



Stockholm
University

Department of Asian, Middle Eastern and Turkish Studies

Middle East:
Minorities and Migration
First cycle, 7.5 credits
Spring semester 2020

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The Department

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Kursplan

för kurs på grundnivå

Mellanöstern: Minoriteter och migration
Middle East: Minorities and Migration

7.5 Högskolepoäng
7.5 ECTS credits

| | |
|---------------------|---|
| Kurskod: | ABMGF1 |
| Gäller från: | VT 2020 |
| Fastställd: | 2019-09-18 |
| Institution | Institutionen för Asien- Mellanöstern- och Turkietstudier |
| Huvudområde: | Mellanösterns språk och kulturer |
| Fördjupning: | G1N - Grundnivå, har endast gymnasiala förkunskapskrav |

Beslut

Kursen är inrättad av Humanistiska fakultetsnämnden 2019-09-18 och kursplanen är fastställd av institutionsstyrelsen vid Institutionen för Asien-, Mellanöstern- och Turkietstudier 2019-09-18.

Förkunskapskrav och andra villkor för tillträde till kursen

Engelska B/Engelska 6.

Kursens uppläggning

| Provkod | Benämning | Högskolepoäng |
|---------|---|---------------|
| AB01 | Mellanöstern: Minoriteter och migration | 7.5 |

Kursens innehåll

Denna kurs ger en översikt över minoriteter i Mellanöstern och Nordafrika genom att belysa ett antal minoritetsgruppers historiska utveckling och samtida situation. Delkursen behandlar även orsakerna till, och konsekvenserna av, den omfattande migrationen av minoriteter från Mellanöstern och Nordafrika till Europa, med särskilt fokus på migration till Sverige. Kursen behandlar inom ramen för detta tidigare forskning kring migration, religion, etnicitet och relationen mellan stat och samhälle, samt teoretiska diskurser kring diaspora och identitet.

Förväntade studieresultat

Efter genomgången kurs skall studenten kunna:

- Visa grundläggande kunskap om ett urval minoriteters historiska utveckling och nutida utbredning i Mellanöstern och Nordafrika.
- Visa övergripande kunskap om samtida politiska och sociala utmaningar när det kommer till minoriteter i Mellanöstern och Nordafrika.
- Visa grundläggande kunskap om minoriteter i Sverige som har koppling till Mellanöstern och Nordafrika.
- Visa grundläggande kunskap om, och förmåga att förhålla sig till, tidigare forskning och teoribildning kring etnicitet, religion, identitet och migration.

Undervisning

Undervisningen består av föreläsningar och seminarier.

Undervisningen är obligatorisk

Undervisningen sker på det/de språk som är angivet för respektive tillfälle för kursen.

För mer detaljerad information hänvisas till kursbeskrivningen. Kursbeskrivningen finns tillgänglig senast en månad före kursstart.

Kunskapskontroll och examination

a. Kursen examineras genom en grupp-presentation, en essäuppgift, samt en salstentamen. Principerna för sammanvägning av de enskilda examinationsuppgifterna framgår av betygskriterierna.

Vid kurstillfällena som ges på svenska och engelska sker examination på engelska i de fall undervisning hålls på engelska.

För mer detaljerad information hänvisas till kursbeskrivningen. Kursbeskrivningen finns tillgänglig senast en månad före kursstart.

b. Betygssättning sker enligt en målrelaterad sjugradig betygsskala: A = Utmärkt, B = Mycket bra, C = Bra, D = Tillfredsställande, E = Tillräckligt, Fx = Otillräckligt, F = Helt otillräckligt.

c. De skriftliga betygskriterierna meddelas studenterna vid kursstart. Meddelade målrelaterade betygskriterier är bindande.

d. För att få slutbetyg på kursen krävs lägst betyget E på samtliga examinationsuppgifter, samt fullgjord närvaro om 80 %.

Om särskilda skäl föreligger kan examinator efter samråd med ansvarig lärare medge den studerande befrielse från skyldigheten att delta i viss obligatorisk undervisning. Studenten kan då åläggas en kompensationsuppgift.

e. För varje kurstillfälle erbjuds minst två examinationstillfällen. Det läsår som kurstillfälle saknas erbjuds minst ett examinationstillfälle.

Studerande som fått betyget Fx eller F på prov två gånger i rad av en och samma examinator har rätt att få annan examinator utsedd vid nästkommande prov, om inte särskilda skäl talar emot det. Framställan om detta ska göras till kursansvarig.

Studerande som fått lägst betyget E på prov får inte genomgå förnyat prov för högre betyg.

f. Möjlighet till komplettering av betyg Fx upp till godkänt betyg ges inte på denna kurs.

Övergångsbestämmelser

När kursplanen är upphävd har studenten rätt att examineras en gång per termin enligt föreliggande kursplan under en avvecklingsperiod på tre terminer.

Begränsningar

Kursen får inte tillgodoräknas i examen samtidigt med sådan inom eller utom landet genomgången och godkänd kurs, vars innehåll helt eller delvis överensstämmer med innehållet i kursen.

Kurslitteratur

För aktuell kurslitteratur hänvisas till ämnets webbsida på www.su.se/asia/mena

Aktuell litteraturlista finns tillgänglig senast två månader före kursstart.

Syllabus

for course at first level

Middle East: Minorities and Migration
Mellanöstern: Minoriteter och migration

**7.5 Higher Education
Credits**
7.5 ECTS credits

| | |
|--------------------------|--|
| Course code: | ABMGF1 |
| Valid from: | Spring 2020 |
| Date of approval: | 2019-09-18 |
| Department | Department of Asian, Middle Eastern and Turkish Studies |
| Main field: | Mellanösterns språk och kulturer |
| Specialisation: | G1N - First cycle, has only upper-secondary level entry requirements |

Decision

The course has been approved by the Board of the Faculty of Humanities on 18 September 2019 and the syllabus for the course has been adopted by the Board of the Department of Asian, Middle Eastern and Turkish Studies on 18 September 2019.

Prerequisites and special admittance requirements

Swedish upper secondary school course English B, or equivalent.

Course structure

| Examination code | Name | Higher Education Credits |
|------------------|---------------------------------------|--------------------------|
| AB01 | Middle East: Minorities and Migration | 7.5 |

Course content

This course gives an overview about minorities in the Middle East and North Africa through illuminating the historical development and contemporary situation of a number of minority groups. The module also treats the reasons behind and the consequences of the extensive migration of minorities from the Middle east and North Africa to Europe, with a particular focus on the migration to Sweden. The course deals with, within this framework, previous research about migration, religion, ethnicity and the relation between state and society, as well as theoretical discourses about diaspora and identity.

Learning outcomes

After finishing the course the student is expected to:

- show basic knowledge about the historical development and current distribution of a selection of minorities in the Middle East and North Africa,
- show comprehensive knowledge about contemporary political and social challenges regarding minorities in the Middle East and North Africa,
- show basic knowledge about minorities in Sweden who have connections to the Middle East and North Africa,
- show basic knowledge about, and ability, to relate to previous research and theory formation about ethnicity, religion, identity and migration.

Education

The instruction will consist of lectures and seminars. Attendance on all instruction is compulsory. The instruction will be conducted in the language stated for the respective course instance. For more detailed

information please refer to the course description. The course description will be available one month before the course starts.

Forms of examination

a) The course is examined on the basis of one group-presentations, one essay and one written exam at the end of the course. The principles for the weighting of the individual exam assignments is made clear in the grading criteria. The language of examination, Swedish or English, will be the language stated for the respective course instance. For more detailed information please refer to the course description. The course description will be available one month before the course starts.

b) Grades will be set according to a seven point scale related to the learning objectives of the course:

A = Excellent

B= Very good

C = Good

D = Satisfactory

E = Adequate

Fx = Inadequate

F = Totally Inadequate

c) The student will be informed of the written grading criteria when the course starts. The communicated grading criteria are binding.

d) In order to pass the course, students must receive a grade of E or higher on all examinations and meet the attendance requirement of 80 percent.

Under special circumstances, the examiner may, after consulting with the coordinating teacher, grant the student an exemption from the obligation to participate in certain mandatory teaching. The student may then be assigned a compensatory assignment.

e) At least two examination opportunities should be offered for each course when it is given. At least one examination opportunity should be offered during an academic year when the course is not given.

Students who receive the grade Fx or F twice by the same examiner are entitled to have another examiner appointed for the next examination, unless there are special reasons to the contrary. Such requests should be made to the person responsible for the course.

A student who receives the grade E or higher may not retake the examination to attain a higher grade.

f) The completion of a supplementary assignment in order to convert the grade Fx into a passing grade is not permitted for this course.

Interim

When the syllabus is discontinued, a student has the right to be examined according to this syllabus once per semester during a winding up period of three semesters.

Limitations

This course may not be included in a degree together with a passed course, taken in Sweden or elsewhere, of identical or partially similar content.

Required reading

For up-to-date information about required reading, please refer to the department website at www.su.se/asia/mena. The current reading list will be made available at least two months before the course starts.

Middle East: Minorities and migration, 7.5 credits

Instructor

Seren Selvin Korkmaz [seren.korkmaz@su.se]

Tel: 08-16 29 36

Course contents

This course gives an overview of minorities in the Middle East and North Africa, by focusing on certain minority groups, their history and present situation in the Middle East. The course also addresses the causes and consequences of the substantial migration of minorities to Europe from the Middle East and North Africa with a special focus on migration to Sweden. In doing so, the course deals with earlier research on religion, ethnicity, state-society relations, and migration as well as theoretical discourses on diaspora and identity.

Course requirements

Attendance is a course requirement. To pass you must attend a minimum of 80% of lessons.

Learning outcomes

In order to pass the course, students are expected to be able to:

- Show basic knowledge on certain minority groups, their historical background and presence today in the Middle East and North Africa
- Show basic knowledge on current political and social challenges encountering minorities the Middle East and North Africa
- Show basic knowledge on minorities in Sweden with a background in the Middle East and North Africa
- Show basic knowledge on, and an ability to reflect on, earlier research and theory on ethnicity, religion, identity and migration

Teaching and examination

Instruction is given in the form of seminars and lectures.

Minorities and Migration is examined through a group presentation, an essay assignment and a final exam.

Group presentation 10%. An essay assignment on the readings 30%.
Final examination (written examination in the classroom) 60%

Grading criteria

- A** The student shows an excellent ability regarding basic knowledge about the historical development and current distribution of a selection of minorities in the Middle East and North Africa, shows comprehensive knowledge about contemporary political and social challenges regarding minorities in the Middle East and North Africa, shows basic knowledge about minorities in Sweden who have connections to the Middle East and North Africa, shows basic knowledge about, and ability, to relate to previous research and theory formation about ethnicity, religion, identity and migration. The student has a minimum attendance of 80 percent. The student has fulfilled the group-presentation, essay assignment and the final written exam and received a final weighted score, according to the course description, of 93-100 percent.
- B** The student shows a very good ability regarding basic knowledge about the historical development and current distribution of a selection of minorities in the Middle East and North Africa, shows comprehensive knowledge about contemporary political and social challenges regarding minorities in the Middle East and North Africa, shows basic knowledge about minorities in Sweden who have connections to the Middle East and North Africa, shows basic knowledge about, and ability, to relate to previous research and theory formation about ethnicity, religion, identity and migration. The student has a minimum attendance of 80 percent. The student has fulfilled the group-presentation, essay assignment and the final written exam and received a final weighted score, according to the course description, of 85-92 percent.
- C** The student shows a good ability regarding basic knowledge about the historical development and current distribution of a selection of minorities in the Middle East and North Africa, shows comprehensive knowledge about contemporary political and social challenges regarding minorities in the Middle East and North Africa, shows basic knowledge about minorities in Sweden who have connections to the Middle East and North Africa, shows basic knowledge about, and ability, to relate to previous research and theory formation about ethnicity, religion, identity and migration. The student has a minimum attendance of 80 percent. The student has fulfilled the group-presentation, essay assignment and the final written exam and received a final weighted score, according to the course description, of 77-84 percent.
- D** The student shows a satisfactory ability regarding basic knowledge about the historical development and current distribution of a selection of minorities in the Middle East and North Africa,

shows comprehensive knowledge about contemporary political and social challenges regarding minorities in the Middle East and North Africa, shows basic knowledge about minorities in Sweden who have connections to the Middle East and North Africa, shows basic knowledge about, and ability, to relate to previous research and theory formation about ethnicity, religion, identity and migration. The student has a minimum attendance of 80 percent. The student has fulfilled the group-presentation, essay assignment and the final written exam and received a final weighted score, according to the course description, of 69-76 percent.

- E** The student shows a good ability regarding basic knowledge about the historical development and current distribution of a selection of minorities in the Middle East and North Africa, shows comprehensive knowledge about contemporary political and social challenges regarding minorities in the Middle East and North Africa, shows basic knowledge about minorities in Sweden who have connections to the Middle East and North Africa, shows basic knowledge about, and ability, to relate to previous research and theory formation about ethnicity, religion, identity and migration. The student has a minimum attendance of 80 percent. The student has fulfilled the group-presentation, essay assignment and the final written exam and received a final weighted score, according to the course description, of 60-68 percent.
- FX** The student shows an unsatisfactory ability regarding basic knowledge about the historical development and current distribution of a selection of minorities in the Middle East and North Africa, does not show comprehensive knowledge about contemporary political and social challenges regarding minorities in the Middle East and North Africa, does not show basic knowledge about minorities in Sweden who have connections to the Middle East and North Africa, does not show basic knowledge about, and ability, to relate to previous research and theory formation about ethnicity, religion, identity and migration. The student has a minimum attendance of 80 percent. The student has fulfilled the group-presentation, essay assignment and the final written exam and received a final weighted score, according to the course description, of 40-59 percent.
- F** The student shows a completely unsatisfactory ability regarding basic knowledge about the historical development and current distribution of a selection of minorities in the Middle East and North Africa, does not show comprehensive knowledge about contemporary political and social challenges regarding minorities in the Middle East and North Africa, does not show basic knowledge about minorities in Sweden who have connections to the Middle East and North Africa, does not show basic knowledge about, and ability, to relate to previous research and theory formation about ethnicity, religion,

identity and migration. The student has a minimum attendance of 80 percent. The student has fulfilled the group-presentation, essay assignment and the final written exam and received a final weighted score, according to the course description, of 0-39 percent.

Please note that both Fx and F are failing grades. The completion of a supplementary assignment in order to convert the grade Fx into a passing grade is not permitted for this course.

Examiner and instructor may approve exemption from compulsory activities or assignments. The student may then be obliged to submit further compensatory assignments.

Course literature

- Dawn Chatty. *Displacement and Dispossession in the Modern Middle East*. Cambridge: Cambridge University Press. 2010
- Khalid Koser. *International Migration: A Very Short Introduction*. Oxford: Oxford University Press. 2016.

Articles and chapters in books

- Figures at a Glance, The UN Refugee Agency Statistical Yearbook <http://www.unhcr.org/uk/figures-at-a-glance.html>
- The Global Refugee Crisis: The Big Picture https://earthtime.org/stories/global_refugee_crisis_the_big_picture
- How is migration changing the cities? <https://www.weforum.org/agenda/2017/10/how-migration-is-changing-world-cities-charts/>
- Migrants, refugees, asylum-seekers: What is the difference? <https://www.theguardian.com/world/2015/aug/28/migrants-refugees-and-asylum-seekers-whats-the-difference>
- Kasaba, Reşat (2010). *A Moveable Empire. Ottoman Nomads, Migrants, and Refugees*. Washington: University of Washington Press. Chapter 1 pp.3-12.
- Hollenbach, David. (2014). "Religion and Forced Migration" in the *Oxford Handbook of Refugee and Forced Migration Studies*. (eds) Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long, and Nando Sigona
- Mahmood, Sabaa (2012). *Religious Freedom, the Minority Question, and Geopolitics in the Middle East*. *Comparative Studies in Society and History* Vol. 54, No. 2 pp. 418-446.
- Kirişçi, Kemal. (2009). "Migration and Turkey: the dynamics of state, society and politics." in *The Cambridge History of Turkey, Vol IV: Turkey in the modern world*, ed. Reşat Kasaba. Cambridge: Cambridge University Press. pp. 333-356.

- Massicard, Elise.(2003) "Alevist Movements at Home and Abroad: Mobilization Spaces and Disjunction." *New Perspectives on Turkey* 29. pp. 163–187.
- Ozkahraman, Cemal. (2017). "Failure of Peace Talks between Turkey and the PKK: Victim of Traditional Turkish Policy or of Geopolitical Shifts in the Middle East?" *Contemporary Review of the Middle East* 4(1): pp. 50–66.
- Gürsel, Kadri. 'Gezi generation' fleeing Turkey. <http://kadrigursel.com/Gezi-generationfleeing-Turkey/7278>
- Sahner, Christian. (2014). *Among the Ruins*. Chapter 1. Outsider became insiders: Secterianism in Syria. New York: Oxford University Press. pp. 77-112.
- Chatty, Dawn (2017). *Syria: The making and Unmaking of a Refuge State*. Chapter 7: The unmaking of state as Syrian flee. Oxford: Oxford University Press. pp.219-246
- 'We can't go back': Syria's refugees fear for their future after war, *Guardian*. <https://www.theguardian.com/world/2018/aug/30/we-cantgo-back-syrias-refugees-fear-for-their-future-after-war>
- Syria Regional Refugee Response, UNHCR <https://data2.unhcr.org/en/situations/syria>
- Calavita, Kitty. (2005) "Law, Citizenship, and the Construction of (Some) Immigrant "Others"" *Law and Social Inquiry* 30.2. pp.401-420.
- Eder, Mine (2015) *Turkey's Neoliberal Transformation and Changing Migration Regime: The Case of Female Migrant Workers*. In: Castles S., Ozkul D., Cubas M.A. (eds) *Social Transformation and Migration. Migration, Diasporas and Citizenship Series*. Palgrave Macmillan, London. pp. 133-150.
- Wiesbrock, Anja. *The Integration of Immigrants in Sweden: A Model for the European Union?* *International Migration*. Vol:49, Issue:4. pp.48-66
- Roth, Hans Ingvar. *Multicultural Sweden*. https://www.academia.edu/25989432/Multicultural_Sweden
- Shakra, Mudar and Jenni Wirman, and Justyna Szalanska Working Paper Series – *Global Migration: Consequences and Responses Paper 2018/10, Sweden – Country Report: Legal and Policy Framework of Migration Governance* by <http://uu.divaportal.org/smash/get/diva2:1248422/FULLTEXT01.pdf>

Detailed schedule

For days, dates and location, please refer to the webpage www.su.se/asia. For up-to-date schedule as well as any changes to the schedule, please refer to TimeEdit

*Students are responsible only from the obligatory readings in the examination. Recommended readings will help to improve their knowledge in the selected topic.

Lecture 1: Introduction

Introducing the course and assignment of presentations

Introduction to migration and minorities in Middle East and North Africa (MENA) Overview of contemporary migration in the MENA via data and maps

- Figures at a Glance, The UN Refugee Agency Statistical Yearbook <http://www.unhcr.org/uk/figures-at-a-glance.html>
- The Global Refugee Crisis: The Big Picture https://earthtime.org/stories/global_refugee_crisis_the_big_picture
- How is migration changing the cities? <https://www.weforum.org/agenda/2017/10/how-migration-is-changing-world-cities-charts/>

Lecture 2: Theories of Migration, General Concepts and Migration in MENA

Obligatory Readings:

- Koser, Khalid. (2008) *International Migration: A Very Short Introduction*. Oxford: Oxford University Press. Chapters 1,2,5,6: "Why migration matters? ; Who is a migrant?; Irregular Migration; Refugees and asylum-seekers". pp. 1-13, 14-24, 48-62, 63-79.
- Chatty, Dawn (2010). *Displacement and Dispossession in the Modern Middle East* Cambridge: Cambridge University Press. Chapter 1: Dispossession and Displacement within the Contemporary Middle East: An Overview of Theories and Concepts. pp. 7-38
- Migrants, refugees, asylum-seekers: What is the difference? <https://www.theguardian.com/world/2015/aug/28/migrants-refugees-and-asylum-seekers-whats-the-difference>

Recommended Readings:

- Goldin, Ian; Cameron, Geoffrey; and Balarajan, Meera. (2011). *Exceptional People: How Migration Shaped Our World and Will Define Our Future*. Princeton: Princeton University Press. Introduction, pp.23-37.

Lecture 3: From Empire to Nation-States, From Dhimmis to Minorities

Obligatory Readings:

- Chatty, Dawn (2010). *Displacement and Dispossession in the Modern Middle East*. Cambridge: Cambridge University Press.

Chapter 2. Dispossession and Forced Migration in the Late Ottoman Empire: Distinct Cultures and Separated Communities. pp. 38-90.

- Kasaba, Reşat (2010). *A Moveable Empire. Ottoman Nomads, Migrants, and Refugees*. Washington: University of Washington Press. Chapter 1 pp.3-12.

Recommended Readings:

- Podcast: Migrants in the Late Ottoman Empire Episode 331 with Ella Fratantuono.
<http://www.ottomanhistorypodcast.com/2017/09/muhacir.html>

Lecture 4: Displacement and Statelessness: Palestinians & Kurds

Obligatory Readings:

- Chatty, Dawn (2010). *Displacement and Dispossession in the Modern Middle East*. Cambridge: Cambridge University Press. Chapter 5: Palestinian Dispossession and Exodus. pp.180-230.
- Chatty, Dawn (2010). *Displacement and Dispossession in the Modern Middle East*. Cambridge: Cambridge University Press. Chapter 6: Kurds: Dispossessed and Made Stateless pp.231 -279

Recommended Readings:

- Documentary: "The Inner Tour", Director: Ra'anana Alexandrowicz. 2001.

Lecture 5: Minorities and Migration from the Perspective of State-Society Relations 1: Religion, identity and migration

Obligatory Readings:

- Hollenbach, David. (2014). "Religion and Forced Migration" in the Oxford Handbook of Refugee and Forced Migration Studies. (eds) Elena Fiddian-Qasbiyeh, Gil Loescher, Katy Long, and Nando Sigona
- Mahmood, Sabaa (2012). *Religious Freedom, the Minority Question, and Geopolitics in the Middle East*. Comparative Studies in Society and History Vol. 54, No. 2 pp. 418-446.

Lecture 6: Minorities and Migration from the Perspective of State-Society Relations 2: focus on Turkey

Obligatory Readings:

- Kirişçi, Kemal. (2009). "Migration and Turkey: the dynamics of state, society and politics." in *The Cambridge History of Turkey, Vol IV: Turkey in the modern world*, ed. Reşat Kasaba. Cambridge: Cambridge University Press. pp. 333-356.
- Massicard, Elise. (2003) "Alevist Movements at Home and Abroad: Mobilization Spaces and Disjunction." *New Perspectives on Turkey* 29. pp. 163–187.
- Ozkahraman, Cemal. (2017). "Failure of Peace Talks between

Turkey and the PKK: Victim of Traditional Turkish Policy or of Geopolitical Shifts in the Middle East?" Contemporary Review of the Middle East 4(1): pp. 50–66.

- Gürsel, Kadri. 'Gezi generation' fleeing Turkey.
<http://kadrigursel.com/Gezi-generation-fleeing-Turkey/7278>

PAPER DUE

Lecture 7: Conflict: Syrian Civil War and Migration Flow

Obligatory Readings:

- Sahner, Christian. (2014). *Among the Ruins*. Chapter 1. Outsider became insiders: Secterianism in Syria. New York: Oxford University Press. pp. 77-112.
- Chatty, Dawn (2017). *Syria: The making and Unmaking of a Refugee State*. Chapter 7: The unmaking of state as Syrian flee. Oxford: Oxford University Press. pp.219-246
- 'We can't go back': Syria's refugees fear for their future after war, Guardian.
<https://www.theguardian.com/world/2018/aug/30/we-cant-go-back-syrias-refugees-fear-for-their-future-after-war>
- Syria Regional Refugee Response, UNHCR
<https://data2.unhcr.org/en/situations/syria>

Recommended Readings:

- Short Film. *Penaber*.
<https://www.youtube.com/watch?v=O7K6Qt0GyTw>
- Photo Book. *Stories from Syria*. International Organization of Migration.
<https://www.iom.int/sites/default/files/country/docs/syria/IOM-Stories-from-Syria-Photobook.pdf>
- Podcast: *Syrian Alevis under Ottoman Rule*
- <http://www.ottomanhistorypodcast.com/2017/03/alawis.html>
- Koser, Şebnem. Turkey Stands Between Europe and the Next Refugee Crisis. New York Times.
<https://www.nytimes.com/2018/09/25/opinion/syria-idlib-refugees-turkey-war-erdogan-putin-assad.html>

Lecture 8: Migrants and Social Exclusion

Obligatory Readings:

- Koser, Khalid. (2008) *International Migration: A Very Short Introduction*. Oxford: Oxford University Press. Chapters 4,7: "Migration and Development; Migrants in Society". pp. 41-53, 90-108.

- Calavita, Kitty. (2005) "Law, Citizenship, and the Construction of (Some) Immigrant "Others"" Law and Social Inquiry 30.2. pp.401-420.
- Eder, Mine (2015) Turkey's Neoliberal Transformation and Changing Migration Regime: The Case of Female Migrant Workers. In: Castles S., Ozkul D., Cubas M.A. (eds) Social Transformation and Migration. Migration, Diasporas and Citizenship Series. Palgrave Macmillan, London. pp. 133-150.

Lecture 9: Middle Eastern Minorities and Integration in Sweden

Obligatory Readings:

- Wiesbrock, Anja. The Integration of Immigrants in Sweden: A Model for the European Union? International Migration. Vol:49, Issue:4. pp.48-66
- Roth, Hans Ingvar. Multicultural Sweden. https://www.academia.edu/25989432/Multicultural_Sweden
- Shakra, Mudar and Jenni Wirman, and Justyna Szalanska Working Paper Series – Global Migration: Consequences and Responses Paper 2018/10, Sweden – Country Report: Legal and Policy Framework of Migration Governance by <http://uu.diva-portal.org/smash/get/diva2:1248422/FULLTEXT01.pdf>

Lecture 10: Migration: Future Perspective, Overview

Obligatory Reading:

- Koser, Khalid. (2008) International Migration: A Very Short Introduction. Oxford: Oxford,University Press. Chapters 8: The Future of International Migration. pp. 109-124

Overview of the Course

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|-------------------|
| FINAL EXAM |
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Examinations, rules and student influence

Examination

You will find the form of examination for the module you are following in the syllabus and in the course description, both of which are available on our home page or in Athena. Many modules have written examinations held in an examination hall at the end of the module. Other courses have take-home examinations, oral examinations or other examination assignments.

NB! Only students who have registered to take the examination may take it! If you show up to the examination without having registered, you may not take the exam! To register, log in to Ladok for students (www.student.ladok.se). If you encounter problems, please contact the Student Office.

At Stockholm University, there are common examination rules meant to ensure a fair examination. The below is an excerpt from the Rule Book (<https://www.su.se/medarbetare/organisation-styrning/styrdokument-regelboken/utbildning/regler-f%C3%B6r-tentamensskrivningar-vid-stockholms-universitet-1.26334>) and should be followed by all students:

1. The responsibility of the examinee to comply with the regulations

The examinee shall comply with the invigilator's instructions and orders. The examinee shall allow the invigilator to check identity documents and any material brought to the examination room.

2. Identity inspection and signature

The examinee shall present approved identity documents. Approved identity documents include a driving licence, a passport and an ID card with current validity. Approved identity documents also include a report to the police stating that the examinee's ID document has been lost or stolen. This report may not be more than three months old. Foreign identity documents, preferably passports and ID cards, will also be approved. The examinee shall write his/her name and personal identity number (or in the case of an anonymous exam other identification codes) according to the invigilator's instructions.

3. Seating in the examination room

Seating plans must always be posted before examinations take place in an examination room. The names of everyone who has registered for the exam must be written on these lists and it must be easy for the examinees to see which seat has been allocated to them. Examinees who have not signed up in advance will only be allowed to partake in the examination in as far as there is space and will be allocated seating by the

invigilator. In the case of examinations with less than 25 examinees exception will be made from the rule of seating plans.

4. Personal belongings

The examinee shall comply with the invigilator's instructions as to where to put bags and other personal belongings. Mobile phones and other prohibited technical equipment shall be turned off during the examination and stored with personal belongings.

5. Assistive devices

Only assistive devices or material that have been approved by the invigilator beforehand may be brought to the examination. In so far as an assistive device can store, render, or convey information, for example a calculator with a capacity to store data, the prerequisite for approval also applies to information that is in, or can be rendered or conveyed by, the device. Mobile phones may never be approved of as assistive devices.

6. Paper

Examinations may only be written on paper that is handed out by the invigilator. This also applies to scrap paper.

7. Prohibition to leave the examination room earlier than after 30 minutes

An examinee who does not wish to complete the examination may leave the examination room no sooner than after 30 minutes. An examinee who turns up after 30 minutes may not participate.

8. Prohibition for examinees to converse

Conversation between examinees or between an examinee and an outsider, for example via phone, may not take place until all participants have handed in their exams to the invigilator. This prohibition is applicable in the examination room as well as in the event of a visit to the lavatory.

9. Breaks and visits to the lavatory

When the examination lasts for longer than five hours there shall be a 30 minute break. The invigilator shall tell the examinees which toilets may be used and the examinee shall comply with the invigilator's instructions.

10. Handing in

The examinee may not take his/her examination out of the examination room but must hand it in to the invigilator. Note that even a "blank" examination must be handed in to the invigilator before the examinee leaves the examination room.

11. Obligation for anyone who has behaved in a disruptive manner to leave the room

An examinee who has behaved in a disruptive manner must, on instruction from the invigilator, leave the room. Disruptive behaviour may lead to disciplinary measures.

12. Cheating

An examinee suspected of cheating may continue to write the exam if the examinee hands in the prohibited assistive device. The invigilator shall offer the opportunity to exchange the prohibited device for an approved specimen. An examinee who refuses to present or hand in an assistive device may not continue the exam. Any cheating and/or disruptive behaviour will be treated by the Vice-Chancellor as a disciplinary matter, after a report from the head of department/director of studies.

13. In the event of fire alarm, bomb threat or the like

In the event of fire alarm, bomb threat or the like examinees shall follow instructions given by the invigilators. In such events the examination room must be evacuated immediately and the invigilators will serve as evacuation leaders. In the event of evacuation the examinees must be exhorted not to speak to each other in order, if possible, to be able to go back to writing after the fire alarm is over. The invigilator who is in charge shall, after consultation with the department, inform the examinees as to whether they may go back to writing the exam.

Take-home examinations

Date and time for publication of the exam question(s) will be given in TimeEdit or Athena. A take-home exam is usually published and handed in through Athena. It will be available in Athena until the deadline, so you will not need to download it at the exact time of publication. You will find the deadline in TimeEdit or in Athena.

Just as with a written exam in an examination hall, a take-home exam must always be written *independently* unless otherwise specified in the course description. For more details about how to use sources and references in your take-home exam, see below under "Formalities: references and quotations".

Special needs

If you have a disability and need special support and/or aids, you should make an application for special educational support in the system Nais. Do this well before the start of the course. In order to complete the application, you must attach documentation that confirms a permanent disability.

Following your application, a coordinator will contact you to book a personal meeting. After a meeting with the coordinator you will receive a certificate describing your recommended forms of support. You should then contact the Director of Studies for your subject (hanna.kritz@su.se for Japanese and Korean, johan.fresk@su.se for Chinese, or martin.safstrom@su.se for Arabic and Middle Eastern studies).

The support available is for example adaptation of facilities, course literature as an audio book, note-taking support, mentor support, extended writing time during exams, etc.

For more information, see: <https://www.su.se/utbildning/studera-med-funktionsneds%C3%A4ttning/ans%C3%B6k-om-st%C3%B6d-och-anpassningar-1.20886> If you have any questions, please contact studentstod@su.se or call 08-16 17 80.

Course Evaluation

After the completion of a course module, you as a student have the right to express your opinions and describe your experience of the module in the form of a course evaluation. Course evaluations are given anonymously in connection with exams or the last lesson of a module. You can usually answer the course evaluation digitally via computer, mobile phone or similar. You will receive a link to the course evaluation to your email address and you will normally have one to two weeks to answer.

Results from the course evaluations, as well as teacher responses and decisions about measures to be taken, will be available for you as a student in a file at the Student Office within 10 weeks after completion of the course.

If for some reason you have not received the course evaluation for a module you have taken, please contact the Student Office (exp.asien@su.se).

Formalities: source criticism and plagiarism

Source criticism

Remember to be critical of the sources you use and choose them carefully. It is always important to be able to explain why you have chosen a certain source.

Being critical of your sources is particularly important when you use information taken from the Internet. Check, for example, who wrote the information on the home page you used and why the home page has been created (e.g. for propaganda purposes).

Wikipedia is an example of a home page that is not considered a reliable source when you write an essay or a take-home exam. The reason is that voluntary contributors from all over the world have written the information found there. That means that the contents are open and free and everyone is able to add and take away information from Wikipedia.

For more books on thinking critically, see for example:

- Pernilla Hultén, *Kritiskt tänkande*, Malmö: Liber Förlag, 2007
- Thorsten Thurén, *Källkritik*, Stockholm, Liber AB, 2005

Plagiarism

Feel free to study with your friends, but remember that examination assignments and essays are normally done independently unless otherwise indicated in the course description.

When your examination assignment or your essay is to be handed in, it is important that you work independently. You are not permitted to plagiarise from another student, a book or an Internet source.

Plagiarism means using something that someone else has written without giving the source. Since much of what you write as a university student is based on previous research, you will need to use other sources. That is why it is very important that you are careful about where you get your information. Read more about this under "Formalities, references and quotations" below.

If you feel uncertain about how to deal with plagiarism, ask the teacher who runs your course. Often misunderstandings lead to suspicions of cheating, and it is therefore extra important that you are aware of the rules when it comes to giving sources.

All employees at Stockholm University are obliged to report disciplinary matters such as suspected cheating at an exam or similar. Such a report is made to the Director of Studies at the department. If you wish to read Stockholm University's guidelines for disciplinary matters in full, please see

https://www.su.se/polopoly_fs/1.215935.1476451187!/menu/standard/file/SU%20FV-2.5.1-2623-16%20Riktlinjer%20f%C3%B6r%20disciplin%C3%A4renden.pdf (Swedish)

Online resources for more information on plagiarism:

Urkund's anti-plagiarism hand book, <http://www.urkund.se/se/student>
Skrivguiden (Swedish writing guide), <http://skrivguiden.se/>

Formalities: references and quotations

When you write an examination assignment in the form of an essay or a take-home exam, it is important that you are careful to report the sources you have used in your work. You do this by giving references in the form of notes, and a list of sources.

There are many books about how to deal with references, both at the library and on the Internet. Below you will find a summary of some of the things that are important to bear in mind concerning references.

When you write an examination assignment (for example a BA or MA thesis) you should also take into account what applies to your particular course. See the course description for your course.

References in texts, different models

There are various models for dealing with references in texts. Two commonly used models are the *Harvard Model* and the *Oxford Model*.

If you use the Harvard Model you refer directly in the text, and if you use the Oxford Model you refer in a footnote (see the examples below). It is not that one of these models is right or wrong, but rather there may be a tradition of using one or the other in your particular field. It is important for you to be consistent in your choice of model, so that you always refer in, for example, footnotes if that is what you decide on.

Quotations, about the use of notes

Quotations are commonly used in texts. Quoting means that you reproduce word by word something that someone else has said or written. A quotation must always be given exactly, even if it contains spelling mistakes. After the quotation you must always state where it comes from. You do this directly afterwards, either in a footnote or in brackets, depending on the model you have chosen.

If there is a spelling mistake in the quotation, you can indicate it with [sic] directly after the spelling mistake to show that that you are not the one who has made the mistake. If the spelling mistake is particularly serious, you can write [sic!].

A reference after a quotation according to *the Harvard Model* might look like this:

"A reasonable requirement for a scientific conceptual apparatus is that it is possible to use it in practice." (Persson & Sahlin, 2013:205).

A reference after a quotation in the form of a footnote according to *the Oxford Model* can look like this:

"A reasonable requirement for a scientific conceptual apparatus is that it is possible to use it in practice."¹

Longer quotations

If a quotation is short, as in the examples above, it is placed directly in the text. If the quotation is a long one, it should be placed in a paragraph of its own, for example:

För den franske litteratur- och kulturteoretikern Roland Barthes är det centralt att berättarinstansen skiljs ifrån författarens och berättelsens subjekt (1988). Den som talar i berättelsen är inte den som skriver i verkliga livet. Och den som skriver är inte den som är. Det finns enligt Barthes två olika sorters berättarpositioner: berättaren som personlig eller opersonlig berättarinstans. Detta motsvarar inte givet skillnaden mellan en berättare i första respektive tredje person. En berättelse kan skrivas i tredje person och ändå vara personlig.² or (Johansson, 2005:39).

Note that the quotation above is placed in a paragraph of its own, with an empty line at the beginning and at the end, and that it has a margin on both sides. A quotation of this kind need not have quotation marks at the beginning and end.

Quotations within quotations

If the person you quote has in turn quoted someone else, this should be shown within single quotation marks, for example:

"Finally, upon reaching the attractive landscapes in Mitava, he writes: 'The countryside here is much prettier than Livonia, through which one would not regret to travel with his eyes half closed.'"³ or (Lewis, 1995:57).

Referring to the same author and work immediately after each other

If you quote or refer to the same author and work immediately after each other, you need not rewrite the whole reference. Instead, write "ibid" if it also refers to the same page. If it refers to another page in the same work and by the same author, write "ibid, 43".⁴

¹ Johannes Persson & Nils-Eric Sahlin. *Vetenskapsteori för sanningssökare*: Fri Tanke Förlag, 2013, 205.

² Anna Johansson. *Narrativ teori och metod*. Lund: Studentlitteratur, 2005, 139.

³ S. Mark Lewis, *Modes of Historical Discourse in J.G Herder and N.M Karamzin*. New York: Peter Lang Publishing Inc, 1995, 57.

⁴ Ibid means "in the same place" and is an abbreviation of the Latin *ibidem*

Summary

A summary is an account of an author's text in your own words. This makes it possible for you to choose what you feel is central or what you feel is most relevant for your assignment. If you insert your own opinions or suppositions, you must make sure to indicate that.

You do not need to use quotation marks in a summary but you must indicate the reference so that the reader can find the source. Put the reference in brackets in the text or in the form of a footnote (see above).

List of References/Bibliography

The List of References, also called Bibliography, is the list of books and articles you have used when writing your examination assignment. The List of References must always be given at the end and if you like you can divide it into Primary and Secondary Sources, or Internet-based material, Articles, Interviews and so on if you have used such material.

The List of References must be in alphabetical order according to the author's last name and may look like this:

Hamori, Andras, *On the Art of Medieval Arabic Literature*, Princeton, New Jersey: Princeton University Press.

If you have used two or more books by the same author, you do not need to write the author's name more than once. Note that the books should be arranged chronologically. It may look like this:

Mernessi, Fatima. *Women and Islam. An Historical and Theological Enquiry*. Oxford: Blackwell Publishers. 1991.
_____, *Women's Rebellion & Islamic Memory*. London and New Jersey: Zed Books. 1996.

Chapters in a book

When you refer to a whole book, you need not give the number of pages, but if you use one chapter in an anthology, you should give the page numbers in your bibliography, for example:

Lee, Peter & Ashby, Rosalyn. "Progression in Historical Understanding among Students Ages 7-14", *Knowing, Teaching & Learning History. National and International Perspectives*, edited by Peter N. Stearns, Peter Seixas and Sam Wineburg, New York and London: New York University Press. 2000. pp. 199-222.

Articles

If your source is an article, it may look like this in your bibliography:

Kessy, Emanuel Thomas. "The Transition from The Later Stone Age to Iron Age in Kondoa, Central Tanzania", in *The African Archaeological Review*. Vol. 30 No. 3 September 2013, pp 225-252.

Internet sources

If your source is a page from the Internet, for example from a work of reference, there is often a note on how to refer to it on the same page. What distinguishes an Internet source from a printed source is that you should indicate *when* you have read the page.

Online reading tips

<https://www.su.se/utbildning/studie-och-spr%C3%A5kverkstaden/v%C3%A5ra-b%C3%A4sta-tips/s%C3%A5-sammanfattar-du-och-refererar-till-k%C3%A4llor-1.343151>

<https://www.su.se/biblioteket/forskarst%C3%B6d/referenshantering>