HIST 4263:003: Modern Middle Eastern Diasporas  
Fall 2014  
Prof. Nancy L. Stockdale  
Time: Monday, 6:30-9:20 PM  
Place: Wooten Hall 115

Contact information: Email: stockdale@unt.edu  
This is a very effective way for us to communicate, so feel free to reach me online. I check my accounts once per day, so please remember that you will not necessarily receive an instant reply from me, but I will answer your email in a timely manner. When emailing me, please identify yourself by giving me your entire name, the class you are in, and your specific question or request.  
Office: Wooten Hall #238  
Office phone: (940) 565-4209  
Office hours: Mondays 4:30-6:00 PM and by appointment. Please come and talk to me during office hours, as it is your time set aside for us to discuss history and the course. If you cannot come during these hours, please make an appointment to see me.

Course Description: In this class, students will learn about the histories and experiences of migration and diaspora in modern Middle Eastern history. We will explore the reasons why people migrate, how diasporas evolve, and the ways that personal and collective identities shift in the context of migration, expulsion, exile, and diaspora. We will focus on diasporas inside the Middle East and North Africa (MENA), as well as outside the region. By the end of this class, students should have a solid historical understanding of the reasons why the MENA region is one of the most important for analyzing current diaspora and migration issues around the world today. We will focus on a variety of countries in the MENA region, including diasporas from Algeria, Palestine, Iraq, Iran, Syria, Lebanon, and others. This class will be taught primarily from Middle Eastern perspectives, and will include many contrasting Middle Eastern voices, to give students a wider sense of the variety of issues, ideas, and historical conclusions concerning this dynamic and influential region.

Course Readings: There are eight required books for this course:

Theresa Alfaro-Velcamp, So Far from Allah, So Close to Mexico  
Ian Coller, Arab France  
Sarah M. A. Gualtieri, Between Arab and White  
Juliane Hammer, Palestinians Born in Exile  
Akram Khater, Inventing Home  
Azadeh Moaveni, Lipstick Jihad  
Tova Murad Sadka, Farewell to Dejla  
Saba Soomekh, From the Shahs to Los Angeles

I cannot stress enough how important it is for you to keep up and complete all of your assigned readings. You will be examined on the information in your books just as you will the lectures, and you will be expected to integrate readings into our class discussions as well. If you have
any troubles understanding any of the readings, feel free to come in to office hours to discuss them with me. Note that I will be giving unannounced quizzes throughout the semester based on your readings if I find that people aren’t reading, so make sure that you do the readings on time! Assignments for the books are located in the calendar section of this syllabus.

**Grading:** Your grade for the course will be weighted as follows: class participation (which includes participation on Blackboard discussion forums)—10%, term paper—25%, a midterm—25%, diaspora exercise—10%, and a final—30%. If you have any questions about your grades once received, please come to see me (at least 24 hours after receiving them) during my office hours. There is no curve in this class.

**Exams:** You will be given a take-home midterm (due on October 13th). This will be an essay exam and you will have one week to complete it. You will be given a final (in-class on December 8th at 6:30-8:30 PM), and this will be a “Green Book” exam that is closed book (i.e., you will not be allowed to use notes or any other aids to take this exam). I will supply the Green Books and you will bring a pen. There will not be make-ups for these exams, so if you have any other engagements, change them and come prepared to take and turn in the tests at the scheduled time.

**Paper:** You will write one 7-page paper, due November 10th, before lecture starts. If you need help with your writing, feel free to come to me for assistance. The assignment—and relevant turnitin.com materials—is attached to this syllabus. Please note: it will NOT be possible for you to turn this paper in late, so please prepare to turn it in on time.

**Diaspora Exercise:** You will write a brief paper (3 pages), due September 15th, before class starts. For this assignment, I would like you to explain what “diaspora” means to you and how historians define it. A clear working knowledge of the concepts of diaspora will be crucial for excelling in this class.

**Turning in things late:** This is a simple one--I do not accept late assignments. All work must be turned in to me by the due date and time! If not, your grade will suffer, because you will receive a 0% for that assignment. Of course, there are life events that pop up that make it impossible for you to turn your assignment in. Such events include death, extreme ill health, etc. If this is the case, please talk with me. (Please don’t fake someone’s death.) Otherwise, turn in your assignments on time.

**ADA Accommodation:** The University of North Texas abides by the legal code of the Americans with Disabilities Act, and I am happy to give qualifying students accommodations. However, the only way that I can provide these accommodations is if you register with the Office of Disability Accommodation in advance of the date when you need such accommodation. Students register with this office, and the office in turn notifies professors of the types of accommodations necessary. If you don’t register with them, I cannot provide any special accommodations. If you do register with them, we can set up the accommodations you require through their office.
This is UNT's ADA statement for syllabi:  "The University of North Texas makes reasonable academic reasonable accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

**Plagiarism and cheating:** Plagiarism and cheating take many forms, including, but not limited to: the use of another author's words without citation, cutting and pasting uncited materials from the internet, having someone else to do your work and claiming it as your own, and copying from another student’s paper or exam. All writing is the intellectual property of the person who came up with it; just think about what would happen if you suddenly starting marketing Microsoft Word as your own software, or released downloads of Midlake songs claiming to be the band--this is plagiarism. If you are caught cheating or plagiarizing, you may be expelled from UNT. Trust me, I will catch you and I will prosecute you, because plagiarism makes me very angry. If you are still unsure at any time during the semester as to what plagiarism is, please come and talk to me.

In order to protect students who do not plagiarize, I will be having everyone in the course submit their papers to me via two concurrent methods--you will give me a hard copy, and I will have you submit a copy of your paper online to turnitin.com. Information about this free and easy procedure is included with your paper assignment and on your take home midterm assignment.

**Classroom decorum:** As a courtesy to me as well as your fellow students, please do not come late to class, nor leave early. Also, please turn off all cellular phones, pagers, music players, and other disruptive devices before entering the classroom. Do not pretend to be taking notes on your laptop or mobile device, only to be surfing the net, IMing, texting, or otherwise disrupting people with your computer/phone shenanigans. Furthermore, do not take photos in class, nor record the class in any way, including audio or video tape, or digital recording devices, unless you have approved that as a necessary action with me and the Office of Disability Accommodation.

**Please note:** I reserve the right to make changes to this syllabus.
Schedule:

WEEK ONE/August 25th: Introduction to the Middle East & the Concept of Diaspora
Reading: Get your books

WEEK TWO/September 1: LABOR DAY—No class!
Reading: begin Ian Coller, *Arab France*

WEEK THREE/September 8th: Life in the MENA region in the 19th century
Reading: Ian Coller, *Arab France*

WEEK FOUR/September 15th: Algeria and France
+ Discussion of Ian Coller, *Arab France* in class
Reading: begin Akram Khater, *Inventing Home*
DIASPORA EXERCISE DUE AT THE START OF CLASS

WEEK FIVE/ September 22nd: Introduction to the Levant
Reading: Akram Khater, *Inventing Home*

WEEK SIX/ September 29th: Migrations of Lebanese and Syrians to the New World
+Discussion of Akram Khater, *Inventing Home* in class
Reading: begin Sarah M. A. Gualtieri, *Between Arab and White*

WEEK SEVEN/October 6th: Arabness in the Americas
+Discussion of Sarah M. A. Gualtieri, *Between Arab and White* in class
Reading: Sarah M. A. Gualtieri, *Between Arab and White*
TAKE HOME MIDTERM DISTRIBUTED

WEEK EIGHT/ October 13th: Modern Migrations from Lebanon and Syria
Reading: Catch up!
TAKE HOME MIDTERM DUE AT BEGINNING OF CLASS

WEEK NINE/ October 20th: Palestine in the 19th and early 20th centuries
Reading: Theresa Alfaro-Velcamp, *So Far from Allah, So Close to Mexico*

WEEK TEN/ October 27th: The Nakba
+Discussion of Theresa Alfaro-Velcamp, *So Far from Allah, So Close to Mexico* in class
Reading: Juliane Hammer, *Palestinians Born in Exile*

WEEK ELEVEN/November 3rd: Middle Eastern Jewry before Israel
+Discussion of Juliane Hammer, *Palestinians Born in Exile* in class
Reading: Tova Murad Sadka, *Farewell to Dejla*
WEEK TWELVE/ November 10th: Mizrahi Jewish Diasporas
+ Discussion of Tova Murad Sadka, *Farewell to Dejla* in class
Reading: Saba Soomekh, *From the Shahs to Los Angeles*

TERM PAPER DUE AT THE BEGINNING OF CLASS

WEEK THIRTEEN/ November 17th: Tehran & Tehrangeles
+Discussion in class of *From the Shahs to Los Angeles* and *Lipstick Jihad*
Reading: Azadeh Moaveni, *Lipstick Jihad*

WEEK FOURTEEN/ November 24th: FILM TBA
Reading: enjoy Thanksgiving!

WEEK FIFTEEN/December 1st: Contemporary Migrants & Refugees
+Final Review
Reading: Catch up and prep for your final!

FINAL EXAM: December 8th: 6:30-8:30 PM
This will be in an in-class green book exam. I will provide the Green Books. Please bring an ink pen (not a pencil). This is a closed note and closed book exam.
Paper Assignment
DUE before the start of class 10th November 2014
Late papers will not be accepted.

It must be at least seven (7) pages double spaced, with appropriate margins and in 12 point Times font.

Answer this question for your paper:

In this class, we often see our historical subjects wrestle with issues of identity and belonging, as they move between communities and regions, within the Middle East and throughout the world. Diasporas are often formed from radical change, and many times (but not always) borne from chaos. For this paper, I would like you to analyze issues of identity and belonging in the books we are reading for this class. You should address at least five of the eight required books, and historically contextualize your examples. How do people see themselves in terms of nationality, ethnicity, religion, and other forms of social and personal identity? In what ways are their identities influenced by migration and diaspora, and in what ways are other factors at play? How do their identities change over time and space? Is diaspora a defining element in their identities, or not? Why do you say that?

Remember: I can help you throughout the writing process! Please do not hesitate to come to me for help if you need it. Come see me in office hours or email me at stockdale@unt.edu and we'll set up an appointment to fit our mutual schedules.

And don't forget: You will have to turn in two copies of this paper--one hard copy to me before lecture begins, and one electronic copy to turnitin.com. Here are the directions for this easy process: In order to get full credit for your paper, you will have to turn in two versions--a hard copy to me and an electronic copy to my account at http://www.turnitin.com. This is an easy process. When you get to http://www.turnitin.com, establish a new student account (if you do not have one already). DO NOT USE THE TRIAL ACCOUNT, GET A REAL ACCOUNT. All you need for this is your email address and a password of your choosing. It's very simple and totally free! Once you establish your account, log on and join the correct class on your home page. Here are our class code and password:

class code: 8460333
class title: Modern Middle Eastern Diasporas
password: stockdale

Once you have added this class to your homepage, click on the class title, find the assignment called "term paper," and paste your paper in (or upload it as a .doc file), then submit it. That's all you need to do! You will get a confirmation code emailed to you--make sure you keep that, it's your receipt for the process.

A word to the wise: You are required to cite any quotations you take from any source, as well as any ideas that are not your original thoughts. I don't care which citation format
you use--MLA, parenthetical, Turabian, Chicago, etc.--but you must use one and be consistent. Please come to me if you would like further help with this concept.

And some more advice: PROOFREAD! Don't just rely on the spell-checker, because it's always inadequate. Read over your paper in hard copy format, and get someone else you trust to read it over as well--a roommate, a friend, a partner--and make corrections before you print out the copy you will turn in. This is crucial because I expect these papers to be made up of excellent spelling and grammar as well as scintillating historical insight--yes, I do count grammar and composition! How can I follow your arguments if I can't understand what they are?

Things to double-check when proofreading your paper:
Have you cited all sources? Have you written full sentences? Have you purged your language of Internet jargon, contractions, and other informalities? Have you fully answered the question? Have you proofread and not merely relied upon the spellchecker of your word processing program? Do you have a thesis and have you supported that thesis with historical evidence?

Things I do not want to see in your academic term paper: No dictionary definitions. No Wikipedia or other unreliable sources from the Internet. No mega-paragraphs that go on for pages and pages and incorporate millions of topics: one paragraph = one topic. Please don't go off on tangents about your life. Anecdotes are not historical evidence, and your opinion should only be expressed with historical evidence to support it.

You must staple your paper before you hand it in. Otherwise I will not accept it. DO NOT put it in a folder, use paper clips, or any other means to bind it---just staple it.

Don't wait until the last minute to write your paper. Good luck!