**LMU SPRING 2021**

**COURSE TITLE: Greece and the Modern World: Greece, Refugees, and the Formation of Modern Europe**

**COURSE NUMBER: MDGK 4998**

**SECTION DAYS/TIMES: TR 1:50-3:20 pm**

**INSTRUCTOR: Kalliopi Kefalas**

**CORE AREA: Interdisciplinary Connections (INT)**

**FLAGS: Writing, Information Literacy**

Email: kalliopi.kefalas@lmu.edu

Office Hours: Tuesdays and Thursdays 3:20-4:20 pm

Zoom link: https://lmula.zoom.us/j/4380624266

**COURSE DESCRIPTION:**

This course focuses on refugees from the Middle East and North Africa (MENA) in Europe in the 20th and 21st century and in particular on the current refugee crisis in Greece as a case study. The first part of the class addresses not only the history of refugees in 20th century Europe, but the historical connections between the MENA and Europe fostered by the two world wars, decolonization, and Cold War “proxy wars.” In this way, it will address how the collapse of Communism and a resulting shifting policy towards the MENA by the broadened Western world, consisting of Europe and the United States, affected Greece in particular. The second part of the course will examine the experience of refugees in Greece from Syria, Iraq, and Afghanistan through the lens of Greek domestic and European federal policy. We will discuss the plight of particularly vulnerable groups such as unaccompanied minors and women, efforts toward social and economic incorporation, and the differing responses to the presence of these groups. Ultimately, we will examine how the influx of refugees has changed modern European politics and facilitated the rise of the far right, transformed demographics, and impacted economies (in particular the Greek) and social relations.

**STUDENT LEARNING OUTCOMES:**

CONTENT:

* Ability to distinguish between refugees and migrants and understand what constitutes a “crisis”
* Ability to contextualize current refugee crisis in 20th century European and Middle Eastern history and international relations
* Knowledge of the conditions that “pushed” refugees and migrants to Greece and Europe
* Understanding of EU and Greek policy toward refugees and the negotiations over these policies between these two entities
* Knowledge of how global conflicts can shape individual states’ economies, politics, and societies as well as impact people’s lives on the individual level

SKILLS:

* Research by learning how to find and use primary sources as evidence
* Crafting of effective arguments based on primary source evidence
* Refinement of writing to communicate ideas clearly
* Reading comprehension of scholarly work that incorporates the examination of main arguments, interventions, methodology, and sources
* Identifying scholarly debates by building on reading comprehension

**PREREQUISITES/RECOMMENDED BACKGROUND:**

No prerequisites; students should only have an interest in learning about refugees in Europe, the Greek refugee and migrant crisis, and its context.

**REQUIRED TEXTS:**

There is no textbook for this class. Assigned readings (both primary and secondary sources) are posted on Brightspace.

**WRITING ASSIGNMENTS:**

PRIMARY SOURCE ANALYSES:

These analyses are intended to get you started on finding primary sources for your research papers (explained in the sub-section below). You are required to complete 2 short formal writing activities on 2 separate primary sources of your choice. They can be assigned primary sources for the course or something you come across during your research for the final paper. The important thing is that these sources help you answer your research question. These will ideally comprise the evidence for your research papers.

These exercises should be approximately 3 pages (give or take half a page) double-spaced in Times New Roman 12-point font with 1-inch margins. You will turn each of these in with your proposals and your literature reviews. To help guide you through the analysis of a primary source, here are several questions you can ask yourself:

* What is the source? How do you categorize it? (i.e. popular, government, speech, photograph, interview, etc.)
* Who wrote it? (Could be a single author or a group, such as a professional organization)
* What is the source’s context? That is, what was the event or cultural milieu that prompted the production of such a document? In your analysis, you can make connections between the primary sources themselves and reflect on how weekly readings or lecture helped you understand the context of your own primary sources.
* Does the author convey political bias in this source? What is it? How can you tell?
* Related to the previous question, what is the point of the source? What is the author of it trying to argue?
* How does this source support your argument? Connect this source as evidence to your argument through an analysis, giving textual evidence (i.e. quotations, notable imagery, etc.) in order to do so.

Depending on your research and my written comments on your analyses, you may switch out these sources for the final paper. If you do, I highly recommend including the “evidence and analysis” section in your draft for my review and feedback. In addition, you may discuss the change with me during office hours.

FINAL PAPER:

On the last week of the term, you will turn in a 10-12-page paper (once again, double-spaced in Times New Roman 12 point font with one-inch margins) that uses 3 primary sources (from the above assignment or the ones that replaced those plus one more). For this essay, you will make an argument about a topic relevant to refugees in modern Greece that interests you. Throughout your paper, you will support your argument with evidence, which will come from your 3 primary sources.

The paper will be the main focus of the course and will be the result of semester-long research. You will be kept accountable for starting this research on time with three different assignments that are separate from the primary source analyses above:

1. Proposal

You will decide on a topic and submit it to me for approval in a 3-4-page research proposal during week 4 of the semester. This should be submitted with your first primary source analysis.

1. Literature Review

During week 9, you will turn in a 5-6-page fully fleshed out literature review that discusses 6-8 secondary sources that are relevant to your research question. Up to 3 of these may be from the assigned readings. The rest must be other articles or books that you come across in your research. Any articles used must be from peer-reviewed journals (Use the LMU library resources for this part of the project). This should be submitted with your second primary source analysis.

1. Draft

During week 13, you will submit a 5-6-page draft of any part of your paper for review. Finally, on the last day of class, you will turn in your final papers.

All of these assignments will be submitted on Brightspace, which has been integrated with turnitin.com. Please see the following disclosure about LMU’s use of Turnitin.com:

Loyola Marymount University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading for instructors. Submitted files are compared against an extensive database of content comprising of over 165 million journal articles, 1 billion student papers, and 62 billion current and archived websites. Turnitin produces a similarity report and a similarity score. A similarity score is the percentage of a document that is similar to content held within the database. A similarity report gives the instructor more information about any potential matches and their sources. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process. All submissions to this course may be checked using Turnitin.

**PRESENTATIONS:**

You will be responsible for presenting on one reading during the semester. On the day you present your insights on the particular reading, you will also work with other students who present on that day to lead discussion. In so doing, you will come up with questions to engage the class that either pertain to your reading alone or to common themes in the reading. These questions may work together with lecture content and ask students to apply what they learned in lecture to discuss a particular part of the reading or the readings as a whole. Presentations on each reading should last about 5-6 minutes.

PRIMARY SOURCES:

Those presenting on primary sources should discuss the context of the source (who wrote it, the reason for writing it, and what relevant events were happening while it was written) and, briefly, what the author is writing about in the source.

In order to lead discussion on the source, you may borrow questions from the sub-section on this syllabus “Primary Source Analyses.” You can ask about what the author is specifically arguing, imagery (if relevant), political bias, and anything else you think is important for understanding the source and why we are reading it for this particular course. If your source is a piece of legislation, you may also think about the intention of the legislation and ask about its implementation based on other assigned readings and lecture.

SECONDARY SOURCES:

Those presenting on secondary sources should quickly touch on the central topic, identify the author’s research question(s), discuss the author’s disciplinary specialty and methodological approach to this question, and identify the type of source s/he has written (academic, trade, popular, etc.). In order to discuss methodological approach, students should point out the body of primary sources (that is, the types of sources the authors use rather than particular sources individually) that the author uses.

Questions should vary from those testing basic reading comprehension (i.e. how does the author answer his research question? How does s/he use the primary sources to make his/her argument?) to more complex questions that ask classmates to connect the readings (i.e. how would the author of \_\_\_ respond to the author of \_\_\_\_ regarding [particular problem or argument]?)

**INSTRUCTIONAL METHODS:**

The class will be conducted mostly as a seminar, focused equally on writing and the content described in the course description on this syllabus. On some weeks, I will lecture in order to give some background information on the assigned readings. Students are expected to attend class regularly and participate in discussions on the assigned readings, either independently or with an assigned presentation. Therefore, for any weeks during which reading is assigned, the reading must be completed before discussion in order to ensure a productive class.

Besides participation, you will be actively engaging with course material through the various writing assignments. Lectures and discussions will help you understand the context of your primary sources, whether assigned or not. They will also help you with the historical background of your paper topic, so keeping up with lecture and assigned reading material is crucial for your success in this course.

**GRADING SCHEME:**

Discussion and workshop participation: 15%

Reading presentations: 10%

Research Paper: 75%

* Primary source exercises: 20% (10% each)
* Research proposal: 10%
* Literature review: 10%
* Paper draft: 15%
* Final paper: 20%

**DUE DATES:**

Tuesday, 2/2 (1:50 pm Pacific Time): Research proposals and primary source analysis 1 due

Tuesday, 3/9 (1:50 pm Pacific Time): Literature reviews and primary source analysis 2 due

Tuesday, 4/6 (1:50 pm Pacific Time): Drafts due

Friday, 4/30 (11:59 pm Pacific Time): Final papers due

**WORK LOAD EXPECTATIONS:**

At LMU, 1 credit hour is defined as a minimum of 3 hours of work per week for a 15-week semester. That means that a 4-unit class must average a minimum of 12 hours of work per week (including class time). Typically, this will mean one hour of classroom instruction and two hours of out of class student work each week per each unit of a course. This course meets twice a week for an hour and a half and expects a minimum of 12 hours of work per week for all class-related activities.

**CLASSROOM POLICIES:**

ZOOM USE:

As explained in more detail below, there are two ways that you can participate in this course. If you decide to participate synchronously, your camera must be turned on and you should be clearly present. Please treat our Zoom sessions as you would a class session (no talking to people, answering the phone, etc.). Your microphone should be muted when you are not speaking in case of background noise. Please do not use the chat function for questions, as it is distracting.

ATTENDANCE AND PARTICIPATION:

Attendance is mandatory in this class. However, attendance is not sufficient for success in this class, nor is it the same as participation. Participation consists of addressing questions on the material, asking substantive questions about the material, and responding to your classmates’ comments and questions.

The course is synchronous, which means that you will be joining the Zoom link posted at the top of the syllabus during our regular class meeting time. You will be following lecture and participating in discussions on the assigned texts in real time. Questions and comments on the texts and their context count as participation, so do not feel as though you need to know everything! Nobody does, and this is why we are all here.

If you are studying outside of the United States and the time zone you are in prevents you from meeting synchronously, please let me know.

LATE ASSIGNMENTS:

Assignments received after the beginning of class time will be lowered 1/3 of a grade each 24-hour period that you do not turn them in. (i.e. a proposal submitted on Tuesday, 2 pm counts as 1 24-hour period late). After a week, they will no longer be accepted at all.

If you require special accommodations, please see the “Special Accommodations” subsection under “University Policies” below and message me to make the necessary arrangements.

**UNIVERSITY POLICIES:**

ACADEMIC HONESTY AND PLAGIARISM:

Academic dishonesty will be treated as an extremely serious matter, with serious consequences that can range from receiving no credit for assignments to failing the class to expulsion. It is never permissible to turn in any work that has been copied from another student or copied from a source (including Internet sources) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the “LMU Honor Code and Process”

See <http://www.lmu.edu/about/services/registrar/Bulletin/Bulletins_in_PDF_Format.htm>.

If you have any doubts about quoting your sources correctly or if you do not know whether something is plagiarism, you can consult any Writer’s Manual (available online as well) or talk to me.

EXPECTATIONS FOR CLASSROOM BEHAVIOR:

As an LMU Lion, by the *Lion’s Code*, you are pledged to join the discourse of the academy with honesty of voice and integrity of scholarship and to show respect for staff, professors, and other students.Behavior appropriate for the success of the class is expected at all times. Please, be in class on time. Do not disturb / disrupt other students' learning experience by coming to class late or leaving early, walking in and out, not having your textbook with you, using electronic devices, etc. Be courteous during discussions. Please, use common sense as to what behavior is appropriate and expected. If in doubt, ask me or refer to the LMU [*Community Standards*](https://www.lmu.edu/media/studentaffairs/studentconductampcommunityresponsibility/documents/lmu-community-standards-2017-18.pdf) (see Student Conduct Code, Section IV. D.).

SPECIAL ACCOMMODATIONS:

Students with special needs who require reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services (DSS) Office. Any student who currently has a documented disability (ADHD, Autism Spectrum Disorder, Learning, Physical, or Psychiatric) needing academic accommodations should contact the DSS Office (Daum Hall 2nd floor, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit [www.lmu.edu/dss](http://www.lmu.edu/dss) for additional information.

EMERGENCY PREPAREDNESS:

To report an emergency or suspicious activity, contact the LMU Department of Public Safety by phone (x222 or 310-338-2893) or at the nearest emergency call box.  In the event of an evacuation, follow the evacuation signage throughout the building to the designated safe refuge area where you will receive further instruction from Public Safety or a Building Captain.  For more safety information and preparedness tips, visit <http://www.lmu.edu/emergency>.

REPORTING REQUIREMENTS OF SEXUAL OR INTERPERSONAL MISCONDUCT:

Faculty are required to report any case of suspected sexual or interpersonal misconduct and cannot protect student confidentiality. For information about confidential counseling on campus and for general information about consensual relationships, sexual harassment, and sexual assault, please see the LMU Cares website: http://studentaffairs.lmu.edu/lmucares/.

ACADEMIC EXCELLENCE AT LMU AND OVERALL ASSESSMENT:

In keeping with the larger context of LMU’s mission about academic excellence, the encouragement of lifelong learning, the education of the whole person, and the promotion of faith and justice, critical thinking, academic and moral reflection as well as articulate expression are at the core of this class. Students are expected to be careful, critical readers, engaged learners. They are expected to write and speak with precision and clarity about important issues such as ethics and social justice.

Students are expected to assimilate class presentations on complex topics such as the academic, literary, and cultural discourse, control primary texts (i.e., read carefully and understand the content), raise their own questions that reflect critical engagement with the class overall.

TENTATIVE NATURE OF THE SYLLABUS:

If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications announced in class or on Brightspace or posted on LMU's course management system MYLMUConnect.

GRADING STANDARDS:

*A Outstanding*

*Student has exceeded expectations and achieved mastery of the subject*

1. Participation: The student consistently makes important and creative contributions to the learning environment of the seminar. Questions and comments demonstrate that the student has thoroughly prepared the assigned material and is familiar with the issues involved. Questions help move the discussion forward. The student offers insightful comments that engage the rest of the class as well.
2. Writing: The student has achieved mastery of the topic of the assignment. In the case where s/he chooses their own topic, it shows deep reflection and originality of thought. The writing is well organized in structure, shows clear grasp of the concepts involved and a superior ability to articulate ideas and reflections. Research is thorough and well documented. Writing itself shows mastery of style. Language is varied in pattern, sophisticated in vocabulary and complex in structure and thought. There are no spelling or punctuation errors and it is thoroughly edited and proofread.

*B Good*

*Student has met all expectations and accomplished above average work*

1. Participation: The student actively contributes to the learning environment of the class. Comments demonstrate that s/he is familiar with the assigned material. Questions seek information or clarification alone.
2. Writing: The student demonstrates a clear understanding of the topic/subject matter. Work is generally organized in an effective way and the writing is competent. Research is good and documented. There are no spelling or punctuation errors and it is edited and proofread.

*C Satisfactory*

*Student has met most expectations and demonstrated a general comprehension of the subject*

1. Participation: The student volunteers occasional comments in class discussions but is primarily a passive listener. The student contributes to small groups discussions. Comments do not show reflection on the texts and ideas discussed.
2. Writing: The student demonstrates only a general understanding of the topic/subject matter. Work shows some evidence of initial research. Errors in grammar, spelling, and punctuation are present. Writing needs to be improved by better organization of ideas, more nuanced thought and expression, more thorough uses of research sources, wider word choice, more complex sentence structure, overall editing and proofreading.

*D Poor /Pass*

*Student has met few expectations and has not shown an understanding of the subject.*

1. Participation: The student shows only minimal evidence of having studied the required material. The student makes no active contributions to discussions.
2. Writing: It shows poor organization of ideas. Work illustrates only minimal evidence of having read and studied the required material. There are significant errors in grammar, punctuation, and spelling. No editing or proofreading.

*F Failing*

*Student has not met expectations and has shown little effort to understand and engage with the material.*

**CLASS SCHEDULE:**

Week 1 (1/12, 1/14) – Introduction, syllabus, expectations

Writing and research discussion: How to find sources and useful repositories for secondary and primary sources; plagiarism; how to form research questions; research as a parallel process

Part I – Historical Connections: Refugees and Migrants in Europe in the 20th Century

Week 2 (1/19, 1/21) – Prelude: The Eastern Question, the Megali Idea, and the Catastrophe

Week 3 (1/26, 1/28) – Reading and writing discussion (the craft of writing an introduction; reading as the best way to become a better writer)

Primary Sources:

Treaty of Lausanne, Section VI

Henry Morgenthau – *I Was Sent to Athens* (Chs. 5 and 6)

Secondary Sources:

Yıldırım, Onur. “Introduction.” In *Diplomacy and Displacement: Reconsidering the Turco-Greek Exchange of*

*Populations*, 1-28. New York, London: Routledge, 2006.

Week 4 (2/2, 2/4) – Identity Crisis: DPs, the Making of the Modern Refugee, and the Europe-Middle East Relationship

PROPOSALS AND PRIMARY SOURCE ANALYSIS 1 DUE TUES. 2/2 1:50 PM PACIFIC

Week 5 (2/9, 2/11) – Reading and writing discussion (how to see your primary sources as evidence)

Primary Sources:

Margolius Kovaly, Heda. *Under a Cruel Star: A Life in Prague, 1941-1968*. Translated by Franci Epstein and

Helen Epstein. New York: Holmes and Meier, 1997. 52-66.

Balfour Declaration

McMahon-Sharif Hussein Correspondence

Secondary Sources:

Sluglett, Peter. “An improvement on colonialism? The ‘A’ mandates and their legacy in the Middle East.”

*International Affairs* 90, no. 2 (2014): 413-427.

Zahra, Tara. “Introduction: Civilization in Disarray.” In *The Lost Children*, 1-23. Cambridge, London: Harvard

University Press, 2011.

Gatrell, Peter. “‘Nothing Except Commas’: Jews, Palestinians, and the Torment of Displacement.” In *The*

*Making of the Modern Refugee*, 118-147. Oxford: Oxford University Press, 2013.

Week 6 (2/16, 2/18) – Arrival of the Other: Post-colonial Europe and the Fall of Communism

LAST WEEK TO WITHDRAW FROM CLASSES (LAST DAY FRI. 2/19)

Week 7 (2/23, 2/25) – Reading and writing discussion (what is the purpose and importance of a literature review? How to write a good literature review and intervention)

Primary Sources:

Smith, Helena. “Greece arrests hundreds of immigrants.” *The Guardian*. Mar. 14, 2000.

Human Rights Watch. *Human Rights Watch World Report 1998 – Greece*. Jan. 1, 1998.

Secondary Sources:

Shepard, Todd. “Rejecting the Muslims.” In *The Invention of Decolonization: The Algerian War*

*and the Remaking of France*. Ithaca: Cornell University Press, 2006.

Ireland, Patrick. “Germany: Social Policy and the Construction of Ethnic Identities.” In *Becoming Europe:*

*Immigration, Integration, and the Welfare State*, 27-59. Pittsburgh: University of Pittsburgh Press, 2004.

Week 8 (3/2, 3/4) – SPRING BREAK

Part II – The Greek Refugee Crisis

Week 9 (3/9, 3/11) – Intersections: War in the Middle East and Greece’s 21st Century Refugee, Migrant, and Economic Crisis

LITERATURE REVIEWS AND PRIMARY SOURCE ANALYSIS 2 DUE TUES. 3/9 1:50 PM PACIFIC

Week 10 (3/16, 3/18) – Reading and writing discussion (analyzing the evidence and saying something important)

Primary Sources:

UNHCR briefing note – “Greece: UNHCR concerned at drop in recognition rate” (Dec. 10, 2002)

Letter from Tony Blair to Kostas Simitis (Mar. 10, 2003)

Weiwei, Ai. “Chaled, Refugee; Izmir, Turkey.” In *Human Flow: Stories of the Global Refugee Crisis*, edited by Boris

Cheshirkov, Ryan Heath, and Chin-chin Yap, 115-118. Princeton: Princeton University Press, 2020.

Psaropoulos, John. “Some refugees are integrated. Can Greece’s economy keep up?” *Al Jazeera*. May 6, 2019.

Higginbottom, Justin. “‘It’s a powder-keg ready to explode’: In Greek village, tensions simmer between

refugees and locals.” *CNBC*. Mar. 1, 2020.

Secondary Sources:

Roesch, Jimena Leiva and Cheryl He. “A Greek Recipe for Overcoming Crises: Can the SDGs be Used as

Ingredients?” International Peace Institute (2017).

Horn, Heather. “Can the Welfare State Survive the Refugee Crisis? The economics – and morality – of

admitting immigrants.” *The Atlantic*. Feb. 18, 2016.

Hernandez, Joel. “Greece Struggles to Balance Competing Migration Demands.” *Migration Information Source*.

Sept. 25, 2020.

Week 11 (3/23, 3/25) – The Sprinkler and the Dam: EU Policy and Negotiations between the EU and Greece

Week 12 (3/30) – Reading discussion

EASTER HOLIDAY ON THURS. 4/1

Primary Sources:

Kjell Nilsson-Maki Cartoons

Dublin (III) Regulations (2013) excerpt (“Whereas” sections before chapters)

Stamouli, Nektaria. “Greek Prime Minister Urges Unity on Migrants.” *Wall Street Journal*. Sept. 23, 2016.

Brunsden, Jim, Guy Chazan, and Michael Peel. “Greece ready to sign deal with Merkel to take back asylum

seekers.” *Financial Times*. Jun. 28, 2018.

“Merkel acknowledges Aegean migrant ‘situation,’ Greek WWII reparation calls.” *DW News*. Nov. 1, 2019.

Secondary Sources:

Cabot, Heath. “From the Twilight Zone to the Limelight: Shifting Terrains of Asylum and Rights in Greece.”

In *Living Under Austerity: Greek Society in Crisis*, edited by Evdoxios Doxiadis and Aimee Placas, 280-301. New York: Bergahn, 2018.

Le Gloannec, Anne Marie. “A Crisis in the Making? The Refugee Crisis.” In *Continent by Default: The European*

*Union and the Demise of Regional Order*, 134-162. London, Ithaca: Cornell University Press, 2017.

Week 13 (4/6, 4/8) – The Experience of Vulnerability: Women and Unaccompanied Minors

DRAFTS DUE TUES. 4/6 1:50 PM PACIFIC

Week 14 (4/13, 4/15) – Reading and writing discussion (revising your argument for precision; incorporating explanations into the argument)

Primary Sources:

Simon, Hannah. “A Childhood Regained on Kos.” *UNHCR* *News*. Nov. 11, 2015.

Nilüfer Demir – Photograph of Aylan (Alan) Kurdi

Secondary Sources:

Stathopoulou, Theoni. “Surveying the Hard-to-Survey: Refugees and Unaccompanied Minors in

Greece.” In *Humanitarianism and Mass Migration: Confronting the World Crisis*, edited by Marcelo M. Suarez-Orozco, 165-185. Berkeley: University of California Press, 2019.

Belloni, Milena, Feruccio Pastore, and Christiane Timmerman. “Women in Mediterranean asylum flows:

Current scenario and ways forward.” In *Gender and Migration: A Gender-Sensitive Approach to Migration Dynamics*, edited by Christiane Timmerman, Maria Lucinda Fonseca, Lore Van Praag, and Sonia Perreira, 217-241. Leuven: Leuven University Press, 2018.

Snow, Tom. “Visual politics and the refugee ‘crisis’: The images of Alan Kurdi.” In *Refuge in a Moving*

*World: Tracing refugee and migrant journeys across disciplines*, edited by Elena Fiddian-Qasmiyeh, 166-176. London: UCL Press, 2020.

Week 15 (4/20, 4/22) – Reactions: Humanitarian Efforts and Xenophobia

Week 16 (4/27, 4/29) – Reading and writing discussion (tidying up your paper)

FINAL PAPERS DUE FRI. 4/30 11:59 PM PACIFIC

Primary Sources:

Yorgos Tsemberopoulos (director) – *The Enemy Within* (watch in class on Tuesday)

Secondary Sources:

Karayiannis, Yiannis and Anthoula Malkopoulou. “Political Rhetoric in the Refugee Crisis in Greece.” In

*National Rhetorics in the Syrian Immigration Crisis: Victims, Frauds, and Floods*, edited by Clarke Rountree and Founi Tilli, 69-95. East Lansing: Michigan State University Press, 2019.

Rozakou, Katerina. “Solidarity #Humanitarianism: The Blurred Boundaries of Humanitarianism in Greece.”

*Etnofoor* 29 no. 2 (2017): 99-104.