisation” – (subtitled)
<https://www.youtube.com/watch?v=Q61qGmYZFCU>
 - Defense Statement of Geert Wilders after him being charged of incitement of violence - <http://www.youtube.com/watch?v=0pfEjaI2iS4> (subtitled)
 - Wilders confronted by TV show host on Ethnic Registration
<http://www.youtube.com/watch?v=sv1GAkbf3l4> (subtitled)
 - View from Arab TV; Mosques in Europe (in Arabic)
<http://www.medmem.eu/en/notice/SNR00382>
5. **Extension:** Research other Mediterranean and Middle Eastern countries where labor immigration has taken place in the past or is still happening in the present (Libya, Israel, Saudi Arabia, the Persian Gulf. Compare and contrast issues of immigration law, integration, religion, and culture in western Europe and in lands around the Mediterranean. What are the costs and benefits of labor migration programs for receiving and sending societies and the people themselves?
6. **A Social Reality: Living Together:** Mediterranean cuisine can be found throughout The Netherlands - and is widely popular in cooking shows, restaurant menus and widely available in supermarkets. How these foods became so widely known is a story of immigration, entrepreneurship and tourism from North to South! In this activity, we investigate:
- How Italian Migrants established Pizzeria’s in Dutch towns
 - How Dutch tourists enjoyed Pizza’s on their first (mass) holidays)
 - How Turkish Migrants established the first Doner shops in Germany
 - Migration from South to North Europe can be found in many of Europe’s football (soccer) teams. Student here can investigate the life-stories of:
 - Mesut Ozil - Interviews why he chose to play for German team and not Turkish National Team
 - Ibrahim Affelay - interview why he chose to play for Dutch team and not Moroccan team
7. **Extension:** Read additional sources on immigration to Denmark in Recent Times: <http://historiana.eu/case-study/immigration-to-denmark-recent-times/>. The Goethe Institute’s website on Migration and Integration shows the current trends – can students trace the historical issues in the German example compared to the Dutch one? <http://www.goethe.de/lhr/prj/daz/enindex.htm>. Finally, discuss why the lands bordering the Mediterranean have been major sources of labor migration to western Europe, and what it says about the concept of a region divided along north/south and east/west axes.

Lesson 6.7: Fortress Europe or a Euro-Mediterranean

Lesson Overview

This lesson, in contrast to the previous one on guest workers and early post-WWII migration, focuses on recent movement to the European Union (EU) nations from the region. The EU has received praise for constructing a lasting peace on a war-ravaged continent. Overcoming French-German antagonism, as well as overcoming the East-West divide, the Union has been able to develop common legislation on many issues, forging what can be seen as a United States of Europe. This development of an ‘ever-closer’ Union fundamentally challenges the Mediterranean’s historic role as a common space of interaction among its inhabitants. The history of the EU’s accession and incorporation of Mediterranean States can be seen as a positive development, integrating countries that recently had authoritarian regimes into a family of democratic states. The Common Market’s agreements on subsidies, as well as the common coin, unleashed massive economic growth in Southern Europe - which we now know generated a very risky downward turn after the 2008 Credit Crisis. This lesson focuses on new barriers that run through the Mediterranean, and the concept of “Fortress Europe,” mirroring similar exclusion efforts along other borders such as the US/Mexico border and water migration routes through the Caribbean Sea.

Essential Questions

- Was the growth of the European Union a good or bad thing for the Mediterranean?
- What were the consequences for the Mediterranean for an “ever-closer” European Union?
- What are the pros and cons of “Fortress Europe”?
- What role did issues like ‘prosperity’ and ‘security’ play in the creation of Europe’s common border policy?

Lesson Objectives

- Students will describe the effects of the European Union’s formation on opportunities for human migration in the Mediterranean.
- They will analyse the validity of the concept of “Fortress Europe”
- They will explain migration issues using statistical sources
- They will describe the mechanism behind push- and pull factors in migration and apply them to specific and general cases.
- They will describe the effects of multilateral/inter-governmental organisation
- They will assess the fairness of the balance between security and freedom of movement across borders;
- They will account for calls to close countries’ borders and explain the problems that would occur if they did so.

Grade Level

High School; World History, American History, IB 20th Century History, IB Regional History Options (The Americas, Europe and the Middle East), AP World History, AP US History

Time

1-2 class periods (depending on configuration as individual or group work, and extension activities)

Materials Needed

- Student Handout 6.7.1 Recent journeys to Europe
- Student Handout 6.7.2 Illegal in Europe
- Student Handout 6.7.3 Big Picture & Fate of Migrants

Procedures/Activities

1. **Activity A : How to Enter a Fortress** Study sources 1-6, Student Handout 6.7.1 and 6.7.2 to understand the pathways of modern migrants escaping economic and political difficulties in lands bordering Mediterranean and beyond, coming overland or by sea. Have the students read and view the resources and discuss the questions, either in small groups or individually. As before in the earlier lesson, focus on the push and pull factors. Contrast the “pull” factors in recent years, which may be in the imaginations of the migrants and their families, vs. the earlier active recruitment of migrants by European governments. In discussing the Melilla frontier and Lampeduaza Island, focus on the geographic location of these outposts and their characteristics as places, using the two maps.
2. **Activity B : the bigger picture** Use Student Handout 6.7.3 on the Fate of Migrants and the Big Picture to illuminate death data, the European border agency and security policy. The text sources, maps, and images in this lesson dramatically illustrate the change in European immigration policies and security responses to refugees and immigrants from the Mediterranean and global South. Students may work individually and in groups to read and view the resources and reflect on the questions. Encourage the students in discussion to think about the whole trajectory from the previous lesson to the current situation.
3. **Extension:** If there is time, or if individual students are interested, have them research additional aspects of immigration, such as approximate numbers of immigrants of different ethnicities and faiths who have come to European countries from Mediterranean and other destinations.
4. **Additional resources**
 - UNHCR Google Earth Layer - http://www.unhcr.org/googleearth/UNHCR_Google_Project.kml; UNHCR also has annual reports on Asylum seekers: <http://www.unhcr.org/5149b81e9.html>
 - Official documentary series on the UK Border Agency “From the Frontlines of Control <http://www.youtube.com/watch?v=zBZZhenuexM> and ANTI-FRONTEx movie: <http://www.youtube.com/watch?v=kOuFo5egBqE> ; Promo for Frontex movie “beyond borders” <http://www.youtube.com/watch?v=6ylKQ1L65ZM>

- Following the fall of Ben Ali in Tunisia, many Tunisians sought to obtain work in France, and in a clear view of the crisis of European Cooperation, the French temporarily closed the border – against European treaties – short TV report explains: <https://www.youtube.com/watch?v=oGbpW-z1Wm8>.
5. **Activity B: A Union for the Mediterranean:** Reading & Timeline: Browse through the history page on the official website of the EU (http://europa.eu/about-eu/eu-history/index_en.htm) and create a short timeline of the growth of the EU
- Establishment of European Neighbourhood Policy (ENPI). See “EU Neighbourhood Info Centre.” <http://www.enpi-info.eu/>.
 - “EUROPA - The History of the European Union.” http://europa.eu/about-eu/eu-history/index_en.htm.
 - Study policies on European border agents - Critical Chronology of European Migration Policies: http://www.migreurop.org/IMG/pdf/Chrono_pol_mig_EN_jan_2013-2_.pdf (NGO Migreurop, 2013 Edition)

Lesson 6.8: Music: Influences Into and Out of the Mediterranean

Lesson Overview

Students have the opportunity to explore two types of cultural exchange in music in the Mediterranean region. The first is the evolution of numerous North African strands of music into a genre called “Rai” and its merger into popular music in France and beyond. The second is the influence of North American hip-hop and rap music—with its African, blues, and urban cultural roots—in the Mediterranean region, and its emergence as a vehicle for expressing the need for change among youth that has culminated in the Arab Uprisings since 2011. The lesson traces these movements in the form of excerpts from music videos, journalism, and excerpts from academic writings.

Lesson Objectives

- Students will be able to identify the roots and influence of rai music from North Africa and hip-hop from the United States
- They will trace the evolution of these styles as popular music in Europe and in North Africa and beyond.
- They will explain the ways in which these music styles crossed cultural lines and hypothesize reasons for their transmission
- They will gain appreciation for the music and its role in cross-cultural exchanges

Grade Level

Middle and high school classes in world history/world cultures and geography, global affairs and similar 8-12 courses; High School; World History, US History, IB 20th Century History, IB Regional History Options (The Americas, Europe and the Middle East), AP World History, AP US History

Time

1-2 class periods

Materials Needed

- Projection device and speakers for viewing/listening to music videos

- Student Handout 6.8.1
- Student Handout 6.8.2

Procedure/Activities

PART 1:

1. **Activity A: Raï music** This lesson traces the musical evolution and influence of Andalusian and North African music to becoming a popular phenomenon in France, creating a dialogue with other forms of music such as jazz, rock, and punk. Beginning with definitions and background sample the music that traces a path from Andalusian, Berber, and Arab roots to the urban music of the twentieth century and its crossover to the immigrant and pop music scenes in France, concluding with crossovers to rock & punk music, in the example of “Rock the Casbah” by the Clash and the cover “with a twist” by Rachid Taha “Rock El-Casbah.”
2. Distribute Student Handout 6.8.1 in electronic form, or project it in the classroom with a speaker setup for listening to the music and podcasts and viewing the videos. Beginning with the definition of Raï music from Wikipedia and the article provided, have students list the influences mentioned and locate their origins on a map (Arabian Peninsula, North Africa’s coastal and interior regions that connect with sub-Saharan Africa, and the Iberian Peninsula. Arabic literature, however, continued to develop after the 7th century in the eastern Mediterranean, Persia and Central Asia, and absorbed influences, instruments, and techniques from those regions, stringed instruments in particular flowing from Central Asia toward the west. Have students note the social class of origin of raï music, as well as its rural and urban roots before the 20th century. As an expression of the poorer classes, trace the connection with immigrants to France, Spain, and beyond that would help the music follow immigrants to Europe. Listen to the Cantigas, Andalus Ensemble performance, and Chaabi music from Morocco and Algeria.
3. Read the article “Women in Raï Music” (<http://www.teachmideast.org/essays/37-culture/116-women-in-rai-music>), watch and listen to the singers videos that follow. How do the videos illustrate what the essay described? Cheikha Rimitti is one of the most famous singers in the tradition, who paved the way for the fame of younger singers. The next few links introduce students to the evolving tradition and its growing popularity through radio, music cassettes, albums, and later music videos, which introduced the music to immigrant audiences in France and elsewhere.
4. The last part of the exploration illustrates the fusion of the music with European popular music, and its attainment of mass audiences in Europe and North Africa, as well as international audiences. The example is the music of Rachid Taha, particularly two famous songs—the song Ya Rayah fusing traditional and modern elements (see English translation of the lyrics) of pop performance and musical infectiousness. The other is the ambiguous phenomenon of Orientalism, “Rock the Casbah” by the Clash, which Rachid Taha claims to have inspired by giving the Clash a demo by his band Carte de Sejour (translation: “Residence Permit”). Taha then

covered the hit song in an ironic way, reclaiming its Algerian roots and Arabic lyrics in Rock El Casbah. (See links on Student Handout 6.7.1) Divide students into two groups to read the two New York Times articles on the crossover of Rai music to regional and international fame at “MUSIC - Shock the Casbah, Rock the French (And Vice Versa) - NYTimes.com.”

<http://query.nytimes.com/gst/fullpage.html?res=9B02E6D81F3DF930A25750C0A9639C8B63&pagewanted=all>. “Arabic-Speaking Pop Stars Spread the Joy - New York Times.” <http://www.nytimes.com/2002/02/06/arts/arabic-speaking-pop-stars-spread-the-joy.html> .

5. **Assessment:** Students can write a reflective piece on the music, or conduct additional research into world music and describe its local and regional context and journey into the international arena.
6. **Extension:** Read the Wikipedia account of the influence of Rock the Casbah in the recent history of the Middle East, and discuss .

PART 2:

1. **Activity B: Hip-Hop and Its Influence on the Arab Uprisings** Distribute Student Handout 6.8.2 in electronic form, or project it in the classroom with a speaker setup for listening to the music and podcasts, and viewing the videos. This part of the lesson deals with the recent phenomenon of revolutions and social discontent against authoritarian regimes in Arab countries such as Tunisia, Egypt, Yemen, and Syria. In this case, the music style and substance being discussed involves an influence from outside the region having a major impact, in contrast to the first part that dealt with influence emanating from North Africa to Europe and beyond.
2. Begin by reading the NPR History Detectives dialogue to understand the origins of hip hop music in its urban setting in the Bronx, New York City during the 1970s. Students will list the different cultural influences from African American culture, Latino and Jamaican culture, and other influences. What was the impact of poverty on this type of music creation, and why did it become a global phenomenon?
3. Then trace the influence of this music and its social critique in the Arab uprisings of the early millennium. Notice that the movement had reached the Arab countries as well as many other countries, and did not emerge spontaneously, but had already become part of youth culture in these places. Note also, providing background for the students, that the youth population is very high as a percentage of total population, and many of them, though educated, cannot find jobs in order to live independently, marry, and fulfill the expectations of their generation. For a chart and explanation, see “Children and Youth in History | Arab Countries Youth Population Projection [Chart].” <http://chnm.gmu.edu/cyh/primary-sources/424> .
4. Next, listen to the song by El General from Tunisia, and study the lyrics. Ask students to identify and list complaints issued by the artist against the government’s treatment of the people. Compare these lyrics’ spirit with those of rap artists working in a similar vein in the U.S., Africa and elsewhere around the world. The links are “The Rap That Sparked a Revolution: El General (Tunisia) | Hip Hop Diplomacy.” <http://hiphopdiplomacy.org/2011/01/31/the-rap-that-sparked-a-revolution-el-general-tunisia/> and “Muftah » Revolutionary Arab Rap.” <http://muftah.org/revolutionary-arab-rap/> .

5. The next links relate to other hip hop artists whose songs became anthems of the Arab Awakening in Egypt and beyond. “The Rap Songs Of The Arab Spring: The Record: NPR.” <http://www.npr.org/blogs/therecord/2011/06/09/137067390/the-rap-songs-of-the-arab-spring> . Sample the five songs and compare; “Inside Tunisia’s Hip-Hop Revolution | SPIN | Profiles | Spotlight.” <http://www.spin.com/articles/inside-tunisia-hip-hop-revolution/>.
6. The next set of materials provides analysis of the phenomenon by a prominent blogger who was approached by major Italian Newspaper Corriere Della Sera to write about it. “Revolutionary Arab Rap الـثوري العربي الـراب: My New Article in Italy’s Corriere Della Sera.” <http://revolutionaryarabrap.blogspot.com/2012/02/my-new-article-in-italys-corriere-della.html> . “Notizie Di Libri e Cultura Del Corriere Della Sera.” <http://lettura.corriere.it/hip-hop-arab-youth-and-the-arab-awakening/> . Political scientists, sociologists, and historians have taken note of the phenomenon and have already held panels and conferences about the content, spirit and cultural influence of the music.
7. Extension: students can research hip hop music’s influence in other Mediterranean countries, and in other parts of the world.

TOPIC 6: The “Arab Spring” from All Sides – 2011 in Multiple Contexts

Topic Overview:

The Arab Spring began in 2011 with uprising in Tunisia, Egypt, and a range of revolts and political responses in the Mediterranean World. Historical comparisons have been made between these events and Europe’s popular revolutions of 1848, global voices mobilizing in 1968, and the dissolution of the Soviet Union in the late 1980s and early 1990s. It is important to note however, that each of these events, including the Arab Spring, are unique historical situations and not an example of “history repeating itself.” In turn, the struggles and opportunities unleashed by the Arab Spring are “in motion” and will continue to evolve. These regional transformations have also produced global ripples that have impacted politics both within and between various nations. This lesson will focus on a range of sources and interpretations attempting to understand the Arab Spring as a historical event.

Lesson 6.9: The Arab Spring from All Sides – 2011 in Multiple Contexts

Lesson Overview

Media Literacy is a skill set essential for students to develop in the 21st century. The Center for Media Literacy defines the term: “Media Literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate, create and participate with messages in a variety of forms — from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.” (Source: <http://www.medialit.org/media-literacy-definition-and-more>) In this lesson, students focus on a variety of media and information concerning the Arab Spring of 2011. Students construct their understanding noting which resources they found most valid and informative and why they did so. In turn, students identify and describe their learning network about the Arab Spring.

Essential Questions:

How can we understand causes and initial outcomes of the Arab Spring as a political, social, cultural, and even global phenomenon?

What are the limitations and advantages of some interpretations of the Arab Spring?

To what extent can the Arab Spring be understood as a regional event in terms of the initial Tunisian spark igniting events elsewhere?

How might these events unfold over the long term? How long did it take for revolutions such as the French, the American, the Russian, the Chinese and other uprisings to unfold?

Grade Level

High School; World History, US History, IB 20th Century History, IB Regional History Options (The Americas, Europe and the Middle East), AP World History, AP US History

Time

2-3 Classes

Learning Objectives

Knowledge

- Describe the basic timeline and geography of the Arab Spring.
- Investigate and compare accounts of the Arab Spring from multiple perspectives and types of sources.

Skills

- Engage with different types of historical sources.
- Organise complex historical information in a coherent form.
- Make comparisons and connections.
- Interpret and evaluate evidence.
- Compare alternative models for periodization.
- Differentiate between historical facts and historical interpretations.
- Formulate historical questions.
- Use historical information and knowledge to read and understand sources.
- Contextualize information.

Materials Needed

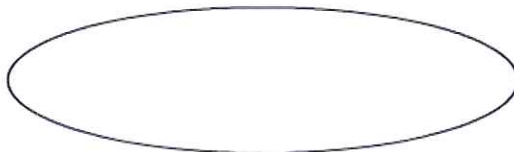
- Arab Spring Timelines
- Arab Spring Maps
- Student Handout 6.9.1
- The Egyptian Revolution: Media, Myth and Reality
<http://www.medmem.eu/en/folder/45/the-egyptian-revolution-media-myth-and-reality>
- Additional reading: <http://www.al-monitor.com/pulse/politics/2012/10/geopolitical-changes-caused-by-the-arab-spring.html> - ixzz2dIS7LldG
- Student Handout 6.9.2 – 3-2-1 Diagram

Procedure/Activities

1. **Activator:** Top 10 List. Ask students to brainstorm and write 10 words, phrases, sentences, and questions that comes to their mind regarding the “Arab Spring.” Reinforce there are no correct answers, but rather a warm up to the lesson.
2. Review Timeline from NPR: The Major Events Of The Arab Spring
<http://www.npr.org/2012/01/02/144489844/timeline-the-major-events-of-the-arab-spring>
3. Review Interactive Map of the Arab Spring at
<http://www.cnn.com/SPECIALS/world/arab-unrest/index.html>
4. Have students in groups or independently carry out the portfolio activity described in Student Handout 6.9.1 and its resources.
5. **Adaptation:** Have students complete a blank map of the Arab Spring:
http://commons.wikimedia.org/wiki/File:Arab_Spring_map.png
6. **Assessment:** Students create an “Arab Spring” portfolio - a synthesis of sources found in this module (and from their own research) which demonstrates their understanding. The organization of their portfolio can be thematic or chronological and can serve as a presentation for other students or classes. Students should be encouraged to also research an example of popular uprising or protest elsewhere in the world that occurred after the Arab Spring and to show whether and how it is possible to draw connections with what happened in the Middle East in 2010-11.
7. A closing strategy should be indicative of continued interpretations and research using a 3-2-1 technique: (*see diagram below*)

Activity: _____ Date: _____

Place the name of your activity here:



3 Things I Learned

(Write three things you found out about reading)

-
-
-

2 Questions I Have

(Write two questions that you have about your reading)

-
-

1 Memorable!

(What are you going to remember about this activity that you can apply in the future.)

-

Topic 7: Epilogue – Imagining the Future of the Mediterranean

Topic Overview

The world is not a static place. Neither is the Mediterranean Region. The changes that occur over time happen in multiple contexts, and are influenced by the movement of ideas, people, and material objects. Moreover, local, national, regional, and global events have significant influence and leave their legacy across the Mediterranean. As a summative module, topic 7 provides the opportunity for students to draw from their historical understanding developed in other topics of OSPM.

Lesson 6.10: Mediterranean Futures

Lesson Overview

How we come to understand the Mediterranean is based on a combination of our prior experiences and perspective. What view point - cultural, political, social, economic, environmental, military - informs your world view. In this topic students, explore possible futures of the Mediterranean through a series thematic scenarios: How do you imagine the Mediterranean?

Learning Objectives

Knowledge

- Examine and utilize a diagram of History Perspective Framework
- Research hypothetical scenarios and support conclusions with evidence
- Create a presentation synthesizing their knowledge from other topics in OSPM

Skills

- Engage with different types of historical sources.
- Organise complex historical information in a coherent form.
- Make comparisons and connections.
- Interpret and evaluate evidence.
- Compare alternative models for periodization.
- Differentiate between historical facts and historical interpretations.
- Formulate historical questions.
- Use historical information and knowledge to read and understand sources.
- Contextualize information.

Grade Level

High School; World History, US History, IB 20th Century History, IB Regional History Options (The Americas, Europe and the Middle East), AP World History, AP US History

Time

1-2 Classes

Materials Needed

- Student Handout 6.10.1 - History Perspective Framework Diagram

Procedure/Activities

1. **Activator:** Have students recall one or more of the lessons in Module 6 or Module 5 and list the main points they learned about the status of that issue (labor migration, the environment, resource use, international aid, etc.) at the time the lesson is portraying. Then have students try to project that issue into the future.
2. Examine Diagram - History Perspective Framework
3. **Extension:** Research other hypothetical possibilities and check the status of those issues through research in news articles and other sources.
4. **Assessment:** See Handout 6.10.1 Use the categories in the diagram to stimulate analysis, and use the categories to arrange their observations.

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MAPS

German Map from 1846

http://digitool.is.cuni.cz:1801/view/action/nmets.do?DOCCHOICE=788383.xml&ds=1377944813959~441&locale=nl_NL&search_terms=&adjacency=&VIEWER_URL=/view/action/nmets.do?&DELIVERY_RULE_ID=3&divType=©RIGHTS_DISPLAY_FILE=licence_mapy

Belgian map from 1827

http://www.davidrumsey.com/luna/servlet/detail/RUMSEY~8~1~25197~5500058:Nubie--Afrique-no--18---Dresse-par-?showTip=false&showTipAdvancedSearch=false&title=Search+Results%3A+List_no+equal+to+%272212.163%27&thumbnailViewUrlKey=link.view.search.url&helpUrl=http%3A%2F%2Fwww.lunaimaging.com%2Fsupport%2F6_0%2FLUNA%2Fen%2FAbout+Luna+and+Insight.htm&fullTextSearchChecked=&advancedSearchUrl=http%3A%2F%2Fwww.lunaimaging.com%2Fsupport%2F6_0%2FLUNA%2Fen%2FAdvanced+Search.htm

1895 British map

http://www.davidrumsey.com/luna/servlet/detail/RUMSEY~8~1~30737~1150670:Egypt---with--Environs-of-Cairo---w?showTip=false&showTipAdvancedSearch=false&title=Search+Results%3A+List_no+equal+to+%271010.068%27&thumbnailViewUrlKey=link.view.search.url&helpUrl=http%3A%2F%2Fwww.lunaimaging.com%2Fsupport%2F6_0%2FLUNA%2Fen%2FAbout+Luna+and+Insight.htm&fullTextSearchChecked=&advancedSearchUrl=http%3A%2F%2Fwww.lunaimaging.com%2Fsupport%2F6_0%2FLUNA%2Fen%2FAdvanced+Search.htm

1929 Italian map

http://www.davidrumsey.com/luna/servlet/detail/RUMSEY~8~1~31882~1151210:Egitto.-El-Masr--Propr--Artistico-!showTip=false&showTipAdvancedSearch=false&title=Search+Results%3A+List_no+equal+to+%271012.061%27&thumbnailViewUrlKey=link.view.search.url&helpUrl=http%3A%2F%2Fwww.lunaimaging.com%2Fsupport%2F6_0%2FLUNA%2Fen%2FAbout+Luna+and+Insight.htm&fullTextSearchChecked=&advancedSearchUrl=http%3A%2F%2Fwww.lunaimaging.com%2Fsupport%2F6_0%2FLUNA%2Fen%2FAdvanced+Search.htm

1943 British Map of Aswan (zoomed in)

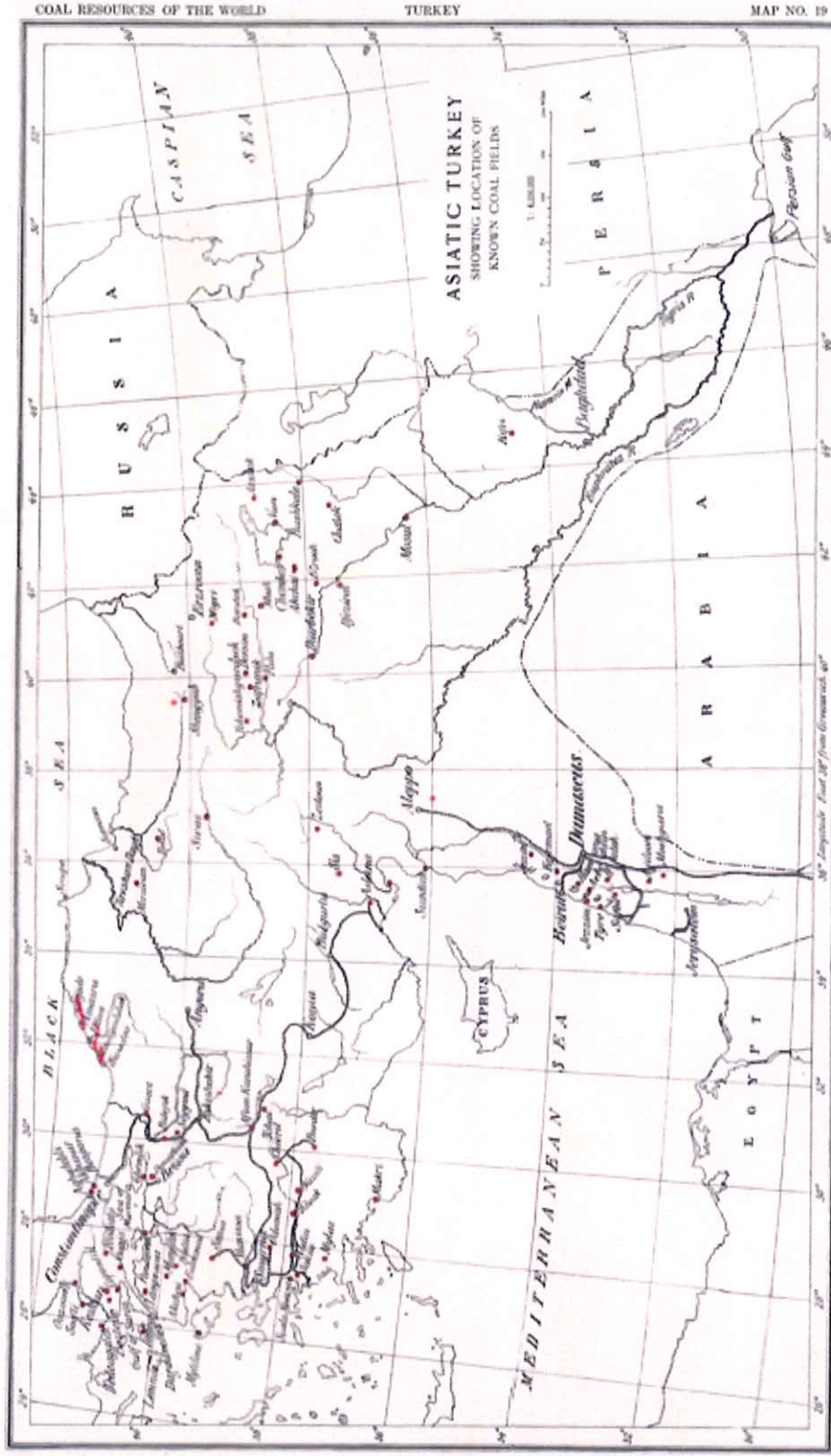
<http://www.bl.uk/onlinegallery/onlineex/maps/africa/zoomify136633.html>

1902 first Aswan Dam (picture

[http://www.europeana.eu/portal/record/2022343/2997D158BCC1CFF2C0E0B6C59757D019C258B4F2.html?start=4&query=aswan+dam&startPage=1&qf=TYPE:IMAGE&qf=YEAR:1905&qf=YEAR:1901&rows=24\)](http://www.europeana.eu/portal/record/2022343/2997D158BCC1CFF2C0E0B6C59757D019C258B4F2.html?start=4&query=aswan+dam&startPage=1&qf=TYPE:IMAGE&qf=YEAR:1905&qf=YEAR:1901&rows=24)

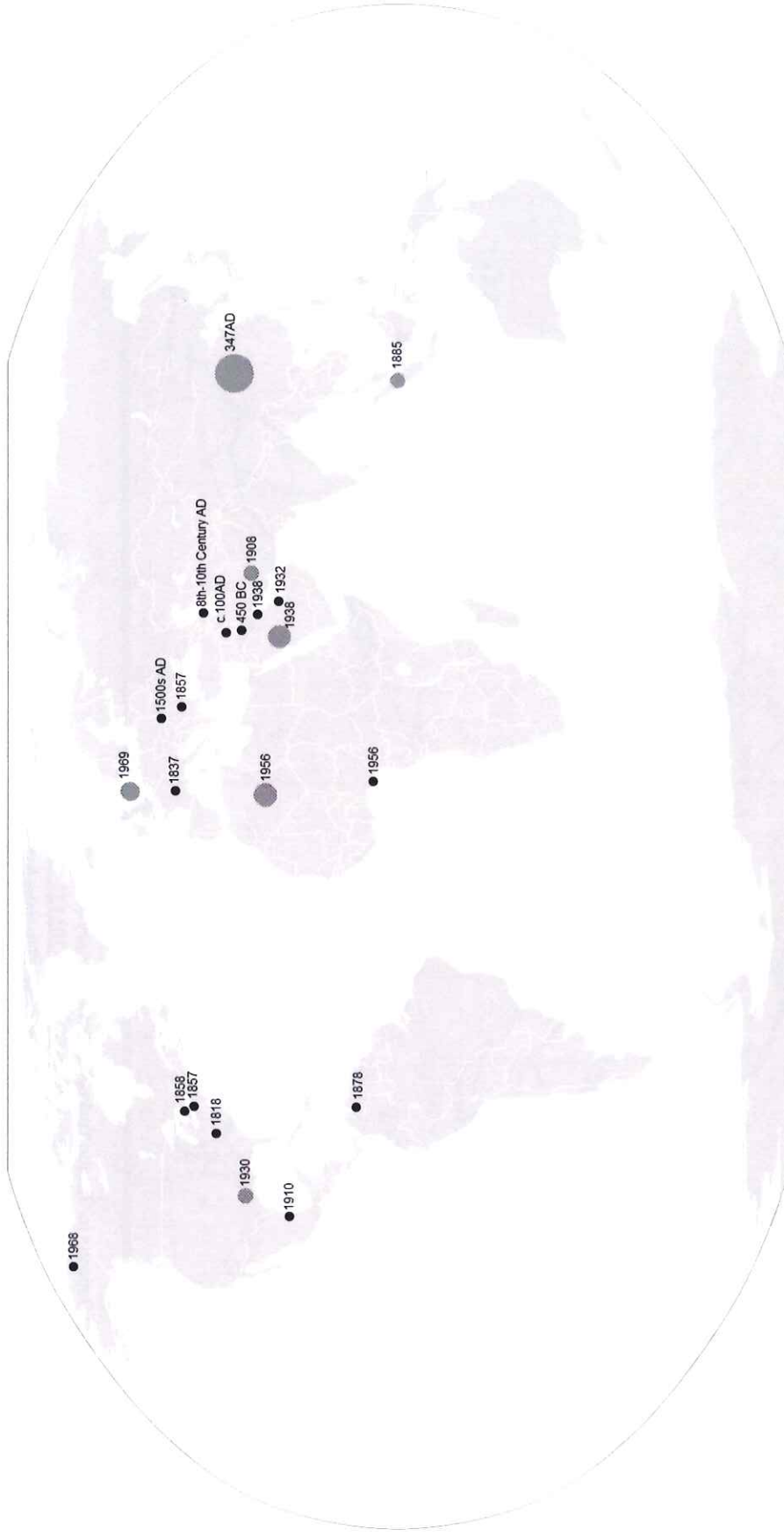
Module 6 Student Handouts by Lesson

Historical Map of Known Coal Fields in Asiatic Turkey, 1913 (shown in red, but not city dots)



(Source: 1913 Map of Coal Deposits in "Asiatic Turkey" at David Rumsey Map Collection http://www.davidrumsey.com/luna/servlet/detail/RUMSEY~8~1~205131~3002305:Coal-Resources-of-the-World--Turkey?sessionid=8C7908EA1A478227E03C051BFDCE0B32:showTip=false&showTipAdvancedSearch=false&title=Search+Results%3A+List.no+equal+to+%272249.024%27&thumbnailViewUrlKey=link.view.search.url&helpUrl=http%3A%2F%2Fwww.lunaimaging.com%2Fsupport%2F6_0%2FLUNA%2FAbout_Luna_and_Insti_ght.htm&fullTextSearchChecked=&advancedSearchUrl=http%3A%2F%2Fwww.lunaimaging.com%2Fsupport%2F6_0%2FLUNA%2FAdvanced_Search.htm)

Historical Map of World Oil Deposits and Dates of Discovery

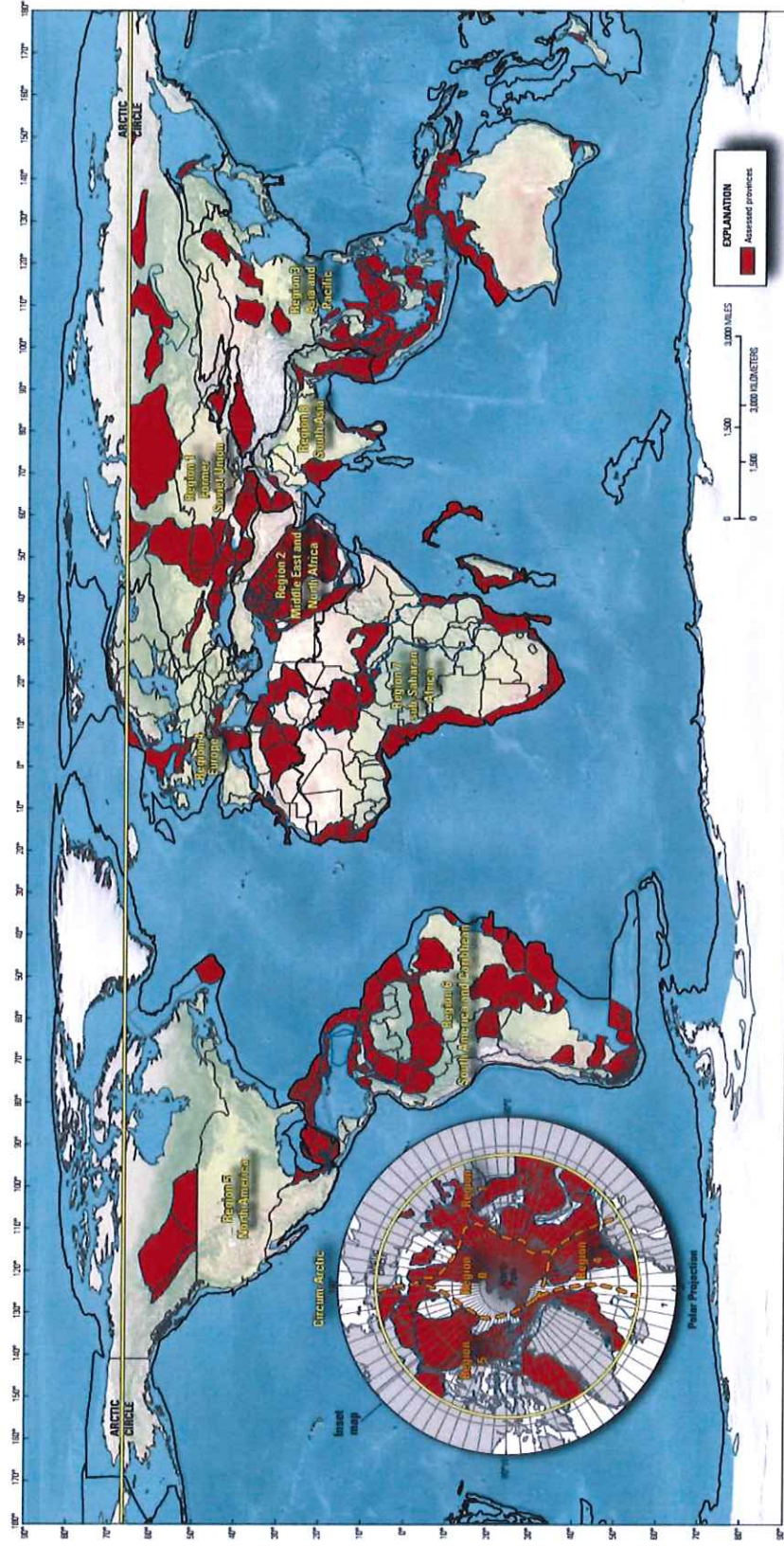


● Discovery of oil deposit

● Discovery of oil deposit (approximate location)

(Source: <http://www.energyinsights.net/cgi-script/csArticles/uploads/4207/Gas%20Map%20Europe.gif>; timestamps: <http://www.geohelp.net/world.html>)

World Oil and Gas Endowment, 2013



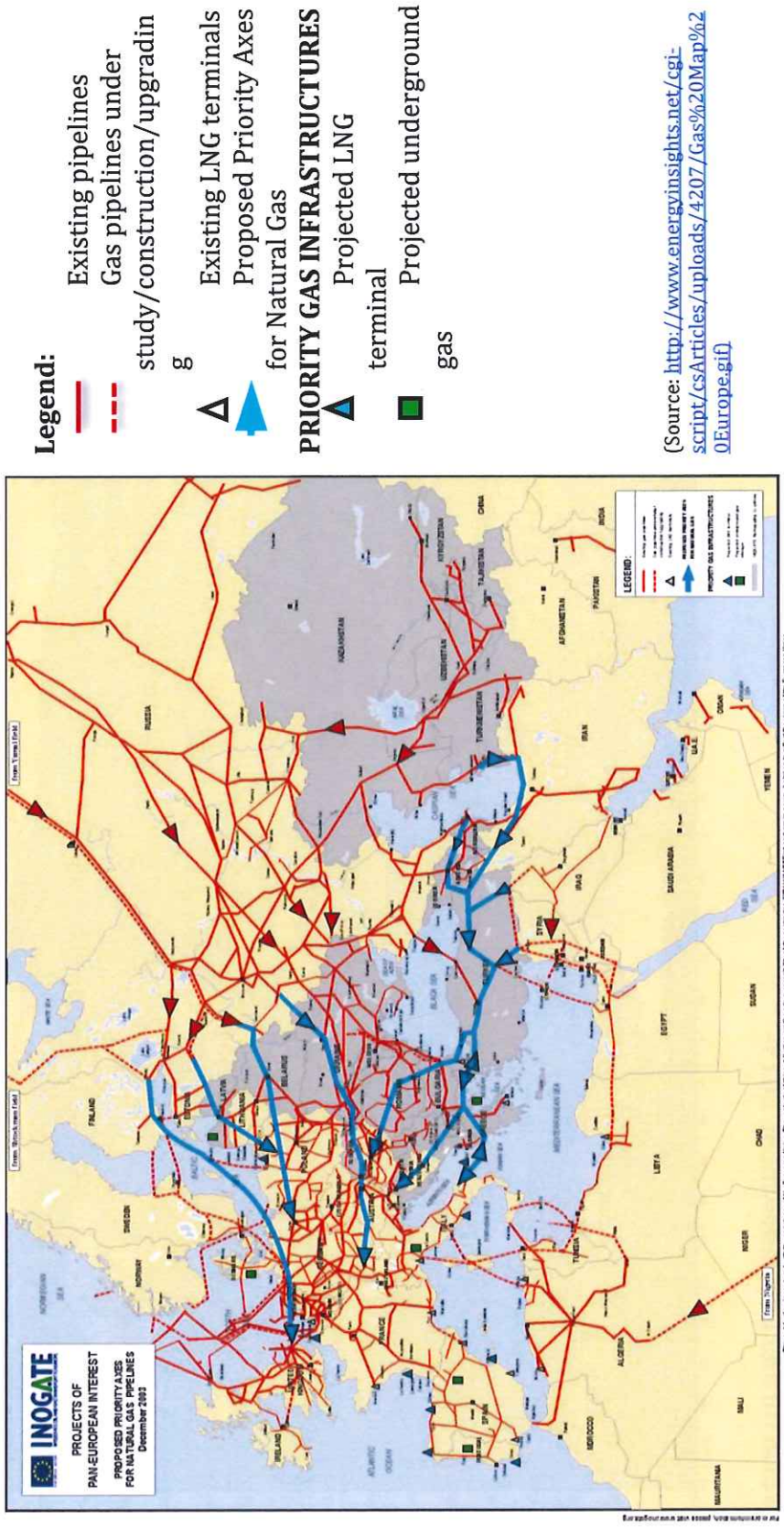
[Source: "World Petroleum Assessment-Homepage: USGS, Energy Resources Program."
<http://energy.usgs.gov/OilGas/AssessmentsData/WorldPetroleumAssessment.aspx>]

Oil's Curse, Oil's Blessing - Energy Use and Pipelines in the Mediterranean Region

Follow the directions in each section of the handout and answer the questions.

Section 1: Study and compare these two different maps. What do you see as the main changes?

2002 Map of pipeline construction for oil and gas



Section 2: Analyze the Suez Cargo Movement. Write 3-5 concluding statements you consider most significant to understanding the movement of oil in the Suez. What is the likely origin of cargo using the Suez Canal, and where do you think the cargo is ultimately going, and where is it sold and used? What are the leading types of cargo?

a. Suez Canal Cargo Tonnage 2012:

Cargo Type	N/S	S/N	Total
Crude Oil	23,831	45,007	68,838
Motor Spirit	5,546	19,388	24,934
Gas & Diesel Oil	5,239	10,389	15,628
Fuel Oil	21,562	240	21,802
Naphtha	6,586	201	6,787
L P G	592	707	1,299
Others Oil	2,104	2,831	4,935
Total Oil	65,460	78,763	144,223
L N G	5,530	25,755	31,285
Cereals	27,121	471	27,592
Fertilizers	10,731	4,692	15,423
Fab. Metals	19,060	4,615	23,675
Cement	186	0	186
Chemicals	10,474	9,340	19,814
Coal & Coke	3,184	7,918	11,102
Food Stuffs	2,452	346	2,798
Machinery & Parts	3,725	3,826	7,551
Minerals & Rocks	506	494	1,000
Ores & Metals	29,848	3,592	33,440
Oil Seed	1,229	1,286	2,515
Wood , Timber & Lumber	131	801	932
Molasses	207	1,161	1,368
Vegetable Oils	2,005	10,709	12,714
Containerized Cargo	200,950	197,008	397,958
Others	3,572	2,766	6,338

Total Other Goods	320,911	274,780	595,691
Grand Total	386,371	353,543	739,914

Source: <http://www.suezcanal.gov.eg/TRstat.aspx?reportId=7>

b. Suez Canal Cargo Tonnage by Geographic Region (North to South and South to North Movement)
North / South

Region	Origin: (1000 Ton)												
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	
East, S.E.													
Mediterranea n	15,333	19,093	21,817	22,288	20,289	24,376	38,780	47,584	44,979	54,378	53,048	58,323	
North													
Mediterranea n	32,098	43,286	45,242	46,312	49,028	50,421	50,943	49,446	48,159	52,282	59,006	73,538	
West, S.W.													
Mediterranea n	14,272	16,269	16,961	18,558	24,496	30,895	34,896	31,249	35,077	44,626	42,807	48,214	
Black Sea	25,925	34,872	36,663	36,543	43,980	42,052	40,789	47,319	64,688	49,976	53,445	64,143	
North West Europe, U.K.	52,682	47,769	59,457	62,865	77,457	74,263	82,830	93,047	76,585	78,414	85,487	98,572	
Baltic Sea	7,179	8,630	7,161	5,794	6,653	4,655	6,197	4,380	3,786	4,423	4,600	7,552	
America	8,954	6,101	9,743	14,232	17,991	19,620	25,368	28,867	15,080	19,681	25,333	25,223	
Others	3,663	4,136	4,569	4,971	4,942	5,933	6,176	7,750	7,001	14,273	10,884	10,805	
Total	160,106	180,156	201,613	211,563	244,836	252,215	285,979	309,642	295,355	318,053	334,610	386,370	

Destination:
(1000 Ton)

Region	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Red Sea	42,855	43,254	48,966	49,003	56,912	55,489	63,877	71,314	84,441	94,381	103,872	115,385
East Africa, Aden	1,556	1,292	3,005	3,287	3,996	5,120	4,914	5,911	3,224	2,305	2,434	2,240
Arabian Gulf	19,049	20,850	27,808	28,488	37,984	41,560	47,935	65,447	55,287	55,639	58,338	64,542
South Asia	20,891	21,525	23,299	26,171	36,827	38,462	37,376	37,635	37,071	29,059	27,570	36,564
South East Asia	74,398	91,855	95,883	76,038	75,727	79,730	89,024	86,603	74,014	94,503	101,498	107,081
Far East	---	---	---	26,186	31,056	30,526	41,163	41,158	40,227	40,823	39,497	57,443
Australia	1,294	1,357	2,385	2,370	2,310	1,328	1,641	1,408	1,092	1,343	1,337	3,115
Others	63	23	267	20	24	0	49	165	0	0	64	0
Total	160,106	180,156	201,613	211,563	244,836	252,215	285,979	309,642	295,355	318,053	334,610	386,370

Source: <http://www.suezcanal.gov.eg/TRstat.aspx?reportId=6>

Origin:	South / North											
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Red Sea	12,030	10,582	14,202	17,185	17,358	21,111	25,475	28,379	36,818	49,262	55,854	59,075
East Africa, Aden	6,041	3,730	9,483	14,834	10,512	11,567	12,941	12,066	1,027	424	176	132
Arabian Gulf	49,967	36,388	53,539	68,882	74,579	81,012	82,440	79,935	59,880	82,232	100,785	105,291
South Asia	17,478	19,612	23,632	24,867	26,121	30,018	33,601	36,270	32,610	40,889	39,482	37,201
South East Asia	95,526	96,057	121,580	57,905	66,438	78,422	106,405	115,834	81,709	108,661	124,628	121,177
Far East	---	---	---	84,076	97,471	119,130	122,756	105,028	49,621	42,803	35,245	28,598
Australia	30,236	20,999	32,678	39,911	31,754	33,560	39,528	35,279	2,225	3,679	964	2,015
Others	1,044	1,322	1,155	1,767	2,036	1,600	973	631	2	61	56	52
Total	212,322	188,690	256,269	309,427	326,269	376,420	424,119	413,426	263,890	328,011	357,190	353,541

Destination:
(1000 Ton)

Region	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
East , S.E. Mediterranea n	17,345	13,612	21,458	26,797	28,401	36,825	50,656	59,957	50,633	67,055	73,187	70,264
North Mediterranea n	35,537	34,289	44,762	59,504	57,368	71,004	79,651	67,981	48,520	58,624	72,021	74,378
West , S.W. Mediterranea n	19,315	17,679	25,874	35,682	39,523	47,379	59,907	50,282	35,138	47,375	38,395	38,549
Black Sea	4,784	4,229	7,203	7,905	8,611	9,508	10,095	12,281	3,465	4,184	4,454	5,016
North West Europe , U.K.	110,027	99,738	128,583	145,234	156,686	171,280	183,153	179,523	107,661	120,952	124,602	123,518
Baltic Sea	1,427	1,335	2,488	1,800	1,993	2,644	1,966	3,135	1,484	815	828	1,147
America	21,057	14,539	23,157	29,911	30,992	33,947	35,962	36,845	13,031	21,612	29,281	30,424
Others	2,830	3,269	2,744	2,594	2,695	3,833	2,729	3,422	3,958	7,394	14,422	10,245
Total	212,322	188,690	256,269	309,427	326,269	376,420	424,119	413,426	263,890	328,011	357,190	353,541

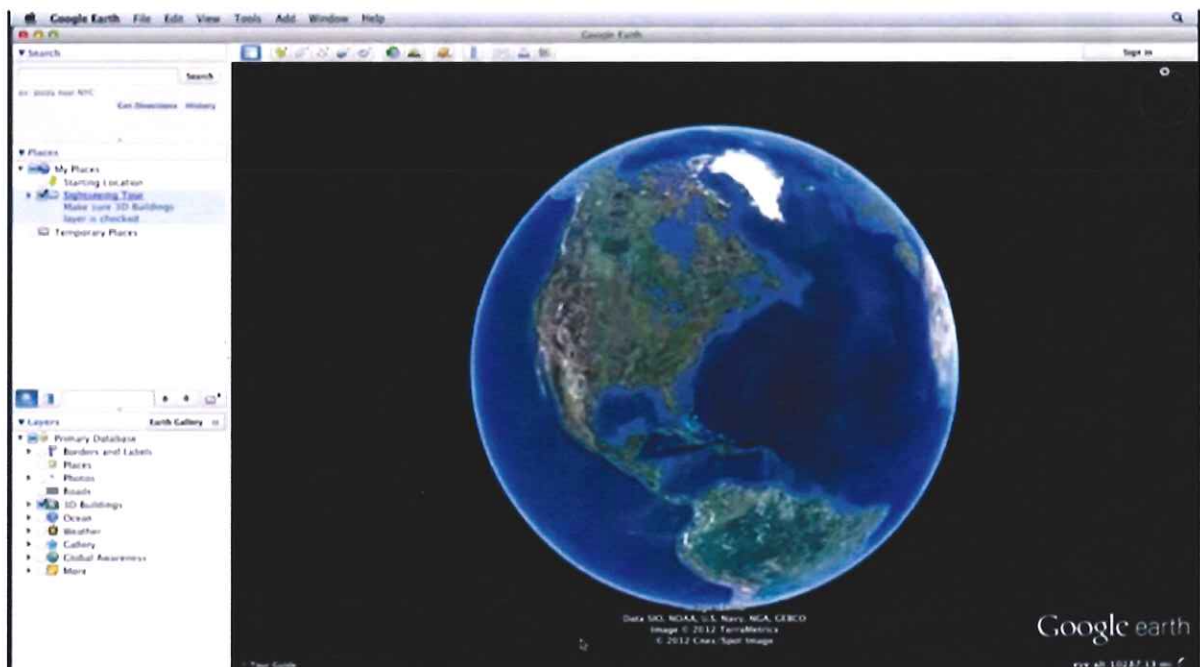
Chart Source: <http://www.suezcanal.gov.eg/TRstat.aspx?reportId=6>

Did the Aswan High Dam Tame or Kill the Nile River?

Background: The Nile, the longest river on the planet, flows through Africa into the Mediterranean. For thousands of years it has provided fresh water for agriculture and food for aquatic life. In 1970, construction of the Aswan High Dam was completed. Since the 1980s, geologists have started to see remarkable developments; the Nile no longer reaches the Mediterranean. The dam has brought important benefits, but has also had significant environmental impacts.

1. Locate the place called Aswan/Asuan/Syene: (Handout)

- on Google Earth



- on this German Map from 1846

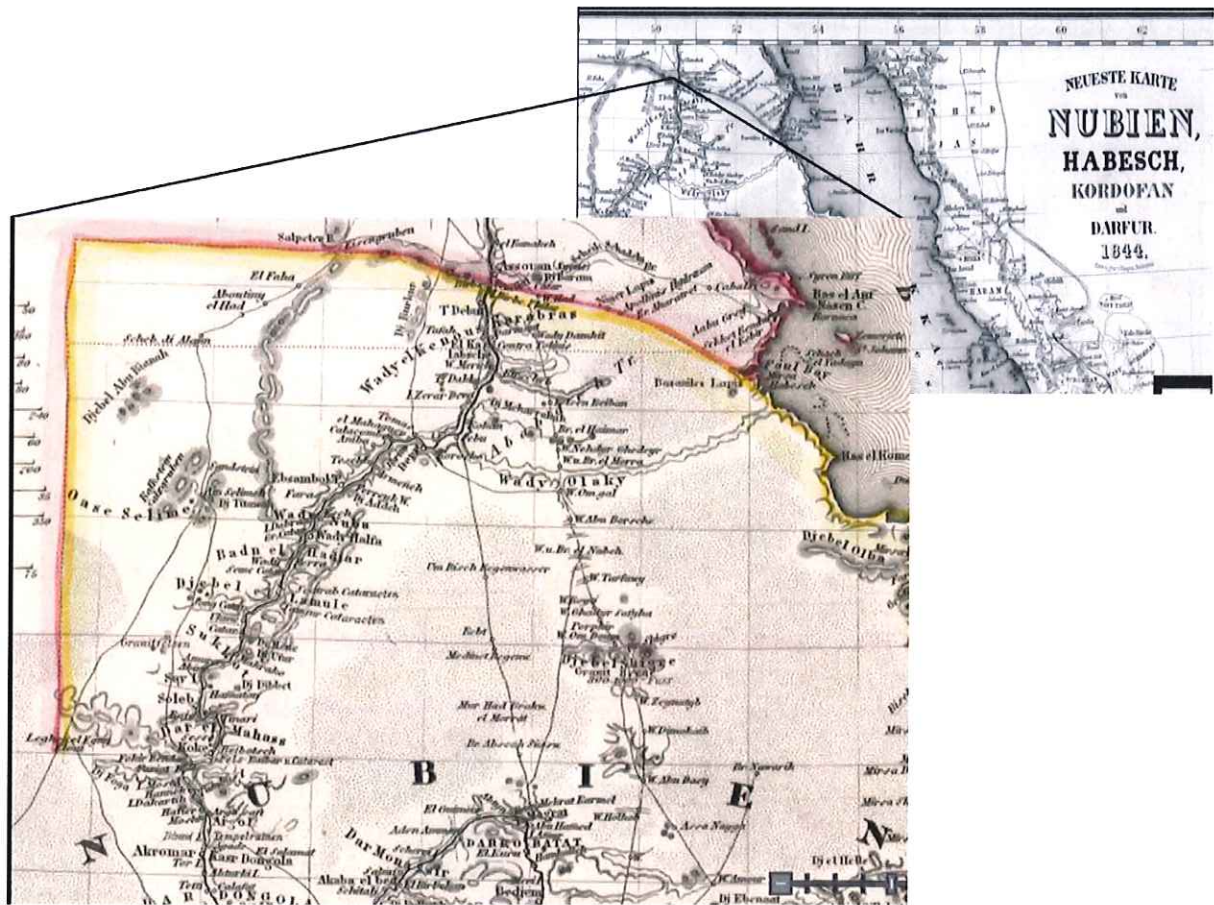


Figure 1. Neueste Karte von Nubien, Habesch, Kordofan und Darfur. 1844. Entw. u. gez. v. Hauptm. Radefeld. Gestochen v. G. Wirsing. Aus der Geographischen Graviranstalt des Bibliographischen Instituts zu Hildburghausen, Amsterdam, Paris u. Philadelphia, (1860)

- on this 1827 Belgian map

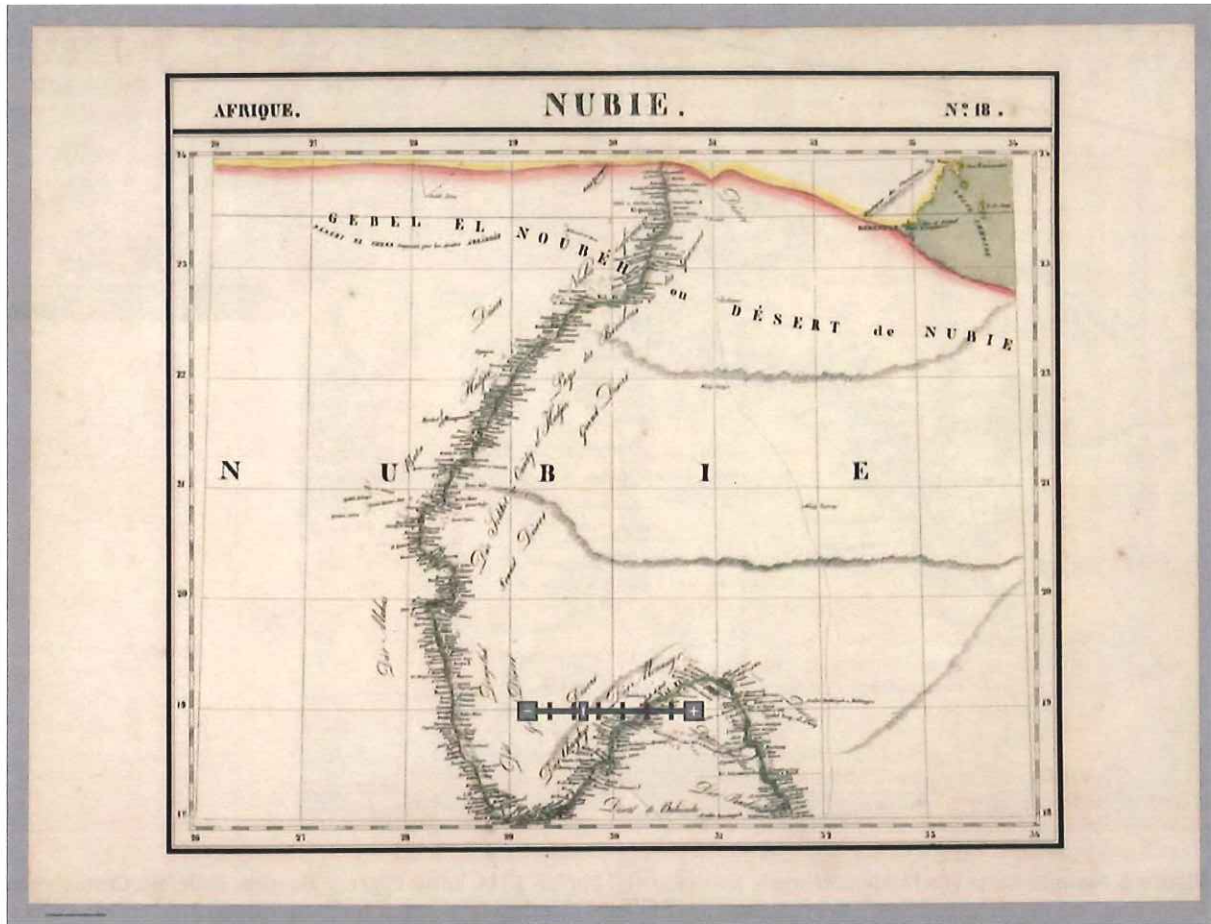


Figure 2 Nubie. Afrique no. 18. (Dresse par Ph. Vandermaelen, lithographie par H. Ode. Troisieme partie, - Afrique. Bruxelles, 1827)

- on this 1895 British map

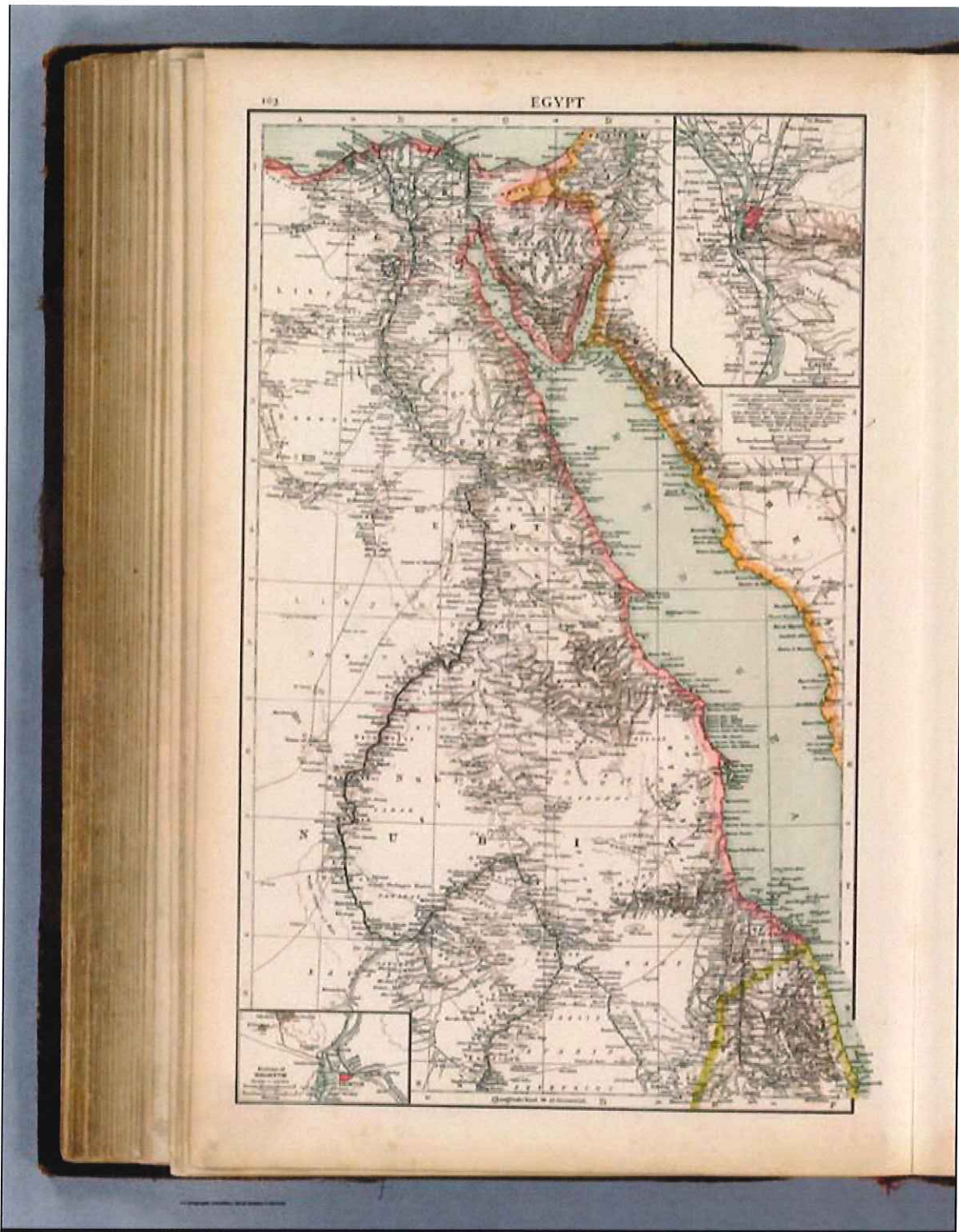


Figure 3 Egypt. (with) Environs of Cairo. (with) Environs of Khartoum. (Published at the office of "THE TIMES," London, 1895)

- on this 1929 Italian map



Figure 4 Egitto, El-Masr. Prop. Artistico-letteraria del T.C.I. Ufficio cartografico del T.C.I (1929)

- 1943 British Map of Aswan (zoomed in)

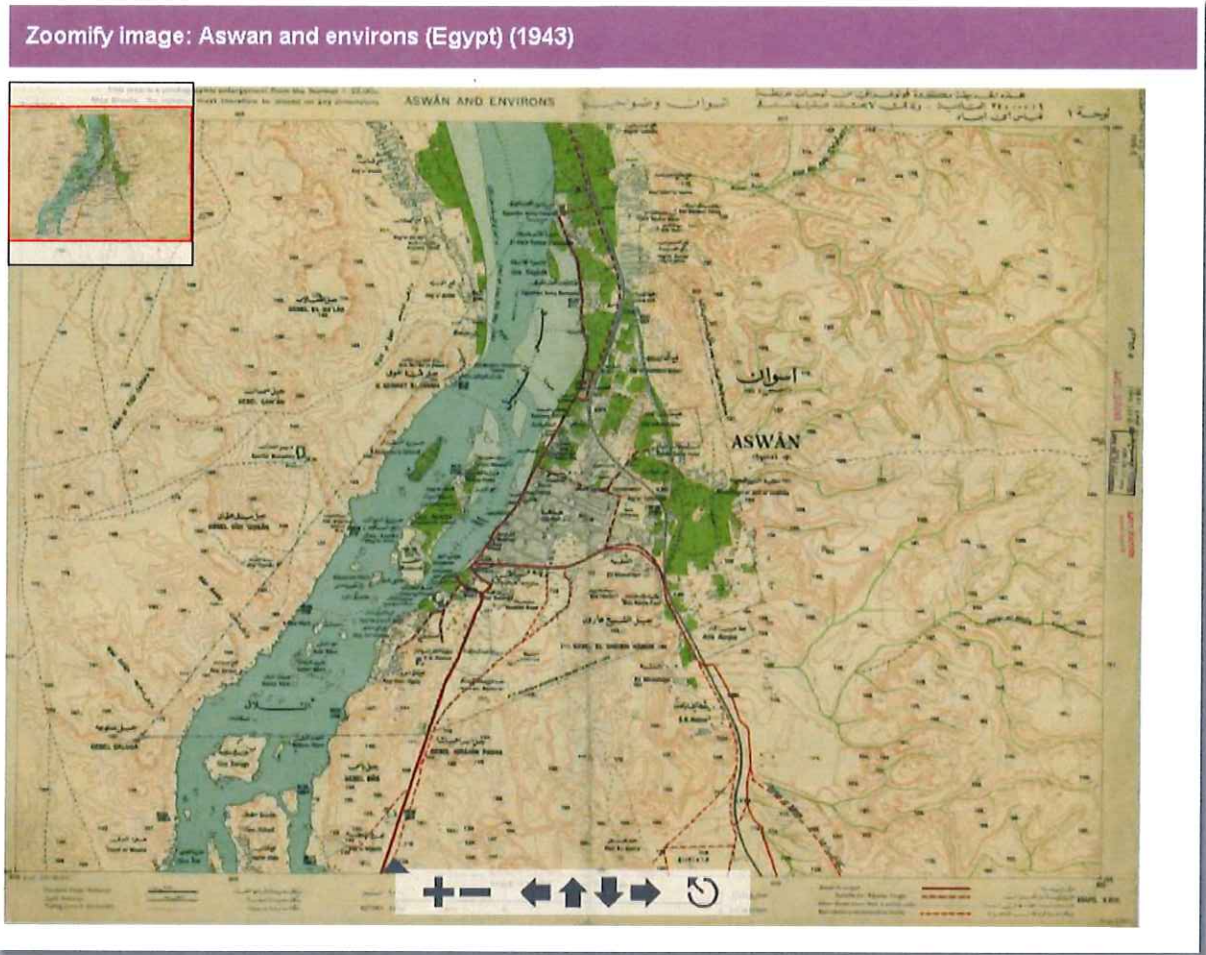


Figure 5 Zoomify image_Aswan and environs (Egypt) (1943), BritishLibrary.uk Online Gallery

Read this section and answer the questions: Who proposed the idea of damming the Nile River and why? Did they identify risks, and how did they address them?

1. 1902 first Aswan Dam



Figure 6 photograph. (200) Central Channel sluices. From North West. [Aswan Dam under construction] / by D. S. George, 16/5/[19]01, signed b.r. and titled.

- Construction of the First Aswan dam by the British began in 1898, a project designed by William Willcocks. This dam proved to have an inadequate reservoir area and therefore the construction of a second dam was necessary. This was considered necessary in order to prevent extreme flooding which would be inevitable with the first dam.

Mr. Adrian Daninos (1887-1976) was an interesting person with an interesting idea:

- Adrina Daninos was an Egyptian-Greek engineer.
- He proposed the construction of the dam to the ruler of Egypt, Gamal Abdel Nasser, who wanted to demonstrate the resurgence of revolutionary Egypt under his leadership, with a spectacular symbol.¹
- His studies focused on finding the most practical and effective way to avoid the unnecessary annual loss of huge amounts of precious Nile waters into the Mediterranean, particularly during the annual Nile flood.²
- Dr. H.E Hurst, a British Hydrologist,³ opposed construction of the dam for the following main reasons related water resource management concerns :
 - A reservoir behind the Aswan dam would lead to tremendous losses due to evaporation; this was validated by the dam's evaporation statistics.
 - The risk of its fall to *dead- storage levels** as a result of the drought in Ethiopia and /or the Great Lakes region. [NOTE: *Dead storage is the level from which a dam's reservoir, given normal use, cannot rise from again and at which it would not be possible to use its water.]
 - Possible devastating changes to the natural environment: lack of water for natural ecosystems, accumulation of silt, erosion caused by silt-free water; the absence of silt would require use of costly chemical fertilizers and the flooding of habitable land in Nubia.
- Alternative plans were presented by Hurst, Sudan and Ethiopia with the collaboration of British and American experts, all of which were refused by Egypt out of fear of the threat to survival by the neighboring states. The political implications of building the dam seemed more important than hydrological reasons.
- The dam was finally construction with the expertise of USSR, notwithstanding recommendations made by Daninos who had invested his entire fortune into his 30 years of research on the construction of the dam.

Financial plans for the construction of the dam and the play of international relations:

- The High Dam was financed by the Union of Soviet Socialist Republics (UUSR), after the United States refused its support, due to Egypt's alliance with the Soviet Union in an arms deal. Egypt's President Abdel Nasser nationalized the Suez Canal and diverted its income to use in constructing the High Dam on the Nile.

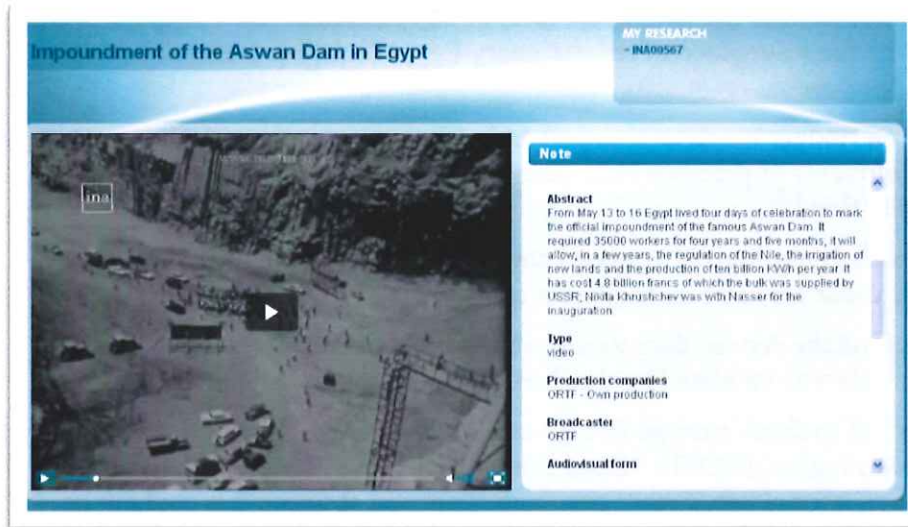
¹ *The Nile: Histories, Cultures, Myths*, geredigeerd door □agai Erlikh, I. Gershoni

² XXI - Biographie du célèbre ingénieur Adrien Daninos (1887-1976), Père spirituel et premier promoteur du projet original du Haut-Barrage sur le Nil à Assouan – Emmanuel Adely
<http://emmanueladely.free.fr/spip/spip.php?article180>

³ *Identity, Conflict and Cooperation in International River Systems*, Door Jack Kalpakian

2. Construction of the Dam

Watch the video at <http://www.medmem.eu/en/notice/INA00567>)



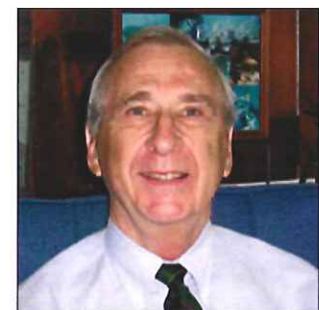
Abstract of the video: From May 13 to 16, 1964, Egyptians experienced four days of celebration marking the official impoundment of the Nile by the Aswan Dam. It took 35,000 workers four years and five months. The Aswan Dam allowed, within in a few years of construction, regulation of the Nile, irrigation of new lands, and the production of ten billion KW/h per year of hydroelectric power. It cost 4.8 billion francs, of which the bulk was supplied by the USSR; Nikita Khrushchev was in Egypt with Nasser for the inauguration of the Aswan High Dam.

3. Consequences of the Aswan Dam for the Nile Delta & the Mediterranean

1. No flooding, no silt, no fresh soil would reach the fields
2. The water table in the Nile Delta is sinking, salt water from the Mediterranean is intruding on the delta.
3. Scientists have since worked to understand the impact of the Aswan Dam.

These scientists were two remarkable individuals:

Jean Daniel Stanley:⁴ Senior Oceanographer and Director of Deltas-Global Change Program at the Smithsonian Institute – National Museum of Natural History in Washington.



⁴ <http://paleobiology.si.edu/staff/individuals/stanley.html>

- From 1984 to 1994 his main interest focused on the collection of data from the Nile delta.
- In 1995, under the auspices of the Deltas Global Change program, studies were done initiated where numerous mineralogical, geochemical, and microfossil analyses were made off the Sinai, Gaza and Israeli margin to determine effects of constructing the Aswan High Dam, especially the effect of cutting off sediment that normally flowed with the Nile floods to enrich the soil on the Nile banks and into the Mediterranean Sea.



Dr. Farouk El-Baz:⁵ Director of the Center for Remote Sensing, Boston University.

- In 1973, NASA selected him as Principal Investigator of the Earth Observations and Photography Experiment on the Apollo-Soyuz Test Project (ASTP)
- Emphasis was placed on photographing arid environments, particularly the Great Sahara of North Africa and the Arabian Peninsula, in addition to other features of the Earth and its oceans.
- Dr. El-Baz served his native land as Science Advisor to the

late Egyptian President Anwar Sadat from 1978 to 1981; he was assigned the task of selecting desert tracts to develop, without detriment to their environment

Watch the interview with Dr. El-Baz on ecological degradation in Mediterranean (at 13.30-16.10 minutes) at <http://www.youtube.com/watch?v=FEyGOZILHDM>

Additional Reading:

- *Science 2010* article at http://groupjazz.gjhost.com/~gj/LIB/ITEMS/5006/252/031910_Science-The_Nile_Delta's_Sinking_Future.pdf
- McNeill, John Robert. *Something New under the Sun: An Environmental History of the Twentieth-Century World*. New York: W.W. Norton & Co., 2000.
- Jack Kalpakian, “*Identity, Conflict and Cooperation in International River Systems*”, (2004), 28-97

⁵ <http://www.bu.edu/remotesensing/faculty/el-baz/>

The "Marshall Plan" speech at Harvard University, 5 June 1947

George Catlett Marshall was born in Pennsylvania on 31 December 1880. He graduated from the Virginia Military Institute to launch a career as both a soldier and a statesman. After duty in the Philippines and the United States, he served in France during World War I and later in China and in other posts in the United States. Appointed Army Chief of Staff from 1939 to 1945, he became Secretary of State in 1947 until 1949 and was nominated Secretary of Defence in 1950.

Below is text from the speech he gave at Harvard University on 5 June 1947. This speech initiated the post-war European Aid Program commonly known as the Marshall Plan.

It led to the creation of the Organisation for European Economic Co-operation (OEEC) on 16 April 1948, in order to meet Marshall's request for "some agreement among the countries of Europe as to the requirements of the situation and the part those countries themselves will take". The mandate of the OEEC was to continue work on a joint recovery programme and in particular to supervise the distribution of aid. In 1961, the OEEC evolved to become the OECD.

General Marshall was awarded the Nobel Peace Prize in 1953 for his role as architect and advocate of the Marshall Plan.



Text of the speech

"I'm profoundly grateful and touched by the great distinction and honor and great compliment accorded me by the authorities of Harvard this morning. I'm overwhelmed, as a matter of fact, and I'm rather fearful of my inability to maintain such a high rating as you've been generous enough to accord to me. In these historic and lovely surroundings, this perfect day, and this very wonderful assembly, it is a tremendously impressive thing to an individual in my position. But to speak more seriously, I need not tell you, gentlemen, that the world situation is very serious. That must be apparent to all intelligent people. I think one difficulty is that the problem is one of such enormous complexity that the very mass of facts presented to the public by press and radio make it exceedingly difficult for the man in the street to reach a clear appraisal of the situation. Furthermore, the people of this country are distant from the troubled areas of the earth and it is hard for them to comprehend the plight and consequent reactions of the long-suffering peoples, and the effect of those reactions on their governments in connection with our efforts to promote peace in the world.

In considering the requirements for the rehabilitation of Europe, the physical loss of life, the visible destruction of cities, factories, mines and railroads was correctly estimated but it has become obvious during recent months that this visible destruction was probably less serious than the dislocation of the entire fabric of European economy. For the past 10 years conditions have been highly abnormal. The feverish preparation for war and the more feverish maintenance of the war effort engulfed all aspects of national economies. Machinery has fallen into disrepair or is entirely obsolete. Under the arbitrary and destructive Nazi rule, virtually every possible enterprise was geared into the German war machine. Long-standing commercial ties, private institutions, banks, insurance companies, and shipping companies disappeared, through loss of capital, absorption through nationalization, or by simple destruction. In many countries, confidence in the local currency has been severely shaken. The breakdown of the business structure of Europe during the war was complete. Recovery has been seriously retarded by the fact that two years after the close of hostilities a peace settlement with Germany and Austria has not been agreed upon. But even given a more prompt solution of these difficult problems the rehabilitation of the economic structure of Europe quite evidently will require a much longer time and greater effort than had been foreseen.

There is a phase of this matter which is both interesting and serious. The farmer has always produced the foodstuffs to exchange with the city dweller for the other necessities of life. This division of labor is the basis of modern civilization. At the present time it is threatened with breakdown. The town and city industries are not producing adequate goods to exchange with the food producing farmer. Raw materials and fuel are in short supply. Machinery is lacking or worn out. The farmer or the peasant cannot find the goods for sale which he desires to purchase. So the sale of his farm produce for money which he cannot use seems to him an unprofitable transaction. He, therefore, has withdrawn many fields from crop cultivation and is using them for grazing. He feeds more grain to stock and finds for himself and his family an ample supply of food, however short he may be on clothing and the other ordinary gadgets of civilization. Meanwhile people in the cities are short of food and fuel. So the governments are forced to use their foreign money and credits to procure these necessities abroad. This process exhausts funds which are urgently needed for reconstruction. Thus a very serious situation is rapidly developing which bodes no good for the world. The modern system of the division of labor upon which the exchange of products is based is in danger of breaking down.

The truth of the matter is that Europe's requirements for the next three or four years of foreign food and other essential products - principally from America - are so much greater than her present ability to pay that she must have substantial additional help or face economic, social, and political deterioration of a very grave character.

The remedy lies in breaking the vicious circle and restoring the confidence of the European people in the economic future of their own countries and of Europe as a whole. The

manufacturer and the farmer throughout wide areas must be able and willing to exchange their products for currencies the continuing value of which is not open to question.

Aside from the demoralizing effect on the world at large and the possibilities of disturbances arising as a result of the desperation of the people concerned, the consequences to the economy of the United States should be apparent to all. It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed not against any country or doctrine but against hunger, poverty, desperation and chaos. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist. Such assistance, I am convinced, must not be on a piecemeal basis as various crises develop. Any assistance that this Government may render in the future should provide a cure rather than a mere palliative. Any government that is willing to assist in the task of recovery will find full co-operation I am sure, on the part of the United States Government. Any government which maneuvers to block the recovery of other countries cannot expect help from us. Furthermore, governments, political parties, or groups which seek to perpetuate human misery in order to profit therefrom politically or otherwise will encounter the opposition of the United States.

It is already evident that, before the United States Government can proceed much further in its efforts to alleviate the situation and help start the European world on its way to recovery, there must be some agreement among the countries of Europe as to the requirements of the situation and the part those countries themselves will take in order to give proper effect to whatever action might be undertaken by this Government. It would be neither fitting nor efficacious for this Government to undertake to draw up unilaterally a program designed to place Europe on its feet economically. This is the business of the Europeans. The initiative, I think, must come from Europe. The role of this country should consist of friendly aid in the drafting of a European program and of later support of such a program so far as it may be practical for us to do so. The program should be a joint one, agreed to by a number, if not all European nations.

An essential part of any successful action on the part of the United States is an understanding on the part of the people of America of the character of the problem and the remedies to be applied. Political passion and prejudice should have no part. With foresight, and a willingness on the part of our people to face up to the vast responsibility which history has clearly placed upon our country, the difficulties I have outlined can and will be overcome.

I am sorry that on each occasion I have said something publicly in regard to our international situation, I've been forced by the necessities of the case to enter into rather technical discussions. But to my mind, it is of vast importance that our people reach some general understanding of what the complications really are, rather than react from a passion or a prejudice or an emotion of the moment. As I said more formally a moment ago, we are remote from the scene of these troubles. It is virtually impossible at this distance merely by reading, or listening, or even seeing photographs or motion pictures, to grasp at

all the real significance of the situation. And yet the whole world of the future hangs on a proper judgment. It hangs, I think, to a large extent on the realization of the American people, of just what are the various dominant factors. What are the reactions of the people? What are the justifications of those reactions? What are the sufferings? What is needed? What can best be done? What must be done? Thank you very much."

(Source: "Organisation for Economic Co-operation and Development."
<http://www.oecd.org/general/themarshallplanspeechatharvarduniversity5june1947.htm>.)

Evaluating the Marshall Plan's Impact in the Mediterranean

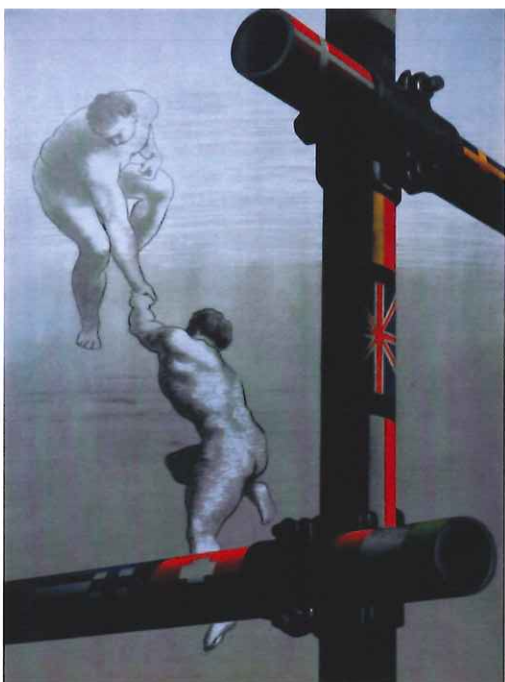
Text and Image Sources

Interview with Gianni Agnelli (See Student Handout 6.3.3)

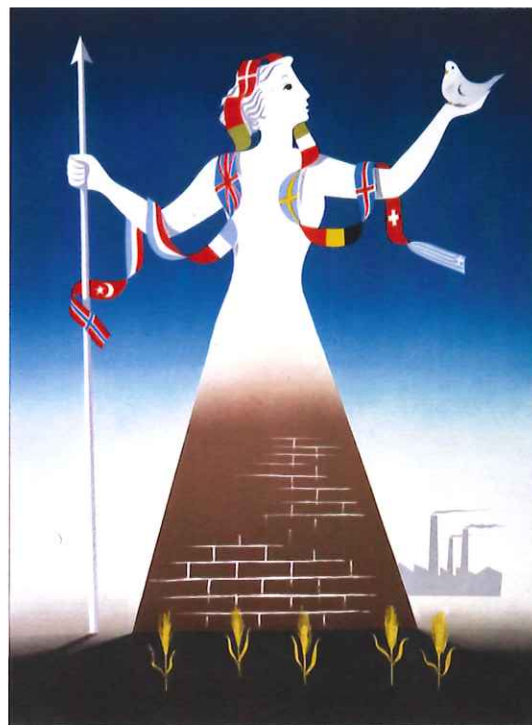
Memo on "The European Crisis" at

http://www.marshallfoundation.org/library/documents/The_European_Crisis_Clayton_to_Acheson_May_27_1947.pdf (See Student Handout 6.3.4)

Marshall Plan Posters used in Italy (NOTE: Source of same images with lesson support at <http://historiana.eu/collection/marshall-plan-posters> along with posters from other countries)



A man reaches down to help another man up. Construction bearing the flags of European nations is overlaid in the foreground (Source: http://library.marshallfoundation.org/posters/library/posters/poster_full.php?poster=1007)



A woman holds a staff and dove. The bottom of her dress is made up of bricks and she stands above wheat with a factory in the background. A scarf made up of the flags of European nations wraps around her head and shoulders. (Source: http://library.marshallfoundation.org/posters/library/posters/poster_full.php?poster=1008)

Marshall Plan Funding Report:

(Source: http://www.marshallfoundation.org/library/documents/Monthly_Report_Mutual_Security_Agency.pdf)

MUTUAL SECURITY AGENCY
EUROPEAN PROGRAM

ALLOTMENT SUMMARY
BY COUNTRY AND TYPE OF AID
April 3, 1948 - June 30, 1952
(Millions of Dollars)

SR-18.1
STATEMENT NO. 18.1
SUMMARY

COUNTRY	TOTAL	TYPE OF AID				TOTAL	INITIAL	CONDITIONAL	NET AID ¹
		MSA/ESA ²	MDCAP	LOAN	CONTRIBUTOR				
TOTAL	\$13,368.2	\$10,547.3	\$10,285.7	\$261.6	\$1,304.9	\$1,515.9³	\$13,368.2		
Austria	678.8	672.1	672.1	—	—	4.7	609.1		
Belgium-Luxembourg	555.5	41.3	32.4	8.9	58.1	446.0 ⁴	109.4		
Denmark	271.4	226.0	228.4	0.5	33.3	8.1	237.0		
France	2,706.3	2,419.3	2,384.6	54.8	225.6	61.4	2,990.3		
Germany (Federal Republic)	1,389.0	1,153.5 ⁵	1,153.5 ⁵	—	16.9	218.6	1,290.7		
Greece	693.9	693.9	693.9	—	—	—	1,015.1		
Iceland	29.2	20.4	20.4	—	5.3	3.5	29.7		
Ireland	146.2	18.0	18.0	—	128.2	—	146.2		
Italy	1,475.0	1,291.9	1,254.8	37.1	95.6	87.6 ⁶	1,388.5		
Netherlands, excl. Indonesia	977.3	797.3	796.3	1.0	148.5	30.5	1,124.3		
Indonesia	101.4	83.1	83.1	—	17.2	1.1	132.2		
Norway	253.5	203.4	193.2	10.2	39.2	10.9	437.2		
Portugal	50.5	5.5	5.5	—	36.7	8.3	60.4		
Sweden	107.1	—	—	—	20.4	86.7	20.4		
Treeste	32.6	32.6	32.6 ⁴	—	—	—	37.5		
Turkey	222.5	222.2	213.4	7.8	64.0	17.3	302.7		
United Kingdom	3,175.9	2,268.7	2,418.4	113.3	384.8	530.5	2,699.1		
Yugoslavia	109.3	109.3	90.3 ⁷	79.0 ⁸	—	—	109.3		
General Incent Account	33.5	33.5	33.5	—	—	—	33.5		
European Payments Union - Capital Fund	361.4	361.4	361.4	—	—	—	361.4		
European Payments Union - Excess Initial Positions	—	—	—	—	—	—	-124.8 ⁹		

¹ NET AID: Allotment adjusted upward to reflect intra-European drawing rights utilized and initial credit positions under EPU, and downward to reflect intra-European drawing rights extended and initial debt positions under EPU.

² Includes allotments for Overseas Territory Development

³ Reflects a reduction of \$11.4 million in conditional aid to Sweden—a portion of Sweden's fiscal 1951 allotment. A like amount was allotted to EPU in fiscal year 1952 to offset the reduction in Sweden's grant to EPU.

⁴ Excludes \$30.0 million in conditional aid programmed for offshore purchases in Belgium by France (\$14.0 million), the Netherlands (\$9.0 million), and the United Kingdom (\$7.0 million). The amounts for each of the three countries making purchases in Belgium are shown as grant aid for these countries.

⁵ Excludes GARROA

⁶ This amount reflects transfer of \$0.2 million in 1949/50 and \$4.1 million in 1950/51 from Trieste (grant aid) to Italy on a conditional aid basis to permit purchase of wheat under the International Wheat Agreement by Italy for delivery to Trieste.

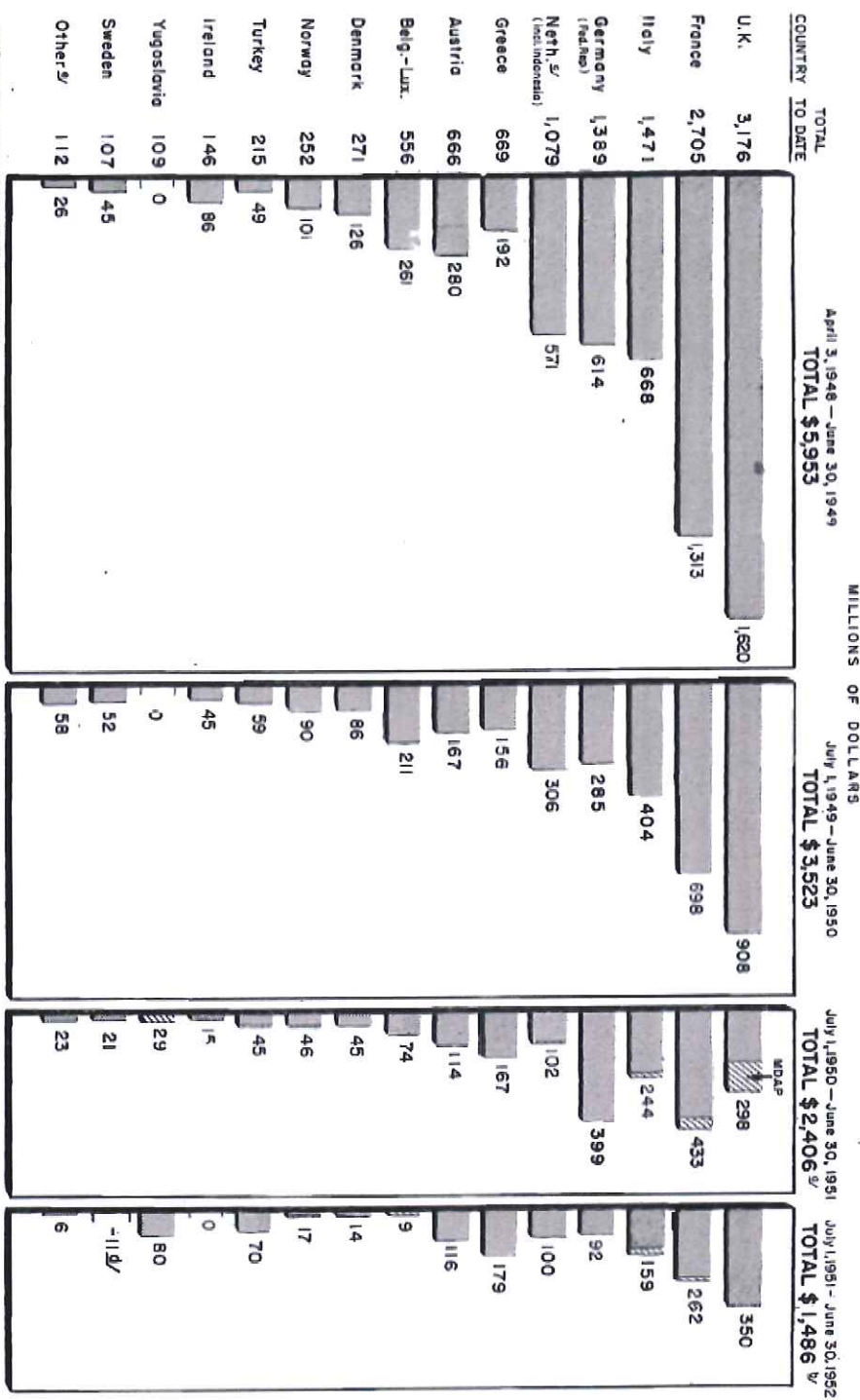
⁷ Breakdown between MSA/ECA and MDA⁸ reflects the transfer, on April 15 of \$30.0 million in aid previously allotted from MDA⁸ to regular MSA defense support funds.

⁸ Initial position credits under EPU exceed initial debts covered by conditional aid by 124.8 million units of account

SOURCE: European Program Division

DEFENSE SUPPORT FOR EUROPE

CUMULATIVE ALLOTMENTS THROUGH JUNE 30 TOTALED \$13,368 MILLION ...
ALLOTMENTS BY FISCAL YEAR AND COUNTRY, AS ANNOUNCED BY JUNE 30, 1952



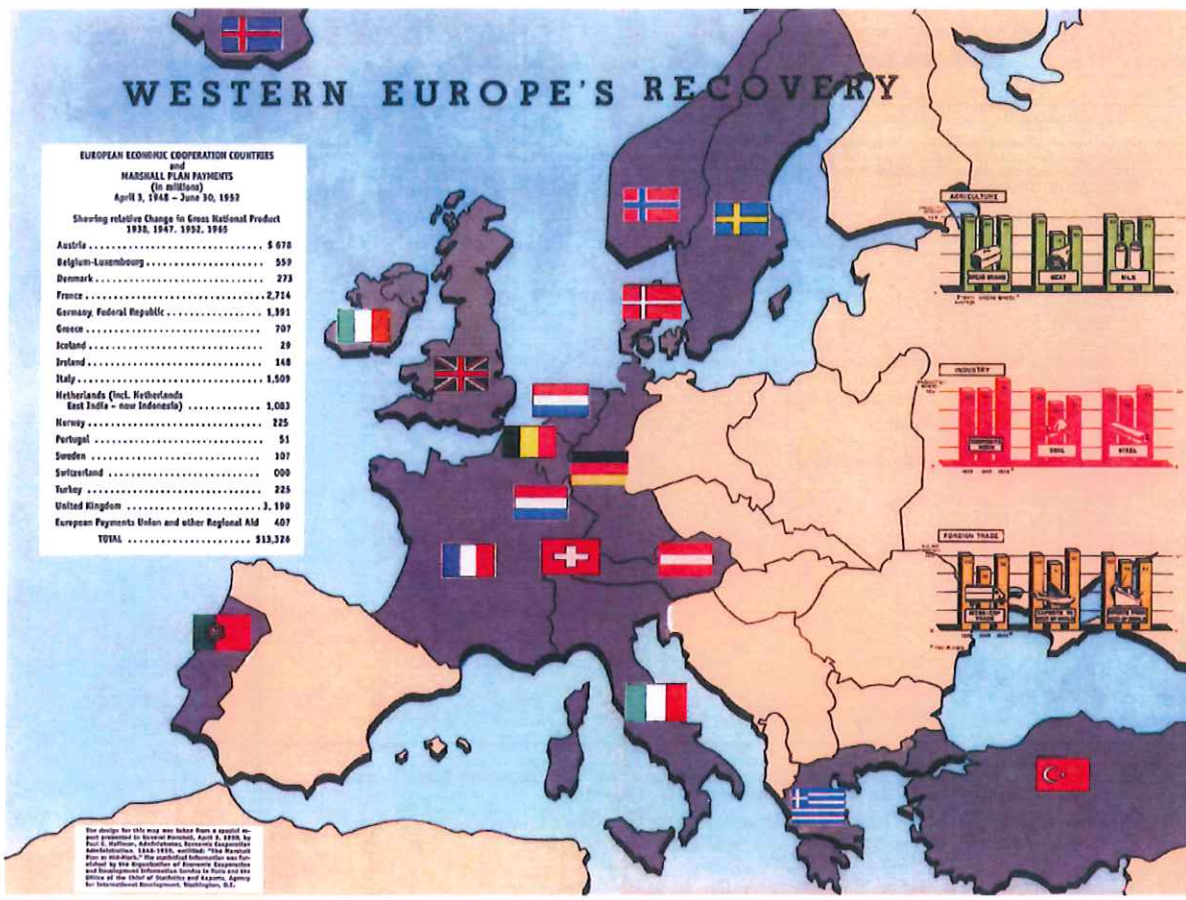
NOTE: For detail by type of aid see Statistical Appendix.
^{1/} Including dollar transfers in connection with the European Payments Union - \$350 million for the EPU Capital Fund, not distributed by country.
^{2/} Including \$33.5 million General Freight Account, not distributed by country and \$11.4 million to the EPU Capital Fund.
^{3/} Indemnity Allowments for 1948/49 and 1949/50 - \$64 million and \$37.5 million respectively.
^{4/} In February 1952, conditional aid to Sweden was reduced by \$11.4 million and allotted to E.P.U.
^{5/} Including Foreign Travel to total \$51 million fiscal year 1949/50, \$30 million, 1950/51, \$12 million, Trieste - total to date \$33 million; fiscal year 1948/49 \$18 million, 1949/50 \$14 million, 1950/51 \$3 million, 1951/52 \$8 million, 1951/52 \$6 million.
^{6/} Including Foreign Travel to date \$14 million; fiscal year 1948/49 \$8 million, 1949/50 \$7 million, 1950/51 \$8 million, 1951/52 \$6 million.

Division of Statistics & Reports
 MUTUAL SECURITY AGENCY
 August 1952

Map with Data:

(Source:

<http://www.marshallfoundation.org/library/documents/European Economic Cooperation Countries Marshall Plan Payments.pdf>)



Funding Chart: (Source: http://www.marshallfoundation.org/library/doc_marshall_plan_aid.html)

Examples of Marshall Plan Aid

The Marshall Plan was a complex undertaking that is not easily described. The following are a few examples of specific program operations:

- Pays freight subsidies for 16.8 million private voluntary relief packages from Americans to Europe.
- Funds building of a new wharf in North Borneo to help that British colony export vitally needed rubber.
- Assists in building railroads and water systems in French North Africa.
- \$50 million for medicine to combat tuberculosis.
- Technical assistance program: over 3,000 Europeans make six-month visits to various U.S. industries to learn new techniques; there was a similar program in agriculture.
- The Ford Motor Co. in Britain receives funds to replace machine tools needed to produce cars, trucks, and tractors for export, thereby earning valuable foreign exchange credits.

- The Otis Elevator Company (U.S.) helps to modernize British factories, and the value of its investment is guaranteed by ECA insurance.
- ECA money enables Portugal to purchase key equipment and materials to build a new hospital-tender ship for its cod-fishing fleet.
- The French aircraft industry is able to purchase propellers for the aircraft it is producing.
- An alcohol production plant in Scotland is granted \$6.5 million, thereby reducing Britain's need to import alcohol and facilitating plastic, pharmaceutical, and rayon production.

<u>"Marshall Plan" Assistance</u> Grants and Loans by Country, April 3, 1948 - June 30, 1952			
(Millions of Dollars)			
COUNTRY	Total	Grants	Loans
GRAND TOTAL FOR ALL MARSHALL PLAN COUNTRIES			
(Obligations Basis)	\$13,325.8	\$11,820.7	\$1,505.1
<u>Europe</u>			
Austria	677.8	677.8	-
Belgium-Luxembourg	559.3 ^{a/}	491.3	68.0
Denmark	273.0	239.7	33.3
France	2,713.6	2,488.0	225.6
Germany, Federal Republic	1,390.6	1,173.7	216.9 ^{b/}
Iceland	29.3	24.0	5.3
Ireland	147.5	19.3	128.2
Italy (Including Trieste)	1,508.8	1,413.2	95.6
Netherlands (Excluding Indonesia)	982.1	832.6	149.5
Norway	255.3	216.1	39.2
Portugal	51.2	15.1	36.1
Sweden	107.3	86.9	20.4
United Kingdom	3,189.8	2,805.0	384.8
Regional	407.0 ^{c/}	407.0 ^{c/}	-
<u>Other</u>			
Greece	706.7	706.7	-
Turkey	225.1	140.1	85.0
Indonesia (Netherlands East Indies) ^{d/}	101.4	84.2	17.2

^{a/} Loan total includes \$65.0 million for Belgium and \$3.0 million for Luxembourg; grant detail between the two countries is not separable.

^{b/} Includes an original loan figure of \$16.9 million, plus an additional \$200.0 million representing a pro-rated share of grants converted to loans under an agreement signed February 27, 1953.

^{c/} Includes the following: U.S. contribution to European Payments Union capital fund, \$361.4 million; General Freight Account (not attributable by country), \$33.5 million; and European Technical Assistance Authorizations (multi-country or regional), \$12.1 million.

^{d/} Marshall Plan aid to the area now comprising Indonesia was extended through the Netherlands, prior to transfer of sovereignty on December 30, 1949.

Statistics and Reports Division
Office of Program and Policy Coordination
Agency for International Development
August 24, 1967

An example of Marshall Plan funding

Assessment: Suggested Writing Prompts for a Document Based Style Essay and/or Discussion Prompts:

- To what extent was the Marshall Plan an anti-Communist project? Provide evidence to support your answer.
- Describe how the Marshall Plan impacted the Mediterranean World.
- What challenges and successes did Italy experience through the Marshall Plan?

Marshall Plan: Interview with Gianni Agnelli

Gianni Agnelli was an Italian industrialist and principal shareholder of Fiat who became president of Fiat in 1966. The photograph from 1940 shows Gianni Agnelli and his grandfather Giovanni Agnelli, Sr. (1866–1945), founder of Fiat Motors .

(Source: "National Security Archive/COLD WAR/Interviews." <http://www2.gwu.edu/~nsarchiv/coldwar/interviews/>; Text of Agnelli Interview at <http://www2.gwu.edu/~nsarchiv/coldwar/interviews/episode-3/agnelli1.html> ; photo Wikimedia Commons at http://en.wikipedia.org/wiki/File:Fiat_Sen._con_Avv.-1940.jpg)



INTERVIEWER: This is tape 10135, the twenty sixth of February 1996. Signor Agnelli, thank you very much indeed for agreeing to talk to us for our series on the Cold War and our programme on the Marshall Plan. Can I start off by asking you to describe for us briefly what was the state of Italy in the years post the Second World War?

GIANNI AGNELLI: Well, Italy had been overrun by the War, there had practically been civil war, north and south of the Gothic Line, heavy bombing, the northern industrial cities had been bombed heavily and we had political disorder before 1948. So now you'll really, actually going back half a century to '47, '48, '47 when the Marshall Plan was conceived and '48 when it came into action in the European countries.

INTERRUPTION

INT: Could you describe to me then the state of Fiat in the years immediately after the Second World War?

GA: I can give you a few figures. I mean, Fiat in 1945, after the War, was producing four thousand motor cars a year. I mean, we had been a) bombed from 1940 to '45, we had the German occupation, we had machinery taken away, we still had the technology of seven or eight years ahead, which was very insufficient, and we had an overhead amount of workers in the factory, because one had to protect people from the army people that could be taken away for slave work by the German troops, we had about fifty, sixty thousand people who produced about twelve thousand cars a year. So, it was [clears throat] very, very, very weak position. Now between '45 and '48, things would change enormously, 'cos we'd had credit in United States, credit from the Bank of America, credit from the Import-Export Bank and people had started working again. Surely the '48 Marshall Plan, which gave to Italy, I think, about a billion and a half dollars on fifteen billion dollars of the whole programme, came in the north... I mean, what Fiat had it was not very big, it was something like forty or fifty million dollars, but it's enough to get revolving credit, to get starting away again, the buying of new machinery. And the buying of new machinery meant not only the possibility of production, but even the new technology, 'cos as I mentioned before, we were back of seven, eight years.

INT: I think I'll just go back on that again. You...

GA: (Interrupts) This is too short or is it too long or not:

INT: No, no it's perfect, absolutely perfect.

GA: No, because you told me to be short...

INT: No, it's absolutely right. No, because these are the sort of... the length of answers that will... we will be able to use very effectively. You said the state of the technology was seven years ahead, I think.

GA: No behind.

INT: Yes, I think you...

GA: No, I meant behind, yes. We were still at, let's say, '37, '38, '39.

INT: Well, perhaps I should just ask you again that question...

GA: (Interrupts) Yes, surely, 'cos of the mistakes...

INT: So, again, perhaps you could just describe the state of the factories, the machinery, the fabric of the company in the post-War period.

GA: All the technology of our production was still pre-War. They were sort of '38, '39 and the War had been stable and so we were infinitely behind whatever had been going on in the United States for instance.

INT: And the factories themselves, were heavily...

GA: (Interrupts) The factories were heavily bombed, but practically the construction work had been redone very quickly. What is difficult to redo is the tool machines that you need inside and the new technologies you need to produce. It was mainly... I mean whatever we bought regardless, mechanical industry, aviation industry and steel industry.

INT: Can you remember when you first heard or first began to learn about the Marshall Plan, what your reaction was?

GA: Well, in '47, I mean, we must think that in Europe and in Italy especially, we thought of America as all-powerful. I mean, they'd won the War for us, they had fifty per cent of the world GNP, they had all the modern technology, they'd beaten the Nazi system and I don't say that you didn't expect it, but we were pleasantly surprised to see the generosity of their foreign policy and the generosity of their foreign policy at that moment was expressed through the Marshall Plan and the Marshall Plan to us meant a general that had turned into a Secretary of State, that the Secretary of State saw the necessity of the reconstructions of these European countries that had suffered so heavily. It was part of that very strong pro-American feeling that was created in Italy surely in those days.

INT: So how would you sum up overall the importance of the Marshall Plan to Fiat?

GA: Well, I would say that it speeded up things, it gave us a closer connection again with the United States, which we already had in pre-War days, but it added, created all that sort of Euro-Atlantic spirit and feeling that the first ten fifteen of post-War years were impregnated with, I'd say.

INT: What did Fiat use the Marshall aid for? What did you actually get in concrete terms?

GA: Well, you see, let us... Italy in the first years got food, for the first year or the first periods got food. Then we got raw materials and then we got tool machines, let's say, instruments for working. Fiat was obviously in the second two. And then the Italian government who imported the Marshall goods, was paid by the Italians in the Treasury of the Italian government and they were supposed to be invested in (unintelligible), in infrastructure for the country. But that didn't happen all the way, because Italia had previous debts to put in order and wanted to create reserves for the doubt... for the difficult situation of the (unintelligible) at that moment.

INT: So was it... was the prime benefit for Fiat specific machinery that came in...

GA: (Interrupts) Yes, specifically machinery, yes.

INT: Right. Were there any strings attached to receiving Marshall aid?

GA: Well, I... as far as I recall, I remember there were none at all. There were no strings. I would say the only string was a psychological string, which was a certain gratitude towards who expressed this policy of generosity.

INT: Was there ever a feeling that Communist workers or managers shouldn't be employed if you were receiving Marshall aid?

GA: No, no. There was never that feeling. I remember that kind of feeling happened a certain moment when you were doing let's say...

INTERRUPTION

GA: No, there was never any feeling of that kind in the Marshall Plan. There was some feeling of that kind when we were doing aviation engines for the NATO later on, when one had those... those sort of commitments, then there were a certain amount of military

secrets and they didn't want Communists workers in factories under particular secrecy. But I remember, I mean, in that period there, when the Marshall Plan was thought of for Europe, it was offered to Czechoslovakia and Czechoslovakia did not accept it. So I mean, (unintelligible) that did accept it was aligned in a certain kind of world.

INT: Do you think the Marshall aid in retrospect had a lasting effect on Fiat?

GA: It surely speeded up the recovery and speeding up the recovery surely does have an effect. Then, it gave us a certain amount of relationship with Washington, with the official side of Washington, we worked again with the Bank of America in a big way, yes it did have an effect, surely. Let us say, Atlanticising the Fiat outlook on the world.

INT: Right. Can we cut there.

INTERRUPTION

INT: So... Sorry. Perhaps I could just ask the question, did the Marshall aid have an effect on the type of cars produced by Fiat?

GA: Actually, what happened is the late forties and the early fifties were the years when we produced tiny cars, mini-cars let's say, but that is because the population was very poor and it was their first step towards getting to a motor car and that coincided with the years when the Marshall Plan aid was more effective, but it... there was no meaning between one and the other, just a contemporary meaning.

INT: Right, I'd like to move on to ask you about the 1948 as well, obviously a very important election year and election campaign in the history of post-Italy. What... in your view, what was the extent of the Communist threat to Italy in 1948?

GA: Well, the Communists at that moment were very strong in Italy and the Italian Communist Party was the biggest Communist Party outside Soviet Union, there's no doubt about that. It was very well led by a man called Tolliarti, who had been a very important man in the international Comintern in Moscow and that election could have been a touch and go election between Italy staying on one side of the world or the other side of the world. But it's difficult for me to say so, but I have got the impression that the Communists knew that after Yalta, Italy did not belong to that sphere and it would much prefer having a political success and being the leaders of the opposition for many years after, than eventually winning the election and have a military intervention like happened in Greece just before. I believe that we were very, very lucky that it went that way, but I don't think that the Communists tried all the way through, because it would not have been allowed for them to take power, the was the American position for us, there was obviously the Vatican in Italy and all the religious positions for us and there was Yalta that had divided the world in these two pieces, these two blocs.

INT: What would have been the effect on business like Fiat had there been a Communist victory in 1948?

GA: Well, I think a disaster. I mean, if it had been a victory and if it had gone over in the eastern part of the world, a disaster. I mean, you do see in Italy and like Czechoslovakia in our time. I mean, we saw what happened there. And Czechoslovakia in 1939 was a very advanced industrial country.

INT: And what would have been the effect on Italy as a whole, do you think, had the country become part of the Communist bloc?

GA: Well, I think... first of all I think it would have been a tragedy for Italy, I think it would have been a tragedy for Europe, I think it would have been a tragedy for the Mediterranean and it would have been a set-back for America and I don't think it was conceivable after the Yalta Pact.

INT: Right. Thank you very much. Let's cut there. Thank you...

INTERRUPTION

INT: So, can I just ask you finally, Signor Agnelli, to sum up for me how you think overall the... the overall effect of the Marshall Plan and Marshall aid on Italy?

GA: Well, in Italy and on most of Europe, but surely for what concerns Italy, the Marshall Plan was the first step towards an approach, an Atlantic policy which brought to the NATO, which brought for us after to the European Community, it was integration towards the West.

INT: Right and cut.

INTERRUPTION

INT: Signor Agnelli, again, perhaps I could ask you to reflect on the long-term meaning of Marshall aid to Western Europe.

GA: In those years, I mean, the immediate post-War years, the whole of Europe was in a recession. So first of all, it helped us step out of a recession, it gave a certain amount of speed to the economy, but that was the first step. The second real step was that it approached this European Community on the whole to United States and it bought us towards what after has been considered the Atlantic community, it brought towards NATO and it bought the Europeans countries towards a European integration to be closer to each other in this considering the Atlantic Ocean like a lake, like a common lake and a common property.

INT: Very good and thank you. Cut.

*Memorandum by the Under Secretary of State for Economic Affairs
(Clayton)*¹

THE EUROPEAN CRISIS

1. It is now obvious that we grossly underestimated the destruction to the European economy by the war. We understood the physical destruction, but we failed to take fully into account the effects of economic dislocation on production—nationalization of industries, drastic land reform, severance of long-standing commercial ties, disappearance of private commercial firms through death or loss of capital, etc., etc.

2. Europe is steadily deteriorating. The political position reflects the economic. One political crisis after another merely denotes the existence of grave economic distress. Millions of people in the cities are slowly starving. More consumer's goods and restored confidence in the local currency are absolutely essential if the peasant is again to supply food in normal quantities to the cities. (French grain acreage running 20-25% under prewar, collection of production very unsatisfactory—much of the grain is fed to cattle. The modern system of division of labor has almost broken down in Europe.)

3. Europe's current annual balance of payments deficit:

UK	\$21 $\frac{1}{4}$	billions
France	13 $\frac{1}{4}$	"
Italy	1 $\frac{1}{2}$	"
US-UK Zone Germany	1 $\frac{1}{2}$	"
	\$5	billions

not to mention the smaller countries.

The above represents an absolute minimum standard of living. If it should be lowered, there will be revolution.

Only until the end of this year can England and France meet the above deficits out of their fast dwindling reserves of gold and dollars. Italy can't go that long.

¹This memorandum was sent to Under Secretary Acheson on May 27, with a chit reading, "If you approve the attached, I would like to discuss it with the Secretary."

Mr. Clayton had temporarily returned to Washington from Europe, where he was attending, as head of the U.S. Delegation, the Second Session of the United Nations Preparatory Committee for an International Conference on Trade and Employment at Geneva. In Europe since early April, the Under Secretary of State for Economic Affairs had been in frequent consultation with leaders of many governments of Western Europe regarding the deterioration of their economies.

4. Some of the principal items in these deficits :

From the U.S. :	Coal, 30 million tons	\$ 600 million
" " " :	Bread grains, 12 million tons . .	1,400 "
" " " :	Shipping services at very high rates on imports and ex- ports	xxxxx "

Before the war, Europe was self-sufficient in coal and imported very little bread grains from the United States.

Europe must again become self-sufficient in coal (the U.S. must take over management of Ruhr coal production) and her agricultural production must be restored to normal levels. (Note: No inefficient or forced production through exorbitant tariffs, subsidies, etc., is here contemplated).

Europe must again be equipped to perform her own shipping services. The United States should sell surplus ships to France, Italy and other maritime nations to restore their merchant marine to at least prewar levels. (To do it, we will have to lick the shipping lobby, fattening as it is off the U.S. Treasury).

5. Without further prompt and substantial aid from the United States, economic, social and political disintegration will overwhelm Europe.

Aside from the awful implications which this would have for the future peace and security of the world, the immediate effects on our domestic economy would be disastrous: markets for our surplus production gone, unemployment, depression, a heavily unbalanced budget on the background of a mountainous war debt.

These things must not happen.

How can they be avoided?

6. Mr. Baruch ² asks for the appointment of a Commission to study and report on our national assets and liabilities in order to determine our ability to assist Europe.

This is wholly unnecessary.

The facts are well known.

Our resources and our productive capacity are ample to provide all the help necessary.

The problem is to organize our fiscal policy and our own consumption so that sufficient surpluses of the necessary goods are made available out of our enormous production, and so that these surpluses are paid for out of taxation and not by addition to debt.

This problem can be met only if the American people are taken into the complete confidence of the Administration and told all the facts and only if a sound and workable plan is presented.

² Bernard M. Baruch had served as Chairman of the War Industries Board in 1918, as an adviser to the Director of War Mobilization, 1943-1945, and as U.S. Representative on the U.N. Atomic Energy Commission in 1946.

7. It will be necessary for the President and the Secretary of State to make a strong spiritual appeal to the American people to sacrifice a little themselves, to draw in their own belts just a little in order to save Europe from starvation and chaos (*not* from the Russians) and, at the same time, to preserve for ourselves and our children the glorious heritage of a free America.

8. Europe must have from us, as a grant, 6 or 7 billion dollars worth of goods a year for three years. With this help, the operations of the International Bank and Fund should enable European reconstruction to get under way at a rapid pace. Our grant could take the form principally of coal, food, cotton, tobacco, shipping services and similar things—all now produced in the United States in surplus, except cotton. The probabilities are that cotton will be surplus in another one or two years. Food shipments should be stepped up despite the enormous total (15 million tons) of bread grains exported from the United States during the present crop year. We are wasting and over-consuming food in the United States to such an extent that a reasonable measure of conservation would make at least another million tons available for export with no harm whatsoever to the health and efficiency of the American people.

9. This three-year grant to Europe should be based on a European plan which the principal European nations, headed by the UK, France and Italy, should work out. Such a plan should be based on a European economic federation on the order of the Belgium-Netherlands-Luxembourg Customs Union. Europe cannot recover from this war and again become independent if her economy continues to be divided into many small watertight compartments as it is today.

10. Obviously, the above is only the broad outline of a problem which will require much study and preparation before any move can be made.

Canada, Argentina, Brazil, Australia, New Zealand, Union of South Africa could all help with their surplus food and raw materials, but we must avoid getting into another UNRRA. *The United States must run this show.*

[WASHINGTON,] May 27, 1947.

W. L. CLAYTON

Biography of Egyptian President Gamal Abdel Nasser

(Source: "Gamal Nasser | Biographies | The Cold War | National Cold War Exhibition." Accessed November 30, 2013.
<http://www.nationalcoldwarexhibition.org/the-cold-war/biographies/gamal-nasser/>)

Gamal Abdel Nasser was born January 15, 1918, the son of a postal official in the poor Alexandrian suburb of Bacos, in Egypt. Part of his childhood was spent with a revolutionary uncle in Cairo. Nasser joined the Egyptian army college in 1936 and graduated in July 1938.



He was disillusioned with the corruption of King Farouk's regime and resented the British occupation. He, together with a group of colleagues, formed a semi-underground organization, The Free Officers, known in Egypt as El-Dhobatt El-Ahrar.

After the war he had reached the rank of major. He fought in the first Arab-Israeli war in 1948.

He became much more aware of the problem of Palestine and its people during this conflict. By 23 July 1952 The Free Officers, led by General Mohammed Naguib, had had enough of the corruption of the Egyptian state and overthrew King Farouk's government. The king left Egypt. Soon after the coup the remaining British troops were asked to leave. By 1954 the last had departed.

In 1953 The Free Officers deposed the last king and declared Egypt a Republic. Lacking radical zeal the first President, Mohamed Naguib, was deposed in 1954 and the true leader of the 1952 Revolution, Nasser, assumed the post of head of state.

Nasser now began a real social and political revolution. He was highly praised for his agrarian reforms and his socialist policies which brought many Egyptians out of poverty. He was further admired for his strong support of Arab nationalism.

As he turned more and more to the Soviet bloc Nasser began to lose the support of the Western powers. But it was his January 1956 vow to re-conquer Palestine, together with the nationalization of the Suez Canal that summer, which brought conflict with the British and the French. With the help of Israel the two Western powers attacked Egypt with the aim of regaining control of the Suez Canal and deposing Nasser. Although defeated, Egypt was able to claim a significant success as both Great Britain and France had to withdraw due to pressure from both the United States and the Soviet Union. The Arab world regarded Nasser's lack of compromise as a victory over the "imperialist western enemy", and his support increased considerably.

In 1967, Nasser precipitated war with Israel by dissolving UN peacekeeping forces in the Sinai and blockading the Israeli port of Elat. Arab forces were defeated on all fronts during the Six Day War. Although his forces were routed Nasser retained the support of the Egyptian people. After the defeat he attempted to resign but massive demonstrations of support forced him to remain in office.

For the next three years he attempted to rebuild Egyptian forces. His death on September 28, 1970 sent shock waves throughout the Arab world.

He was a pioneer of Arabic socialism and the leader of pan-Arab thought. His attempts to unify the Arab world were rarely successful but his leadership of the Egyptian Revolution and the re-establishment of Arab pride Nasser was one of the most important Arab leaders of the 20th century.

Quotes

People do not want words - they want the sound of battle - the battle of destiny.

The genius of you Americans is that you never make clear-cut stupid moves, only complicated stupid moves which make the rest of us wonder at the possibility that we might be missing something.

There is no longer a way out of our present situation except by forging a road toward our objective, violently and by force, over a sea of blood and under a horizon blazing with fire.

They defended the grains of sand in the desert to the last drop of their blood.

We're a sentimental people. We like a few kind words better than millions of dollars given in a humiliating way.

I have been a conspirator for so long that I mistrust all around me.

Background: History and Evolution of Non-Aligned Movement

(Source: Ministry of External Affairs, Government of India, "History and Evolution of Non-Aligned Movement." <http://www.mea.gov.in/in-focus/article.htm?20349/History+and+Evolution+of+NonAligned+Movement>

Image: "First Conference of the Non-Aligned Movement Held 50 Years Ago Today - Timesofmalta.com."

Accessed November 30, 2013. <http://www.timesofmalta.com/articles/view/20110901/life-features/First-conference-of-the-Non-Aligned-Movement-held-50-years-ago-today.382744#.UplBYuKtv8>.)



History

The Non-Aligned Movement (NAM) was created and founded during the collapse of the colonial system and the independence struggles of the peoples of Africa, Asia, Latin America and other regions of the world and at the height of the Cold War. During the early days of the Movement, its actions were a key factor in the decolonization process, which led later to the attainment of freedom and independence by many countries and peoples and to the founding of tens of new sovereign States. Throughout its history, the Movement of Non-Aligned Countries has played a fundamental role in the preservation of world peace and security.

While some meetings with a third-world perspective were held before 1955, historians consider that the Bandung Asian-African Conference is the most immediate antecedent to the creation of the Non-Aligned Movement. This Conference was held in Bandung on April 18-24, 1955 and gathered 29 Heads of States belonging to the first post-colonial generation of leaders from the two continents with the aim of identifying and assessing world issues at the time and pursuing out joint policies in international relations.

The principles that would govern relations among large and small nations, known as the "Ten Principles of Bandung", were proclaimed at that Conference. Such principles were adopted later as the main goals and objectives of the policy of non-alignment. The

fulfillment of those principles became the essential criterion for Non-Aligned Movement membership; it is what was known as the "quintessence of the Movement" until the early 1990s.

In 1960, in the light of the results achieved in Bandung, the creation of the Movement of Non-Aligned Countries was given a decisive boost during the Fifteenth Ordinary Session of the United Nations General Assembly, during which 17 new African and Asian countries were admitted. A key role was played in this process by the then Heads of State and Government Gamal Abdel Nasser of Egypt, Kwame Nkrumah of Ghana, Shri Jawaharlal Nehru of India, Ahmed Sukarno of Indonesia and Josip Broz Tito of Yugoslavia, who later became the founding fathers of the movement and its emblematic leaders.

Six years after Bandung, the Movement of Non-Aligned Countries was founded on a wider geographical basis at the First Summit Conference of Belgrade, which was held on September 1-6, 1961. The Conference was attended by 25 countries: Afghanistan, Algeria, Yemen, Myanmar, Cambodia, Sri Lanka, Congo, Cuba, Cyprus, Egypt, Ethiopia, Ghana, Guinea, India, Indonesia, Iraq, Lebanon, Mali, Morocco, Nepal, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, Yugoslavia.

The Founders of NAM have preferred to declare it as a movement but not an organization in order to avoid bureaucratic implications of the latter.

The membership criteria formulated during the Preparatory Conference to the Belgrade Summit (Cairo, 1961) show that the Movement was not conceived to play a passive role in international politics but to formulate its own positions in an independent manner so as to reflect the interests of its members.

Thus, the primary objectives of the non-aligned countries focused on the support of self-determination, national independence and the sovereignty and territorial integrity of States; opposition to apartheid; non-adherence to multilateral military pacts and the independence of non-aligned countries from great power or block influences and rivalries; the struggle against imperialism in all its forms and manifestations; the struggle against colonialism, neocolonialism, racism, foreign occupation and domination; disarmament; non-interference into the internal affairs of States and peaceful coexistence among all nations; rejection of the use or threat of use of force in international relations; the strengthening of the United Nations; the democratization of international relations; socioeconomic development and the restructuring of the international economic system; as well as international cooperation on an equal footing.

Since its inception, the Movement of Non-Aligned Countries has waged a ceaseless battle to ensure that peoples being oppressed by foreign occupation and domination can exercise their inalienable right to self-determination and independence.

During the 1970s and 1980s, the Movement of Non-Aligned Countries played a key role in the struggle for the establishment of a new international economic order that allowed all the peoples of the world to make use of their wealth and natural resources and provided a wide platform for a fundamental change in international economic relations and the economic emancipation of the countries of the South.

During its nearly 50 years of existence, the Movement of Non-Aligned Countries has gathered a growing number of States and liberation movements which, in spite of their

ideological, political, economic, social and cultural diversity, have accepted its founding principles and primary objectives and shown their readiness to realize them. Historically, the non-aligned countries have shown their ability to overcome their differences and found a common ground for action that leads to mutual cooperation and the upholding of their shared values.

The Ten Principles of Bandung

- A. Respect of fundamental human rights and of the objectives and principles of the Charter of the United Nations.
- Respect of the sovereignty and territorial integrity of all nations.
 - Recognition of the equality among all races and of the equality among all nations, both large and small.
 - Non-intervention or non-interference into the internal affairs of another -country.
 - Respect of the right of every nation to defend itself, either individually or collectively, in conformity with the Charter of the United Nations.
 - Non-use of collective defense pacts to benefit the specific interests of any of the great powers.
- B. Non-use of pressures by any country against other countries.
- Refraining from carrying out or threatening to carry out aggression, or from using force against the territorial integrity or political independence of any country.
 - Peaceful solution of all international conflicts in conformity with the Charter of the United Nations.
 - Promotion of mutual interests and of cooperation.
 - Respect of justice and of international obligations.

Evolution

The creation and strengthening of the socialist block after the defeat of fascism in World War II, the collapse of colonial empires, the emergence of a bipolar world and the formation of two military blocks (NATO and the Warsaw Pact) brought about a new international context that led to the necessity of multilateral coordination fora between the countries of the South.

In this context, the underdeveloped countries, most of them in Asia and Africa, felt the need to join efforts for the common defense of their interests, the strengthening of their independence and sovereignty and the cultural and economic revival or salvation of their peoples, and also to express a strong commitment with peace by declaring themselves as "non-aligned" from either of the two nascent military blocks.

In order to fulfill the aims of debating on and advancing a strategy designed to achieve such objectives, the Bandung Asian-African Conference was held in Indonesia in April 1955. It was attended by 29 Heads of State and Government of the first postcolonial generation of leaders and its expressed goal was to identify and assess world issues at the time and coordinate policies to deal with them.

Although the Asian and African leaders who gathered in Bandung might have had differing political and ideological views or different approaches toward the societies they aspired to build or rebuild, there was a common project that united them and gave sense to a closer

coordination of positions. Their shared program included the political decolonization of Asia and Africa. Moreover, they all agreed that the recently attained political independence was just a means to attain the goal of economic, social and cultural independence.

The Bandung meeting has been considered as the most immediate antecedent of the founding of the Movement of Non-Aligned Countries, which finally came into being six years later on a wider geographical basis when the First Summit Conference was held in Belgrade on September 1-6, 1961. This gathering was attended by the Heads of State and Government of 25 countries and observers from another three nations.

This First Summit of the Movement of Non-Aligned Countries was convened by the leaders of India, Indonesia, Egypt, Syria and Yugoslavia. On April 26, 1961, the Presidents of the Arab Republic of Egypt (Nasser) and Yugoslavia (Tito) addressed the Heads of State and Government of 21 "Non-Aligned" countries and suggested that, taking recent world events and the rise of international tensions into account, a Conference should be held to promote an improvement in international relations, a resistance to policies of force and a constructive settlement of conflicts and other issues of concern in the world.

The Movement played an important role in the support of nations which were struggling then for their independence in the Third World and showed great solidarity with the most just aspirations of humanity. It contributed indisputably to the triumph in the struggle for national independence and decolonization, thus gaining considerable diplomatic prestige.

As one Summit after another was held in the 1960s and 1970s, "non alignment", turned already into the "Movement of Non-Aligned Countries" that included nearly all Asian and African countries, was becoming a forum of coordination to struggle for the respect of the economic and political rights of the developing world. After the attainment of independence, the Conferences expressed a growing concern over economic and social issues as well as over strictly political matters.

Something that attested to that was the launching at the Algiers Conference in 1973 of the concept of a "new international economic order."

By the end of the 1980s, the Movement was facing the great challenge brought about by the collapse of the socialist block. The end of the clash between the two antagonistic blocks that was the reason for its existence, name and essence was seen by some as the beginning of the end for the Movement of Non-Aligned Countries.

The Movement of Non-Aligned Countries could not spare itself difficulties to act effectively in an adverse international political situation marked by hegemonic positions and unipolarity as well as by internal difficulties and conflicts given the heterogeneity of its membership and, thus, its diverse interests.

Nevertheless, and in spite of such setbacks, the principles and objectives of non-alignment retain their full validity and force at the present international juncture. The primary condition that led to the emergence of the Movement of Non-Aligned Countries, that is, non-alignment from antagonistic blocks, has not lost its validity with the end of the Cold War. The demise of one of the blocks has not done away with the pressing problems of the world. On the contrary, renewed strategic interests bent on domination grow stronger and, even, acquire new and more dangerous dimensions for underdeveloped countries.

During the 14th Summit of the Non-Aligned Movement in Havana, Cuba in September 2006, the Heads of States and Governments of the member countries reaffirmed their commitment to the ideals, principles and purposes upon which the movement was founded and with the principles and purposes enshrined in the United Nations Charter.

The Heads of States and Governments stated their firm belief that the absence of two conflicting blocs in no way reduces the need to strengthen the movement as a mechanism for the political coordination of developing countries. In this regard they acknowledged that it remains imperative to strengthen and revitalize the movement. To do so, they agreed to strengthen concrete action, unity and solidarity between all its members, based on respect for diversity, factors which are essential for the reaffirmation of the identity and capacity of the movement to influence International relations.

They also stressed the need to promote actively a leading role for the movement in the coordination of efforts among member states in tackling global threats.

Inspired by the principles and purposes which were brought to the Non-Aligned Movement by the Bandung principles and during the First NAM Summit in Belgrade in 1961, the Heads of States and Governments of the member countries of the Non-Aligned Movement adopted in their 14th Summit in Havana the following purposes and principles of the movement in the present International juncture:

I. Purposes:

- a. To promote and reinforce multilateralism and, in this regard, strengthen the central role that the United Nations must play.
- b. To serve as a forum of political coordination of the developing countries to promote and defend their common interests in the system of international relations.
- c. To promote unity, solidarity and cooperation between developing countries based on shared values and priorities agreed upon by consensus.
- d. To defend international peace and security and settle all international disputes by peaceful means in accordance with the principles and the purposes of the UN Charter and International Law.
- e. To encourage relations of friendship and cooperation between all nations based on the principles of International Law, particularly those enshrined in the Charter of the United Nations.
- f. To promote and encourage sustainable development through international cooperation and, to that end, jointly coordinate the implementation of political strategies which strengthen and ensure the full participation of all countries, rich and poor, in the international economic relations, under equal conditions and opportunities but with differentiated responsibilities.
- g. To encourage the respect, enjoyment and protection of all human rights and fundamental freedoms for all, on the basis of the principles of universality, objectivity, impartiality and non-selectivity, avoiding politicization of human rights issues, thus ensuring that all human

rights of individuals and peoples, including the right to development, are promoted and protected in a balanced manner.

h. To promote peaceful coexistence between nations, regardless of their political, social or economic systems.

i. To condemn all manifestations of unilateralism and attempts to exercise hegemonic domination in international relations.

j. To coordinate actions and strategies in order to confront jointly the threats to international peace and security, including the threats of use of force and the acts of aggression, colonialism and foreign occupation, and other breaches of peace caused by any country or group of countries.

k. To promote the strengthening and democratization of the UN, giving the General Assembly the role granted to it in accordance with the functions and powers outlined in the Charter and to promote the comprehensive reform of the United Nations Security Council so that it may fulfill the role granted to it by the Charter, in a transparent and equitable manner, as the body primarily responsible for maintaining international peace and security.

l. To continue pursuing universal and non-discriminatory nuclear disarmament, as well as a general and complete disarmament under strict and effective international control and in this context, to work towards the objective of arriving at an agreement on a phased program for the complete elimination of nuclear weapons within a specified framework of time to eliminate nuclear weapons, to prohibit their development, production, acquisition, testing, stockpiling, transfer, use or threat of use and to provide for their destruction.

m. To oppose and condemn the categorization of countries as good or evil based on unilateral and unjustified criteria, and the adoption of a doctrine of pre-emptive attack, including attack by nuclear weapons, which is inconsistent with international law, in particular, the international legally-binding instruments concerning nuclear disarmament and to further condemn and oppose unilateral military actions, or use of force or threat of use of force against the sovereignty, territorial integrity and independence of Non-Aligned countries.

n. To encourage States to conclude agreements freely arrived at, among the States of the regions concerned, to establish new Nuclear Weapons-Free Zones in regions where these do not exist, in accordance with the provisions of the Final Document of the First Special Session of the General Assembly devoted to disarmament (SSOD.1) and the principles adopted by the 1999 UN Disarmament Commission, including the establishment of a Nuclear Weapons Free Zone in the Middle East. The establishment of Nuclear Weapons-Free Zones is a positive step and important measure towards strengthening global nuclear disarmament and non-proliferation.

o. To promote international cooperation in the peaceful uses of nuclear energy and to facilitate access to nuclear technology, equipment and material for peaceful purposes required by developing countries.

p. To promote concrete initiatives of South-South cooperation and strengthen the role of NAM, in coordination with G.77, in the re-launching of North-South cooperation, ensuring

the fulfillment of the right to development of our peoples, through the enhancement of international solidarity.

q. To respond to the challenges and to take advantage of the opportunities arising from globalization and interdependence with creativity and a sense of identity in order to ensure its benefits to all countries, particularly those most affected by underdevelopment and poverty, with a view to gradually reducing the abysmal gap between the developed and developing countries.

r. To enhance the role that civil society, including NGO's, can play at the regional and international levels in order to promote the purposes, principles and objectives of the Movement.

II. Principles:

a. Respect for the principles enshrined in the Charter of the United Nations and International Law.

b. Respect for sovereignty, sovereign equality and territorial integrity of all States.

c. Recognition of the equality of all races, religions, cultures and all nations, both big and small.

d. Promotion of a dialogue among peoples, civilizations, cultures and religions based on the respect of religions, their symbols and values, the promotion and the consolidation of tolerance and freedom of belief.

e. Respect for and promotion of all human rights and fundamental freedoms for all, including the effective implementation of the right of peoples to peace and development.

f. Respect for the equality of rights of States, including the inalienable right of each State to determine freely its political, social, economic and cultural system, without any kind of interference whatsoever from any other State.

g. Reaffirmation of the validity and relevance of the Movement's principled positions concerning the right to self-determination of peoples under foreign occupation and colonial or alien domination.

h. Non-interference in the internal affairs of States. No State or group of States has the right to intervene either directly or indirectly, whatever the motive, in the internal affairs of any other State.

i. Rejection of unconstitutional change of Governments.

j. Rejection of attempts at regime change.

k. Condemnation of the use of mercenaries in all situations, especially in conflict situations.

l. Refraining by all countries from exerting pressure or coercion on other countries, including resorting to aggression or other acts involving the use of direct or indirect force, and the application and/or promotion of any coercive unilateral measure that goes against International Law or is in any way incompatible with it, for the purpose of coercing any other State to subordinate its sovereign rights, or to gain any benefit whatsoever.

- m. Total rejection of aggression as a dangerous and serious breach of International Law, which entails international responsibility for the aggressor.
- n. Respect for the inherent right of individual or collective self-defense, in accordance with the Charter of the United Nations.
- o. Condemnation of genocide, war crimes, crimes against humanity and systematic and gross violations of human rights, in accordance with the UN Charter and International Law.
- p. Rejection of and opposition to terrorism in all its forms and manifestations, committed by whomever, wherever and for whatever purposes, as it constitutes one of the most serious threats to international peace and security. In this context, terrorism should not be equated with the legitimate struggle of peoples under colonial or alien domination and foreign occupation for self-determination and national liberation.
- q. Promotion of pacific settlement of disputes and abjuring, under any circumstances, from taking part in coalitions, agreements or any other kind of unilateral coercive initiative in violation of the principles of International Law and the Charter of the United Nations.
- r. Defense and consolidation of democracy, reaffirming that democracy is a universal value based on the freely expressed will of people to determine their own political, economic, social, and cultural systems and their full participation in all aspects of their life.
- s. Promotion and defense of multilateralism and multilateral organizations as the appropriate frameworks to resolve, through dialogue and cooperation, the problems affecting humankind.
- t. Support to efforts by countries suffering internal conflicts to achieve peace, justice, equality and development.
- u. The duty of each State to fully and in good faith comply with the international treaties to which it is a party, as well as to honor the commitments made in the framework of international organizations, and to live in peace with other States.
- v. Peaceful settlement of all international conflicts in accordance with the Charter of the United Nations.
- w. Defense and promotion of shared interests, justice and cooperation, regardless of the differences existing in the political, economic and social systems of the States, on the basis of mutual respect and the equality of rights.
- x. Solidarity as a fundamental component of relations among nations in all circumstances.
- y. Respect for the political, economic, social and cultural diversity of countries and peoples.

The movement has succeeded to create a strong front on the International level, representing countries of the third world in the International organizations on top of which the United Nations.

Current Challenges facing the NAM include the necessity of protecting the principles of International law, eliminating weapons of mass destruction , combating terrorism, defending human rights, working toward making the United Nations more effective in

meeting the needs of all its member states in order to preserve International Peace, Security and Stability, as well as realizing justice in the international economic system.

On the other hand, the long-standing goals of the Movement remain to be realized. Peace, development, economic cooperation and the democratization of international relations, to mention just a few, are old goals of the non-aligned countries.

In conclusion, The Non-Aligned Movement, faced with the goals yet to be reached and the many new challenges that are arising, is called upon to maintain a prominent and leading role in the current International relations in defense of the interests and priorities of its member states and for achievement of peace and security for mankind.

Activity A: The Non-Aligned Movement and Relations with European Empires – A Mediterranean Alternative to the Cold War Binary

Directions: Explore the Cold War era (1945-1991) as a post-colonial world order not as a competition between capitalism and communism, but through the framework of relations between former colonies and global imperial powers old and new, and the Non-Aligned Movement's effort to forge an alternative to the Cold War binary. Nasser's Egypt provides the background and foreground for your analysis. Utilize the sources provided below. It is suggested that the sources be used in chronological order.

Videos

1. 'Egypt celebrates the proclamation of the Constitution'. Various extracts of Colonel Nasser, proclaiming the Constitution before a large enthusiastic crowd. January 1956. (Synchronous speech in Arabic) at Mediterranean Memory <http://www.medmem.eu/en/notice/INA00189>)
2. "Gamal Abdel Nasser talking about the bad relations between Great Britain and Egypt. Date Unknown <http://www.youtube.com/watch?v=28nFObH0Bck>
3. "Gamal Abdel Nasser Interviewed by the New York Times (in English). 1969. This interview is about an hour. We suggest watching minutes 45 – 58 where Nasser discusses Egypt's relations with the US and USSR. http://www.youtube.com/watch?v=cU_4PYR50ek

Primary Source Documents

1. Memorandum From the Commander in Chief, U.S. Naval Forces, Eastern Atlantic and Mediterranean (Dennison) to Secretary of Defense McElroy , June 1959. "President Gamal Abdel Nasser, Document, American Documents, Content." <http://nasser.bibalex.org/USDDocuments/USDDocumentView.aspx?x=5&REFID=67&lang=en&PID=0070255&EPID=0070257&SID=7>
2. Statement by President Nasser to Members of the Egyptian National Assembly May 1967: <http://www.mideastweb.org/nasser29may67.htm>

Secondary Sources

1. The Baghdad Pact 1955: <http://history.state.gov/milestones/1953-1960/CENTO>
2. The Bandung Conference 1955: <http://history.state.gov/milestones/1953-1960/BandungConf>
3. The Suez Crisis 1956: <http://history.state.gov/milestones/1953-1960/Suez>
4. The Eisenhower Doctrine 1957: <http://history.state.gov/milestones/1953-1960/EisenhowerDoctrine>

Assessment: Suggested Writing Prompts for a Document Based Style Essay

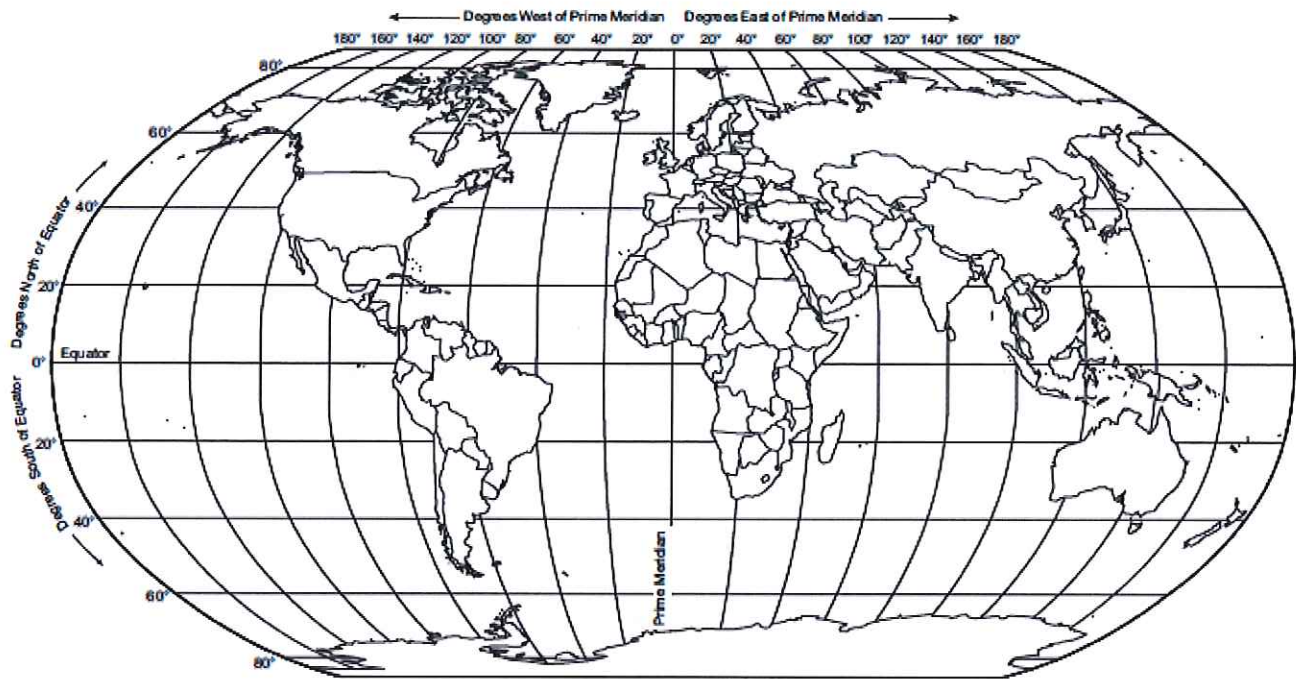
- Using 5-6 sources, assess the United States' role in Mediterranean during Nasser's administration.

- Using 5-6 sources, explain 2 elements of Nasser's internationalism.
- To what extent was Nasser able to distance himself from the Cold War binary world order?

Activity B: Mediterranean Reach – Nasser at the United Nations

Nasser's internationalism represented the Mediterranean on the world stage. Explore this collection of Gamal Nasser greeting world leaders at the Non-Alignment Conference at the United Nations in New York City, September 1960.

A. Identify the nations below on the world map



- | | |
|------------------------|-------------------------|
| 1. United States | 4. Cuba |
| 2. India | 5. Ghana |
| 3. (former) Yugoslavia | 6. 4 others you choose. |

B. Use the link below and perform a webquest to find images of Nasser with the leaders of the countries above at the Alexandria Library, Alexandria, Egypt, "President Gamal Abdel Nasser, Photo Archive, Simple Search."

<http://nasser.bibalex.org/Photos/PhotosResult.aspx?x=3&lang=en>

Directions: Research 1-3 leaders that you found photos of with Nasser. Create a list of talking points those leaders would have discussed with Nasser. Are those talking points still relevant? Have they changed? Were they resolved?

Present the portfolio with additional features: (1) Images, (2) Timeline (how long they were in office, etc.), (3) World events that were going on at the time. For an additional feature, make connections to contemporary issues in that nation. How do they relate to the Mediterranean region?

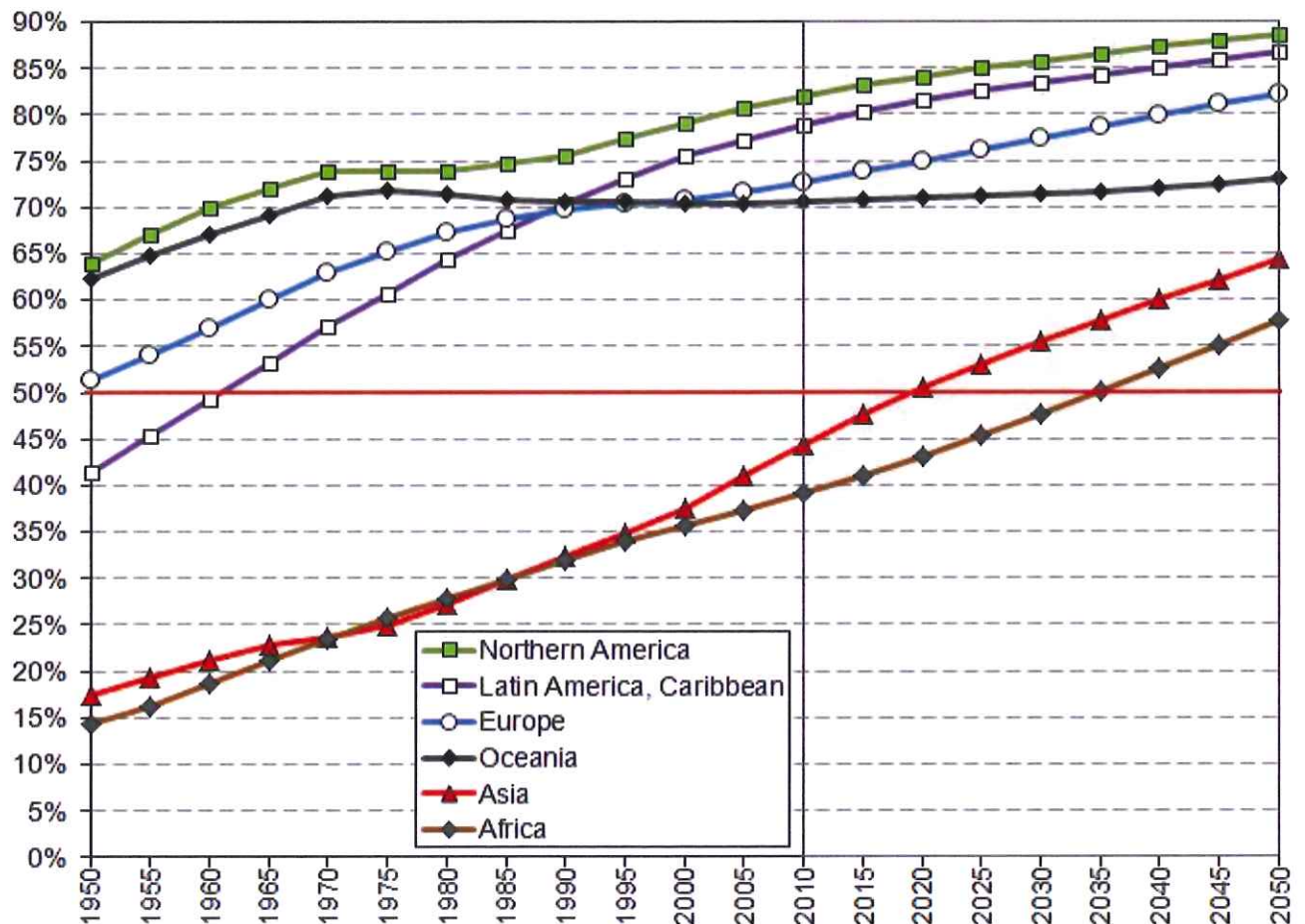
Background Reading on Urbanization

(Source: Levin Institute, State University of New York. "Health and Urbanization | Globalization101." <http://www.globalization101.org/urbanization>.)

The percentage of the world's population that lives in urban settings has increased explosively in recent years. In 1950, less than 30 percent of the world's population lived in urban areas. According to the World Bank, in 2003, that proportion had grown to 48 percent. The year 2008 witnessed a remarkable shift: for the first time, the majority of the world population lived in an urban setting, with today's percentage resting at 51 percent. The World Health Organization (2013) predicts that by the year 2050, roughly 70 percent of the world's population will live in urban areas.

Because urban populations are characterized by much higher densities of people—meaning that more people are sharing the same spaces—diseases are much more easily transmitted.

Urban population by major geographical area (in per cent of total population)



(Chart Source: United Nations, Department of Economic and Social Affairs, Population Division: World Urbanization Prospects, the 2011 Revision. New York, 2011)

And almost all of the future growth of the world's urban centers will occur in the developing world, where health response systems are weakest. By the year 2050, the total world population is predicted to increase from seven billion people (world population in 2012) to 9.3 billion people (United Nations Department of Economic and Social Affairs, 2012). In the same time period, the urban populations of less developed regions are expected to grow from about 2.5 billion to 5.2 billion people. The number of urban dwellers in more developed regions will increase by a much smaller amount: 930 million to 1.1 billion (United Nations Population Division, 2009).

This population growth is therefore of particular concern because potential public health problems tend to be exacerbated by poverty in developing countries. Many of these expanding cities are characterized by squalid conditions and sprawling shantytowns.

In 2012, 780 million still lacked access to clean drinking water (water.org, n.d.). These high densities of people and these unsanitary conditions make for almost perfect breeding grounds for pathogens.



Of course, globalization cannot be said to have caused the move away from subsistence agriculture toward urbanization and industrialization. However, it may be working to accelerate this process in many countries, as international trade and investment create more formal sector jobs in developing countries. The creation of more jobs tends to lead to rising wages levels and inducing more people to move to cities in search of work.

*(Photo source: <http://www.flickr.com/photos/lecercle/2612761536/>)

Background Reading: Global Education and Global Citizenship

(Source: Levine Institute, State University of New York. "Global Education | Globalization101." *Globalization 101*. <http://www.globalization101.org/global-education-and-global-citizenship>.)

Globalization brings the traditional concept of citizenship into question as it becomes easier to identify oneself with a set of common global interests shared by many. Some of these universal interests include sustainability, human rights, and economic stability. Certainly, the linking of educators and students through technology creates an international network that fosters a sense of global community. Unlike nation-states, digital networks have no borders and allow people to build relationships that transcend distance, geo-politics, and in some cases, economics. It is in this digital global context that many of today's students identify themselves.



If a genuine understanding of the complex world coupled with a 21st century skill set is the goal of global education, then many educators see global citizenship as its key precept.

However, the notion of global citizenship has proved contentious as some worry about its compatibility with national citizenship. Consequently, the role of education in creating global citizens has been debated since it has historically been used as a tool to promote accepted social norms and patriotism on the national level.

While global education does not seek to undermine nationalism, it does strive to create citizens with a global scope that are thoughtful about the problems facing their world. Just as globalization is an agent for positive change, it also aids the growth of portentous problems such as global terrorist networks, environmental degradation, and sex and drug-trafficking. This being the reality of the world, students must be able to place global happenings in proper context in order to understand how it impacts their local and international community.

Defining Global Citizenship

Because there is no widely accepted definition for global citizenship, educators often use the term loosely. Derived from the word city, citizenship tends to evoke allegiance to one's town or nation. Certainly the notion of citizenship has taken on new meaning from its historical usage as it has gone "global". As scholars and educators continue to discuss what it means to become a global citizen, we can identify some common themes within the discourse.

Of course, in order to create an identity within the global context, one must first understand his or her local milieu. In his article "Educating Global Citizens in a Diverse

World,” Dr. James A. Banks, Professor of Diversity Studies and Director of the Center for Multicultural Education at the University of Washington, Seattle, argues that “*citizens in this century need the knowledge, attitude, and skills required to function within and beyond cultural communities and borders.*” Banks goes on to say that “*students need to understand how life in their cultural communities and nations influences other nations and the cogent that international events have on their daily lives.*” (Banks)

Banks’ definition focuses mainly on knowledge and understanding as important components of global citizenship. Many educators use the term “global citizen” to describe someone who knows and cares about contemporary affairs in the whole world, not just in its own nation (Dunn, 2002). But as we move along the spectrum of global citizenship, it is no longer enough to simply identify and even “care” about global issues, one must develop empathy as well.

The belief that global citizenship goes beyond the realm of knowledge into one of empathy is a commonality in the discourse taking place. In her essay *Gender Perspectives on Educating for Global Citizenship*, Dr. Peggy McIntosh, associate director of the Wellesley Centers for Women, associates “*the idea of a global citizen with habits of the mind, heart, body, and soul that have to do with work for and preserving a network of relationship and connection across lines of difference and distinction, while keeping and deepening a sense of one’s own identity and integrity.*” (McIntosh, 2005).

Clearly, the notions of knowledge, caring, and empathy toward one’s local, national, and global community are emerging as the overarching themes of global citizenship. However, teaching facts or telling anecdotes that relay an accurate message of an interconnected world to students is difficult. Educators are now trying to figure out how one teaches understanding and empathy.

There have been many attempts in education to carry out this dual mission as the principles espoused by global education gain ground within the international educational community. Schools K-12 and institutions of higher education work to provide students with increasingly multi-cultural and cosmopolitan perspectives while teaching those highly coveted 21st century skills.

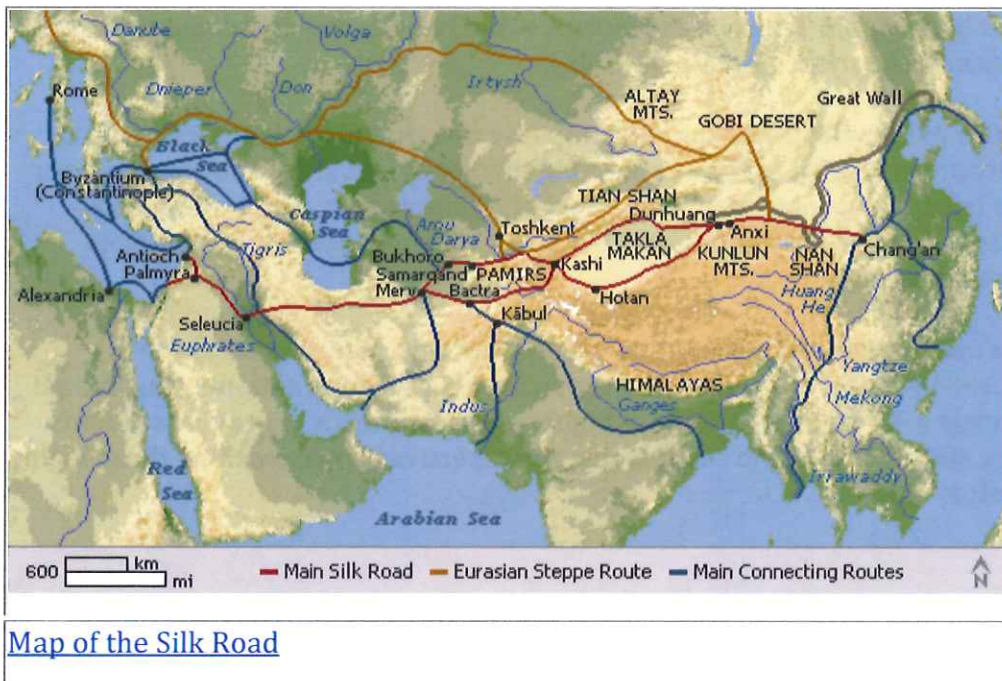
* Photo source: http://www.flickr.com/photos/piers_brown/3423203229/

Background Reading: What Is Globalization?

(Source: Levin Institute, State University of New York. "What Is Globalization | Globalization101." *Globalization 101*. <http://www.globalization101.org/what-is-globalization>.)

Globalization is a process of interaction and integration among the people, companies, and governments of different nations, a process driven by [international trade](#) and [investment](#) and aided by [information technology](#). This process has effects on the [environment](#), on [culture](#), on political systems, on [economic development](#) and prosperity, and on [human physical well-being](#) in societies around the world.

Globalization is not new, though. For thousands of years, people—and, later, corporations—have been buying from and selling to each other in lands at great distances, such as through the famed Silk Road across Central Asia that connected China and Europe during the Middle Ages. Likewise, for centuries, people and corporations have invested in enterprises in other countries. In fact, many of the features of the current wave of globalization are similar to those prevailing before the outbreak of the First World War in 1914.



[Map of the Silk Road](#)

But policy and technological developments of the past few decades have spurred increases in cross-border trade, investment, and migration so large that many observers believe the world has entered a qualitatively new phase in its economic development. Since 1950, for example, the volume of world trade has increased by 20 times, and from just 1997 to 1999 flows of foreign investment nearly doubled, from \$468 billion to \$827 billion. Distinguishing this current wave of globalization from earlier ones, author Thomas Friedman has said that today globalization is “farther, faster, cheaper, and deeper.”

This current wave of globalization has been driven by policies that have opened economies domestically and internationally. In the years since the Second World War, and especially during the past two decades, many governments have adopted free-market economic systems, vastly increasing their own productive potential and creating myriad new opportunities for international trade and investment. Governments also have negotiated dramatic reductions in barriers to commerce and have established international agreements to promote trade in goods, services, and investment. Taking advantage of new opportunities in foreign markets, corporations have built foreign factories and established production and marketing arrangements with foreign partners. A defining feature of globalization, therefore, is an international industrial and financial business structure.

Technology has been the other principal driver of globalization. Advances in information technology, in particular, have dramatically transformed economic life. Information technologies have given all sorts of individual economic actors—consumers, investors, businesses—valuable new tools for identifying and pursuing economic opportunities, including faster and more informed analyses of economic trends around the world, easy transfers of assets, and collaboration with far-flung partners.

Globalization is deeply controversial, however. Proponents of globalization argue that it allows poor countries and their citizens to develop economically and raise their standards of living, while opponents of globalization claim that the creation of an unfettered international free market has benefited multinational corporations in the Western world at the expense of local enterprises, local cultures, and common people. Resistance to globalization has therefore taken shape both at a popular and at a governmental level, as people and governments try to manage the flow of capital, labor, goods, and ideas that constitute the current wave of globalization.

To find the right balance between benefits and costs associated with globalization, citizens of all nations need to understand how globalization works and the policy choices facing them and their societies. Globalization101.org tries to provide an accurate analysis of the issues and controversies regarding globalization, without the slogans or ideological biases generally found in discussions of the topics. We welcome you to our website.

Case Studies – Barcelona and Istanbul

Overview : Students analyze resources on two cities located on the western and eastern perimeter of the Mediterranean Sea.

Map: Locate Barcelona and Istanbul on the map provided and show their location with a dot and label. Then locate 10 – 15 other cities around the Mediterranean region and label them in the same way

(Source: <http://mapsofdallas.blogspot.com/2011/11/mediterranean-sea-map.html>)



Terms/Concepts: Using the background readings from Globalization101 (Handouts 6.5.1, 6.5.2, and 6.5.3), define these three terms in 50 words or less.

1. Urbanization
2. Global Citizenship
3. Globalization

Directions: Explore these resources about the two case studies Barcelona and Istanbul and respond to the concluding questions/prompts at the end of the handout.

Introductory Reading: The Global Cities Index provides a comprehensive ranking of the leading global cities from around the world. It is designed to track the way cities maneuver as their populations grow and the world continues to shrink. In 2012, Barcelona ranked 24 and Istanbul 37. Both rankings were increases from the previous 2010 report.

http://www.atkearney.com/gbpc/global-cities-index/full-report/-/asset_publisher/yAl1OgZpc1D0/content/2012-global-cities-index/10192

Barcelona Case Study Resources

Articles:

<http://www.catalannewsagency.com/news/business/barcelona-among-world%E2%80%99s-top-15-cities-regarding-foreign-investment-global-competitiveness>

Websites:

<http://whc.unesco.org/en/list/320>

<http://travel.nationalgeographic.com/travel/city-guides/barcelona-spain/>

Videos:

<http://www.guardian.co.uk/sustainable-business/video/barcelona-changing-model-city-video>

<http://www.travelchannel.com/video/guide-to-barcelona-11168>

Interactive Maps:

<http://www.panoramio.com/map/#lt=41.385064&ln=2.173403&z=5&k=2&a=1&tab=1&pl=all>

<http://www.maplandia.com/spain/cataluna/barcelona/barcelona/barcelona-google-earth.html>

Istanbul Case Study Resources

Websites:

<http://www.worldcitiesculturereport.com/cities/istanbul>

<http://whc.unesco.org/en/list/356>

Videos:

http://video.nationalgeographic.com/video/places/regions-places/europe-travel/turkey_istanbultour/

[http://www.lonelyplanet.com/turkey/istanbul/videos/cosmopolitan-heart-of-turkey-istanbul\\$ltv-35DE22727D4A7CB4](http://www.lonelyplanet.com/turkey/istanbul/videos/cosmopolitan-heart-of-turkey-istanbul$ltv-35DE22727D4A7CB4)

Interactive Maps:

<http://itouchmap.com/?r=googleearth>

<http://www.panoramio.com/map/#lt=41.005270&ln=28.976960&z=8&k=2&a=1&tab=1&pl=all>

Article:

<http://www.thewashingtonreview.org/articles/is-istanbul-a-city-of-global-cultural-importance.html>

Assignment: Construct responses to the following prompts individually or in a group. Use the information and data gathered from your case study readings and explorations. Your responses can be in the form of an essay, a multi-media presentation, website creation, etc.

- What are the challenges and benefits globalization presents to Barcelona and Istanbul?
- To what extent and in what ways do Barcelona and Istanbul represent the Mediterranean and modernity?
- Identify and explain how cosmopolitanism is present in Barcelona and Istanbul.
- What are the effects of urbanization upon Barcelona and Istanbul?

Map Key for Cities

(Source: <http://mapsofdallas.blogspot.com/2011/11/mediterranean-sea-map.html>)



Module 6 Student Handouts by Lesson # Part B 6.6 to 6.10

Mediterranean Guests in The Netherlands and the Birth of Multi-Cultural Europe

A Match made in Heaven? Dutch Labour Migration from 1950 to 1973

After World War II, much of Europe was devastated, and many people of working age had died in World Wars I and II, or were injured in the wars. You can research the numbers of casualties and fatalities in each country. Furthermore, Europe's infrastructure—its transportation, housing, industry and cultural institutions—were badly affected by the wars and the Great Depression. Where would European countries find the human resources to rebuild?

The two images below are from the Netherlands, topic of this case study on labor migration:

1945, view of the Market in Arnhem in the Netherlands. In the background are the remains of the Grote of St. Eusebius Church.



(Source:

<http://www.gahetna.nl/collectie/afbeeldingen/fotocollectie/zoeken/weergave/detail/start/8/tstart/0/q/zoekterm/wederopbouw/f/Trefwoorden/wederopbouw/f/Trefwoorden/tweede%20wereldoorlog>)

1946, Construction of houses in Rotterdam after the Second World War



(Source:

http://www.gahetna.nl/collectie/afbeeldingen/fotocollectie/zoeken/start/17/weergave/detail/tstart/0/q/zoekterm/wederopbouw/f/Trefwoorden/wederopbouw/f/Geografisch_trefwoord/Zuid-Holland)

Guest Workers

In 2010, the city of Utrecht celebrated fifty years of guest workers in the city. As part of that celebration they undertook an oral history project aimed at capturing the experiences of former guest workers who decided to stay in the Netherlands. The project comprised interviews with immigrants from Greece, Turkey, Yugoslavia, Italy, Spain and Morocco. Below are some excerpts from the interviews.

Question: As you read these oral history accounts, can you identify the push and pull factors that made guest workers leave their homeland?

Umberto Atorino, Italy

Klik hier voor een interview met Emilio Esposito die in 1961 in Utrecht kwam werken.
Schiacci qui per un'intervista con Emilio Esposito che venne a lavorare a Utrecht nel 1961.



He came as a guest worker to Utrecht in 1960 and started working in ironworks.

“Yes it was pure coincidence. At a certain point my friend was looking in the newspaper and he said: ‘Look Umberto, Netherlands are looking for Italian youngsters, but they have to be unmarried and free from military service and then you could earn that much per month in guilders. Then my friend immediately calculated how much that was in Lira. He said: that’s a lot more. Shall we go? The journey

will be reimbursed. And if you don’t like it, you can even pick the job you like. (...) I said: ‘Oh I will stay one year and then I will come back.’”

(Source: <http://www.50jaargastarbeidersutrecht.nl/Nationaliteiten/Italianen.aspx>)

Sveto Tulic, Yugoslav



“In those days I was young. This was my challenge. I come from a big city, then I went to Bodegraven, a very small village. Everybody knew everybody. So it was a very difficult time for me.” Eventually he wants to go back. “For the good weather, really. And also for my old days, my old friends, acquaintances, family.”

(Source: <http://www.50jaargastarbeidersutrecht.nl/Nationaliteiten/loegoslaven.aspx>)

Janina Henken-David, Yugoslav

She became an interpreter for Yugoslav women in the Netherlands, at the Foundation Foreign Employees.

Klikni ovdje da bi vidjeli intervjua sa Janinom Henken koja je nastupila kao prevodilac kad su prve Jugoslavenske mlade zene dosle u Utrecht da bi radile u konfekciji.



“I lived in Sarajevo for the first two-and-a-half years of my life. Then my father, and we, had to leave because of political problems. We went to Israel for ten years. After those ten years my parents tried to return, which they eventually managed to do. When I was around sixteen years old I was finally allowed to go on a sort of scouting holiday with a friend. We left from

Dubrovnik, a very nice city in Croatia, to an island. There on the boat I met a Dutch boy. I like him and apparently he like me back. So we got along quite well. (...) We were in love, but in those days it was not very normal to live together. My parents said something like 'we will not allow that'. If she is going to the Netherlands, she will have to be married. We were very obedient youngsters and were married very young actually, right after my graduation. I was nineteen and he was twenty-four. Then in 1965 I left for the Netherlands for the first time."

(Source: <http://www.50jaargastarbeidersutrecht.nl/Nationaliteiten/Joegoslaven.aspx>)

Gordana Vracaric, Yugoslav

Came to the Netherlands in 1970 and started working in a laundrette.



"I came from Yugoslav in 1970. I had a difficult time in Yugoslav with my ex-husband. My ex-husband came from a very good family, but he was the black sheep in the family. He did work, he was a painter. But after one day of work he stopped and then I had no money left to take care of my baby. Then my grandma said 'you have to leave'. That is why we decided I had to go to the Netherlands. I came to the Netherlands with nine women, to Zeist. Then I immediately had to go work in a

laundrette. (...) My son was five years old when I came here. He only came to the Netherlands when he was ten years old."

(Source: <http://www.50jaargastarbeidersutrecht.nl/Nationaliteiten/Joegoslaven.aspx>)

Dimitri Wogas, Greece

He came from Northern Greece to the Netherlands in the 1960s.

In het programma "het beloofde land" bezoekt de schrijver Abdelkader Benali de familie Wogas. Dimitri Wogas kwam als 17 jarige jongen alleen naar Utrecht om werk te zoeken.



"Fifty years ago Dimitri came to the Netherlands to find his luck. Because here work was plenty. He started in a factory, but ended his working life as a restaurant owner. 'I thought that Greek food is so tasty, everyone will eat that. And it was really busy in the beginning.' "

(Source:

<http://www.50jaargastarbeidersutrecht.nl/Nationaliteiten/Grieken.aspx>)

Greeks in Utrecht: Introduction

"Many Greeks came via Belgium after working there in the mines first. Belgium had already a labour recruitment agreement with Greece since 1950. The Netherlands only in 1962. A lot of worker accidents in the mines in Belgium made many Greeks decide to find work elsewhere in Europe. Most of them were unschooled singles coming from Northern Greek regions. Families invited family members and fellow villagers. In the Netherlands there was a great need for unschooled labourers."

(Source: <http://www.50jaargastarbeidersutrecht.nl/Nationaliteiten/Grieken.aspx>)

Khalid El Arbaji, Morocco

He is the grandson of a guest worker from Morocco



“It was in those days in Morocco very difficult to find a job. My grandpa had a family he had to take care of. Then he heard that they were looking for people to work abroad and he thought ‘well then I will go there and what I earn I will send here’. That is what he did. (...) My grandfather decided to send for his children to come to the Netherlands as well.”

(Source: <http://www.50jaargastarbeidersutrecht.nl/Nationaliteiten/Marokkanen.aspx>)

Additional materials:

On the website <http://www.50jaargastarbeidersutrecht.nl/Nationaliteiten/> many more stories and slide shows with interesting pictures are available.

On the website <http://www.vijfeeuwenmigratie.nl/collecties> many sources on Dutch migration can be found.

A Match made in Heaven? Labour Migration in Europe, 1950 to 1973

Student Handout

Activity B: Mediterranean Guests in The Netherlands and the Birth of Multi-Cultural Europe

Background Information

The Netherlands concluded recruiting agreements with several countries in the 1960s. With Turkey they make an agreement concerning migrants, recruitment and placing of workers from Turkey in the Netherlands. The Netherlands made bilateral [two-country] agreements with Spain (1960), Italy (1961), Turkey (1964), Morocco (1969) and Yugoslavia (1970). Labour recruiting agreement between the Netherlands and Turkey.

So. La.

ACCORD ENTRE LE ROYAUME DES PAYS-BAS ET LA REPUBLIQUE DE
TURQUIE CONCERNANT LA MIGRATION, LE RECRUTEMENT ET LE PLACE-
MENT DE TRAVAILLEURS TURCS AUX PAYS-BAS.

Le Gouvernement des Pays-Bas et
le Gouvernement de la République de Turquie
Considérant les relations amicales qui existent entre les
deux pays, tout comme leurs besoins réciproques relatifs à
l'emploi,
Constatant qu'il est dans l'intérêt des deux pays de promou-
voir le placement de travailleurs turcs aux Pays-Bas,
Désireux de parvenir à une réglementation concernant la mi-
gration, le recrutement et le placement de travailleurs turcs
aux Pays-Bas, ont convenu les dispositions suivantes:

Dispositions générales

Article 1.

Ont compétence, en ce qui concerne la migration, le recrutement
et le placement de travailleurs turcs aux Pays-Bas:

Du côté turc, İş ve İçi Bulma Kurumu, Ankara, (à dénommer ci-
après "Kurum").

Du côté néerlandais, la Direction de l'Emploi du Ministère des
Affaires Sociales et de la Santé Publique, La Haye, (à dénom-
mer ci-après "Direction").

Accord between the Kingdom of the Netherlands and the Republic of Turkey concerning migration, recruitment and placement of workers in the Netherlands.

The Government of the Netherlands and the Government of the Republic of Turkey, considering the friendly relations that exist between these two countries, as their mutual needs related to work, noting that it is in the interest of both countries to promote placement of Turkish workers in the Netherlands, wishing to achieve one regulation concerning migration, recruitment and placement of Turkish workers in the Netherlands have agreed the following provisions:

General Provisions

Article 1

Have the competence, in cases concerning migration, the recruitment and the placement of Turkish workers in the Netherlands:

Of the Turkish side, Is ve Isçi Bulma Kurumu, Ankara, (hereafter 'Kurum')

Of the Dutch side, the Direction of Work of the Ministry of Social Affairs and Public Health, The Hague (hereafter 'Direction')

- 3 -

Ces limites d'âge peuvent être modifiées pour les travailleurs qui ont été demandés nominativement ou, dans des cas spéciaux, par accord entre Kurum et la Direction.

Article 6

1. L'examen au sujet de l'état physique des candidats qui se présentent pour un placement aux Pays-Bas est assuré par Kurum. Les candidats sont examinés par Kurum au sujet de leurs qualités professionnelles et au sujet d'autres conditions spéciales posées par la Direction.
2. Le résultat de cet examen, subi par chaque candidat, est inscrit sur des formulaires, établis de commun accord.
3. Kurum veille à ce que les travailleurs qui ne disposent pas d'un extrait vierge de leur casier judiciaire, ou dont la mauvaise conduite morale ou sociale est connue, ne soient pas proposés.
4. La liste des candidats approuvés sera adressée par Kurum à la Direction, tout comme les formulaires remplis pour chacun

Article 7

Article 6

3. Kurum ensures that the workers that do not have a blank excerpt of their judicial file, or of which bad moral or social conduct is known, are not proposed [to enter the country through this agreement].

Source: http://www.zihniozdil.info/Wervingsverdrag_1964.pdf

Illegal in Europe

People from all over the world are trying to reach Fortress Europe hoping for a better life. They have different ways of coming to Europe. We looked at migrants coming to Europe using land and using the sea. What happens when they are in Europe, illegally? Here you can find two sources that show how people travel within Europe illegally and how to apply for a visa. Below you can find again three questions. Using both the sources, answer the questions.

Source 1. Migrants Hope for a Better Life

Dreams of a fabled land of plentiful and high-paying jobs turn to despair. Thousands of migrants who have little hope of a decent life back home, are stuck in transit camps in France. And for some, despair leads to desperate measures. We take a closer look at their situation.

"I came to Calais on the 18th of February and until now I am here. I'm trying but I didn't cross the border. It's too difficult for me. For some it is easy but for me it's too difficult. I have no chance."



(Watch New Tang Dynasty TV (NTDTV) Chinese documentary video about European immigration and refugees online here: "Migrants Hope for a Better Life - YouTube.")

<http://www.youtube.com/watch?v=rpPGdbUiyAc>

Source 2. Schengen Visa to Visit and Work in Europe

For the Schengen Visa you must submit the following documentation:

1. A valid passport or travel document. Please make sure that your passport will develop for at least three months after the date you accept the Schengen states.
2. A valid Alien Resident Card or a visa for the United States. For example a H1B1 work visa. A B1B2 visa would not be sufficient. And of course this is only for applicants from the United States.
3. Bank and credit card statements for the past three months to show that you have the financial ability to pay for your trip.
4. W-2 forms for the last two years, showing that you have income.
5. The official travel itinerary with closed dates of travel. That is, there must be a fixed return date to the United States in this case.

6. Health insurance coverage in case of a medical emergency in the Schengen States (at least 30,000 EUROS).
7. Reference letter from employer, with position and salary. If your own company, reference letter, for example from the bank that you do business with.
8. Hotel reservations or group travel proof. If invited by friend or family member, letter or invitation, notarized by the appropriate authorities of the country in question.
9. A completed and signed Schengen visa application.
10. One color photograph (2x2 inches). (Glue picture on application form!)
11. Visa fee (currently about US \$93), payable by money order.

(Watch full instructional video online here: <http://www.youtube.com/watch?v=mUahrdfQA-o>)

Answer these questions for Sources 1 and 2:

1. How many documents are necessary for a visa?
2. For whom do you think the difficulty lies? For whom would it be easier?
3. Why would it be difficult or impossible for many migrants to obtain them?

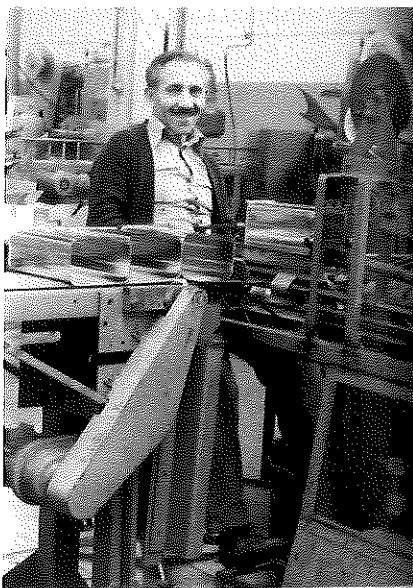
Mediterranean Guests in The Netherlands and the Birth of Multi-Cultural Europe

A Match made in Heaven? Labour Migration to Europe 1950 to 1973

Think about these sets of questions and make notes as you read the following sections:

- Identify the push and pull factors that made guest workers leave their homeland and migrate to the Netherlands?
- What transitions in climate, family life, and culture did they have to undergo? Why do you think they were willing to make these changes?
- What were the causes and likely effects of policies to bring in only male laborers without their families? What compromises and unintended consequences did such policies involve?
- Why did the situation for guest workers change after a period of time? What problems emerged for the Dutch and the labour migrants? Notice the statement about the Netherlands not wishing to become “an immigration land.” What does that imply, and how does that situation differ from other lands, such as Canada, the United States, and Australia, for example? What do you think are the reasons for such sentiments in western Europe?
- What effect might the Dutch past as a nation possessing colonies have on these attitudes?
- What conditions do you think influenced the sending countries (push factors)?

Case Study: Recruitment of Labourers for a Dutch Industrial Company



The following is a translated and adapted text from the website of the Dutch TV show *Andere Tijden* (Different Times), which dedicated an episode to guest workers at a factory in the Dutch city of Deventer. There is also a Dutch video online related to the text.

Now, the coming of Polish, Romanian and Hungarian people to the Netherlands leads to upheaval. How different it was when their predecessors were welcomed, as were the Turkish guest workers in the 1960s. Companies received them with arms wide open. Then, the more guest workers, the better.

“We were almost ‘hugged to death,” explains the son of a Turkish guest worker about the welcoming in the

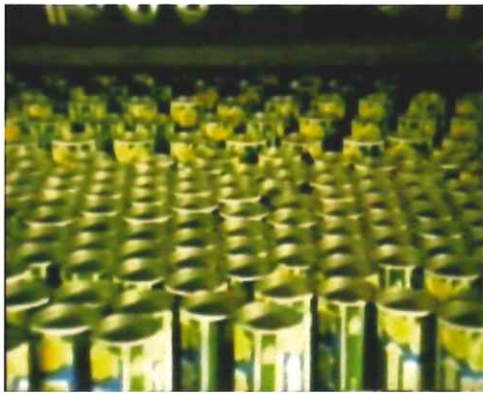
Netherlands in the 1970s. From the beginning of the 1960s onwards they come to the Netherlands to do the work that Dutch people do not want to do anymore. Like producing cans in the can factory Thomassen & Drijver (T&D). Current opinion says that the problems with immigration and integration were created by left policies and politicians. But actually corporate life has created the chaos. Companies need the workers, and the government thinks: what is good for the economy, is good for the Netherlands.

Workers from Afar

Companies bring the workers from distant lands to get the work done that Dutch people no longer want to do. At can factory T&D, the guest workers are revered; they receive accommodation in a guesthouse, a Turkish chef, a prayer area, and extra vacation days. The factory co-pays a ticket to visit the family in Turkey and helps search for housing when they want to settle in the Netherlands for a longer period. Then, during the mid-1980s, economic growth worsens, and now, dismissal and the law on occupational disability are the reality of the day. The government steps in to change policy, and now, politicians complain, for example, that the Turkish workers never learned the Dutch language. Other complaints follow.

Plenty of Work

Economic growth in the years after the war provides plenty of work, but there are not enough labourers available to work in industry.



Moreover, the education policy is a smashing success; Dutch people become highly educated, and are not willing or prepared to work in factories anymore. This problem is also evident at the company T&D. The demand for cans rises, and with that also the demand for personnel. Furthermore, a large part of the work in the factory is unskilled labour. Piet Kempes, the head of personnel at the time, has to use all his creativity to find new workers.

Little Relief

First he tries to find personnel in the areas within the Netherlands with high unemployment rates, such as Groningen, Drenthe and Friesland. But this offers little relief. The workers appear not be ready to leave their homes for work. In 1953, some Moluccan soldiers from the Royal Dutch Indies Army (KNIL) arrived to work at T&D. In 1956, 200,000 Hungarians flee the Russian Red Army. About 3,000 of them end up in the Netherlands. They start working in the can factory for a few months. A large number of them eventually move to Canada. In the early 1960s, Italian and Spanish guest workers also come to work at T&D. Most eventually return to their own countries. All these solutions offer only temporary results.

Glaring Shortage of Personnel

Despite of all efforts, T&D is still dealing with a glaring shortage of personnel. In 1964, the Netherlands makes an recruitment agreement with Turkey. The government assumes that these labour migrants will return to their motherland after a short period. Tens of thousands of guest workers are welcomed with arms wide open, although the Netherlands specifically does not want to become a country of immigrants. Piet Kempes also sees the positive side. At the beginning of 1965, the chef of personnel visits Ankara with a Turkish interpreter. Thirty Turks are approved for emigration. Nico Wulterkens, member of the foreigner committee of the workers council, remembers the arrival of the first Turks. "I had to pick the recruited people up from Schiphol airport. I did that together with the interpreter, mister Oguray. We arrived there and saw the people looking around them with a blank expression. They came from areas that looked completely different than the Netherlands. Afterwards we delivered them to their guesthouses."

A Warm Welcome

The Turkish guest workers received a warm welcome at T&D. Accommodation has been provided for and there are several guesthouses with Turkish chefs. In the factory there is a praying area. The foreign employees also received special labour conditions: extra vacation weeks and a yearly travel reimbursement. Wulterkens:



"We arranged flight tickets for their vacations, so they could stay abroad for six weeks. They paid for three weeks themselves. We drew a circle of 300 km around Istanbul in which they could travel and gave out extra travel money."



The Foundation Foreign Employees, where alongside T&D other big companies from Deventer were seated, organized language courses for the employees. But for those courses not much is provided for. Lessons have to be paid by the students themselves and have to be followed in free time. Moreover, most Turks still think they will return to Turkey. The Foundation also organizes regular fun activities for the Turks, such as trips and party nights. Holger Boswijk worked at the Foundation from 1976 until 1981. "(...) Everything was kept separate, so just for Turks."

In 1970 T&D buys hotel De Leeuwenburg, the biggest hotel in Deventer, for the accommodation of the guest workers. The men sleep with four together in one room. The guesthouse is fully furnished. There is even a Turkish hairdresser and tailor. Henk Oosterveld is the caretaker of the guesthouse for a long time. "There were ten Turkish chefs in service. The men worked in

shifts, so at every moment of the day a meal had to be served. During a rebuilding squat toilets were even installed, because the Turks were used to those." Oosterveld makes sure there is a recreation room where Turkish employees can watch Turkish videos in the weekend. He also organizes bingo nights, or parties with belly dancers. "T&D paid for everything. The employees only had to pay for meals." The atmosphere was perfect according to Oosterveld. "There were never troubles. You don't fight with a Turk."

Hiring Freeze

Multiple times, employees from T&D travel to Ankara to get personnel. In 1974, they fly for the last time. Business is worsening at the can factory and a hiring freeze is implemented. Because of the Law on Labour of Foreign Employees of 1979, it becomes impossible to recruit outside of the EEC [European Economic Community—the European Common Market].* It becomes much more difficult to travel to and fro. If a worker leaves, they can never come back. Starting in the mid-1970s, the guest workers go back less frequently. At T&D, the demand for unskilled labourers is now being met by hiring the sons that travel to the Netherlands in the framework of family reunification, and by attracting foreign employees from the Netherlands.

As stated before, the idea is that Turks work temporarily in the can factory, for one to three years. But in fact their contracts keep being renewed. T&D needs them badly. It would also cost too much time to teach new people to work there. Furthermore, the economic conditions in Turkey are not that rosy, so the workers themselves are eager to



return. The majority of the Turkish labour migrants of T&D live apart from their families in Turkey. They write letters home, and count the days until the summer holiday. Some workers take up relations with women in Deventer.

In time, more Turks arrange for their families to join them, and with that the chance of returning seems lost. For a worker to be able to reunify his family, the condition is that he has to have a suitable living space. Many Turks end up in the

Rivierenwijk, a typical migrant neighbourhood. The can factory is of some help with the reunification. Foreign employees have the right to compensation in the Netherlands. Later, foreign employees receive a partial reimbursement for travel in cases of reunification, as well as moving, furniture, and help searching for suitable housing. The father of Harun Oguray, for example, also works at T&D and wants to bring his family to the Netherlands. "The can factory arranged it perfectly, because when we arrived here they arranged a house for us. The company was good to its workers."

(Source: <http://www.geschiedenis24.nl/andere-tijden/afleveringen/2010-2011/Gastarbeiders-hoe-meer-hoe-beter.html> [read more there in Dutch] * see also article on the history of labour laws in the Netherlands at "Immigration and Social Protection in the Netherlands-United Nations University." <http://unu.edu/publications/articles/immigration-and-social-protection-in-the-netherlands.html#info>.)

Fifty Years of Italian Labour Migration to the Netherlands

The Hague, 10 August 2010

Fifty years ago the Netherlands and Italy signed a recruitment agreement. Therein both countries arranged the arrival of Italian labour migrants to the Netherlands. This way the Italian labour surplus could help solve the Dutch labour shortage.

C'è lavoro per voi in Olanda (There is work for you in the Netherlands)

Long before the Second World War, Italian craftsmen worked in the Netherlands, as sculptors, instrument builders, plasterers, chimney sweeps, musicians, and ice cream makers. A first official treaty to streamline the Italian labour was only realised by the Dutch government in 1949. At that time, recruitment concerned mostly young men to work in the mines in the province of Limburg. The Italian workers received a one-year contract. Their residence permit was dependent upon their work permit. Anyone who no longer had a job had to leave the Netherlands.

Recruiting Agreement 1960

The agreement from 1949 was successful. The Dutch government, however, wanted more influence on the continuously growing number of Italians arriving in the country. This wish led to the new enlarged treaty of August 1960. From now on, Italian labourers from all sectors receive a contract for an undefined period in the Netherlands. Italians whose one-year contracts had expired were given the choice between returning to their country of birth or settling permanently in the Netherlands. If they chose the last option, they could choose their new employer freely.

Strict Requirement

In contrast to other immigration countries and the broader agreement of the EEC, the Dutch government adopted a strict requirement: only unmarried men were considered for work in the Netherlands. Because of the ongoing need for labourers, that requirement was ignored for a long time.

Spontaneous Guest Workers

In addition to recruitment, many Italian labour migrants and youth looking for adventure spontaneously came to the Netherlands. Officially, the Netherlands recruited 15,000 guest workers in the period 1964-1966, but the Ministry of Social Affairs dispensed more than 65,000 labour permits to Italians. Between 1960 and 1970, from 1000 to 2000 Italians arrived in the Netherlands per year. They mostly found jobs outside of the recruitment efforts. According to documents from the Ministry of Social Affairs, it appears that people coming outside of the recruitment enjoyed weaker legal status. Despite that fact, the recruitment agreement also served as the norm for these "spontaneous people."

Charming Italians

Many Italian men started relationships with Dutch women. Pastors warned from the pulpit against these dangerous strangers who had their eyes on the daughters of their parishioners. The working group Family and Marriage of the Ministry of Culture Recreation and Civil Work received countless letters from anxious parents. Still, the charming Italians had practiced great attraction on the women and girls. Jealousy by Dutch boys even led to riots in the small village of Oldenzaal in 1961. Eventually most of the Italians married Dutch women.

(Source: <http://www.gahetna.nl/actueel/nieuws/2010/vijftig-jaar-italiaanse-arbeidsmigratie-naar-nederland> [Dutch text])

The Train Shower

The train shower was an industrial innovation in the 1960s, designed to take care of cleaning the trains more efficiently. The excerpt below from the official film that introduced this train shower is an example of the reasons guest workers were needed in the Netherlands: "In this manner every train compartment is cleaned according to a special timetable, once every three weeks. The cleaning of the interior is performed in a more thorough way than during the regular nightly inspections in the emplacements. For all these chores, we luckily have our guest workers."

(Source: <http://www.beeldengeluid.nl/en/media/1566/europas-grootste-treindouche-gebruik> [Dutch video])

Mediterranean Guests in The Netherlands and the Birth of Multi-Cultural Europe

A Match made in Heaven? Labour Migration in Europe 1950–1973

Below scenes are from the trailer for the movie *Almanya: Welcome to Germany* about Turkish Migrants who came to Germany (Almanya is Turkish for Germany). The movie attempts to show what happens when a Turkish family who moved to Germany in the sixties returns to their homeland three generations later.



(Image source: <http://www.dohafilminstitute.com/blog/dfi-film-review-almanya-welcome-to-germany>)

Almanya: Welcome to Germany

Turkey 1960

"Take this. They say it's cold in Germany. I knitted these myself. The Germans are dirty. Germans eat pork and humans. - Really? They eat people? I'll take you all to Almanya."

This place looks very strange. - It looks just like back home.

A giant rat! Oh no! There are giant rats here!

And this is our very own toilet. - What's with the funny chair?

We shouldn't be able to see the presents beforehand. They're not wrapped!

50 years later

Family, I have a surprise. - We're Germans now!

So what are we? Turks or Germans?

Germans. Turks.

No, I've bought a house. In Turkey.

Great! Oh no.

In my homeland.

Why?

I want us to go all together.

Like back in the old days.

Back then, we all fit into one car.

Awesome! It says the Chancellor would be pleased, if you, as one million and first immigrant worker, would give a speech.

"Hey Angela, where's the problem? I'm from the East and so are you. We're both Easteners." Or maybe I should sing.

Music: Unity and justice and freedom for the German fatherland.

Source: <http://www.youtube.com/watch?v=pVBgUUzF1Hw>

Additional Reading and Viewing

More movies on guest worker and immigration issues:

<http://www.filmportal.de/thema/kino-und-migration-in-der-brd>

(Source: Sabine Hake and Barbara Mennel (ed.), *Turkish German Cinema in the New Millennium: Sites, Sounds, and Screens* (parts are available on Google Books

http://books.google.nl/books?id=YkLdiwn8G8YC&printsec=frontcover&dq=german+turkish+cinema&hl=nl&sa=X&ei=7LVbUo6tOcSu0QXnm4Bo&redir_esc=y#v=onepage&q=german%20turkish%20cinema&f=false)

Mediterranean Guests in The Netherlands and the Birth of Multi-Cultural Europe

“I am Dutch, I am a proud Moroccan. I am a Muslim” vs. “Multiculturalism is Dead”

This activity is about the positive and the negative sides of the integration issue. Explore these narratives, political statements, and video clips, to identify and list the positive and negative aspects of integration of immigrants in the Netherlands.

Online Resources: “A Political Game: How to Live Together in Europe?”

Young Dutch-Moroccan award winner

This young actor, Nasrdin Dchar, speaks on the award for this great road movie that is also about Moroccan youth, who are heavily demonized in the media as street-terrorists. (Movie trailer with subtitles: <http://www.youtube.com/watch?v=EsSpPOJwIx0>)



Acceptance speech Nasrdin Dchar for Golden Calf (subtitled)

(Source: <http://www.youtube.com/watch?v=iYkSPiYbKg8> [In Dutch, with English subtitles])

Transcript:

What I'd love to tell you, I recently read about it. A few months ago I read an article in which minister Maxime Verhagen said that fear for foreigners is very understandable. Well mister Verhagen and Geert Wilders and all those people that stand behind you: I am a Dutchman. I'm very proud of my Moroccan blood. I'm a Muslim! And I have an award in my hands!

Describe and discuss: What is Nardin Dchar's message?

Additional videos to watch and discuss:

- Al Jazeera 24m documentary - including statements on the Dutch case - <http://www.youtube.com/watch?v=mU2A9avgHmY> - Students can look at this debate and identify
- Can Islam flourish in Europe? Easy-to-follow short clip of American news on the case of Cologne in Germany; <https://www.youtube.com/watch?v=lUu1VKUWyzU>
- 1997 – Dutch debate “Islamisation” – (subtitled) <https://www.youtube.com/watch?v=Q61qGmYZFCU>
- Defense Statement by Geert Wilders after being charged with incitement to violence – at <http://www.youtube.com/watch?v=0pfEjaI2iS4> (subtitled)
- Wilders confronted by a TV show host on the topic of Ethnic Registration <http://www.youtube.com/watch?v=sv1GAkbf3l4> (subtitled)
- A view from Arab TV; Mosques in Europe (in Arabic) <http://www.medmem.eu/en/notice/SNR00382>

A Social Reality: Living Together

Mediterranean cuisine can be found throughout The Netherlands - and is widely popular in cooking shows, restaurant menus and widely available in supermarkets. How these foods became so widely known is a story of immigration, entrepreneurship and tourism from North to South!

How Italian Migrants established Pizzerias in Dutch towns

1985, Ristorante Pinocchio Pizzeria at Molenstraat 99 in Nijmegen in the Netherlands



(Source:

<http://studiezaal.nijmegen.nl/ran/beeldbank.detail.aspx?view=lijst&xmldescid=215512&volgnummer=0&gobaal=&mode=&uitgebreed zoeken=true&positie=0#media/215512/1>)

Luciano, Owner of the First Italian Pizzeria in Delft

1967 to 1998, Delft

Luciano, a man of many careers: worker, dishwasher, cleaner, fast food cafe owner and owner of the first pizzeria in Delft. As long as he is among people, he is happy.

Luciano was born in 1940 in Parma, Northern Italy. After many travels through Paris, the Netherlands, Germany and Italy he went again to the Netherlands, where he settled in 1967 in Delft, together with his Dutch wife.

Pizzeria La Fontanella and Osteria da Luciano

After a career as fast food chef – as Luciano says himself you are as fast food chef just as well-known as the mayor – Luciano opens the first Italian pizzeria in Delft in 1974, together with his business partner. La Fontanelle is a first in Delft. In the beginning business are not very easy. Dutch people do not appear to get used to pizzas, in their eyes a sort of pancake with cheese. After a while Luciano continues his restaurant without his business partner. He turns it into a great success, because especially students are very interested in pizza. Yet in 1982 he stops his pizza business and opens his own deli. But as it turns out: Luciano is not suited as a shop owner and at the back of his store he opens a restaurant for three days a week. The last restaurant Luciano starts is Osteria da Luciano.

Food Culture

The Italian food culture is very different from the Dutch one. In Latin countries food is an important social occasion. Painters and bank employees in Italy all lunch in a trattoria (simple restaurant), among them there are no differences. Moreover, in the 1960s in Italy there was more choice of ingredients: for example paprika, eggplant, garlic. In the Netherlands choice was more limited than in Italy. 'The best chef is the buyer', says Luciano. In the Netherlands it was thus not always easy to be a good chef. Rarely it were the Italian Dutch that came to eat at Luciano's restaurant. Why would they? Every Italian can make his own plate of spaghetti – which often happened in the guesthouses = and not many immigrants had the means to go out for dinner. Italian do visit each other and then the first question is always: 'Where are you from?' Sicilians visit each other, Sardinians visit each other.

(Source: <http://hetverhalenarchief.nl/italiaanse-gastarbeiders/luciano-eigenaar-van-de-eerste-italiaanse-pizzeria-delft> [in Dutch])

Coming to Europe: Immigration to Europe since 1973

In recent decades, people from all over the world have been trying to reach "Fortress" Europe, hoping for a better life. They have different reasons for leaving, and various pathways to Europe. Here you can find three sources that describe the journey of migrants that use land to come to Europe. Following each source, there are two questions to answer.

Source 1. Video: Migrants Stranded En Route to Europe

Here is the transcript of the video on the journey of migrants to Europe:

"Meet Amrid Pal Singh: four years ago he left his village in India in search of a better life. He says his parents sold everything they had to finance his journey. "Because you know I am very poor." And what a trip it was. He flew from New Delhi, India to Mali in West Africa. Then he made his way by car across the Sahara Desert to Algeria and then to Morocco.

Amrid wanted to get to Europe, and he almost made it [into Spain]. But instead he got stuck in Melilla, the small Spanish enclave on the continent of Africa. It's just across the ocean from Europe, but a world away. Every year, thousands of migrants from across the globe find their way here. The autonomous region of Melilla represents the southernmost part of Europe, and to many people it also represents an opportunity to enter Europe with a hope of finding a better life. "I have been here for three years and five months. It is very long, you know, and here the Spanish government does not care about the immigrants."

Amrid spends his days washing cars. You can see men like him all over a Melilla, trying to pick up a little extra money. They live here in what is supposed to be a temporary holding center run by the Spanish government. There are about five hundred beds here and migrants are free to come in go during the day. They get food, shelter, even Spanish lessons. Residents say the biggest problem comes from the mind-numbing boredom.

"My head doesn't function. I'm like a crazy person. Things are bad every day and thinking and thinking a lot." Mohammed Mazi says he has been living here in the temporary shelter for three years. He says he left his home town of Kashmir in northern India five years ago when he was twenty one years old. He flew to Burkina Faso, West Africa, then he spent two years traveling across Africa by foot and car. "I was in Burkina Faso for eight months and I kept on going little by little through Mali and many places. You know that Africa is very big; for many days there was no food, nothing. I was very hungry and very cold when I slept outside. I went through a lot of bad things." Muhammed's parents sold their house to help pay for his journey. They're still waiting for that investment to pay off. Migrants told us that sometimes authorities have come at night and taken some of them away. No one knows when it will be their turn.

Advocates like Jose Perezon, a longtime resident of Melilla, thought the Spanish government should be doing more to help the legal limbo migrants face. "It's just another type of torture. These are young people who come to work. When they come [during a journey off] one, two, five years. They've just survived a difficult journey to get here, and when they do, they get locked up without being able to go out, without being able to work, without being able to fix their status and they start feeling really bad."

Authorities wouldn't let us into the facility or give us an interview. A spokesperson said she couldn't comment on specific cases of the people held at the center, but [said] that migrants stayed there until their cases could be resolved. "The Spanish legislature is considering a law that would allow an undocumented immigrant to be kept for forty days and then to either be released or returned to their country. Here in Melilla, immigrants can be held in detention for up to five years." But for now migrants are just waiting, hoping someday they would finally make it to Europe. (Source: "Migrants Stranded En Route to Europe - YouTube." <https://www.youtube.com/watch?v=gnrwaVMLHhg>)

Source 2: See "Spain Trade - Illegal Trade Prospers in Melilla on Spanish - Moroccan Border" (Source: "Spain Trade -Illegal Trade Prospers in Melilla on Spanish-Moroccan Border - YouTube." https://www.youtube.com/watch?v=G6oWJM_YNEM)

Source 3: The Spanish-Moroccan Border, near Melilla. Describe what you see in the image.

(Image Source : <http://en.wikipedia.org/wiki/File:Verjamelilla.jpg>)



This map shows places on the Moroccan coastline that are enclaves of Spanish sovereignty. To learn about the history of these enclaves, go to [http://en.wikipedia.org/wiki/Places_of_sovereignty_\(Spain\)](http://en.wikipedia.org/wiki/Places_of_sovereignty_(Spain)), also the source of the Wikimedia Commons map.)

Questions for Sources 1-3:

- Why did the migrants leave their home countries?
- What made them decide to go to Europe?

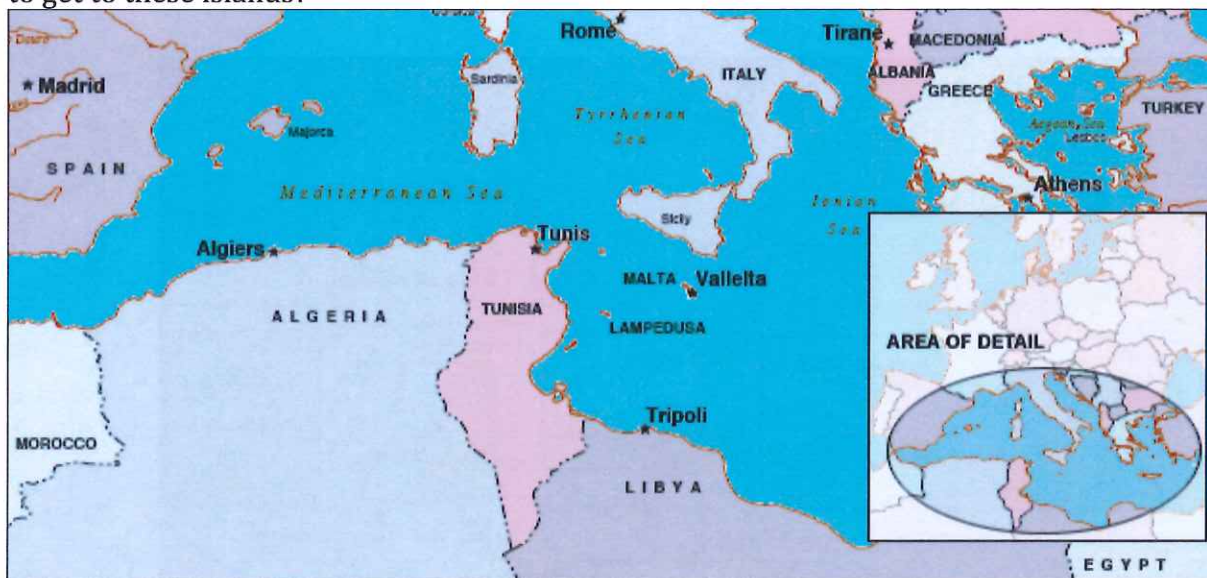
Source 4. Lampedusa – A Mediterranean Paradise

The most striking images of the island: the white beaches, the wild landscape, the traditional cuisine, the friendly smiling people, and the crystal clear, richly populated sea.



(Watch the full video online at <http://www.italia.it/en/media/lampedusa/lampedusa-a-mediterranean-paradise.html>.)

Map study: Locate Lampedusa Island on the map. What other islands in the central Mediterranean corridor might attract migrants by sea? What kind of boats do migrants use to get to these islands?



(Map Source: "FRONTLINE/WORLD. Rough Cut. Italy: One-Way Ticket to Europe. Background Facts and Related Links | PBS." http://www.pbs.org/frontlineworld/rough/2006/07/italy_oneway_tilinks.html. See also article for more information on migration through Lampedusa.)

Source 5. Lampedusa Island

“Freshly landed from Africa ... Like some 13,000 others since the start of the year, they arrived illegally a few days ago. After boarding in Libya, they set foot here, on Lampedusa Island: nine kilometers long and two kilometers large at the heart of the Mediterranean Sea. For the time being, they are being kept in this new centre ...with space for 800 people. After spending weeks in the desert and several days at sea, they are receiving some much needed legal and medical assistance.”

(Watch the full video online here: <https://www.youtube.com/watch?v=KcnLQu7qQak>)

Source 6. Thousands of Migrants Swamp Lampedusa

“Hundreds of migrants continue to pour into the Italian island of Lampedusa. Officials at Lampedusa's only detention centre say they have been overwhelmed in recent days. The facility is designed to house 850 people, some 2,500 immigrants are currently crammed in there. As many as 9,000 people have arrived on the tiny island following popular revolutions in Tunisia and Egypt and violence in Libya.” (Watch the full video online here: <https://www.youtube.com/watch?v=4YsYDVKH0hc>)

Answer these questions for Sources 4-6.

- Why did these migrants leave their home countries?
- What made them decide to go to Europe?

Picture Study: Compare these two images, one an image that draws tourists to the shores of the island, and the other a news photo about migration. How do the geographic location and conditions in Lampedusa make such migrations possible? What emotions and thoughts do these images evoke?



(Source: Left, http://dxing.at-communication.com/en/lampedusa-island_ig9-it9rbw/; Right: <http://www.telegraph.co.uk/news/picturegalleries/worldnews/8413997/Illegal-migrants-from-Tunisia-and-Libya-flood-the-tiny-Italian-island-of-Lampedusa.html>)

Illegal in Europe

People from all over the world are trying to reach Fortress Europe hoping for a better life. They have different ways of coming to Europe. We looked at migrants coming to Europe using land and using the sea. What happens when they are in Europe, illegally? Here you can find two sources that show how people travel within Europe illegally and how to apply for a visa. Below you can find again three questions. Using both the sources, answer the questions.

Source 1. Migrants Hope for a Better Life

Dreams of a fabled land of plentiful and high-paying jobs turn to despair. Thousands of migrants who have little hope of a decent life back home, are stuck in transit camps in France. And for some, despair leads to desperate measures. We take a closer look at their situation.

"I came to Calais on the 18th of February and until now I am here. I'm trying but I didn't cross the border. It's too difficult for me. For some it is easy but for me it's too difficult. I have no chance."



(Watch New Tang Dynasty TV (NTDTV) Chinese documentary video about European immigration and refugees online here: "Migrants Hope for a Better Life - YouTube."
<http://www.youtube.com/watch?v=rpPGdbUiyAc>)

Source 2. Schengen Visa to Visit and Work in Europe

For the Schengen Visa you must submit the following documentation:

1. A valid passport or travel document. Please make sure that your passport will be valid for at least three months after the date you accept the Schengen states.
2. A valid Alien Resident Card or a visa for the United States. For example a H1B1 work visa. A B1B2 visa would not be sufficient. And of course this is only for applicants from the United States.
3. Bank and credit card statements for the past three months to show that you have the financial ability to pay for your trip.
4. W-2 forms for the last two years, showing that you have income.
5. The official travel itinerary with closed dates of travel. That is, there must be a fixed return date to the United States in this case.
6. Health insurance coverage in case of a medical emergency in the Schengen States (at least 30,000 EUROS).

7. Reference letter from employer, with position and salary. If your own company, reference letter, for example from the bank that you do business with.
8. Hotel reservations or group travel proof. If invited by friend or family member, letter or invitation, notarized by the appropriate authorities of the country in question.
9. A completed and signed Schengen visa application.
10. One color photograph (2x2 inches). (Glue picture on application form!)
11. Visa fee (currently about US \$93), payable by money order.

(Watch full instructional video online here: <http://www.youtube.com/watch?v=mUahrdfQA-o>)

Answer these questions for Sources 1 and 2:

1. How many documents are necessary for a visa?
2. For whom do you think the difficulty lies? For whom would it be easier?
3. Why would it be difficult or impossible for many migrants to obtain them?

Study the Bigger Picture

We have looked at the different ways to come to Europe and why people want to come. Unfortunately, a lot of migrants die trying to enter "Fortress Europe." Since 1993 UNITED has been monitoring the deadly results of "Fortress Europe." Next to UNITED, UNHCR – UN Refugee Agency, also monitors asylum seekers and where they go when they enter Europe. You can find the different sources below. Answer the questions with the sources in mind.

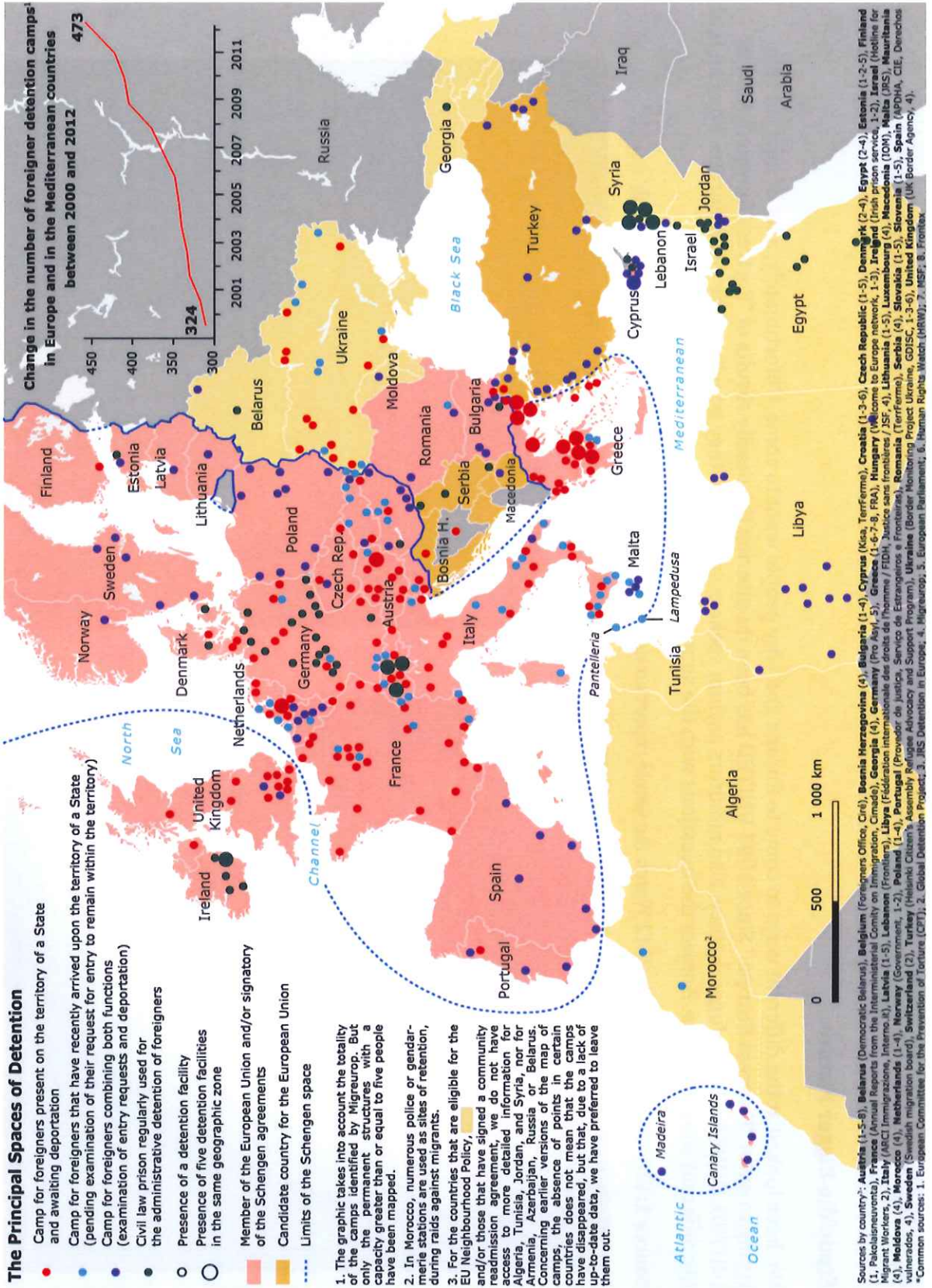
<http://mediterraneansharedpast.org>

Source 1: UNHCR Asylum Trends 2012 Watch the whole report on this page: <http://www.unhcr.org/5149b81e9.html>



Source 2. Map of Camps of Detention Centers

http://www.migreurop.org/IMG/jpg/map_18-1_L_Europe_des_camps_2011_v11_EN.jpg



Questions

1. What do you think is the role of the Mediterranean countries in creating and upholding policies on asylum seekers?
2. Can you see any major changes in fatalities over the past 20 years?
3. If yes, what changes can you see?
4. Can you think of an explanation for these changes?

The Evolution and Influence of North African Raï and Chaabi Music: From Andalusia to Punk Rock

What is Raï music? – The Wikipedia definition of North African Raï music (Arabic: راي) is that it is “a form of folk music that originated in Oran, Algeria from Bedouin shepherds, mixed with Spanish [including Andalusian Islamic], French, African and Arabic musical forms, which dates back to the 1930s. Singers of raï are called *cheb* (shabab, young) as opposed to *sheikh* (shaykh, old), the name given to Chaabi singers.” (Source: Raï - Wikipedia, the Free Encyclopedia.)

<http://en.wikipedia.org/wiki/Ra%C3%AF>; photo from <http://www.7iber.com/>)



The following excerpts from the article on Raï Music by Rod Skilbeck give a deeper idea of its roots (Source: “Raï-Music (English Version).” http://mohamed.sahnoun.pagesperso-orange.fr/Rai_engl.html)

Raï began in 1900 in western Algeria but came into its own in the harbour city Oran during the 1920s. Its basis was in Arabic love poetry and Bedouin folk music. Traditional raï had two styles; female meddahas who sang for other women at private gatherings, and the more ribald lyrics of the cheikhas (including Rimitti) who added more Bedouin rhythms and performed in cafes, bars, bordellos, accompanied by percussion and wailing “gasba” (rosewood flute). Oran's French colonial population in conjunction with its proximity to Morocco and Spain, added further to the cultural cocktail.

Modern raï began in the 1950 and 60s. Male singers - cheikhs (literally old, or master) introduced violin and accordion. ... Western influenced Bellemou Messaoud...incorporated the trumpet, violin, lute from the other modernists, adding an “call and response” echo effect infused with jazz, cha cha, and, mambo flavours. This rhythm and melody gave way in the late 1970s and early 1980s to the pop style of raï pioneered by Ahmad Baba Rachid in Tlemcen [Algeria]. The pop-singers called themselves “Cheb” (young) to underline the break they were making from the self-contained, rich poetry of the cheikhs. Instruments were: bass guitars, drum machines and the synthesiser, though the Western technology did not sacrifice the traditional sound.... now “sandwiched between double percussion of Western drums and darbuka” ...with denser, faster and more streamlined rhythms : ...

The provocative nature of raï lyrics is nothing new; and is to be expected. **The literal translation of raï is “opinion” (along with “my way”, “tell it like it is!” and many other possible translations) Raï is the symbol of a lifestyle of cynicism and anti-authoritarianism.** ...Lyrically raï became akin to the blues, singing of alienation, poverty, drug and alcohol abuse, and, forbidden sexual desires. Hedonism, existentialism, suffering and total inaction became major structural elements... Raï emphasis on forbidden desires, relations and addictions “is a rejection of taboos in a society of traditions”.

The *hittiste* are generally defined as urban poor, with no chance of employment, dependent on their families for shelter and food into their mid-20s. This is *koukra* (the curse) of extended childhood. They waste their days walking with friends from cafe to cafe: vandalism, alcoholism

and cannabis smoking are endemic amongst them. Having fun has become serious - the hedonism of the *hittiste*, "is an act of desperation... immediate gratification is grasped in default of some more distant collective solution."

...Raï quickly attracted attention from those in power and those wishing to be. Rai was thrust into the political sphere, despite (and partially) because of its contempt for authority. Once Algero-French community radio shows in the south of France started playing raï in the mid-80s, the government's anti-raï programme was rendered pointless in all facets as Algerians tuned into the French broadcasts. Government opposition ended with Cheb Khaled's meteoric rise to fame. The best artists remained left for France, to seek fame and the freedom. Performers, such as Khaled, Cheb Mami, Cheba Fadela and Cheb Sahraoui moved to France...several raï singers have resided in France since childhood.

Rai in the mid-80s became a very strong source of identity for the Algero-French community in a similar way to which the *hittiste* related to it. Rai's main political effect was felt in personal politics reflecting and affecting "the politics of the everyday...The other is the re-definition of cultural deviancy as trivial or animalist, hence [French President] Chirac (while he was Paris mayor) expressing "his sympathy for the decent French working people being driven 'understandably crazy' by the 'noise and smell' of foreigners".

Now take a tour through the music, sampling some of the forms that evolved into Raï and took it beyond its roots to international fame.

Alfonso X (the Wise) (died 1284 CE) ruled in Spain during the Reconquista and became most famous for his efforts to collect and preserve learning and culture from the multiple strands of Andalusia (the Arabic name for Islamic Spain). Under his rule, translations of scientific works, the Book of Games, and a collection of songs entitled Chanticles for Saint Mary (**Cantigas de Santa Maria**). Listen to one of these songs (**Cantiga #85** at <http://brassy.perso.neuf.fr/PartMed/Cantigas/CSMIDI.html>)

Both Muslims and Jews were expelled from Christian Spain after 1492, when Ferdinand and Isabella completed the conquest. Many of the refugees settled in North African coastal cities and in other Mediterranean lands. There, they continued the musical exchange that had gone on in al-Andalus between east and west, bringing Arabic poetry and Berber traditions together. Sample music in the Andalusian tradition from "Tarik & Julia Banzi, Al Andalus Ensemble | Alchemy | at <http://www.cdbaby.com/cd/alandalus4> (scroll down to sample the songs at this site for free). Listen especially to the third song "Cantiga de Santa Maria #100.

Women singers of Raï and Chaabi music occupy a special position in society. Excerpts from the article explain their roles in the tradition (Source: "Women in Raï Music." <http://www.teachmideast.org/essays/37-culture/116-women-in-rai-music> by Marie Virolle, from *La Chanson Raï* © 2001 Marsa Editions, from the volume *La chanson raï* (Paris 1995). Translation from the French by Rachid Aadnani and Michael Toler.)

"Being a Woman and a Singer: In Maghrebi society a musical vocation, whether for men or for women, is often lived as a transgression [outside social norms]. However, the title "singer," or "master" includes respect and is appreciated...while its feminine counterpart, even for those who appreciate their talent ... signifies social ostracism [being outside respectability]. In

the Algerian west, it is the whole universe of Raï and the sheikhat [female singers of traditional music styles] of [the city of] Oran and the region south of Oran that makes itself felt... Raï by women is an integral part of the local popular culture and inseparable from ...social rituals. It has existed for nearly half a century, during which particular traditional aspects have gained attention through the national and international success of some *cheb* and *chebbat* [title given to... male and female Raï singers] of electric Raï.

The Inaccessible ones Oran, Sidi Bel-Abbes, Mascara, Ghelizane, Ain Temouchent, and Saida are... cultural heritage sites for the *sheikhat*. A *sheikha* does not bear her family name; she sheds it upon entering the public domain and crossing the limits of the *horma*. She is called by a given name, sometimes followed by a nickname and/or the place where she works: Rahma el Abassya (Rahma of Belabas), Hab Lahmeur (the red buttons), Keltoum el Balini, (Keltoum of the Balini [quarter]), Habiba el Kebira (Habiba the elder), Habiba Sghira (Habiba the younger), **Rimitti** el Ghelizanya (Rimitti of Ghelizane), etc. ...

With the exception of [Cheikha] Rimitti...the most famous of them, these artists are never pictured on the jackets of their disks and cassettes. They are replaced by an alluring image, ...from a magazine or a "kitsch" post card... When they appear in person they are often veiled in muslin. They arrive out of nowhere and leave again into the night, surrounded by "their men:" the "crier" and those who play the *gellal* and the flute. ...The myth of their presumably tumultuous lives... is created and reproduced by word of mouth and enhanced by rumors and fantasy...All these episodes appear as elusive traces in the songs. Everyone can find in them something that can be related to one's own distress ..."

Listen to the traditional music of Cheikha Rmitti, who began life as a poor orphan, joined a troupe of singers at 15, and became famous after World War II. (Source: "Cheikha Rimitti - Saida - YouTube." <http://www.youtube.com/watch?v=Qiu2mgIMkNQ>)

Listen to selections from traditional Moroccan Chaabi music at "Morocco Chaabi Music - YouTube." <http://www.youtube.com/watch?v=RZlioCmPG2k>.

The instruments include the traditional **lute** (a stringed instrument similar to a guitar or mandolin), **drums, wooden flutes**, as well as modern, **amplified violins and synthesizers and drum sets**. Listen to this selection using just the lute, and notice the combination of rhythms and melody at "Algeria Chaabi - YouTube." <http://www.youtube.com/watch?v=orNSh4dh8qA>)

An older Chaabi singer from Algeria illustrates the tradition and singing style in "Best of Chaabi Kamel Boudib 1 - YouTube" at <http://www.youtube.com/watch?v=XF2qszsFsos>

Listen to the well-known male-female duo "Laila Chakir & Molay Ahmed El Hassani 1993 - Latgulich Anaya Zina -BZ - YouTube" at https://www.youtube.com/watch?v=WBm7V_gawgA

In the 1990s, **chaabi** music became extremely **popular with Algerian teenagers** and those living abroad. This took place against the background of **Algerian civil unrest after the results of an election were denied in 1991**. Listen to the famous raï singer **Cheb Hasni from Oran**, and read about him in this short article "Algeria: Cheb Hasni – Popular Rai Hero Assassinated | Freemuse." <http://freemuse.org/archives/486> . Listen at "Cheb Hasni - Ha Nono - YouTube."

<https://www.youtube.com/watch?v=Jl1M99u1MZQ&list=PLEC606094FD546C1D&index=2>

Gordon Sumner, (born 1951)—aka **Sting**—is an English musician, singer-songwriter, and instrumentalist who came to fame as the lead singer and bass player of The Police. Sting embarked on a solo career, fusing influences from jazz, reggae, classical, New Age, and **rai**, among other world music. Sting was inducted into the Rock and Roll Hall of Fame as a member of the Police. In this video, he paired with **Algerian artist Cheb Mami** in the song Desert Rose. Listen at “Video -- Sting Featuring Cheb Mami—‘Desert Rose’ -- National Geographic.” <http://video.nationalgeographic.com/video/music/genre-wm/rai/desert-rose-wm/>

Another **international star with roots in Algerian rai is singer-songwriter Rachid Taha.**

His music combines native rai and chaabi influences, punk energy, and rock & roll. Born in Algeria in 1958, Taha emigrated to France with his family at the age of ten. While working in a heating factory in the '70s, he founded his own nightclub, Les Refoules, which played mash-ups of Arabic pop hits over tracks by Led Zeppelin and Kraftwerk. In the 1990s, his solo career took him to international fame. He covered—and actually claims to have inspired—the Clash's "Rock the Casbah." His songs have been featured in Hollywood movies. (Full bio at “Rachid Taha | Biography | AllMusic.” <http://www.allmusic.com/artist/rachid-taha-mn0000862583/biography>)

Listen to this immensely popular piece of traditional and modern fusion and watch its performance in concert by Rachid Taha, called **Ya Rayah**, which means “**O Traveler,**” or “**O Emigrant.**” Think about how it would resonate with immigrant communities in France and elsewhere, both for its traditional roots, infectious music, and biting lyrics about the situation of people far from their native land. Ultimately, though, it is a universal situation. Read the English translation of the lyrics below. “Rachid Taha - Ya Rayah... - YouTube.” <https://www.youtube.com/watch?v=DUPhCmmfKiE&list=RD7DbFYsi9iSg> AND “Ya Rayeh - with English Translation - Rachid Taha - YouTube.” <http://www.youtube.com/watch?v=OJXXWQ9gUUY> .

Rachid Taha - Ya Rayah

Oh Emigrant (English translation by Cheb Khalid)

Oh where are you going?
Eventually you must come back
How many ignorant people have regretted this
Before you and me
How many overpopulated countries and empty
lands have you seen?
How much time have you wasted?
How much have you yet to lose?
Oh emigrant in the country of others
Do you even know what's going on?
Destiny and time follow their course but you
ignore it

Why is your heart so sad?
And why are you staying there miserable?
Hardship will end and you no longer learn or build
anything
The days don't last, just as your youth and mine
didn't
Oh poor fellow who missed his chance just as I
missed mine
Oh traveler, I give you a piece of advice to follow
right away
See what is in your interest before you sell or buy
Oh sleeper, your news reached me
And what happened to you happened to me
Thus, the heart returns to its creator, the Highest
(God)

(Source: “Translation of ‘Ya Rayah’ by Cheb Khaled from Arabic to English.” <http://lyricstranslate.com/en/ya-rayah-passenger.html#songtranslation>)

Now listen to “**Rock the Casbah - The Clash** [lyrics] - YouTube” at <https://www.youtube.com/watch?v=Bn1Ca8izXto> .

Rachid Taha then covered Clash’s **Rock El Casbah** in Arabic by Rachid Taha, and notice the way he reclaims the song’s roots in Algerian music. “Rachid Taha - Rock El Casbah - YouTube” at <http://www.youtube.com/watch?v=7DbFYsi9iSg> .

Read about the connection with the Clash and fusion music in these two articles: “MUSIC - Shock the Casbah, Rock the French (And Vice Versa) - NYTimes.com.” <http://query.nytimes.com/gst/fullpage.html?res=9B02E6D81F3DF930A25750C0A9639C8B63&pagewanted=all>

and “Arabic-Speaking Pop Stars Spread the Joy - New York Times.” <http://www.nytimes.com/2002/02/06/arts/arabic-speaking-pop-stars-spread-the-joy.html> .

In discussion or in writing, think about how this music brings many of the ideas you have learned about in this module’s lessons, about the Mediterranean and its reach far beyond the shores, as well as the changing global situation in which its people and landscape play a dynamic role.

Hip Hop Music and Its Influence on the Arab Uprisings Since 2011



Origins of Hip-Hop in the Bronx, NYC

As you read the dialogue, list all of the cultural and economic roots of hip-hop in the Bronx. Why do you think it spread from there to other cities in the US and then on to become a global phenomenon. Excerpt from “Birthplace Of Hip Hop | History Detectives | PBS.”

<http://www.pbs.org/opb/historydetectives/investigation/birthplace-of-hip-hop/>

Tukufu Zuberi: In 1977, President Jimmy Carter surveys a landscape of burnt homes, vacant buildings, and gray slums. To an aide, he says, “see which areas can still be salvaged.” The president is in the South Bronx – a written-off area of New York City falling into urban decay. In the 1970’s, it looked like a civilization on its deathbed. But a New York City resident thinks a building that once stood against that blight gave birth to a brand new culture. I’ve come to meet Elvin Reyes and hear more of his Bronx tale.

Elvin: Hey, Tukufu how are you doing?

Tukufu: You have a lot of vinyl here.

Elvin: Actually I have been collecting for about 30 years or so, that’s my love, that’s who I am.

Tukufu: Elvin uses his turntables for part-time jobs as a disc jockey – and to satisfy a full-time passion... hip hop. He caught that fever as a teenager, watching DJ’s perform in neighborhood parks in the Bronx during the 1970’s. Elvin has a photograph of a building where he believes hip hop originated.

Elvin: This is 1520 Sedgwick Avenue. The myth is that this is where it started with this DJ named Kool Herc.

[photo right, by Richard Alexander Caraballo, Kool Herc in June 2006 at Wikimedia Commons http://en.wikipedia.org/wiki/File:Kool_Herc.jpg]

Tukufu: Elvin explains that a popular DJ from Jamaica, named Clive Campbell, also known as Kool Herc, lived at 1520 Sedgwick during the 1970’s.

Tukufu: And this is in the Bronx?

Elvin: Yeah definitely.



Tukufu: According to local legend, Kool Herc threw a party at the Sedgwick building, exciting the crowd with a unique turntable style – a key part of hip hop today.

Tukufu: When?

Elvin: August 11th 1973.

Tukufu: Oh you have an exact date?

Elvin: Yeah, if you really are into hip hop, you more or less know the date!

Tukufu: Is the building still there?

Elvin: Yeah, it's still there. Definitely!

Tukufu: Elvin suggests catching a Harlem Heritage bus tour that makes a ritual pilgrimage to the Bronx.

Greg: We gonna have some fun today or what?!

Tukufu: M.C. Greg Nice, a free styling-star from hip hop's golden age, takes passengers to hip hop hot spots around New York.

Greg: We are on our way to the Boogie Down, Boogie, Boogie, Boogie down Bronx, the home of hip-hop.

Tukufu: Hip hop is an African American phenomenon, like the blues and rock 'n' roll. It's also a multi billion dollar global industry that includes not just music, but fashion, film, and electronics, creating international superstars and hip hop moguls. But, as a sociologist, I know unearthing hip hops roots, now mired in decades of oral history and urban legend, will be a challenge.

Greg: We are here at the home of Kool Herc.

...

Tukufu: I am going to stay here and check this out.

Elvin: Later.

Tukufu: Elvin and I part ways and I get my first good look at 1520. The high rise stands before an imposing expressway and the Harlem River. More high rises line the avenue to the left and right... and behind. Actually the building itself looks rather plain, the façade is brick I mean the thing that was interesting to me was what Greg Nice had to say I mean here is a guy who has been in hip hop for a couple of decades and he was raising doubt that hip hop was born at 1520 Sedgwick Avenue. First I want to find out about this party. Kool Herc wasn't available to meet, but my office has found this rare footage from the early 1980's, that shows the self-promoting DJ in the Bronx – with trademark oversized speakers.

Kool Herc: When Kool Herc give a party, everybody be there!

Tukufu: He's clearly a hip hop pioneer, but can a single party really give birth to an entire cultural style? I'm meeting with Curtis Sherrod, the executive director of the Hip Hop Culture Center of Harlem. He explains that hip hop is a lot more than music. What is hip-hop?

Curtis: Hip hop is a culture. It comprises a bunch of elements. The first element being graffiti. Second element being DJ'ing. Third element being break dancing. Last element being the MC.

Tukufu: I am trying to find out if there is some truth to the legend, to the story that hip hop was actually born on August 11, 1973 at 1520 Sedgwick Avenue in the Bronx.

Curtis: That's the home where Kool Herc invented hip-hop at.

Tukufu: Now what exactly did he do?

Curtis: He threw a party, man! His party was a little different than your typical party.

Tukufu: Curtis tells me that it was at a house party in 1973, when Kool Herc is believed to have taken his Jamaican DJ'ing style – big speakers and percussive funk music– and added his own Bronx twist.

Curtis: From what I understand, you know Herc would take just the hot part of the record and prolong it.

Tukufu: Curtis says that at the now-legendary Bronx jam on August 11th, Herc saw the crowd dance most intensely during the instrumental break – and used two turntables and copies of the same song to keep that break going.

Curtis: And you got people who are really hearing the beat and they're so inspired, they're expressing it on the floor. Boom! Explosion! Hip hop! C'mon, man, let me show you what we got cracking here.

Tukufu: The center's musical director, DJ Silva-Sirfa, offers to show me how Herc manipulated the music tracks.

Silva-Sirfa: You take a nice intro like this ... and you just tease 'em now.

Tukufu: Silva-Sirfa tells me Herc also talked over the break – called MC'ing – to engage the crowd.

Silva-Sirfa: "Now fellas, you got more than five dollars in your pocket, say make money, money! Make money, money!" And that was a big one, because everybody was supposed to be making money. And then they'd look at the girl on the side and say, that's me! I'm gonna cue you up, right there. Now count it off... You see what we saying? It's a start! It's a start! I'll see you in six months!

Tukufu: Curtis and Silva-Sirfa are convinced that Kool Herc threw a party at which a new of kind of musical performance was introduced, but neither can offer me proof that it actually happened. I'm heading to Fordham University in the Bronx, to meet the Associate Director of the Urban Studies Program, Mark Naison. He explains how the historically middle class Bronx was being transformed in the early 1970's.

Naison: The Bronx in the 1940's and 50's was a suburb where a lot of upwardly mobile Black and Latino families moved. Among these were jazz musicians, teachers and postal workers and for about 20 years the Bronx was the most integrated community in the United States. Then deterioration sets in.

...

Tukufu: He says that Kool Herc was part of this influx of new faces arriving just as the community was overrun by a heroin epidemic ...gang violence ...and arson.

Naison: The Bronx is burning. You actually started seeing landlords burning their buildings to get insurance money.

Tukufu: What did that do then to the social dynamics of what was going on in the Bronx?

...

Naison: Herc's music fit the psychology and lived experience of young people growing up in the Bronx. And that was the big bang that started hip hop. The sound created there, that pounding rhythm, is something that's still capturing the imagination of young people all over the world. I just came back from Berlin and Barcelona where hip hop is the vehicle expression for so many young people, particularly their immigrants and their poor people.

...

Tukufu: So did Kool Herc really start hip hop at a dance party in the Bronx?

Bio: I don't think so. Kool Herc was one of the founding fathers of hip-hop. But just like any other movement or any other thing, you can't go back and trace it to one individual. Kool Herc wasn't the only party in town.

Tukufu: I'm leaving the Bronx ... for Harvard University to meet African American Studies Professor Marcyliena Morgan, who is the founding curator of a newly constructed hip hop archive.

Dr. Morgan: The area we are most interested in is how the hip hop community grew and why it continues to grow.

Tukufu: So, why is it complicated to say that 1520 Sedgwick Avenue is the birthplace of hip hop?

Dr. Morgan: Because the birth is a process, it is not just one moment.

Tukufu: She's not surprised I'm having a hard time excavating the roots of hip hop. The art of hip hop was disappearing as fast as it was happening. Graffiti wiped clean, recordings lost or never made, buildings razed, and party flyers blown away. Part of the mission of the new archive is to preserve what's left of this extraordinary moment of cultural genesis.

Dr. Morgan: It's important to our understanding of this particular art form, genre, experience, that's really has had a profound effect on the world. "Fresh" is such an important word in hip hop. "Maintaining," "representing," You end up opening up things like politics, like looking at society, being a critic of the world, being a participant. Hip hop generates that natural interest.

Tukufu: What Dr. Morgan pulls from her archive's collection may finally put Elvin's questions to rest. That's it! Time to head back to the Bronx. You know, I, like you, grew up listening, loving and partying to hip hop and but you know, when I started this investigation we were thinking about this could or could not be the place. So I was almost at a loss. But among the faded posters and handwritten party invitations in the Harvard archive, Dr. Morgan had recovered a crucial piece of evidence. "A DJ Kool Herc party, back to school jam, 1520 Sedgwick Avenue, in the rec room August 11, 1973" and look at this, from 9pm to 4am, they planned to party all night long.

Dr. Morgan: That's right. New York style.

...

Tukufu: 1520 Sedgwick Avenue became a signpost for the birth of one of the musical evolutions of the 20th and 21st Century.

Elvin: I mean hip hop has come a long way, you know everything just started here, 1520 Sedgwick.

Tukufu: It's been a pleasure.

Elvin: Yeah, likewise.

Tukufu: While parts of the South Bronx are still struggling, tax credits and new thinking brought back banks, hope, and former residents. The once desolate street walked by President Carter is now dotted with trees and six figure homes. But throughout the changing times, the Bronx supported many hip hop artists who laid the foundation for the now-global culture... One that continues to evolve because its appeal remains one of individual creative expression."

Influence of Hip-Hop on the Arab Uprisings

It is common knowledge that the "Arab Spring" was sparked when a Tunisian fruit vendor set himself on fire in protest against the police trying to shut down his livelihood.

Revolutions don't begin from one incident. Discontent among youth and others was smoldering already. One of the vehicles for expressing that discontent was hip hop music. Around the same time in December 2010, when Bouazizi set himself on fire, a song by a rapper named El General (Hamada ben Amour) released the song Reyes Elblad, addressed to the President of the Country of Tunisia. Read the lyrics below and listen to the song at "The Rap That Sparked a Revolution: El General (Tunisia) | Hip Hop Diplomacy."

<http://hiphopdiplomacy.org/2011/01/31/the-rap-that-sparked-a-revolution-el-general-tunisia/>.

Lyrics to Reyes Elblad ["President of the Country"]

Why are you worried?

Would you tell me something? Don't be afraid!

*Mr. President, today I am speaking in name of myself and of all the people
who are suffering in 2011, there are still people dying of hunger
who want to work to survive, but their voice was not heard
get off into the street and see, people have become like animals
see the police with batons, takatak they don't care*

*since there is no one telling him to stop
 even the law of the constitution, put it in water and drink it.
 Every day I hear of invented process, in spite of the servants of the state know
 I see the snake that strikes women in headscarves
 you accept it for your daughter?
 You know these are words that make your eyes weep
 as a father does not want to hurt her children
 then this is a message from one of your children
 who is telling of his suffering
 we are living like dogs
 half of the people living in filth
 and drank from a cup of suffering*

*Mr. President your people is dead
 many people eat from garbage
 and you see what is happening in the country
 misery everywhere and people who have not found a place to sleep
 I am speaking in name of the people who are suffering and were put under the feet*

*Mr President, you told me to speak without fear
 But I know that eventually I will take just slaps
 I see too much injustice and so I decided to send this message even though the people told me
 that my end is death
 But until when the Tunisian will leave in dreams, where is the right of expression?
 They are just words.
 Tunis was defined the "green", but there is only desert divided into 2,
 it is a direct robbery by force that dominated a country
 without naming already everybody knows who they are
 much money was pledged for projects and infrastructure
 schools, hospitals, buildings, houses
 But the sons of dogs have already fattened
 They stole, robbed, kidnapped and were unwilling to leave the chair
 I know that there are many words in the heart of the people but don't come out
 if there was not this injustice I would not be here to say these things*

*Mr. President your people is dead
 many people eat from garbage
 and you see what is happening in the country
 misery everywhere and people who have not found a place to sleep
 I am speaking in name of the people who are suffering and were put under the feet*

"Inside Tunisia's Hip-Hop Revolution | SPIN | Profiles | Spotlight."

<http://www.spin.com/articles/inside-tunisi-as-hip-hop-revolution/> .

A blogger identified as Revolutionary Arab Rap was asked by one of Italy's major newspapers to write an article explaining the phenomenon. Here is the original blog entry

mentioning the article, and below it is the article from *Corrierra Della Sera* newspaper from 2012 entitled “Hip Hop, Arab Youth and the Arab Awakening.” Read about it and then read the article in English at the link below it.

“Revolutionary Arab Rap الثوري العربي الراب: My New Article in Italy’s *Corriere Della Sera* <http://revolutionaryarabrap.blogspot.com/2012/02/my-new-article-in-italys-corriere-della.html> .

“Notizie Di Libri e Cultura Del Corriere Della Sera.” <http://lettura.corriere.it/hip-hop-arab-youth-and-the-arab-awakening/> .

National Public Radio broadcast a feature on Arab hip hop in June 2011. Listen to the podcast and sample five songs from different Arab countries at “The Rap Songs Of The Arab Spring: The Record : NPR.”

<http://www.npr.org/blogs/therecord/2011/06/09/137067390/the-rap-songs-of-the-arab-spring> .

NBC News produced a feature article in November 2013 on rappers affiliated with the Islamist Muslim Brotherhood movement, “Muslim Brotherhood rapper resists Egypt military government with music:”

<http://worldnews.nbcnews.com/news/2013/11/17/21441919-muslim-brotherhood-rapper-resists-egypt-military-government-with-music>

In addition to hip hop, social media sites transmitted via computer and mobile phones became an important means by which dissident discussion took place even in repressive, media-controlled, authoritarian countries. Music and art, humor and serious tactical discussion about how to organize protests was also transmitted by this means. Although authorities tried to close down these means of communication, the internet is such a necessary part of society’s functioning that they could not leave it off for long.

Directions: After reading and listening, discuss why you think this form of expression traveled from the poorest parts of US cities to become a global phenomenon, and especially, what makes it a vehicle for people to express their hopes, dreams, and discontents.

The Arab Uprisings from All Sides – 2011 to the Present from Multiple Perspectives

The following resources can get you started with your research. For this activity about the ongoing changes in civil society and government in the Arab region of the Mediterranean, you will create an “Arab Uprisings” portfolio synthesizing sources found in this module (and from your own research) as you seek to understand the rapid change occurring in these societies. Organize your portfolio thematically or chronologically, and prepare it for presentation to the class. You must identify what “learning network” you used when creating your portfolio.

Websites:

The Egyptian Revolution: Media, Myth and Reality

<http://www.medmem.eu/en/folder/45/the-egyptian-revolution-media-myth-and-reality>

Tunisian Street Art:

<http://voiceseducation.org/content/tunisian-street-art>

Tunisian Poster Art:

<http://voiceseducation.org/content/tunisia-poster-art>

[Creative Dissent: Arts of the Arab World Uprisings](http://artsoftheArabWorldUprisings.com/) at

<http://artsoftheArabWorldUprisings.com/> includes galleries street art and graffiti, performance art, photography, videos and music, as well as brief narratives of the struggles. An excellent resource for discussion and exploration.

Voices of the Arab Spring: <http://voiceseducation.org/content/arab-spring-rebellions-and-revolutions>

Tweets from Tahrir Square: <http://voiceseducation.org/content/tweets-tahrir>

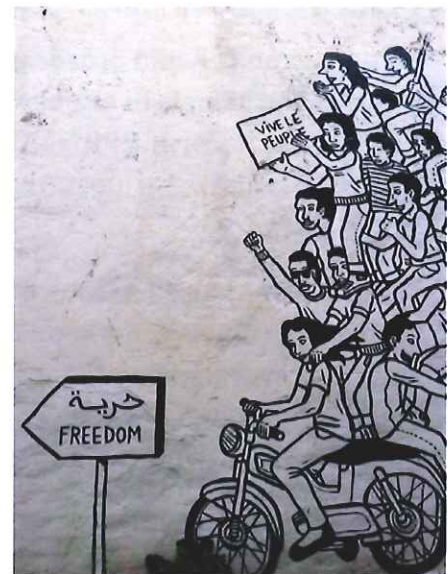
News Articles:

Al Monitor: <http://www.al-monitor.com/pulse/politics/2012/10/geopolitical-changes-caused-by-the-arab-spring.html#ixzz2dIS7LldG>

BBC Report: <http://www.bbc.co.uk/news/world-middle-east-12813859>

Al Jazeera Article:

<http://www.aljazeera.com/indepth/opinion/2012/05/201257103157208253.html>



Videos:

Wadah Khanfar: A historic moment in the Arab world

http://www.ted.com/talks/wadah_khanfar_a_historic_moment_in_the_arab_world.html

Wael Ghonim: Inside the Egyptian revolution

http://www.ted.com/talks/wael_ghonim_inside_the_egyptian_revolution.html

Arab Spring Infographics:

<http://en.rian.ru/infographics/20110203/162432536.html>

<http://mashable.com/2012/06/08/arab-world-facebook-twitter/>

<http://theloquitur.com/wp-content/uploads/2011/11/editorialInfographic.jpg>

Maps and Timelines

The Guardian Newspaper interactive timeline of events in 17 countries of the Middle East, entitled *Path to Protest* at

<http://www.guardian.co.uk/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline>.

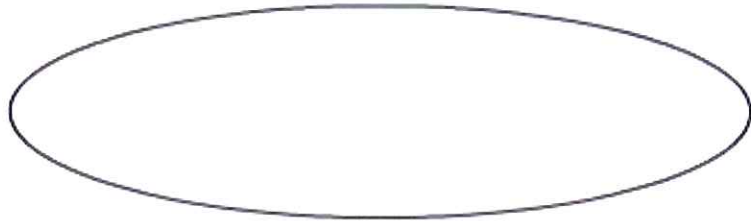
Interactive Map: <http://www.cnn.com/SPECIALS/world/arab-unrest/index.html>

NPR Overview timeline: <http://www.npr.org/2012/01/02/144489844/timeline-the-major-events-of-the-arab-spring>

3 - 2 - 1 Diagram

Activity: _____ Date: _____

Place the name of your activity here:



3 Things I Learned

(Write three things you found out about reading)

-
-
-

2 Questions I Have

(Write two questions that you have about your reading)

-
-

1 Memorable!

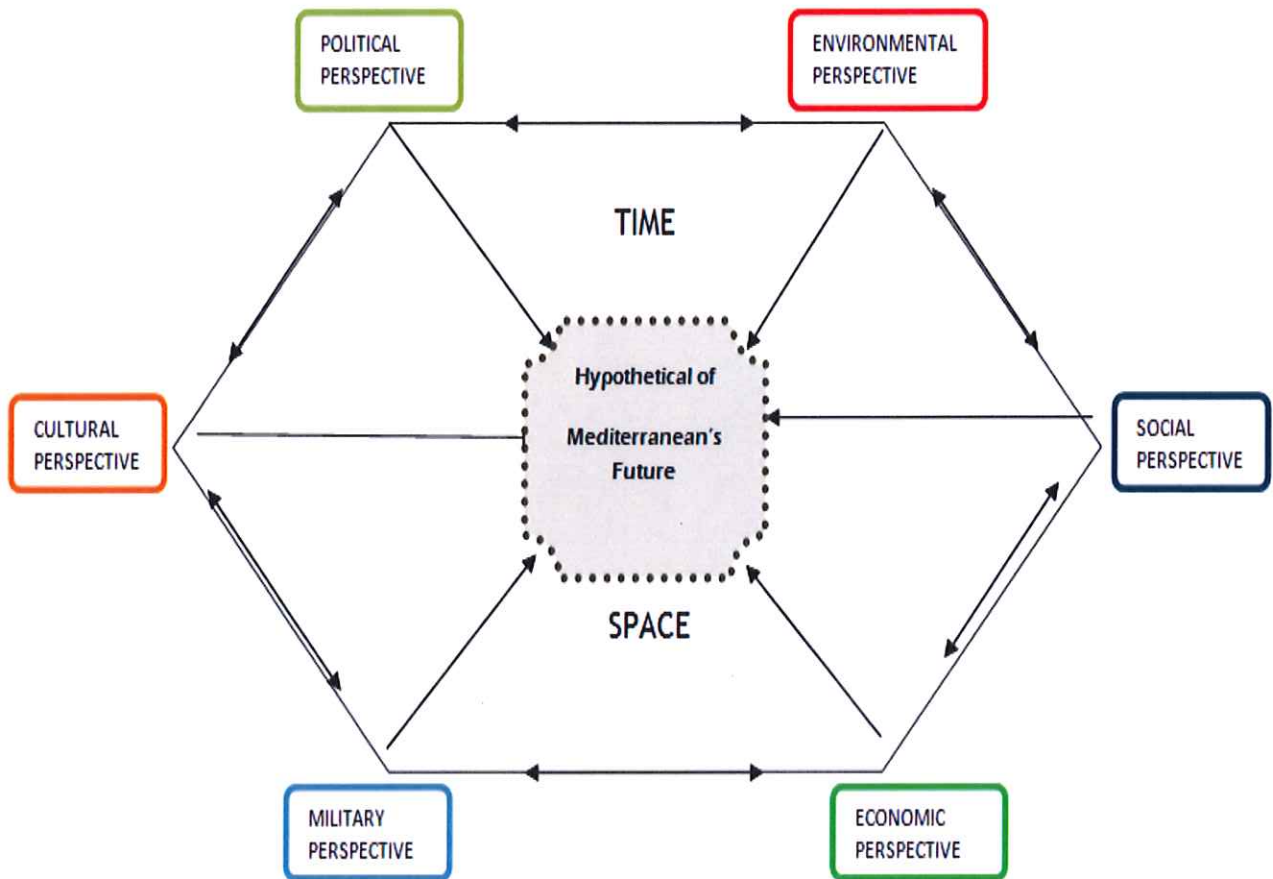
(What are you going to remember about this activity that you can apply in the future.)

-

(See additional version of this diagram type at <http://www.readingquest.org/pdf/321.pdf>)

Diagram - History Perspective Framework

Directions: Use what you have learned about the Mediterranean through time to project what its future might be. Take into account the characteristics of the perspectives in the boxes surrounding the central dotted shape, and think about how they are related to one another. What roles do time and space play in change. Is there one future for the region, or possibly many futures? What are some of the variables you have learned about?



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