

Course Syllabus

NES 158AC

Middle East: Post-Colonialism, Migration, and Diaspora

Office Hours: Wed. 1-2PM

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The course focuses on the impacts of migration and displacement of people from postcolonial Middle East region and the U.S. legal, political, social, and religious discourse on cross-cultural and ethical issues which arise in immigration practice while placing the phenomena within a global and transnational context. The course seeks to draw connections between Middle Eastern migration and diaspora in the colonial and postcolonial periods leading to the modern period of restrictive immigration policies, building of walls in North America, targeting Arab and Muslim immigrants as well as all immigrants from the Global South.

Thematic Threads:

Attacks on congresswomen Ilhan Omar, a Somali American Refugee, and Rashida Tlaib, Palestinian-American born in Detroit, Michigan, as well as Linda Sarsour, a Palestinian American born in Brooklyn, NY, a key leader of the 2017, Women's March, brought into focus the local-global or national-transnational nature of immigrant experiences in the diaspora and the question of belonging.

Discussions and debates of immigration and refugee crisis tended to take a narrowly constructed internal/local/national framing, which erases the complexity and entanglements that caused and continue to accelerate the rate of immigrants and refugees crossing borders and oceans.

On January 27th, 2017, President Trump issued Executive Order 13769, titled Protecting the Nation from Foreign Terrorist Entry into the United States, known as the Muslim Ban, which instituted religiously based immigration restrictions. The EO or the Muslim Ban is born out of domestic social conditions that are directly entangled with the global-local nexus that call for further examination. How to approach Arab and Muslim immigration to the US and what contexts should inform the approach?

The course places the immigration and refugee crisis within the context of the colonial and post-colonial framework; rather than being only a function of the immediate past or purely response to economic imperatives. More critically, through examination of narratives and biographies of Arab and Muslim

immigrants and refugees in the US, the course reconstructs the multipart journey that takes shape in the colonial era and intensifies with the collapse of the post-colonial structure.

The course will engage with a range of theoretical debates, issues and concepts surrounding the phenomenon of migration; provide the historical background and context for the waves of displacements and dispossessions, which made of the Middle East a producer of forced migrants in the 20th century; examine contemporary communities who have faced dispossession and involuntary migration and situate the debates that problematize their presence in the diaspora as well as their modes of resistance.

The course will examine three separate groups in the US; Middle Eastern Immigrants, El Salvadoran diaspora and Rightwing White communities. The selection of three groups is done so as to examine their perspectives on immigration and how each of three communities are impacted and mobilized in response to it. Both the El Salvadoran and Middle Eastern immigrants in the US emerge out of civil wars and conflicts directly connected to US intervention and their presence in the US is problematized and used to shape rightwing political campaigns targeting segment of the elites and working class whites.

Among the topics covered are the “theory” of displacement, structures of confinement, exclusion, labor migration, national and transnational citizenship, dispossession, statelessness, sectarian politics and human trafficking from the Palestinian and Iraqi refugees to the current Syrian diaspora. The course examines migration and refugee issues with a special emphasis on questions related to race, racialization, identity, representation, citizenship, culture, gender, politics and human rights. Finally, while focusing on the individuals arriving to the US from the Middle East and North Africa, the course aims at locating the topic in a global comparative perspective, now that refugees and forced displacement are becoming the defining feature of the 21st century, with over 65 million people displaced around the world and the restrictive policies adopted against them in the US.

Learning Objectives

1. Develop factual and theoretical understanding of the phenomenon of migration in the context of the Middle East and its context within the diaspora.
2. Connect the entanglement of the three culture groups in the immigration debates, how their opinions on the issues are shaped and approaches to the electoral process.
3. Demonstrate detailed knowledge and understanding of the main forces that have been at the origin of migration, displacement, exclusion and diasporas of the Middle East region.
4. Employ and analyze cross-disciplinary sources and develop critical arguments that places Middle Eastern immigrants within the context of internal national debates within the US.
5. Demonstrate how to link theory to practice and apply concepts learnt in a global perspective to develop critical arguments for addressing immigration and refugees within the context of colonization and post-colonial discourses.
6. Develop high quality of research, evaluation and synthesis from a wide range of sources

Reading List:

Moustafa, Bayoumi. *How Does It Feel to Be a Problem?: Being Young and Arab in America*. Penguin Books; 1st edition (July 28, 2009)

Elizabeth, Boosahda. *Arab-American Faces and Voices: The Origins of an Immigrant Community*. University of Texas Press; 1st edition (July 1, 2003)

Linda, Sarsour, *We Are Not Here to Be Bystanders*. 37 Ink, Simon and Schuster, (2020)

Grades for the course are as follows:

Attendance -	10%
Participation	10%
Documentary review –	10%
Journal Entry	10%
Midterm – (October 15)	20%
Primary source paper –	20%
Final exam –	20%

Participation:

10% - Course participation will include attendance, preparation of assigned reading, homework, and other contributions to class. Grade for participation will include signing-up for leading a class discussion on a framing question based on the assigned reading for the day. The purpose of the framing question is to generate guided exploration of the reading material and setting the discourse for the formal lecture. You are to take the lead on directing the discussion at least once a semester, and when others are presenting to offer your own responses based on the framed question. Emphasis: the framing question and discussion is to be rooted in the assigned reading of the day and not a mere expression of a general opinion (valuable as it maybe).

Final Grade Scale for this Course:

Percentage Letter Percentage Letter Percentage Letter Percentage Letter Percentage Letter

98-100 A + 87-89.9 B + 77-79.9 C + 67-69.9 D +

93-97.9 A 83-86.9 B 73-76.9 C 63-66.9 D Below 60 F

90-92.9 A - 80-82.9 B - 70-72.9 C - 60-62.9 D -

Academic Integrity:

The student community at UC Berkeley has adopted the following Honor Code: “As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.” The hope and expectation is that you will adhere to this code.

Working and collaborating with your classmates is enriching, enjoyable, and is encouraged. However, be sure that your submitted material is a result of your independent thinking.

The Berkeley Campus Code of Student Conduct defines academic misconduct as follows: “All forms of academic misconduct including but not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty.” Please see Appendix II of the Berkeley Campus Code of Student Conduct for further explanation of academic misconduct:

http://sa.berkeley.edu/sites/default/files/Code%20of%20Conduct_January%202016.pdf

http://sa.berkeley.edu/sites/default/files/Code%20of%20Conduct_January%202016.pdf

Anyone caught cheating on or plagiarizing an assignment, quiz or exam will be reported to the University Center for Student Conduct and will receive a failing grade in the course.

Please note that cheating and plagiarizing includes but is not limited to:

- Taking answers from other sources (including classmates)
- Using Google Search or Internet Sites and submitting the outcome as your own
- Cutting and pasting from the internet (such as Wikipedia)
- Copying from an article without proper citation
- Using other students’ work from current or previous semesters
- Resubmitting your own assignments from another course for credit

Week 1 – Racializing of Immigrants and Refugees – Theoretical Framework

Readings:

An introduction to the theories and academic literature on refugees and immigrants while making sure to locate the crisis in a longer historical entanglement. A specific focus on how race played a key role in colonial discourses and continues to inform how the US and Europe frame the refugee-immigrant crisis.

Paul, Spickard, "Immigration, Race, Ethnicity, Colonialism," in *Almost All Aliens* (New York: Routledge, 2007), 1-28

<https://books.google.com/books?id=fz2UAgAAQBAJ&lpg=PP1&pg=PA5#v=onepage&q&f=false>
 _(https://books.google.com/books?id=fz2UAgAAQBAJ&lpg=PP1&pg=PA5#v=onepage&q&f=false)

Gana, Nouri. "Introduction: Race, Islam, and the Task of Muslim and Arab American Writing." PMLA, vol. 123, no. 5, 2008, pp. 1573–1580. JSTOR, www.jstor.org/stable/25501960
 (<http://www.jstor.org/stable/25501960>)

Edward, Said. Orientalism, pp. 50-92 (bcourses)

Milton, R. Machuca. In Search Of Salvadorans In The U.S.: Contextualizing The Ethnographic Record. Urban Anthropology and Studies of Cultural Systems and World Economic Development, Vol. 39, No. 1/2, Salvadoran Migration To the United States (SPRING, SUMMER 2010), pp. 1-45 (bcourses)

Simon, Clarke and Steve, Garner. White Identities. Pluto Press. London, UK. 2010. The Introduction, pp. 1-14 (bcourses)

Gary, Gerstle. *American Crucible: Race and Nation in the Twentieth Century* (2nd ed., Princeton University Press, 2017) (only the introduction) <http://assets.press.princeton.edu/chapters/i7020.pdf>
 _(http://assets.press.princeton.edu/chapters/i7020.pdf)

Jenna, M. Loyd and Alison, Mountz. Boats, Borders, and Bases: Race, the Cold War, and the Rise of Migration Detention in the United States. University of California Press; First edition (March 9, 2018) pp. 1-30 (bcourses)

Week 2 – Racialization of the Immigrant Subject in Colonization, Post-Colonization and Displacement

Readings:

The Middle East, as a name and a region, emerges out of a specific type of colonial discourse that racializes the Arab and Muslim subject. Also, Latin America, in general, and El Salvador in particular, played a major role in shaping anti-immigrant and racialized discourses in the US. In this section, students are introduced to the history of both cultural and ethnic groupings, how they became a constant source of immigrants and refugees, how this process gets reproduced in US history.

Elizabeth, Boosahda. *Arab-American Faces and Voices: The Origins of an Immigrant Community*. University of Texas Press; 1st edition (July 1, 2003) Chapter 1

Michael, Rivera. Immigration, Latinos, and the Transformation of White Partisanship. Chapter in *White Backlash*. <https://www.jstor.org/stable/j.ctt1h4mhqs.8> [_ \(https://www.jstor.org/stable/j.ctt1h4mhqs.8\)](https://www.jstor.org/stable/j.ctt1h4mhqs.8)

David, H. Bennett. *The Party of Fear: The American Far Right from Nativism to the Militia Movement*. Vintage, New York, 1990

[https://books.google.com/books?](https://books.google.com/books?id=mH_zVWsUzIUC&lpg=PA18&pg=PA17#v=onepage&q&f=false)

[id=mH_zVWsUzIUC&lpg=PA18&pg=PA17#v=onepage&q&f=false](https://books.google.com/books?id=mH_zVWsUzIUC&lpg=PA18&pg=PA17#v=onepage&q&f=false)

[\(https://books.google.com/books?id=mH_zVWsUzIUC&lpg=PA18&pg=PA17#v=onepage&q&f=false\)](https://books.google.com/books?id=mH_zVWsUzIUC&lpg=PA18&pg=PA17#v=onepage&q&f=false)

Robson, Laura. *States of Separation: Transfer, Partition, and the Making of the Modern Middle East*. University of California Press: 1-34 (bcourses)

Zolberg, Aristide R. "The Formation of New States as a Refugee-Generating Process." *The Annals of the American Academy of Political and Social Science* 467: 24–38 (bcourses)

Week 3 – Missionary Schools, Interventions and Brain Drain**Readings:**

An area that is often missed in discussing the refugee-immigrant crisis, both past and present, is the role played by missionary schools (evangelicals and mainstream Christian sects) and the complex modes of interventions that led to a continuous outflow from the Middle East and other regions in the world. The problem of the brain drain is the present, its link to colonial discourses, "civilizational missions" and "white man burden" that sought to Christianize the Southern Hemisphere. Example of brain drain will

look at the Middle East, Africa and Latin America in a comparative way so as to understand the long-term impact. Also, the discussion of revolving door with diaspora communities in the US that begin in the colonial period and all the way up to the present context of neo-liberal political and economic engagement (the role of the native expert).

Elizabeth, Boosahda. *Arab-American Faces and Voices: The Origins of an Immigrant Community*. University of Texas Press; 1st edition (July 1, 2003) Chapter 2

Kausha, Luna. "El Salvador's Central Bank: Emigration to U.S. Causes Brain-Drain." Center for Immigration Studies. September 18, 2015. <https://cis.org/Luna/El-Salvadors-Central-Bank-Emigration-US-Causes-BrainDrain> [_ \(https://cis.org/Luna/El-Salvadors-Central-Bank-Emigration-US-Causes-BrainDrain\)](https://cis.org/Luna/El-Salvadors-Central-Bank-Emigration-US-Causes-BrainDrain)

Phillips, Nicola. "Migration as Development Strategy? The New Political Economy of Dispossession and Inequality in the Americas." *Review of International Political Economy*, vol. 16, no. 2, 2009, pp. 231–259. www.jstor.org/stable/27756156 [_ \(http://www.jstor.org/stable/27756156\)](http://www.jstor.org/stable/27756156)

Ayubi, Nazih N. M. The Egyptian "Brain Drain": A Multidimensional Problem. *International Journal of Middle East Studies* 15: 431–450 (bcourses)

<https://www-jstor-org.libproxy.berkeley.edu/stable/163555?socuid=d0058335-6eb0-40dd-959a-4d9b9fbcd6ca&socplat=email> [_ \(https://www-jstor-org.libproxy.berkeley.edu/stable/163555?socuid=d0058335-6eb0-40dd-959a-4d9b9fbcd6ca&socplat=email\)](https://www-jstor-org.libproxy.berkeley.edu/stable/163555?socuid=d0058335-6eb0-40dd-959a-4d9b9fbcd6ca&socplat=email)

Askari, Hossein G., and John Thomas Cummings. "The Middle East and the United States: A Problem of 'Brain Drain.'" *International Journal of Middle East Studies*, vol. 8, no. 1, 1977, pp. 65–90. JSTOR, www.jstor.org/stable/162454 [_ \(http://www.jstor.org/stable/162454\)](http://www.jstor.org/stable/162454)

Mazrui, Ali A. "Brain Drain between Counterterrorism and Globalization." *African Issues*, vol. 30, no. 1, 2002, pp. 86–89. JSTOR, www.jstor.org/stable/1167098 [_ \(http://www.jstor.org/stable/1167098\)](http://www.jstor.org/stable/1167098)

Nigem, Elias T. "Arab Americans: Migration, Socioeconomic and Demographic Characteristics." *The International Migration Review*, vol. 20, no. 3, 1986, pp. 629–649. JSTOR, www.jstor.org/stable/2545708 [_ \(http://www.jstor.org/stable/2545708\)](http://www.jstor.org/stable/2545708)

Week 4 – Oil, Labor Movements and the Collapse of the Post-Colonial State

Readings:

Locating the current massive waves of refugees and immigration to the beginning of the 1960s, and the emergence of the post-colonial state and intensive dependence on oil, as well as the link between US Civil Rights movement leaders and the Middle East. The cross-fertilization of ideas and movement as well as direct relations that witnessed Malcolm X and other Black Panther Party members ending up in the Middle East after escaping the COINTELPRO activities of the FBI. On the Latin America front, the US dumping of petrodollars, selling of debt and counter communist Low Intensity Warfare disrupts the economies, politics and society normal affairs in the region.

Gana, Nouri. "Introduction: Race, Islam, and the Task of Muslim and Arab American Writing." *PMLA*, vol. 123, no. 5, 2008, pp. 1573–1580. JSTOR, www.jstor.org/stable/25501960
(<http://www.jstor.org/stable/25501960>)

Margaret E. Peters. The Rise of Anti-Immigration Sentiment and Undocumented Immigration as Explanations for Immigration Policy. <https://www.jstor.org/stable/j.ctt1vwmhj3.13>
(<https://www.jstor.org/stable/j.ctt1vwmhj3.13>)

Katie, Dingeman-Creda and Ruben, G. Rumbaut. Unwelcome Returns: The Alienation of the New American Diaspora in Salvadoran Society. Chapter in Kanstroom, Daniel, and M. Brinton Lykes, editors. *The New Deportations Delirium: Interdisciplinary Responses*. NYU Press, 2015.
www.jstor.org/stable/j.ctt15zc82k (<http://www.jstor.org/stable/j.ctt15zc82k>)

Hatem Bazian. Immigration Crisis: The Collapse of the Post-Colonial State Part 3

<http://www.hatembazian.com/content/immigration-crisis-the-collapse-of-the-post-colonial-state-part-3/>
(<http://www.hatembazian.com/content/immigration-crisis-the-collapse-of-the-post-colonial-state-part-3/>)

Hatem Bazian. Immigration Crisis: The Collapse of the Post-Colonial State Part 4

<http://www.hatembazian.com/content/immigration-crisis-the-collapse-of-the-post-colonial-state-part-4/> [\(http://www.hatembazian.com/content/immigration-crisis-the-collapse-of-the-post-colonial-state-part-4/\)](http://www.hatembazian.com/content/immigration-crisis-the-collapse-of-the-post-colonial-state-part-4/)

Hatem Bazian. Immigration Crisis: The Collapse of the Post-Colonial State Part 5

<http://www.hatembazian.com/content/immigration-crisis-the-collapse-of-the-post-colonial-state-part-5/> [\(http://www.hatembazian.com/content/immigration-crisis-the-collapse-of-the-post-colonial-state-part-5/\)](http://www.hatembazian.com/content/immigration-crisis-the-collapse-of-the-post-colonial-state-part-5/)

Week 5 – Middle Eastern and El Salvadoran Diaspora and Contesting the Refugees Status

Readings:

The emergence of Middle Eastern and El Salvadoran diasporas and the successive waves of immigrants and refugees arriving to US's inner cities, which comes as a result of intensification of economic, and military interventions but creates new enclaves, diverse communities and emerging challenges. More importantly, the process of racialization of Middle Eastern and El Salvadoran subjects in this period and the stoking of White backlash from the early 1980s to the present.

Sarah, M. A. Gualtieri. *Between Arab and White: Race and Ethnicity in the Early Syrian American Diaspora*(American Crossroads). University of California Press; 1st edition (May 6, 2009) pp. 1-17 (bcourses)

GUSKIN, JANE, and DAVID L. WILSON. *The Politics of Immigration (2nd Edition): Questions and Answers*. Chapter 1: Who Are the Immigrants? NYU Press, 2017.

<https://www.jstor.org/stable/j.ctt1gk097k.6> [_ \(https://www.jstor.org/stable/j.ctt1gk097k.6\)](https://www.jstor.org/stable/j.ctt1gk097k.6)

Valentino, Nicholas A., et al. "Immigration Opposition Among U.S. Whites: General Ethnocentrism or Media Priming of Attitudes About Latinos?" *Political Psychology*, vol. 34, no. 2, 2013, pp. 149–166. JSTOR, www.jstor.org/stable/23481739 [_ \(http://www.jstor.org/stable/23481739\)](http://www.jstor.org/stable/23481739)

Castles, Stephen, Mark J. Miller, and Hein De Haas. *Migration in Africa and the Middle East. In The Age of Migration*. 5th ed. New York: Guilford Press: 172-197 (bcourses)

Brand, Laurie A. *Citizens Abroad: Emigration and the State in the Middle East and North Africa*. Cambridge: Cambridge University Press: 1-23. (bcourses)

Week 6 – Cold War, Intervention and Emerging Diaspora

Readings:

No discussion of refugees and immigrant is possible without engaging with the Cold War, and the race dimension of it, which often gets completely left out. Even the actual title of Cold War is totally misleading and implies a focus on US-USSR relations in the Northern Hemisphere and not the heavy death and destruction visited upon the Global South with the steady stream of refugees and immigrants. How race was used during the Cold War and how the emergence of diaspora communities in the US is connected to it?

Jenna, M. Loyd and Alison, Mountz. *Boats, Borders, and Bases: Race, the Cold War, and the Rise of Migration Detention in the United States*. University of California Press; First edition (March 9, 2018) pp. 31-86

O’Neil, Luke. *Welcome to Hell World: Dispatches from the American Dystopia*. Chapter GIVE US THE MONEY OR WE’LL KILL YOUR SON. OR Books, 2019. JSTOR, www.jstor.org/stable/j.ctvq4c100 (<http://www.jstor.org/stable/j.ctvq4c100>)

“Immigration as Emergency.” *The Cultural Politics of U.S. Immigration: Gender, Race, and Media*, by Leah Perry, NYU Press, New York, 2016, pp. 34–66 www.jstor.org/stable/j.ctt1bj4qw2.5 (<http://www.jstor.org/stable/j.ctt1bj4qw2.5>)

Jones, Richard C. “Causes of Salvadoran Migration to the United States.” *Geographical Review*, vol. 79, no. 2, 1989, pp. 183–194. www.jstor.org/stable/215525 (<http://www.jstor.org/stable/215525>)

Louise Cainkar, “The Social Construction of Difference and the Arab American Experience” *Journal of American Ethnic History*. Twenty Fifth Anniversary Issue. *Immigration, Incorporation, Integration, and Transnationalism: Interdisciplinary and International Perspectives*. Vol. 25: Volume 2-3. Winter-Spring. 2006. (bcourses)

Hatem Bazian. Immigration Crisis: The Collapse of the Post-Colonial State Part 1

<http://www.hatembazian.com/content/immigration-crisis-the-collapse-of-the-post-colonial-state-part-1/> [\(http://www.hatembazian.com/content/immigration-crisis-the-collapse-of-the-post-colonial-state-part-1/\)](http://www.hatembazian.com/content/immigration-crisis-the-collapse-of-the-post-colonial-state-part-1/)

Hatem Bazian. Immigration Crisis: The Collapse of the Post-Colonial State Part 2

<http://www.hatembazian.com/content/immigration-crisis-the-collapse-of-the-post-colonial-state-part-2/> [\(http://www.hatembazian.com/content/immigration-crisis-the-collapse-of-the-post-colonial-state-part-2/\)](http://www.hatembazian.com/content/immigration-crisis-the-collapse-of-the-post-colonial-state-part-2/)

Week 7 – Rise of Nativism and Targeting of Immigrants

Readings:

The course will examine the rise of nativism in US history, the themes that are used and how the targeting of refugees and immigrants shapes public discourse. America First and its deployment at various periods toward targeted groups contribute to the reproduction of ahistorical notion of the US and constantly problematize the refugee and immigrants. A comparative approach will be taken in examining the various otherized and targeted minority communities in the US.

Elizabeth, Boosahda, *Arab-American Faces and Voices: The Origins of an Immigrant Community*. University of Texas Press; 1st edition (July 1, 2003) Chapter 6

Peter, Schrag. *Not Fit for Our Society: Immigration and Nativism*. University of California Press, 2011.

<https://books.google.com/books?id=sVHx2hXrYQwC&lpg=PP1&pg=PP1#v=onepage&q&f=false>
[_ \(https://books.google.com/books?id=sVHx2hXrYQwC&lpg=PP1&pg=PP1#v=onepage&q&f=false\)](https://books.google.com/books?id=sVHx2hXrYQwC&lpg=PP1&pg=PP1#v=onepage&q&f=false)

Kaushal, Neeraj. *Blaming Immigrants: Nationalism and the Economics of Global Movement*. Columbia University Press, 2019. www.jstor.org/stable/10.7312/kaus18144
[\(http://www.jstor.org/stable/10.7312/kaus18144\)](http://www.jstor.org/stable/10.7312/kaus18144)

Gil, Loescher and John, A Scanlan. *Calculated Kindness: Refugees and America's Half-Open Door, 1945 to the Present*. Free Press, NY, 1986. pp. 188-220

<https://books.google.com/books?id=bq8JIMB2ndoC&lpg=PP1&pg=PP1#v=onepage&q&f=false>
(<https://books.google.com/books?id=bq8JIMB2ndoC&lpg=PP1&pg=PP1#v=onepage&q&f=false>)

Kelly, M. Greenhill. *Weapons of Mass Migration: Forced Displacement, Coercion, and Foreign Policy*. Cornell University Press, Ithaca, N.Y, 2010 Chapter 3

<https://books.google.com/books?id=IHV1ugpnkP4C&lpg=PP1&pg=PP1#v=onepage&q&f=false>
(<https://books.google.com/books?id=IHV1ugpnkP4C&lpg=PP1&pg=PP1#v=onepage&q&f=false>)

Donald, M. Kerwin. "The Faltering U.S. Refugee Protection System: Legal and Policy Responses to Refugees, Asylum Seekers, and Others in Need of Protection." *Migration Policy Institute Report*, March 2011

<https://www.migrationpolicy.org/research/faltering-us-refugee-protection-system>
(<https://www.migrationpolicy.org/research/faltering-us-refugee-protection-system>)

Week 8 – Middle Eastern and El Salvadoran Immigrants and Refugee Narratives

Readings:

A closer examination of different groups of Middle Eastern and El Salvadoran refugees and immigrants, which is done through reading rich narratives that are written within a comparative and intersectional lens.

Elizabeth, Boosahda. *Arab-American Faces and Voices: The Origins of an Immigrant Community*. University of Texas Press; 1st edition (July 1, 2003) Chapter 5 & 7

Peteet, Julie. "Problematizing a Palestinian Diaspora." *International Journal of Middle East Studies* 39. (bcourses)

"In the Shadow of U.S. Empire: Diasporic Citizenship in El Salvador." *Border Thinking: Latinx Youth Decolonizing Citizenship*, by Andrea Dyrness and Enrique Sepúlveda, University of Minnesota Press, Minneapolis; London, 2020, pp. 69–120. www.jstor.org/stable/10.5749/j.ctvz0h9tq.5
(<http://www.jstor.org/stable/10.5749/j.ctvz0h9tq.5>)

Roberts, Bryan W., et al. Unaccompanied Children in U.S. Immigration Proceedings. Institute for Defense Analyses, 2019, pp. 5–48, A Benefit-Cost Analysis of Expanding Federally Funded Counsel Programs for Unaccompanied Immigrant Children in Removal Proceedings in the United States, www.jstor.org/stable/resrep22840.5 [_\(http://www.jstor.org/stable/resrep22840.5\)](http://www.jstor.org/stable/resrep22840.5)

Moustafa, Bayoumi. *How Does It Feel to Be a Problem?: Being Young and Arab in America*. Penguin Books; 1st edition (July 28, 2009) Section 1

Shohat, Ella. “In Memory of Edward Said, the Bulletproof Intellectual.” *On the Arab-Jew, Palestine, and Other Displacements: Selected Writings of Ella Shohat*, by Ella Shohat, Pluto Press, London, 2017, pp. 193–199. JSTOR, www.jstor.org/stable/j.ctt1pv89db.19 [_\(http://www.jstor.org/stable/j.ctt1pv89db.19\)](http://www.jstor.org/stable/j.ctt1pv89db.19)

Week 9 - The Middle East, El Salvadoran Immigrants, Americanization and US' Electoral Campaigns

Readings:

The Middle East is never far away from the American electoral cycle. Students will be introduced to the critical introduction of the “so-called Middle Eastern threat” into election cycles beginning with the Reagan administration and all the way to Trump’s 2016 campaign. More importantly, the 2004, work of Huntington that shifted the Clash of Civilization rhetoric into targeting Latinos while building on the same thesis that was deployed against Middle Eastern subject and the Chinese in the original essay. The fluidity of racism and otherization and its utility in election campaigns.

Samuel, Huntington. *Who Are We? The Challenges to America’s National Identity*. Simon and Schuster, 2004. chapter. 1 and 10. (bcourses)

Amy, Davidson, “Donald Trump’s First, Ugly TV Ad,” *The New Yorker*, 4 January 2016, available at: <http://www.newyorker.com/news/amy-davidson/donald-trumps-first-ugly-tv-ad> [_\(http://www.newyorker.com/news/amy-davidson/donald-trumps-first-ugly-tv-ad\)](http://www.newyorker.com/news/amy-davidson/donald-trumps-first-ugly-tv-ad)

Eliza, Griswold. “Why Is It So Difficult for Syrian Refugees to Get Into the U.S.?” *The New York Times Magazine*, 20 January 2016.

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Hassell, Hans. "Media Coverage of Immigration and White Macropartisanship." *White Backlash: Immigration, Race, and American Politics*, by Marisa Abrajano and Zoltan L. Hajnal, Princeton University Press, Princeton; Oxford, 2015, pp. 154–180. JSTOR, www.jstor.org/stable/j.ctt1h4mhqs.11 (<http://www.jstor.org/stable/j.ctt1h4mhqs.11>)

Kevin, R. Johnson. *The Huddled Masses Myth: Immigration And Civil Rights*. Temple University Press, Philadelphia, 2003.

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(<https://books.google.com/books?id=yVkN1iOnGeoC&lpg=PP1&pg=PP1#v=onepage&q&f=false>)

Week 10 – Biographies, Narratives and Belonging

Readings:

A further examination of biographies and narratives of immigrants and refugees speaking on their own terms. Can the Subaltern speak is a problematic concept and the more important question can the dominant and powerful even listen to anything other than its own voice!

Moustafa, Bayoumi. *How Does It Feel to Be a Problem?: Being Young and Arab in America*. Penguin Books; 1st edition (July 28, 2009) Section 2,3

Sarah, M. A. Gualtieri. *Between Arab and White: Race and Ethnicity in the Early Syrian American Diaspora (American Crossroads)*. University of California Press; 1st edition (May 6, 2009) Chapter two (bcourses)

Carstairs, Catherine. "Defining Whiteness: Race, Class, and Gender Perspectives in North American History." *International Labor and Working-Class History*, no. 60, 2001, pp. 203–206.
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Linda, Sarsour, *We Are Not Here to Be Bystanders*, 37 Ink, Simon and Schuster, 2020. The Introduction and Part one pp. 1-80.

Sanders, Ben, and Merrill Smith. "The Iraqi Refugee Disaster." *World Policy Journal*, vol. 24, no. 3, 2007, pp. 23–28. JSTOR, www.jstor.org/stable/40210217 (<http://www.jstor.org/stable/40210217>)

“Departamento 15’: Salvadoran Transnational Migration and Narration.” *Dividing the Isthmus*, by Ana, Patricia Rodrigues, University of Texas Press, 2009, pp. 167–194.

www.jstor.org/stable/10.7560/719095.10 [\(http://www.jstor.org/stable/10.7560/719095.10\)](http://www.jstor.org/stable/10.7560/719095.10)

Week 11 – Citizenship on Probation – Local and Global

Readings:

We delve into questions of citizenship, the scope of such citizenship and the limits imposed on refugees and immigrants even after arriving at the formal “legal” status. More importantly, the course examines the difficult landscape that was put in place post-9/11 and its impact on Middle Eastern and Latin American immigrants.

Lisa, Marie Cacho *Social Death: Racialized Rightlessness and the Criminalization of the Unprotected*. NYU Press (November 12, 2012). Chapter one-White Entitlement and Other People’s Crimes- (bcourses)

Marcela Mendoza. “Latinas and Citizenship in Oregon.” *Oregon Historical Quarterly*, vol. 113, no. 3, 2012, pp. 444–451. www.jstor.org/stable/10.5403/oregonhistq.113.3.0444 [\(http://www.jstor.org/stable/10.5403/oregonhistq.113.3.0444\)](http://www.jstor.org/stable/10.5403/oregonhistq.113.3.0444)

Immigrant Stories [digital stories created by recent refugees created by the Immigration History Research Center]

<https://immigrants.mndigital.org/search?query=Muslim+Immigrant+Stories> [\(https://immigrants.mndigital.org/search?query=Muslim+Immigrant+Stories\)](https://immigrants.mndigital.org/search?query=Muslim+Immigrant+Stories)

Muzaffar, Chishti and Claire, Bergeron, “Post-9/11 Policies Dramatically Alter the U.S. Immigration Landscape.” *Migration Policy Institute*, September 28, 2011

<https://www.migrationpolicy.org/article/post-911-policies-dramatically-alter-us-immigration-landscape> [\(https://www.migrationpolicy.org/article/post-911-policies-dramatically-alter-us-immigration-landscape\)](https://www.migrationpolicy.org/article/post-911-policies-dramatically-alter-us-immigration-landscape)

Leti Volpp. "The Citizen and the Terrorist," *UCLA Law Review* (2002): 1575-1600

<https://islamophobiaaisracism.files.wordpress.com/2017/03/volpp-the-citizen-and-the-terrorist.pdf>
 (_(https://islamophobiaaisracism.files.wordpress.com/2017/03/volpp-the-citizen-and-the-terrorist.pdf))

Five Ways Immigration System Changed after 9/11, ABC News

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Statement of Senator Patrick Leahy, Chairman, Senate Judiciary Committee Subcommittee on Immigration "Effective Immigration Controls to Deter Terrorism"; October 17, 2001, Yale Law School

https://avalon.law.yale.edu/sept11/leahy_003.asp (_(https://avalon.law.yale.edu/sept11/leahy_003.asp))

John, Feffer. "The 'Great Replacement' Is a Genocidal Playbook." *The Nation*. October 22, 2019.

<https://www.thenation.com/article/archive/white-supremacist-great-replacement/>
 (_(https://www.thenation.com/article/archive/white-supremacist-great-replacement/))

Week 12 – Racialization, American Civil Society and Cultural Panic

Readings:

Cultural panic, how is it shaped, what issues does highlight and how it gets mobilized in the current period. A deep dive into the Clash of Civilization thesis, the replacement theory and responses to it. How did the idea of the Muslim Ban and the Wall on the Mexican border come about and what was intended by these two frames?

Huntington, Samuel. *The Clash of Civilizations and the Remaking of the World Order*. pp. 301-318
 (bcourses)

Said, Edward. "The Clash of Ignorance." *The Nation Magazine*. October 4, 2001.

<https://www.thenation.com/article/archive/clash-ignorance/>
 (_(https://www.thenation.com/article/archive/clash-ignorance/))

Nellie, Bowles. "Replacement Theory, a Racist, Sexist Doctrine, Spreads in Far-Right Circles." *NYT*, March 18, 2019.

<https://www.nytimes.com/2019/03/18/technology/replacement-theory.html>

(<https://www.nytimes.com/2019/03/18/technology/replacement-theory.html>)

Max, Friedman. "Donald Trump's Ban on Muslims Echoes Earliest Days of Nazi Propaganda." *NY Daily News*, December 9, 2015

<http://www.nydailynews.com/news/politics/guest-column-trump-ban-muslims-wrong-article-1.2459376> (<http://www.nydailynews.com/news/politics/guest-column-trump-ban-muslims-wrong-article-1.2459376>)

Aristide, R. Zolberg and Long, Litt Woon. "Why Islam is Like Spanish: Cultural Incorporation in Europe and United States," *Politics and Society* 27 (1999): pp. 5-38. (bcourses)

Jasper, Muis and Tim, Immerzeel. "Causes and consequences of the rise of populist radical right parties and movements in Europe." *Current Sociology Review*, Vol. 65, No. 6 (2017): pp. 909- 930. (bcourses)

Canales, Alejandro I., and Carlos Pérez. "Inclusion and Segregation: The Incorporation of Latin American Immigrants into the U.S. Labor Market." *Latin American Perspectives*, vol. 34, no. 1, 2007, pp. 73–82. www.jstor.org/stable/27647996 (<http://www.jstor.org/stable/27647996>)

Hatem, Bazian. "Islamophobia, "Clash of Civilizations", and Forging a Post-Cold War Order!"

https://www.mdpi.com/2077-1444/9/9/282#stats_id (https://www.mdpi.com/2077-1444/9/9/282#stats_id)

Week 13 - The Arab Spring, and US Interventions in Latin America:

Immigration and Transnationalism

Readings:

The 2011, Arab Spring and the long-term US interventions in Latin America have been a primary engine for new waves of immigrants and refugees. The course will examine the intervention of US and European powers in the Arab World and Latin America and the outcomes that help reshape the domestic political landscape as it relates to increasing hostile attitudes among White Working class towards immigration and refugees.

“AFTERWORD: The Arab Spring: East Meets West.” *Counterpoints*, vol. 417, 2012, pp. 209–219.
www.jstor.org/stable/42981706 [_\(http://www.jstor.org/stable/42981706\)](http://www.jstor.org/stable/42981706)

Hafez, Ghanem. “Roots of the Arab Spring.” *The Arab Spring Five Years Later: Toward Greater Inclusiveness*. *Brookings Institution Press*. Washington, D.C., 2016, pp. 39–64. JSTOR,
www.jstor.org/stable/10.7864/j.ctt1657tv8.6 [_\(http://www.jstor.org/stable/10.7864/j.ctt1657tv8.6\)](http://www.jstor.org/stable/10.7864/j.ctt1657tv8.6)

Cecilia, Menjívar and Andrea, Gómez Cervantes. “El Salvador: Civil War, Natural Disasters, and Gang Violence Drive Migration.” Report by Migration Policy Institute. August 26, 2018.
<https://www.migrationpolicy.org/article/el-salvador-civil-war-natural-disasters-and-gang-violence-drive-migration> [_\(https://www.migrationpolicy.org/article/el-salvador-civil-war-natural-disasters-and-gang-violence-drive-migration\)](https://www.migrationpolicy.org/article/el-salvador-civil-war-natural-disasters-and-gang-violence-drive-migration)

Muzaffar, Chishti and Jessica, Bolter. “Interlocking Set of Trump Administration Policies at the U.S.-Mexico Border Bars Virtually All from Asylum.” Report by Migration Policy Institute. February 27, 2020.
<https://www.migrationpolicy.org/article/interlocking-set-policies-us-mexico-border-bars-virtually-all-asylum> [_\(https://www.migrationpolicy.org/article/interlocking-set-policies-us-mexico-border-bars-virtually-all-asylum\)](https://www.migrationpolicy.org/article/interlocking-set-policies-us-mexico-border-bars-virtually-all-asylum)

Moss, Dana M. MOSS. “Transnational Repression, Diaspora Mobilization, and the Case of the Arab Spring.” *Social Problems* 63: 480–498 (bcourses)

https://www-jstor-org.libproxy.berkeley.edu/stable/pdf/26370875.pdf?ab_segments=0%252Fbasic_SYC-5055%252Fcontrol&refreqid=excelsior%3A21d4ba1acc12147b8c3d4a7fca6c00d9 [_\(https://www-jstor-org.libproxy.berkeley.edu/stable/pdf/26370875.pdf?ab_segments=0%252Fbasic_SYC-5055%252Fcontrol&refreqid=excelsior%3A21d4ba1acc12147b8c3d4a7fca6c00d9\)](https://www-jstor-org.libproxy.berkeley.edu/stable/pdf/26370875.pdf?ab_segments=0%252Fbasic_SYC-5055%252Fcontrol&refreqid=excelsior%3A21d4ba1acc12147b8c3d4a7fca6c00d9)

Hatem Bazian. Muslim Intellectuals and America’s Imperial Project!

<http://www.hatembazian.com/content/muslim-intellectuals-and-americas-imperial-project/>
[\(http://www.hatembazian.com/content/muslim-intellectuals-and-americas-imperial-project/\)](http://www.hatembazian.com/content/muslim-intellectuals-and-americas-imperial-project/)

Week 14 – The Impact and Resistance to Trump’s Immigration Policies

Readings:

The introduction of the Muslim Ban brought about massive responses across the country and witnessed the birth of coalitions and modes of resistance that is still unfolding as we speak. How the Muslim Ban and the focus on a number of Middle Eastern countries gave birth to a new coalition and modes of resistance and development of counter narratives that brought new political leaders to the forefront.

Under the Radar: Muslims Deported, Detained, and Denied on Unsubstantiated Terrorism

<http://chrgj.org/wp-content/uploads/2012/07/undertheradar.pdf> [_\(http://chrgj.org/wp-content/uploads/2012/07/undertheradar.pdf\)](http://chrgj.org/wp-content/uploads/2012/07/undertheradar.pdf)

Cora, Currier. "Documents Reveal the Behind the Scenes Chaos of the Muslim Ban." *The Intercept*. August 8, 2017.

<https://theintercept.com/2017/08/08/documents-reveal-the-behind-the-scenes-chaos-of-the-muslim-ban/> [_\(https://theintercept.com/2017/08/08/documents-reveal-the-behind-the-scenes-chaos-of-the-muslim-ban/\)](https://theintercept.com/2017/08/08/documents-reveal-the-behind-the-scenes-chaos-of-the-muslim-ban/)

Mehdi, Hasan. "With "Muslim Ban" Ruling, Trump's White Supremacy Has Moved From the Campaign Trail to the Supreme Court." *The Intercept*. June 27 2018

<https://theintercept.com/2018/06/27/trump-travel-ban-supreme-court-decision-muslim/> [_\(https://theintercept.com/2018/06/27/trump-travel-ban-supreme-court-decision-muslim/\)](https://theintercept.com/2018/06/27/trump-travel-ban-supreme-court-decision-muslim/)

Jennifer, Steinhauer. "The Inside Story of the Women Reshaping Congress." *NYT*

<https://www.nytimes.com/2020/03/10/books/review/the-firsts-women-congress-jennifer-steinhauer.html> [_\(https://www.nytimes.com/2020/03/10/books/review/the-firsts-women-congress-jennifer-steinhauer.html\)](https://www.nytimes.com/2020/03/10/books/review/the-firsts-women-congress-jennifer-steinhauer.html)

Peter, Dreier. "The Anti-Trump Movement: Recover, Resist, Reform." *The American Prospect*. April 4, 2017. <https://prospect.org/power/anti-trump-movement-recover-resist-reform/> [_\(https://prospect.org/power/anti-trump-movement-recover-resist-reform/\)](https://prospect.org/power/anti-trump-movement-recover-resist-reform/)

Susan, Glasser and Glenn, Thrush. "What's Going on With America's White People?" *Politico Magazine*. September/October 2016.

<https://www.politico.com/magazine/story/2016/09/problems-white-people-america-society-class-race-214227> [_ \(https://www.politico.com/magazine/story/2016/09/problems-white-people-america-society-class-race-214227\)](https://www.politico.com/magazine/story/2016/09/problems-white-people-america-society-class-race-214227)

David, M. Halbfinger. "Tlaib Renounces Trip to West Bank Under Israel's Conditions." *NYT*, Aug. 16, 2019

<https://www.nytimes.com/2019/08/16/world/middleeast/rashida-tlaib-israel-visit.html>
[_ \(https://www.nytimes.com/2019/08/16/world/middleeast/rashida-tlaib-israel-visit.html\)](https://www.nytimes.com/2019/08/16/world/middleeast/rashida-tlaib-israel-visit.html)

Week 15 – Immigrants, Refugees Diaspora and Intersectionality

Linda Sarsour is one of the three co-founders of the Women's March of 2017, which brought out into the streets the largest ever protest gathering in the history of the US. Linda's and Moustafa's work are indicative of the Middle Eastern diaspora creativity that managed to build a seamless intersectional bridge with diverse communities. The course will examine the intersectional work and locating the emergent solidarities nationally and internationally.

Linda, Sarsour. *We Are Not Here to Be Bystanders*, 37 Ink, Simon and Schuster, 2020. Part two and three.

Karina, Morena. "A Politics of Solidarity: Solidarity between Muslim and Latino communities is crucial to building the kind of movement that can defeat Trump." *Jacobin*. May 11, 2017.

<https://www.jacobinmag.com/2017/05/immigration-donald-trump-muslims-latinos-no-ban-no-wall-no-raids> [_ \(https://www.jacobinmag.com/2017/05/immigration-donald-trump-muslims-latinos-no-ban-no-wall-no-raids\)](https://www.jacobinmag.com/2017/05/immigration-donald-trump-muslims-latinos-no-ban-no-wall-no-raids)

Elsadig, Elsheikh and Hossein Ayazi. "Moving Targets: An Analysis of Global Forced Migration." Haas Institute for Fair and Inclusive Society (Now Othering and Belonging Institute) Report. July, 2017.
(bcourses)

Moustafa, Bayoumi. *How Does It Feel to Be a Problem?: Being Young and Arab in America*. Penguin Books; 1st edition (July 28, 2009) Section 5, 6, 7

Elizabeth, Boosahda, *Arab-American Faces and Voices: The Origins of an Immigrant Community*. University of Texas Press; 1st edition (July 1, 2003). Section 3 and 4

Sarah M. A. Gualtieri, *Between Arab and White: Race and Ethnicity in the Early Syrian American Diaspora*(American Crossroads). University of California Press; 1st edition (May 6, 2009) Chapter 4 (bcourses)

Week 16 - Reading/Reviewing/Recitation Week - December 7–Friday, December 11, 2020

Week 17 – Final Exam Week - December 14–Friday, December 18, 2020

Students Needing Accommodations:

If you need disability-related accommodations in this class and have a letter of accommodation, have emergency medical information you wish to share, or need special arrangements in case the building must be evacuated, please inform your instructor immediately.

The Disabled Students' Program (DSP) is the campus office responsible for authorizing disability-related academic accommodations, in cooperation with the students themselves, and their instructors. Students who need academic accommodations, or have questions about their eligibility, should contact DSP, located at 260 César Chávez Student Center. Students may call 642-0518 (voice), 642-6376 (TTY), or e-mail dsp@berkeley.edu (<mailto:dsp@berkeley.edu>)

Scheduling Conflicts:

As per NES department policy, students registered in classes must be able to attend all class sessions. Students who have a scheduling conflict and are not able to attend all scheduled classes will not be able to enroll in the course.

Please notify your instructor in writing by the second week of the term about any known or potential extracurricular conflicts (such as religious observances or campus related obligations). We will try our best to help you with making accommodations but cannot promise them in all cases.

Basic Needs:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Basic Needs Manager for support. Campus resources are located here: basicneeds.berkeley.edu (<http://basicneeds.berkeley.edu>). Furthermore, please notify your instructor if you are comfortable in doing so.

Writing Assignments and Grading Rubric

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Invention

	4	3	2	1
Assignment Focus	Engaging and full development of a clear thesis as appropriate to assignment purpose.	Competent and well-developed thesis; thesis represents sound and adequate understanding of the topic. Focus is too broad or too narrow.	Mostly intelligible ideas; thesis is weak, unclear, too broad, or too narrow.	Mostly simplistic and unfocused ideas; little or no sense of purpose or control of thesis.
Argument; Thesis Development; Logic	The thesis is stated in a declarative sentence; the thesis provides unity and coherence to the essay Argument is consistent and compelling.	The thesis is not stated concisely. Mostly unified, but areas of inconsistency or weakness in development or logic.	The thesis is not stated or worded vaguely. Argument is inconsistent or could be developed further.	The thesis is only an impression or an outline, not stated. Argument contradicts itself.

**Writing
Assignments
and Grading
Rubric**

4**3****2****1****Evidence**

Consistent use of evidence with originality and depth of ideas; main points are sufficiently supported. Excellent analysis of textual evidence. The synthesis of research and argument is harmonious.

Ideas supported sufficiently by evidence; support is sound, valid and logical in most cases.

Analysis and/or synthesis could have been stronger.

Main points and ideas are only indirectly supported; support is not sufficient or specific, but is loosely relevant to main points.

Analysis and synthesis is adequate.

Inadequate use of sources.

Organization**Introduction****Body****Conclusion**

Arrangement of paper complements and strengthens argument - "Immanent Design". Paper dynamically employs: introduction, statement of circumstance, outline, proof, refutation, conclusion

Effective arrangement of paper, but weak in one or more areas: introduction, statement of circumstance, outline, proof, refutation, conclusion. Strong in most areas, but lacking in overall arrangement.

Ineffective arrangement, but strong in one or more sections. Sections are segmented without clear connections. Arrangement shows potential, but sections do not provide substantial content.

Disconnect between ideas and organization of paper. Little or no demonstration of immanent design.

**Writing
Assignments
and Grading
Rubric**

4




3

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Paragraphing Transitions	Sentences and paragraphs are structured effectively, powerfully; Organization is sequential and appropriate; paragraphs are well developed and appropriately divided; ideas linked with smooth and effective transitions.	Competent organization, without sophistication. Competent paragraph structure; lacking in effective transitions.	Paragraphs are mostly stand-alone with weak or non-evident transitions.	Paragraphs are simple or weak. No evident transitions or planned sequence.
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Course Summary:

Date	Details	Due
Fri Oct 16, 2020	 Midterm https://bcourses.berkeley.edu/courses/1494106/assignments/8179698	due by 11:59pm
Fri Dec 11, 2020	 Final Paper https://bcourses.berkeley.edu/courses/1494106/assignments/8196858	due by 11:59pm
Fri Dec 18, 2020	 Final Exam https://bcourses.berkeley.edu/courses/1494106/assignments/8201349	due by 11:59pm