

## **Migration, Immigration and Displacement in the Middle East and North Africa**

**Course Code: INTS-3701-2**

**Spring 2018**

**MW 12-1:50**

Instructor: Dr. Kelsey Norman

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Office: 1120A (Sié Center research offices)

Office Hours:

Monday (10-12 am), Wednesday (2-4 pm), and by appointment

### **Course Description and Objectives**

Migration has a long and important history in shaping the societies, cultures, economies, and politics of the region referred to as the Middle East and North Africa (MENA), with many countries simultaneously being points of origin, transit, and destination. In this course students will engage with academic studies, films, literature, and journalistic accounts to help them understand the myriad migrations that have taken place over the last several decades in the region and the transformations that have resulted. The course is divided into three parts. Part I provides an analytical framework for approaching the class and a chronological history and overview of migration to, within, and from the region. Part II focuses on a selection of specific migrations from the colonial and postcolonial eras, including the displacement of Palestinian refugees, North African migration to and from Europe, and labor migration to the Gulf region. Part III focuses on the more recent displacements of Iraqi and Syrian refugees in the late twentieth and early twenty-first centuries, the impact of migration and diaspora politics on the Arab Spring, and the domestic impact of Europe's attempts to manage migration in the wake of the 2015 refugee 'crisis.' By completing this course, students will gain an in-depth knowledge about the role of migration in the MENA region, and will develop an array of analytical tools for understanding the multiple drivers of migration as well as the impact migration has on societies, domestic politics, international relations, and local and regional economies.

### **Grading**

#### **30% Participation**

All students are expected to attend class and actively participate in discussions. This means coming prepared to class having done and thought critically about the required readings. Additionally, each student will be expected to **facilitate a class discussion** on Canvas once during the quarter. The dates for this will be assigned on the first day of class. **On the day before** you're assigned to lead class discussion, you will be required to post **five** questions to the class discussion forum on Canvas (by 3 pm the day before class meets). These should NOT be the same as the focus questions listed on this syllabus. All students are required to **post one response** to these questions on the class discussion forum by 10 am on the day of class. Both serving as discussion leader and posting responses to Canvas count toward your participation grade. The overall participation grade will be broken down as follows:

**Attendance (15%):** A sign-in sheet will be circulated during class

**Facilitating discussion on Canvas (5%)**

**Posting responses (10%)**

**5%: In-class map quiz** (Monday April 2)

**15%: Op-ed** (due Wednesday May 16)

You will be asked to write an op-ed (800-1000 words) on a topic of your choice related to the themes of this course. We will discuss the format for this assignment in class.

### **50%: Final paper**

The major output of this course will be the completion of an original research paper (2,000-2,500 words, or about ten pages). You will complete assignments throughout the course toward this final product.

**Assignments (15%):** There will be three assignments (research question, annotated bibliography, and literature review) due throughout the quarter. Each assignment is due on the Monday of the week listed and must be emailed to me by 12 pm (before class begins). The format for each assignment will be discussed in class.

**Presentation (10%):** On the final day of class we will have a 'mini-conference' and you will be required to give a 10 minute presentation of your research question, analysis, and policy recommendations.

**Final paper (25%):** Due to me by email and in hard copy by 12 pm (noon) Monday June 11. Papers will lose one letter grade for each day that they are late.

### **Late Policy**

Assignments will lose one letter grade for each day that they are late.

### **Attendance**

Attendance is required. If you are unable to attend a class, please notify me in advance by email. You are responsible for arranging to make up any class activities. Absences in excess of one class may affect your grade.

### **Readings**

Course reading must be completed before the class in which the topic will be discussed. The amount of reading for the course each week will vary, with the reading for some weeks necessarily heavier than others. Readings will either be posted to Canvas or are available online via the DU library. Readings may be updated, but will be posted at least 2 weeks in advance.

## **Week 1: A theoretical framework for studying migration**

**Focus questions:** How do different scholars approach the topic of international migration? What are different ways to research this phenomenon? How does migration complicate the concepts of citizenship and sovereignty? Why do states want to regulate migration?

### **Monday March 26**

*Required:*

**\*\*Please visit the Canvas site for this course and post an introduction in the discussion forum telling us about yourself: your name, major, and what you hope to learn from this class or what excites you about the topic\*\***

2016. "Migration to, from, and in the Middle East and North Africa: Data Snapshot," *International Organization for Migration*. Available at: [https://www.iom.int/sites/default/files/country/mena/Migration-in-the-Middle-East-and-North-Africa\\_Data%20Sheet\\_August2016.pdf](https://www.iom.int/sites/default/files/country/mena/Migration-in-the-Middle-East-and-North-Africa_Data%20Sheet_August2016.pdf)

### **Wednesday March 28**

*Required:*

Chapters 1 and 4 from: Torpey, John. 2000. *The Invention of the Passport: Surveillance, Citizenship and the State*. Cambridge: Cambridge University Press.

Chapter 2 from: Castles, Stephen, Mark J. Miller, and Hein de Haas. 2003. *The Age of Migration*. 3rd ed. London: Palgrave Macmillan.

*Optional:*

Rudolph, Christopher. 2003. "Security and the Political Economy of International Migration." *The American Political Science Review* 97 (4): 603–20.

De Haas, Hein. 2010. "The Internal Dynamics of Migration Processes: A Theoretical Inquiry." *Journal of Ethnic and Migration Studies* 36 (10): 1587–1617.

Messina, Anthony M., and Gallya Lahav. 2006. *The Migration Reader: Exploring Politics and Policies*. London, Lynne Rienner Publishers.

Betts, Alexander. 2010. "Introduction: Global Migration Governance." In *Global Migration Governance*, 1–33. Oxford: Oxford University Press.

Meyers, Eytan. 2004. *International Immigration Policy: A Theoretical and Comparative Analysis*. 1st ed. New York: Palgrave Macmillan.

Koopmans, Ruud, and Ines Michalowski. 2016. "Why Do States Extend Rights to Immigrants? Institutional Settings and Historical Legacies Across 44 Countries Worldwide." *Comparative Political Studies*, 1–34.

Joppke, Christian. 1998. "Why Liberal States Accept Unwanted Immigration." *World Politics* 50 (2): 266–93.

Castles, Stephen. 2004. "The Factors That Make and Unmake Migration Policies." *International Migration Review* 38 (3): 852–84.

## **Week 2: Migration in the Middle East**

**Focus questions:** What makes the Middle East unique in terms of state structures, cultures, histories and borders? How should this influence the way we look at migration in the region? What historical migrations in the Middle East are important for understanding modern movements?

### **Monday April 2**

#### **\*\*In-class map quiz\*\***

*Required:*

Abu-Sahlieh, Sami A. Aldeeb. 1996. "The Islamic Conception of Migration." *International Migration Review* 30 (1): 35–57.

Introduction and Chapter 1 from: Chatty, Dawn. (2010) *Displacement and Dispossession in the Modern Middle East*. Cambridge: Cambridge University Press.

Purohit, Teena. 2017. "Inclusion and Exclusion in Islamic Modernist Thought," *The Ottoman History Podcast*. Available at: <http://www.ottomanhistorypodcast.com/2017/06/ahmadi.html>

*Optional:*

Parolin, Gianluca Paolo. 2009. *Citizenship in the Arab World: Kin, Religion and Nation-State*. IMISCOE Research. Amsterdam: Amsterdam University Press.

Kalin, Michael. 2012. "The UN 'Surrogate State' and the Foundation of Refugee Policy in the Middle East." *U.C. Davis International Journal of Law & Policy* 18 (2): 307–42.

### **Wednesday April 4: Class cancelled, will be made up TBD**

## **Week 3: Jewish migration to Palestine and Palestinian displacement**

Focus questions: What are different periods of migration to Israel/Palestine? How did migration to Palestine influence the creation of the Israeli state? What have the ramifications of Palestinian displacement been for other neighboring countries? What is the right of return and how has it influenced understandings of refugees and displacement in the Middle East?

#### **\*\*Research question due\*\***

### **Monday April 9**

*Required:*

The Introduction from: Alroey, Gur. 2014. *An Unpromising Land: Jewish Migration to Palestine in the Early Twentieth Century*. Stanford: Stanford University Press.

Shafir, Gershon. 1995. "Zionist Immigration and Colonization in Palestine until 1949," In *The Cambridge Survey of World Migration*, 405-09. Cambridge, UK: Cambridge University Press.

Kruger, Martha. 2005. "Israel: Balancing Demographics in the Jewish State," *The Migration Policy Institute*. Available at: <https://www.migrationpolicy.org/article/israel-balancing-demographics-jewish-state>

Shiblak, Abbas. 2006. "Stateless Palestinians," *Forced Migration Review* 26. Available at: <http://www.fmreview.org/sites/fmr/files/FMRdownloads/en/palestine/shiblak.pdf>

*Optional:*

Tessler, Mark. 2009. *A History of the Israeli-Palestinian Conflict*. Bloomington: Indiana University Press.

### **Wednesday April 11**

*Required:*

Elsayed-Ali, Sherif. 2006. "Palestinian Refugees in Lebanon," *Forced Migration Review* 26. Available at: <http://www.fmreview.org/sites/fmr/files/FMRdownloads/en/palestine/elsayedali.pdf>

Mansell, Claudia Martinez. 2016. "Camp Code: How to Navigate a Refugee Settlement," *Places* April 2016. Available at: <https://placesjournal.org/article/camp-code/>

El Muhtaseb, Lamis. 2013. "Jordan's East-Banker Palestinian Schism," *Norwegian Peacebuilding Resource Centre*. Available at: <https://noref.no/Publications/Regions/Middle-East-and-North-Africa/Jordan-s-East-Banker-Palestinian-schism>

*Optional:*

Abdelrazaq, Leila. 2015. *Baddawi*. Charlottesville: Just World Books. (graphic novel)

Brand, Laurie. 1995. "Palestinians and Jordanians: A Crisis of Identity," *Journal of Palestine Studies* 28(4): 46-61.

Ryan, Curtis R. 2011. "Identity Politics, Reform, and Protest in Jordan," *Studies in Ethnicity and Nationalism* 11(3): 564-578.

### **Week 4: Colonial and postcolonial migration to and from Europe**

Focus questions: What types of relationships did former colonial powers have with their former colonies after independence? What types of migration took place before and after independence? What impact has postcolonial migration had on Europe in terms of politics, society, and immigration laws? What impact has postcolonial migration had on sending states and for migrants themselves?

### **Monday April 16**

**\*\*Guest speaker, Devon Cone, Director of Protection Programs for the international NGO HIAS in Washington D.C.\*\***

Readings TBD

## Wednesday April 18

### Required:

Chapters 3, 4, 10 and 11 from: Neil, McMaster. 1997. *Colonial Migrants and Racism: Algerians in France, 1900-62*. New York: St. Martin's Press.

Ennaji, Moha. 2010. "Patterns and Trends of Migration in the Maghreb." *Middle East Institute*. Available at: <http://www.mei.edu/content/patterns-and-trends-migration-maghreb>

Abadan-Unat, Nermin. 1995. "Turkish Migration to Europe," In *The Cambridge Survey of World Migration*, 279-84. Cambridge, UK: Cambridge University Press.

### Optional:

Salih, Tayeb. 1969. "Season of Migration to the North." (fiction)

Iskander, Natasha. 2010. *Creative State: Forty Years of Migration and Development Policy in Morocco and Mexico*. Cornell: Cornell University Press.

Brand, Laurie. 2006. *Citizens Abroad: State and Emigration in the Middle East and North Africa*. Cambridge: Cambridge University Press.

Abdelmalek, Sayad. 2004. *The Suffering of the Immigrant*. Hoboken: Wiley.

## **Week 5: Labor migration in the MENA region**

Focus questions: Which countries in the MENA region receive labor migration? What type of work do labor migrants engage in, and how does this vary by gender or nationality? What types of laws are in place regarding labor migration to the Gulf (GCC) countries? What types of human rights concerns have been raised regarding migration in the Gulf?

**\*\*Annotated bibliography due\*\***

## Monday April 23

### Required:

Chapters 3 and 6 from: 2010. "Intra-Regional Labour Mobility in the Arab World," *The International Organization for Migration*. Available at: [https://publications.iom.int/system/files/pdf/alo-iom\\_intra-regional\\_labour\\_mobility\\_en.pdf](https://publications.iom.int/system/files/pdf/alo-iom_intra-regional_labour_mobility_en.pdf)

Chapter (story) 1 from: Ghassan, Kanafani. 1978. *Men in the Sun, and Other Palestinian Stories*. London: Heinemann Educational.

### Optional:

Babar, Zahra (ed). 2017. *Arab Migrant Communities in the GCC*. Oxford: Oxford University Press.

## Wednesday April 25

*Required:*

Mehta, Sandra Rao. 2017. "Contesting Victim Narratives: Indian Women Domestic Workers in Oman," *Migration and Development* 6(3): 395-411.

Kasinof, Laura. 2015. "Inside the Fight to Unionize Lebanon's Domestic Workers," *Good Magazine* August 31, 2015. Available at: <https://www.good.is/features/lebanon-kafala-domestic-workers-union>

Vora, Neha and Natalie Koch. 2015. "Everyday Inclusions: Rethinking Ethnocracy, Kafala, and Belonging in the Arabian Peninsula," *Studies in Ethnicity and Nationalism* 15(3): 540-552.

## **Week 6: Iraqi refugees & statelessness in the Middle East**

Focus questions:

Iraqi refugees: What led to the Iraqi refugee crises of the 1980s/1990s/2000s? Where did Iraqi refugees flee, and how were those countries impacted? How did Iraqi displacement differ from other earlier displacements (of Palestinians, for example)? What durable solutions were offered to Iraqi refugees, and what were their survival strategies while in displacement?

Statelessness: What does it mean for someone to be stateless? What are various examples of statelessness in the Middle East context? What solutions are being put forward to register stateless individuals at the local/national/international level?

### **Monday April 30**

*Required:*

Introduction, Chapter 1, Chapters 6 from: Sassoon, Joseph. 2009. *The Iraqi Refugees: The New Crisis in the Middle East*. International Library of Migration Studies 3. London; New York: I.B. Tauris.

Van Hear, Nicholas. 1995. "Displaced People after the Gulf Crisis," In *The Cambridge Survey of World Migration*, 424-30. Cambridge, UK: Cambridge University Press.

*Optional:*

Kadhun, Oula. 2018. "The Transnational Politics of Iraq's Shia Diaspora," *Carnegie Middle East Center* February 28, 2018. Available at: <http://carnegie-mec.org/2018/03/01/transnational-politics-of-iraq-s-shia-diaspora-pub-75675>

Ward, Patricia. 2014. "Refugee Cities: Reflections on the Development and Impact of UNHCR Urban Refugee Policy in the Middle East." *Refugee Survey Quarterly* 33 (1): 77-93.

### **Wednesday May 2**

*Required:*

Karasapan, Omer. 2015. "The State of Statelessness in the Middle East," *Brookings Institution* May 15, 2015. Available at: <https://www.brookings.edu/blog/future-development/2015/05/15/the-state-of-statelessness-in-the-middle-east/>

Abrahamian, Atossa Araxia. 2018. "Who Loses When a Country Puts Citizenship Up for Sale?" *The New York Times* January 5, 2018: Available at: <https://www.nytimes.com/2018/01/05/opinion/sunday/united-arab-emirates-comorans-citizenship.html>

UNHCR Website: "Ending Statelessness" (familiarize yourself) Available at: <http://www.unhcr.org/en-us/stateless-people.html>

*Optional:*

Van Waas, Laura. 2010. "The Situation of Stateless Persons in the Middle East and North Africa," *UNHCR*. Available at: <http://www.unhcr.org/en-us/protection/statelessness/4ce63e079/situation-stateless-persons-middle-east-north-africa-laura-van-waas.html>

### **Week 7: Mixed migration & EU border externalization**

Focus questions: What is 'Fortress Europe'? What measures has the EU taken to fortify and externalize its borders since the end of the Cold War? How has this impacted countries in the Middle East and North Africa? How has this impacted migrants and refugees?

**\*\*Literature review due\*\***

#### **Monday May 7**

*Required:*

Norman, Kelsey P. 2013. "EU Territorial Control, Western Immigration Policies, and the Transformation of North Africa." *The Postcolonialist* 1(1).

Kirisci, Kirişçi. 2003. "Turkey: A Transformation from Emigration to Immigration." *Migration Policy Institute*. <http://www.migrationpolicy.org/article/turkey-transformation-emigration-immigration>.

Van Hear, Nicholas. 2011. "Mixed Migration: Policy Challenges," *The Migration Observatory, University of Oxford*. Available at: [http://www.migrationobservatory.ox.ac.uk/wp-content/uploads/2016/04/PolicyPrimer-Mixed\\_Migration.pdf](http://www.migrationobservatory.ox.ac.uk/wp-content/uploads/2016/04/PolicyPrimer-Mixed_Migration.pdf)

*Optional:*

Lalimi, Laila. 2005. *Hope and Other Dangerous Pursuits*. Chapel Hill: Algonquin Books. (fiction)

#### **Wednesday May 9**

**\*\*Guest Speaker: JJ Janflone, PhD Candidate, Josef Korbel School of International Studies and former Graduate Director of the Human Trafficking Center\*\***

*Required:*

Wolff, Sarah. (2014). "The Politics of Negotiating Readmission Agreements: Insights from Morocco and Turkey." *European Journal of Migration and Law* 16(1): 69–95.



De Stone, Roshan and David Suber. "Crossing from Tunisia to Italy: A Tale in Three Parts," *Al Araby* 5 September 2017. Available at: <https://www.alaraby.co.uk/english/indepth/2017/9/5/crossing-from-tunisia-to-italy-1980s-vs-today>

Lijnders, Laurie and Sara Robinson. 2013. "From the Horn of Africa to the Middle East: Human Trafficking of Eritrean Asylum Seekers Across Borders," *Anti-Trafficking Review* 2: 137-154.

### **Week 8: Syrian refugees**

Focus questions: What led to the Syrian revolution in 2011? When did individuals and families begin to flee Syria, and why? What survival strategies have Syrian refugees used in neighboring host states? How has the presence of Syrian refugees impacted neighboring states, as well as countries further afield?

#### **Monday May 14**

*Required:*

Chapter 3 from: Pearlman, Wendy. 2017. *We Crossed A Bridge and It Trembled*. New York: Harper Collins.

Moss, Dana M. 2016. "Transnational Repression, Diaspora Mobilization, and the Case of The Arab Spring," *Social Problems* 63 (4): 480-498.

*Optional:*

Saleh, Yassin Al-Haj. 2017. *Impossible Revolution: Making Sense of the Syrian Tragedy*. Chicago: Haymarket Books.

#### **Wednesday May 16**

**\*\*Op-ed Due\*\***

**\*\*Guest Speaker: TDB\*\***

*Required:*

Chapter 7 from: Pearlman, Wendy. 2017. *We Crossed A Bridge and It Trembled*. New York: Harper Collins.

Davis, Rochelle. 2012. "Syrian Refugees: Lessons from Other Conflicts and Possible Policies," *Jadaliyya* July 19, 2012. Available at: <http://www.jadaliyya.com/Details/26648/Syrian-Refugees-Lessons-from-Other-Conflicts-and-Possible-Policies>

*Optional:*

Various authors. 2017. "Refugee and Migration Movements in the Middle East," *POMEPS Study* 25. Available at: <https://pomeps.org/2017/03/29/refugees-and-migration-movements-in-the-middle-east/>

### **Week 9: Europe's response to the refugee 'crisis'**

Focus questions: When did the European refugee crisis begin, and what factors led to it? How is the European refugee crisis different from the Syrian refugee crisis? How has Europe responded to the refugee crisis?

### **Monday May 21**

*Required:*

Kingsley, Patrick. "What Caused the Refugee Crisis?" *The Guardian* December 9, 2015. Available at: <https://www.theguardian.com/commentisfree/2015/dec/09/what-caused-the-refugee-crisis-google>

Hamilton, Omar Robert. 2015. "Welcome to Lesbos," *Guernica* November 24, 2015. Available at: <https://www.guernicamag.com/omar-robert-hamilton-welcome-to-lesvos/>

Tharoor, Ishaan .2016. "There's No Real Link Between Immigration and Terrorism, Study Finds," *The Monkey Cage Blog for The Washington Post* February 17, 2016. Available at: [https://www.washingtonpost.com/news/worldviews/wp/2016/02/17/theres-no-real-link-between-immigration-and-terrorism-study-finds/?utm\\_term=.42ac9dbcfbfa](https://www.washingtonpost.com/news/worldviews/wp/2016/02/17/theres-no-real-link-between-immigration-and-terrorism-study-finds/?utm_term=.42ac9dbcfbfa)

*Optional:*

Kingsley, Patrick. 2017. *The New Odyssey: The Story of The Twenty-First Century Refugee Crisis*. London: Guardian Faber Publishing.

### **Wednesday May 23**

*Required:*

Arar, Rawan, Lisel Hintz and Kelsey P. Norman. (2016). "The Real Refugee Crisis is in the Middle East, Not Europe." *The Monkey Cage Blog for The Washington Post* May 14, 2016. Available at: [https://www.washingtonpost.com/news/monkey-cage/wp/2016/05/14/the-real-refugee-crisis-is-in-the-middle-east-not-europe/?utm\\_term=.67083b32f433](https://www.washingtonpost.com/news/monkey-cage/wp/2016/05/14/the-real-refugee-crisis-is-in-the-middle-east-not-europe/?utm_term=.67083b32f433)

Greenhill, Kelly M. 2016. "Open Arms Behind Barred Doors: Fear, Hypocrisy and Policy Schizophrenia in the European Migration Crisis." *European Law Journal* 22 (3): 317–332.

Stewart, Heather. 2017. "Can Politicians Solve the Refugee Crisis?" *The Guardian Politics Weekly Podcast*. Available at: <https://www.theguardian.com/politics/audio/2017/apr/06/can-politicians-solve-the-refugee-crisis-politics-weekly-podcast>

*Optional:*

Di Bartolomeo, A. and Jill Alpes. 2017. "The EU-Turkey Deal: What Happens to People Who Return to Turkey?" *Forced Migration Review* 54. Available at: <http://www.fmreview.org/sites/fmr/files/FMRdownloads/en/resettlement/tunaboynu-alpes.pdf>

### **Week 10: Migration in the MENA region today**

Focus questions: What are the most pressing issues regarding migration in Middle East and North Africa today? How is this different from or similar to earlier periods?

### **Monday May 28**

*Required:*

Haas, Hein de. 2007. "Turning the Tide? Why Development Will Not Stop Migration," *Development and Change* 38 (5): 819–41.

Fordham, Alice. "Joining ISIS: It's Not Always for Reasons You Might Assume," *National Public Radio* April 30, 2016.

Reidy, Eric. 2017. "The Libyan Migrant Prisons of Europe's Making," *IRIN News* November 1, 2017. Available at: <https://www.irinnews.org/special-report/2017/11/01/libyan-migrant-prisons-europe-s-making>

Norman, Kelsey. 2018. "Concerns Over a Coercive Return of Syrian Refugees from Lebanon," *Political Violence at a Glance* February 20, 2018. Available at: <https://politicalviolenceataglance.org/2018/02/20/concerns-over-a-coercive-return-of-syrian-refugees-from-lebanon/>

*Optional:*

Various authors. 2018. "Syrians in Displacement," *Forced Migration Review* 57. Available at: <http://www.fmreview.org/issues.html>

Matar, Hisham. 2016. *The Return: Fathers, Sons and the Land in Between*. Toronto: Knopf Canada (winner of the 2017 Pulitzer Prize).

**Wednesday May 30**

**\*\*In-class research presentations and mini-conference\*\***

**Policies**

*Professional Writing:* Obtaining feedback benefits writers at all skill levels, as communicating effectively both verbally and in writing are absolutely critical for any career path. The Writing Center offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit: <http://www.du.edu/writing/writingcenter/>

*Technology Usage:* Technology can be a useful and daily part of our lives, and/or a distracting medium that prohibits one from being fully present during people-to-people interactions. Laptops are to be used during class time solely for related work – taking notes, researching discussed issues, etc. – and not for emailing, unrelated internet searches, and the like. Kindly limit your cellphone use to before/after class and during the break. Electronic recording of any type is not allowed in class without prior written permission.

*Ethical note:* During this class, you are expected to follow the DU Honor code. All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of violating the Academic Misconduct policy, refer to the University of Denver website on the Honor Code ([www.du.edu/honorcode](http://www.du.edu/honorcode)). See also <http://www.du.edu/studentconduct> for general information about

conduct expectations from the Office of Student Conduct. The full honor code, including consequences of academic dishonesty can be found at: <http://www.du.edu/honorcode/studentprocedure.htm>

*Equitable Access:* DU is committed to equal access and participation for all persons. This includes providing reasonable accommodations pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008 (ADAAA). To request a new accommodation, or modification to an existing accommodation, contact Disability Services Program at x12278 or <http://www.du.edu/studentlife/disability/dsp/>

*Research Support:* The University Research Center at the Anderson Academic Commons offers “expert guidance through the research process: from refining a topic, to finding and evaluating relevant sources, to creating a bibliography”. For more information, visit: <http://library.du.edu/research/research-center.html>

*Title IX:* Gender violence can happen to anyone regardless of race, class, age, appearance, gender identity, or sexual orientation. The University of Denver is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual misconduct, sexual assault, relationship violence, and stalking. The Center for Advocacy, Prevention and Empowerment (CAPE) provides programs and resources to help promote healthy relationships, teach non-violence and equality, and foster a respectful and safe environment for all members of the University of Denver community. All services are confidential and free of charge.

For assistance during business hours, call 303-871-3853 and ask to speak to the Director of CAPE. After hours, please call the Emergency & Crisis Dispatch Line at 303-871-3000 and ask to speak to the CAPE advocate on call.

### **Further Resources on migration and/or the Middle East and North Africa**

Project on Middle East Political Science: <https://pomeps.org/>

Refugees Studies Centre: <https://www.rsc.ox.ac.uk/>

Migration Policy Institute: <https://www.migrationpolicy.org/>

Refugees Deeply: <https://www.newsdeeply.com/refugees>

Critical Refugee Studies Collective: <http://criticalrefugeestudies.com/>

The Ottoman History Podcast: <http://www.ottomanhistorypodcast.com/p/episode-list.html>

UNHCR Middle East and North Africa: <http://www.unhcr.org/en-us/middle-east-and-north-africa.html>

IOM Middle East and North Africa: <https://www.iom.int/middle-east-and-north-africa>

Georgetown University Qatar Center for International and Regional Studies, Mobility, Displacement and Forced Migration in the Middle East Project: <https://cirs.georgetown.edu/node/41551>

Women’s Refugee Commission: <https://www.womensrefugeecommission.org/>

Refugee Council UK: <https://www.refugeecouncil.org.uk/>

Refugee Council USA: <http://www.rcusa.org/>

Canadian Council for Refugees: <http://ccrweb.ca/>

Refugee Council of Australia: <https://www.refugeecouncil.org.au/>