

Freshman Seminar: Migration in the Muslim world

Emory University HIST 190-003

Tuesdays, 4:00-6:30, Woodruff Library 773

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Office hours: Tuesdays, 2-4pm, Bowden 121 (Prof. Stein's office), or by appointment

This freshman seminar has a number of goals: to make you better writers; to teach you a set of academic skills necessary for your success in college, from performing independent research through documenting sources properly to reading and analyzing evidence; to provide you with numerous tips that would give you the edge over others while at Emory and beyond; and also to teach you a thing or two about Islam, migratory movements, and the problem of immigration the world faces today.

Accordingly, we will look at population movements throughout Islamic history. We will explore involuntary and voluntary forms of migration, assimilation into new societies, social mobility, and how newcomers and receiving societies deal with cultural differences. Although this is a history seminar, much of our discourse will venture into other disciplines, especially sociology and psychology.

No previous knowledge or preparation is required to take this class. I will explain everything during our weekly meetings, but occasionally you may find a need to do some research on your own to find answers.

Grading:

The maximum number of points you may earn for this course is 1000. Grading will be distributed in the following manner:

Attendance – 100pts

Participation – 200pts

Final paper – 700pts (see breakdown below)

Your final grade will be determined by your points balance as of 05/10/12, according to the following key: above 940 points: A; 900-939: A-; 860-899: B+; 820-859: B; 785-819: B-; 760-784: C+; 710-759: C; 690-709: C-; 660-689: D+; 600-659: D; less than 600: F.

You will not receive a final grade lower than what your total number of points is worth according to the key above, but I may decide to give you a higher grade.

Requirements:

1. Attendance – you are expected to show up to all classes. I treat our classes as if they were a personal appointment with each one of you, and expect you to do the same. If you cannot come to class for whatever reason, please be responsible enough to e-mail me *in advance* to let me know about it. Since we only meet once a week, you need to do everything you can to avoid missing class. You will have 1 grace absence for whatever reason during the semester. Your grade will begin to suffer from the 2nd absence, and you will automatically receive an F grade for the course once you have reached 5 absences. There are no exceptions to this policy and no “excused” absences that do not count. You are advised to use your grace absence wisely, including for illness. If there are very special circumstances that you believe require an exception to this rule, please come see me.
2. Participation – as a seminar, your participation is important. On most weeks, I will give an introduction to that week’s topic (10-15 minutes), after which we will have a discussion. You are expected to contribute actively to the conversation. You will find it easier to do so if you complete the reading/video watching and research assignments for every week.
3. Assigned texts – under every week listed below, there are assigned texts that you need to prepare for that week’s meeting. Preparing a text means that you are able to discuss its main points and arguments in class and raise related original questions and thoughts on your own. Some of you may not know exactly what this means. Do not worry – we will cover how to do that in class as well. All assigned texts will be available for download as PDF files via the “content” section of Blackboard. The library has copies of most of the books our readings are taken from as well.
4. Final paper – the main project you will be working on throughout the semester is a research paper on a topic of your choosing that is related to our course’s general theme. Your paper will have to present original questions and be based at least in part on primary sources (which could be in translation – further explanation in class). You will need to use at least 7 different sources, of which 2 must be primary ones. Length range: 6 to 15 double-spaced pages, printed in Times New Roman font size 12. You will be writing this essay in stages and in consultation with me, and your peers in class. Every stage is crucial for establishing a healthy writing process, and your grade for the entire paper will be composed of completing the different stages, which will be:
 - a. Discuss and decide a topic with me – you must meet with me at least once to discuss your paper’s topic, the questions you’d like to raise, why anyone should care about them, and what sources you plan to use. I encourage you to meet with me more than once, as part of this stage in the assignment requires you to conduct some initial research to find sources for your paper.

Deadline to complete this part (research topic approved by): 2/28/2012. Maximum points you may earn: 50
 - b. Submit first draft of paper – your first draft should have all your main points already formulated and clearly laid out. It may be missing some footnotes.

Deadline: 3/27. You will receive your drafts back with my comments the week after. The closer your draft is to an acceptable final product, the higher your grade for this section will be. Maximum points: 100.

c. Submission for peer-review – you will submit a version of your essay that takes my comments into consideration for peer review. That version should not have your name on it as we use a double-blind review process just like the real world of academic publishing. In class, you will receive a copy of another student’s paper and will be asked to provide comments (I will give detailed instructions on how to do that).

Deadline to submit essays for peer-review: Monday, 4/2, via email. Blind essays will be distributed in class on Tuesday, 4/3, and your comments on them due 2 weeks later, 4/17. Maximum points: 100.

d. Class presentation - for about 20 minutes, you will discuss your essay and its main points in class, and answer questions. More details will follow. Presentations will be held the last 2 weeks of class, 4/24 and 5/1.

Maximum points: 100.

e. Submission of final version – due on 5/7. Maximum points: 350.

Miscellaneous things you should know:

1. A main goal of this course is to make you excellent writers. How much work you will need to put into this depends on your background, and on how well you already write. You should know that I care a lot about writing and will help you achieve this goal of the course. I have a website dedicated to improving college students’ writing skills (<http://www.writingmaster.net>). The website has all the information you may need on grammar, style, punctuation, and citing sources, and throughout the semester we will discuss some of those issues in class. When grading your written work, I will assume you are familiar with the rules described on this website. If you use facebook, I suggest you “like” this site and follow it to receive occasional writing and academic tips. If you find it useful, feel free to spread the word and share this resource with your friends. It is free to use.
2. I have zero tolerance for academic integrity violations, and especially plagiarism. The rules of how to use sources properly are explained in the website I mentioned above, and we will go over them in class as well. Not knowing or understanding the rules will not exempt you from the need to follow them, so make sure that you do. Even the slightest suspicion of plagiarism, cheating in the form of copying the work of another student, or having someone write a paper for you, or any other violation of academic misconduct (see http://college.emory.edu/home/academic/policy/honor_code.html for more details) will result in an automatic F grade and a report being sent to the Honor Council.
3. Emory University complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. Students who have a

disability that prevents them from fully demonstrating their academic skills should contact me as soon as possible to discuss arrangements that can ensure full participation and facilitate their learning experience. All information will be held in strict confidence.

Course Schedule:

Assignments that appear under each week should be prepared *for* that week (with more precise instructions given the week before; depending on our pace, on some weeks we will not read everything listed). This preparation includes looking up information about the author of each text, and any other places, organizations, or people mentioned in the text that you have not heard of before. You may use the internet or any other credible source you like to dig out that information. Please note that a text or an argument is generally meaningless if we don't know anything about the author. Thus knowledge about the texts we read will be assumed when we discuss them in class.

Our average class will consist of my introduction to that week's topic, discussion, and the last half hour reserved for technical issues (writing, research, and other academic tips).

Week 1 (1/24): Introduction, Islamic history to 1453

I will provide the basic background you will need in class; however, that might not be enough for some of you, depending on the topic you choose to write about. Here are a few good sources you can consult on the history of Islam and the Middle East to enhance your historical understanding:

Jonathan Barkey, *The Formation of Islam: Religion and Society in Islam, 600-1800* (Cambridge: Cambridge University Press, 2003).

Hugh Kennedy, *The Prophet and the Age of the Caliphates: the Islamic Near East from the Sixth to the Eleventh Century* (London: Longman, 2004).

The New Cambridge History of Islam gen. ed. Michael Cook (Cambridge: Cambridge University Press, 2010), in 6 vols [PDFs for this encyclopedia are available from me].

Donald Quataert, *The Ottoman Empire 1700-1922* (Cambridge: Cambridge University Press, 2005).

Colin Imber, *The Ottoman Empire, 1300-1650: the Structure of Power* (London: Palgrave McMillan, 2009).

Week 2 (1/31): Islamic history to the 21st century

Week 3 (2/7): understanding migration in a global context

Douglas Massey, “The political economy of Migration in an era of globalization” in: *International Migration and Human Rights: The Global Repercussions of U.S. Policy* ed. Samuel Martinez (Berkeley, CA: University of California Press, 2009), 25-43 [JV6038.I616].

Richard Davies, “Neither here nor there?": the implications of global diasporas for (inter)national security” in: *Migration, Globalisation, and Human Security* eds. David Graham et al. (London: Routledge, 2000), 23-46 [JV6255.M54].

Julia Mirsky et al., “Psychological wellness and distress among recent immigrants: a four-year longitudinal study in Israel and Germany,” *International Migration* 45 (2007), 1:151-73.

Julian Simon, *The Economic Consequences of Immigration* (Oxford: Basil Blackwell, 1989), 53-104 [JV6471.S54].

Kay Deaux, *To Be an Immigrant* (New York: Russell Sage Foundation, 2006), 91-128 [JV6475.D43].

Week 4 (2/14): from Muhammad to the Ottomans

W. Montgomery Watt, “Hidjra” in: *Encyclopedia of Islam* 2nd edition, 3:366-7 (online through the library’s website).

Carter Findley, *The Turks in World History* (Oxford: Oxford University Press, 2005), 56-92 [DS26 .F563].

Michael Dols, *Black Death in the Middle East* (Princeton: Princeton University Press, 1977), 13-67.

Week 5 (2/21): population movements in Ottoman times

V. L. Menage, “Devshirme” in: *Encyclopedia of Islam* 2nd edition, 2: 210-13.

Heath Lowry, *The Nature of the Early Ottoman State* (Albany, NY: SUNY Press, 2003), 95-130 [DR432 .L69].

Reşat Kasaba, *A Moveable Empire: Ottoman Nomads, Migrants, and Refugees* (Seattle: University of Washington Press, 2009), 13-83.

Week 6 (2/28): the 19th and early 20th century

Ulrike Freitag et al. (eds.), *The City in the Ottoman Empire: Migration and the Making of Urban Modernity* (Oxon, UK: Routledge, 2011), 99-189.

Kemal Kirişci, "Migration in Turkey: the dynamics of state, society and politics" in: *The Cambridge History of Turkey* vol. 4 ed. Reşat Kasaba (Cambridge: Cambridge University Press, 2008), 175-98.

Week 7 (3/6): from WWI to the early 1950s

Dawn Chatty, *Displacement and Dispossession in the Modern Middle East* (Oxford: Oxford University Press, 2010), 134-79 [HV640.4.M628C53].

Benny Morris, *The Birth of the Palestinian Refugee Problem Revisited* (Cambridge: Cambridge University Press, 2004), 99-162 [HV640.5 .A6 M67].

Week 8 (3/20): migration in the Middle East since the 1950s

A. M. Findlay, "Migration in space: immobility in society" in: *The Changing Middle Eastern City* eds. Gerald Blake and Richard Lawless (London: Harper&Row, 1980), 54-76 [HT147 .N4 C47].

Dawn Chatty and Bill Finlayson, *Dispossession and Displacement: Forced Migration in the Middle East and North Africa* (Oxford: Oxford University Press, 2010), 17-67 [HV640.4.M628D47].

Week 9 (3/27): non-Muslims in the Muslim world: Jewish emigration from Arab countries

Norman Stillman, *The Jews of Arab Lands in Modern Times* (Philadelphia: Jewish Publication Society, 2003), 113-176 [DS135 .A68 S75].

Aviva Ben-Ur, *Sephardic Jews in America: a Diasporic History* (New York: New York University Press, 2009), 23-50, 108-149.

Week 10 (4/3): Muslims in Europe: Turks in Germany

Levent Sosyal, “The migration story of Turks in Germany: from the beginning to the end” in: *The Cambridge History of Turkey* vol. 4 ed. Reşat Kasaba (Cambridge: Cambridge University Press, 2008), 199-225.

David Horrocks and Eva Kolinsky (eds.), *Turkish Culture in German Society Today* (Providence, RI: Berghahn Books, 1996), 113-156 [DD78.T87T87].

Gökçe Yurdakul, *From Guest Workers into Muslims: the Transformation of Turkish Immigrant Associations in Germany* (Newcastle upon Tyne: Cambridge Scholars, 2009), 87-106 [DD78.T87Y87].

Week 11 (4/10): Muslims in Europe: North Africans in France and elsewhere

Joel Fetzer and Christopher Soper, *Muslims and the State in Britain, France, and Germany* (Cambridge: Cambridge University Press, 2005), 62-97 [D1056.2 .M87 F48].

Riva Kastoryano, “French secularism and Islam: France’s headscarf affair” in: *Multiculturalism, Muslims, and Citizenship: A European Approach* eds. Tariq Modood et al. (London, Routledge, 2006), 57-69 [D1056.2.M87M84].

Zeyno Baran (ed.), *The Other Muslims: Moderate and Secular* (New York: Palgrave, 2010), 107-174 [D1056.2.M87O84].

Week 12 (4/17): Muslims in America

Iftikhar Malik, *Islam and Modernity: Muslims in Europe and the United States* (London: Pluto Press, 2004), 156-80 [D1056.2.M87M35].

Garbi Schmidt, *Islam in Urban America: Sunni Muslims in Chicago* (Philadelphia: Temple University Press, 2004), 16-83 [F548.9.M88S36].

Watch movie: Mooz-Lum (USA, 2010).

Weeks 13 and 14 (4/24 and 5/1): presentation of research papers in class