COURSE DESCRIPTION
Migration in the Modern Middle East focuses on the history of migration and displacement from the nineteenth to the early twenty first century. The course will analyze migration to, within, and from the region and address the ways in which migration shaped the modern Middle East and its populations. Migration is an interdisciplinary subject and the approach to examining state migration policies, expulsion, statelessness, settler colonization, labor migration, nomads, forced resettlement, refugees, and population exchanges will draw on primary and secondary material in history, social science, law, international relations, literature, and media. By analyzing migration case studies the course will shed light on different forms of migration, experiences of migrants, migration policies and attitudes, and social, political, and economic impact of migration in the region and globally.

LEARNING OUTCOMES
Students in this class will be able to:
• Demonstrate knowledge of migration patterns within the Middle East and distinguish major themes in migration history
• Contextualize interdisciplinary studies and methodologies in understanding migration theory and analyzing migration in the Middle East case studies; articulate it orally and in writing.
• Understand historical factors that have contributed to the development of states, institutions, and values of today’s world.
• Critically read primary sources and familiarize themselves with the methodology for interpreting them.
• Recognize the value of different media and information in scholarship in general and migration studies in particular; consider and apply different approaches in class projects.
COURSE REQUIREMENTS

**ATTENDANCE** is mandatory and only 3 excused (documented) absences are allowed before grade is affected. Your success in this class will depend on your preparation and participation in class discussion. Class work cannot be made up – it depends on being in class. Recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions. Following Rutgers policy, any student who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

- **Use of electronic devices during lecture and class discussion is prohibited.**
- **No student may record the class in any fashion unless they have written permission from the teacher and the recording device is visible to everyone in the classroom.**

**ASSIGNMENTS:**

1. **Digital Mapping Project** is a group exercise in digital humanities. Each student will create a journal of the exercise due after the project has been completed.
2. **Book Review** of *Hope and Other Dangerous Pursuits* by Laila Lalami needs to be submitted through Blackboard. Instructions can be found in the prompt.
3. **Final Paper/Project** will be done in stages. You will have an option to do a written paper or a digital humanities project on a topic relating to migration in the modern Middle East with professor’s approval. By **February 26** you should select a topic for your final paper/project and submit an abstract. Project meetings will take place during the week of **March 12**, when the thesis and bibliography of the sources you will use in the paper/project is due. The week of **April 30** will be reserved for presenting your project and discussing it with class. You will incorporate these final comments and submit the final paper/project through Blackboard due on **May 14**.

Written assignments will be graded based on content and accuracy, evidence used to support the analysis and interpretation, grammar, spelling, punctuation, clarity of thinking and writing, organization, and presentation. Paper grading rubric is available on Blackboard. You are strongly encouraged to make an appointment at the Writing Center: [https://www.ncas.rutgers.edu/writingcenter](https://www.ncas.rutgers.edu/writingcenter), and receive help with completing your writing assignments.

**GRADING**

- 90-100 % A (outstanding)
- 80-89 % B (above average)
- 70-79 % C (comprehension at an appropriate university level)
- 60-69 % D (unsatisfactory, barely passing)
- Below 60% F (failure)
ACADEMIC INTEGRITY

Principles of academic integrity require that Rutgers University students:

• properly acknowledge and cite all use of the ideas, results, or words of others
• properly acknowledge all contributors to a given piece of work
• make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
• obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
• treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
• uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Read entire policy: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

Please note: in this matter, ignorance is never an acceptable excuse.

DISABILITY SERVICES

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’ disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form. For more information please contact the Office of Disability Services in the Paul Robeson Campus Center, in suite 219, by phone at 973-353-5375 or by email at odsnewark@newark.rutgers.edu.

SAFE LEARNING ENVIRONMENT

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University’s Title IX Coordinator. If you wish to speak with a staff member who is confidential and does not have this reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)-353-1918, or at run.vpva@rutgers.edu. Learn more about the office here: http://counseling.newark.rutgers.edu/vpva
REQUIRED TEXTS


All other readings are available on Blackboard and marked with asterisk.*
Syllabus is subject to change. The most updated version is on Blackboard.

WEEKLY CLASS PLAN

WEEK 1 Introduction
January 22 & 24
The Editors "From the Editors (Spring 2016)," Middle East Report 278 (Spring 2016).*
"Watch The Movements Of Every Refugee On Earth Since The Year 2000"*

WEEK 2 Defining Migrants and Refugees
January 29 & 31
Migration History in World History: Multidisciplinary Approaches, 3-35.*
Mazower, "Endless exodus: 3,000 years of fearing and depending on refugees"*
Chatty, Intro+Ch.1, pages 1-37

WEEK 3 Migrations and the Ottoman State
February 5 & 7
Chatty, Circassian, Chechnyan, and Other Muslim Communities Expelled from the Caucasus and the Balkans, 38-90
McCarthy, Death and Exile/Bulgaria, 59-109*
"Refugee family renews century-old ties on Crete"*
WEEK 4  Death and Exile  
February 12 & 14  
Chatty,  *The Armenians and Other Christians: Expulsions and Massacres*, 91-133  
Digital Mapping Project In-class work

WEEK 5  American Diaspora and Return  
February 19 & 21  
Khater,  *Inventing Home: Emigration, Gender, and the Middle Class in Lebanon, 1870-1920*, selections*  
Gualtieri,  *Between Arab and White: Race and Ethnicity in the Early Syrian American Diaspora*, selections*

WEEK 6  Empire, Colonialism  
February 26 & 28  
Chatty,  *Liminality and Belonging*, 279  
Kozma,  *Women’s Migration for Prostitution in the Interwar Middle East and North Africa*  
Abstract due

WEEK 7  Nations, Minorities  
March 5 & 7  
Documentary*  
Work on Digital Mapping Project

WEEK 8  Project Meetings  
March 12 & 14  
Thesis and bibliography due in meeting  
Complete work on digital project and prepare journal

WEEK 9  
SPRING BREAK

WEEK 10  Statelessness: Palestinians  
March 26 & 28  
Chatty,  *Palestinian Dispossession and Exodus*  
Bashkin,  *New Babylonians: a History of Jews in Modern Iraq*, selection*  
Book Review Due
**WEEK 11** Kurdish, Iranian, and Afghan Migrations  
April 2 & 4  
Chatty, *Kurds: Dispossessed and Made Stateless*, 260-278 (start at 231 for background)  
Safri, *The Transformation of the Afghan Refugee-1979-2009*  

**WEEK 12** Labor Migration: Out, In, Within  
April 9 & 11  
Thiollet, *Migration as Diplomacy: Labor Migrants, Refugees, and Arab Regional Politics in the Oil-Rich Countries*  
Documentary: *Nightmare in Dreamland* (Edgar Wolf, Eva Gruen and Adamna Adim, 2010)  

**WEEK 13** On the Road  
April 16 & 18  
Akcapar, *Conversion as a Migration Strategy in a Transit Country- Iranian Shiites Becoming Christians in Turkey*  
Documentary: *Ofsayt* (Reyan Tuvi, 2010)  
Mokbel, *Refugees in Limbo: The Plight of Iraqis in Bordering States*  
“Afghans, the Refugees’ Refugees”  

**WEEK 14** Escaping Current Conflicts  
April 23 & 25  
Chatty, *Syria: The Making and Unmaking of a Refugee State*, Ch.8  
Pearlman, *We Crossed a Bridge and It Trembled*  
“Graphic Novels, Games Bring Syrian Refugees’ Stories to New Audiences”  

**WEEK 15** Presentations and Discussion  
April 30 & May 2  

**WEEK 16**  
May 7  
Work on Final Paper/Project  

**FINAL due on Blackboard - MAY 14**