

MES 1999E

DISPLACEMENT AND REFUGEES IN THE MIDDLE EAST

Spring 2017

Prof. Sarah Tobin

Tues./Thurs.: 2:30-3:50

COURSE DESCRIPTION:

Displacement and refugees constitute one of the most significant sources of upheaval, instability, and uncertainty in our time. In 100 years, the Middle East saw waves of displaced persons, with no singular explanation and no end in sight: Armenians, Circassians, Palestinians, Iraqis, Yazidis, Kurds, and Syrians. The impetuses for displacement include wars, fall of empires and nations, crafting of new states, and modernization attempts and environmental disasters. They challenge the narratives of the durability of nation-states, ascendancy of capitalism, and emplaced, “timeless” Arab populations. This course includes a mandatory GELT-funded spring break trip to Jordan. Enrollment by instructor permission only. DPLL.

****Note:** This course is part of the Brown University GELT program. This means that we will be traveling to Jordan over spring break – March 24-April 1 – in order to witness and learn first-hand about the many refugee situations. An orientation to refugees in Jordan and the schedule for the spring break trip is at the end of the syllabus. Your travel, insurance supplement, and food will be covered by the GELT grant. Full participation in this abroad portion is required. Details to come.

This course has no prerequisites and fulfills an elective in the MES concentration. Enrollment in the course is for undergraduates and by application and instructor approval only. The course may only be taken for a grade; auditing and S/NC are not permitted.

PROCESS FOR INSTRUCTOR PERMISSION FOR ENROLLMENT:

BY OCTOBER 15, 2016: Please submit by email to Professor Sarah Tobin ([Email]) a two-page application for enrollment that includes:

1. Name, year, concentration(s), GPA, and a specific bulleted list of courses that you have taken and grades earned that you believe prepare you for this course.
2. A bulleted list of select events, lectures, programs or research projects that you have participated in that reflect your interest in the theme of displacement and refugees.
3. A narrative statement explaining why you are interested in the course and prepared for the experiential learning component in Jordan.

Priority will be given to MES concentrators, students with a record of scholarly and extra-curricular interest and enthusiasm on the topic of displacement and refugees, and will be selected from a range of class years and diverse interests. Final enrollment will be confirmed by Prof. Tobin no later than November 1, prior to the opening of course registration on November 3. Please keep in mind that the course enrollment will be capped at 12, and not everyone who applies will be accepted. Please feel free to reach out with any questions.

GRADES AND EVALUATION:

To succeed in this class, you must do the following:

- 1) READ. Success in this course hinges on regular reading. The readings are the most important source of information in this class. You will be required to read daily and critically. The benefit to you is that your mind will be immersed in the issues daily, resulting in better learning!
- 2) SHARE YOUR IDEAS WITH OTHERS. Discussion is a key component of this course, as is leading a class discussion. You are required to develop opinions and thoughts about the readings, and to share them with others.
- 3) SHARE YOUR LIFE EXPERIENCES. We all bring different experiences and ideas about wealth, poverty, culture, and the economy in general to this class. Do lectures and readings make sense of your experiences? Do your experiences contradict the theories? I will respect your right to set boundaries on how much you share with others, but I do expect some degree of willingness to open your life to others, and I expect that you too will listen to them with mutual respect.

Late submissions of any assignment will not be accepted, except under documented emergency circumstances.

Please read Brown University's policies on academic conduct carefully

(http://www.brown.edu/Administration/Dean_of_the_College/curriculum/documents/principles.pdf). Handing in someone else's work or ideas as your own (even if you worked on it together as a group) constitutes plagiarism, as does using someone's ideas without appropriate citations. You must give a citation when you use an author's ideas in your writing, even if you do not quote the text word-for-word. If you have any questions, please ask. Be informed and be careful.

The grading scale is 92%-100% A, 82%-91% B, etc.

COURSE ASSIGNMENTS:

20% Active participation in class (attendance is mandatory and will be taken at each session)

15% Midterm Paper due March 14 (Guidelines to follow)

20% Presentation Lead Class Discussion (Description below)

20% Blog from Jordan (Description below)

25% Final Paper due May 9 (Guidelines to follow)

100%

CLASS ATTENDANCE:

This is **mandatory**. Come on time. Stay the whole class. This is important.

COURSE COMMITMENTS AND OUTCOMES:

Over 14 weeks, students will spend 3 hours per week in class (42 hours total). Required reading for the seminar meetings is expected to take up approximately 7 hours per week (91 hours in 13 weeks). In addition, writing and researching the midterm and final paper is estimated at total of approximately 50 hours over the course of the term. Finally, we will be spending an intensive time immersed in classroom-related and derived ideas and information during spring break.

The learning outcomes are based on recommendations made for Global Learning by *NAFSA: Association of International Educators*. The program is designed so that students have the opportunity to:

- Gain a deep comparative knowledge of the refugee crises in the Middle East; compare prior knowledge to new experiences as they explore Jordan.
- Observe and describe the basic institutions of Jordanian society that work to support and manage refugees; this can include the political institutions of government, civil society, economy, health care system, educational structure, religion, tribe, and family.
- Explore the historical legacies that have created the dynamics and tensions of the Middle East and deeply inform the field of Refugee Studies in the Middle East.
- Develop and demonstrate intercultural and functional competencies so they can move across boundaries and unfamiliar territory and see the world from multiple perspectives.
- Gain the scientific knowledge needed to understand the global contexts that create refugees of critical issues such as contemporary warfare, climate change, or energy.
- Sustain difficult conversations in the face of highly emotional and perhaps uncongenial differences.
- Understand—and perhaps redefine—democratic principles and practices at work within a transnational context.
- Understand how their actions and ideas influence the world in which they live.
- Reflect on their experiences in Jordan and recognize how the Jordanian refugee context relates to their own, and how this affects their own reactions and interactions with others.
- Display a commitment to global social responsibility and local engagement with diverse perspectives.

ACCOMMODATIONS:

Brown University is committed to full inclusion of all students. Please inform me early in the term if you have a disability or other conditions that might require accommodations or modification of any of these course procedures. You may speak with me after class or during office hours. For more information, please contact Student and Employee Accessibility Services at 401-863-9588 or SEAS@brown.edu.

Students in need of short-term academic advice or support can contact one of the deans in the Dean of the College office.

COURSE SCHEDULE:

Week 1: Th Jan 26

Overview of syllabus and course expectations

Week 2: T/Th Jan 31, Feb 2

Overview of Displacement and Refugees in the 20th Century Middle East

- Chatty, Dawn. *Displacement and dispossession in the modern Middle East*. Vol. 5. Cambridge University Press, 2010. Pages 1-115

Week 3: T/Th Feb 7, 9

Overview of Displacement and Refugees in the 20th Century Middle East

- Chatty, Dawn. *Displacement and dispossession in the modern Middle East*. Vol. 5. Cambridge University Press, 2010. Pages 116-230

Week 4: T/Th Feb 14, 16

Overview of Displacement and Refugees in the 20th Century Middle East

- Chatty, Dawn. *Displacement and dispossession in the modern Middle East*. Vol. 5. Cambridge University Press, 2010. Pages 230-350

Week 5: Th Feb 23 (Long weekend, no class T Feb 21)

Refugee Management: Economics and Camps

- Marwan Khawaja. "Migration and the Reproduction of Poverty: The Refugee Camps in Jordan," *International Migration*, vol 41(2) 2003, pp. 27-56.
- Allen, Lori. "Sincerity, Hypocrisy, and Conspiracy Theory in the Occupied Palestinian Territory." *International Journal of Middle East Studies* (2016).

Palestinian Refugees

- Peteet, Julie Marie. *Landscape of hope and despair: Palestinian refugee camps*. University of Pennsylvania Press, 2005. Pages 1-80

Week 6: T/Th Feb 28, March 2

Palestinian Refugees

- Peteet, Julie Marie. *Landscape of hope and despair: Palestinian refugee camps*. University of Pennsylvania Press, 2005. Pages 80-180

Week 7: T/Th March 7, 9

Palestinian Refugees

- Peteet, Julie Marie. *Landscape of hope and despair: Palestinian refugee camps*. University of Pennsylvania Press, 2005. Pages 180-280

Week 8: T/Th March 14, 16

Syrian Refugees

- Crisp, Jeff. "The local integration and local settlement of refugees: a conceptual and historical analysis." *New Issues in Refugee Research* (2004).
- Crisp, Jeff. "Who has counted the refugees? UNHCR and the politics of numbers." *New Issues in Refugee Research, Working Paper 12* (1999).
- El-Khatib, Ziad, David Scales, Jo Vearey, and Birger C. Forsberg. "Syrian refugees, between rocky crisis in Syria and hard inaccessibility to healthcare services in Lebanon and Jordan." *Conflict and health* 7, no. 1 (2013): 1.
- Dinçer, Osman Bahadır, Vittoria Federici, Elizabeth Ferris, Sema Karaca, Kemal Kirişçi, and Elif Özmenek Çarmıklı. *Turkey and Syrian Refugees: The Limits of Hospitality*. International Strategic Research Organization (USAK), 2013.

Midterm due Tuesday, March 14

Week 9: T/Th March 21, 23

Iraqi Refugees

- Geraldine Chatelard, "Patterns and directions of exile migration from Iraq in the period 1991-2003: a systemic approach" Provisionnal English and shortened version of: 2005 « L'émigration des Irakiens de la guerre du Golfe à la guerre d'Irak (1990- 2003) », in H. Jaber and F. Métral (Eds.) *Mondes en mouvements. Migrants et migrations au Moyen-Orient au tournant du XXIème siècle*, IFPO, Beyrouth, pp.113-155.
- Géraldine Chatelard, "Iraqi asylum migrants in Jordan: conditions, religious networks and the smuggling process", in G. Borjas and J. Crisp (eds.) *Poverty, International Migration and Asylum*, (Studies in Development Economics and Policy, Palgrave Mcmillan, Basingstoke, 2005), pp 341-370.
- Selections from Middle East Institute, " Iraq's Refugee and IDP Crisis: Human Toll and Implications" <http://www.mideasti.org/publications/iraqs-refugee-idp-crisis>

Week 10: March 24-April 1 – Spring break in Jordan

Readings TBD

See schedule and description at end of syllabus.

Week 11: T/Th April 4, 6

Circassian and Armenian Refugees

- Kaya, Ayhan. "The Circassian Diaspora In and Outside Turkey: Construction of Transnational Space in the Post-Communist Era." *Problems of Post-Communism* 61, no. 4 (2014): 50-65.
- Chatty, Dawn. "Refugees, Exiles, and Other Forced Migrants in the Late Ottoman Empire." *Refugee Survey Quarterly* (2013): hdt001.
- Deal, Roger A. "War Refugees and Violence in Hamidian Istanbul." *Middle Eastern Studies* 49, no. 2 (2013): 179-190.
- Greenshields, Thomas H. "The settlement of Armenian refugees in Syria and Lebanon, 1915—39." *Change and Development in the Middle East (Routledge Revivals): Essays in Honour of WB Fisher* (2013): 233.

Week 12: T/Th April 11, 13

Sudanese Refugees

- Ahmad Karadawi. Preface, Introduction, Ch 1: Sudan, Its Eastern Region, and the Refugees, and Ch 2: The Emergence of a Centralized Refugee Policy during the Second Parliamentary Regime, 1965-69 in *Refugee Policy in Sudan, 1967-84*. Berghahn, 1999. pp. 1-55.
- Anita Hausermann Fabos. "Ambiguous borders, ambivalent subjects: Being Sudanese in twentieth-century Egypt," in *Auto/biography and the construction of identity and community in the Middle East*. M. A. Fay, ed. New York: Palgrave. Pages 1-45.

Week 13: T/Th April 18, 20

The Case of Gaza

- Ilana Feldman *Difficult Distinctions: Refugee Law, Humanitarian Practice, and Political Identification in Gaza*. *Cultural Anthropology*. Feb 2007. Vol. 22, Iss. 1; p. 129-170.

- Feldman, Ilana. "Home as a refrain: Remembering and living displacement in Gaza." *History & Memory* 18, no. 2 (2007): 10-47.
- Roy, Sara. "A Response to Elie Wiesel." *Journal of Palestine Studies* 44, no. 1 (2014): 133-134.
- Winter, Yves. "The Siege of Gaza: Spatial Violence, Humanitarian Strategies, and the Biopolitics of Punishment." *Constellations* (2015).

Week 14: T/Th April 25, 27

Environmental/Climate Change Displacement

- Kelley, Colin P., Shahrzad Mohtadi, Mark A. Cane, Richard Seager, and Yochanan Kushnir. "Climate change in the Fertile Crescent and implications of the recent Syrian drought." *Proceedings of the National Academy of Sciences* 112, no. 11 (2015): 3241-3246.
- Gleick, Peter H. "Water, drought, climate change, and conflict in Syria." *Weather, Climate, and Society* 6, no. 3 (2014): 331-340.
- Wodon, Quentin, Andrea Liverani, George Joseph, and Nathalie Bougnoux, eds. *Climate change and migration: evidence from the Middle East and North Africa*. World Bank Publications, 2014.

Tuesday, May 9: FINAL PAPER DUE

**INNOVATIVE TECHNOLOGIES AND PEDAGOGICAL APPROACHES – AKA –
“THE BLOG”:**

In addition to the course preparation, I am requiring that each student keep a blog during the 10 days. Pedagogically, the blog will help facilitate:

- Enhanced critical reading and listening skills
- Careful reflection on thoughts, views, and experiences, which can be better analyzed, questioned, critiqued, and subject to agreement and disagreement.
- Accurate record keeping as data collection, should the student want to return to the topic for an Honors Thesis or Capstone project.
- Technology-based forum for collaboration in a future course, independent study, or potential career interest.
- Multi-media formats for each of the above.

To prepare, I recommend referring to this site: <http://www.bloggingbasics101.com/how-do-i-start-a-blog/>

The Blog will require at least one thoughtful entry per day reflecting on your experiences, wrestling with at least one empirical and one theoretical point raised, and raising new questions for further learning particularly of the next day's events. You will also need to add pictures/videos documenting your trip and these experiences.

GUIDELINES FOR PRESENTATION/LEADING CLASS DISCUSSION:

It is best to think of this assignment as an informed, even critical look at the topics in the readings for the day. There will be part presentation and part leading class discussion. The latter is reliant upon thorough work in the former.

I. Researching the Topic: Research at least **three** published, academic sources on the assigned topic of presentation, in addition to the assigned (required) reading material for that topic.

II. Preparing the Presentation Portion: Prepare your presentation using the following guidelines:

A. List the assigned reading(s) and the additional sources you have researched.

B. After reading all the material, answer the following questions as a guide to ensure that you have grasped the material, always centering your answers on the assigned topic:

1. What are the main points or objectives of each author?
2. Did each author present a sound supporting argument, or in any other way achieve the intended objective(s) set by the article?
3. What methods or techniques did the author use? Did you find them adequate to the task the author was trying to accomplish?
4. What are the major conclusions, and do you find them plausible?
5. In your view, what could the author have done differently to make the article more meaningful to you?

C. This is the main task of the presentation portion: Present a concise synthesis of the class topic based on all of the authors you have read and evaluated.

D. Present critical comments based on your own understanding of the material, and your understanding of reality (e.g., are there obvious biases - racial, ideological, philosophical, etc.; did the author misrepresent the subject matter; what other "facts" should have been included; etc.). What is your personal opinion of the subject matter? On what are your opinions based? Feel free to include in your presentation any other relevant information to which you have access, and which you think would be of interest to your audience.

E. This, too, is important: Raise questions that you would like the class to discuss and/or that you would like to be clarified, explained or elaborated.

III. Making the Presentation:

A. Prepare an outline of your presentation, and give a copy to each student in the class at the beginning of your presentation. If you do not have a typed outline, you will lose points. Also, please provide me with copies of the articles that you use.

B. In class: You are encouraged to use the whiteboard during your presentation. You may choose to use Powerpoint or multi-media. However, it should supplement your presentation, not supplant it. If your visual/media aids detract from the presentation, you will lose points.

C. Your presentation should be no more than 10-15 minutes. If you exceed 15 minutes, I will end your presentation, and you will lose points.

IV. Leading the Discussion:

A. At this point, much of the discussion format is up to you. You should develop specific questions to which you ask the class to contemplate, respond, and ask additional questions. You may assign specific questions to particular members of the classroom, given what you know about their research interests. You should be prepared to call into play 1) things we have discussed in other class sessions; 2) things you have learned in other classes; 3) things that you have experienced in your own life. Think expansively here.

B. One of the most difficult aspects of leading class discussion is to make abstract ideas concrete. Make sure that your class discussion spans the realms between the abstract or theoretical and the concrete or empirical with ease.

C. Class Discussion should continue, under your leadership, for 5-10 more minutes. If you exceed 10 minutes of class discussion (20 minutes total), I will end the discussion. Depending on the quality of and topics for discussion, however, I reserve the right to not stop you, to allow the discussion to continue, and to contribute to the discussion as appropriate.

V. Skills Development to be Derived from this Exercise: The following are some of the skills the presentation is intended to help develop:

- A. Independent research.
- B. Reading comprehension and interpretation.
- C. Critical evaluation of texts.
- D. Synthesis of different or divergent perspectives on a topic.
- E. Organization of written and oral presentation.
- F. "Managing" an oral presentation.
- G. Verbal communication skills.

V. Aspects of Presentation Considered in Grading:

100 points (20% of the grade) divided equally between:

- A. Knowledge of material (assigned and self-selected).
- B. Supplementary Materials.
- C. Originality; incorporate your own ideas and opinions.
- D. Delivery: poise, self-presentation, command of audience.
- E. Conformity to time frame.
- F. Ability to generate class discussion.
- G. Ability to move class discussion forward in an inclusive fashion that involves the class.

WHY JORDAN? IMPORTANT BACKGROUND FOR THE COURSE AND TRIP:

The Syrian refugee crisis has hit Jordan hard. The Jordanian government asserts that nearly one third of the 3 million Syrians who are now refugees reside in Jordan. Meanwhile, UNHCR acknowledges that, as of September 2014, there were 646,000 registered “persons of concern.” The Jordanian government holds the number at 1 million or more, believing that some 400,000 “unregistered refugees” have entered the country and have not yet sought formalization of their status as refugees with UNHCR. Za‘atari, which opened on July 28, 2012, is home to about 100,000 of those refugees. These one hundred thousand residents make Za‘atari the second largest refugee camp in the world and the fourth largest “city” in Jordan. Most Za‘atari refugees are from the nearby southern Syrian region of Dar‘a, where the uprising began in 2011. The Jordanian government and populace share many concerns about this large influx and settlement of “foreigners.” These refugees are a comprehensive and robust drain on economic resources¹, noticeable and tangible users of precious natural resources², and increasingly seen as a security threat³.

Add to this that Jordan is already deeply concerned about the impacts of the long-established Palestinian refugee population that is believed to constitute more than 50% of the country’s population. The largest mass movement of refugees into Jordan came with the waves of Palestinians in 1948 and 1967. An estimated 750,000 Palestinian refugees in 1948 prompted the emergence of “Palestinianness,” in contrast to the Bedouin “Jordanianness,” and solidified ethnicity as a means for people in the country to relate to the state and to each other. Palestinians also brought with them better education, more merchant connections, higher levels of socio-economic divisions, as well as psychological trauma from the process of dispossession. This economically and socially differentiated population, coupled with another influx of up to an additional 300,000 Palestinians in 1967, prompted much internal dispute regarding the cultural and religious identity of Amman and the prospects for its future. Economic opportunities that developed in late 1950s with a large influx of money from the U.S., cemented a differentiation of merchant Palestinians occupying the private sector and the government domination by ethnic Jordanians. I have published on these concerns with regard to political and economic stability elsewhere⁴.

Rates of new refugees into Jordan continue to increase each year. After Palestinian refugees and their descendants (approximately 3-4 million), the largest number of refugees are Syrian (approximately 1 million) followed by Iraqis (58,000)⁵. Refugees come from beyond the Middle East and include Eritreans, Somalians, Sudanese, and 40 other nationalities⁶. As one author has said, “Jordan became of a sort of ‘lung’ that has provided much needed breathing space for populations in the region.”⁷

¹ <http://www.oxfordbusinessgroup.com/news/impact-syrian-refugees-jordan%E2%80%99s-economy>

² http://academiccommons.columbia.edu/download/fedora_content/download/ac:175301/CONTENT/FarishtaAleena_GSAPPUP_2014_Thesis.pdf

³ <http://www.economist.com/blogs/pomegranate/2014/06/syrian-refugees-jordan>

⁴ <http://www.mepc.org/journal/middle-east-policy-archives/jordans-arab-spring-middle-class-and-anti-revolution>

⁵ <http://www.unhcr.org/pages/49e486566.html>

⁶ <http://www.aljazeera.com/news/middleeast/2014/06/jordans-invisible-refugees-suffer-silence-2014619131422115902.html>

⁷ <http://www.csbe.org/e-publications-resources/urban-crossroads/cities-of-the-arab-east/> ; <http://arlt-lectures.de/jordan-amman.pdf>

As a result, refugees in Jordan constitute an integral part of the country's past history, present demography, and future prospects. Particularly in light of recent security assessments by the U.S. Dept. of State, Jordan is *the only possible location* for this course and for such a vital window into displacement, refugees, and Middle East Studies more generally. Despite the highly contested, even violent, regional events of late, Jordan has remained a peaceful place for such study, even as displacement and the influx of refugees continue to potentially undermine such stability.

IMPLICATIONS FOR THE COURSE:

As you can see from the assigned readings, the course itself does not focus primarily on the *causes* of the refugee movements in the Middle East. The concern here, which the international component best reveals and informs, is more about refugee movements in Jordan and the greater Middle East, the meaning of displacement to refugees and the host communities, and how we observers (and occasional participants) understand and respond to those movements. One of the main questions we will be asking throughout this class is how do we take a more holistic perspective that takes into consideration history, culture, agency, respect, security, power relations, borders, etc., into our work in areas such as advocacy and research? And how do we do that without reifying “culture” or “tradition” or without empowering certain elements of society? Some of the other questions we'll be dealing with include the following: What are the roles of governments in dealing with displaced persons? What are the roles of assistance organizations? What are the roles of the displaced people themselves? We will ask how we generate knowledge about displaced people— what kinds of information do we produce—and to what ends is it used? How does understanding the refugee experience in the Middle East—and seeing it firsthand— expand our understanding of diversity? How can we bring that back to the academy?

JORDAN TRIP INTELLECTUAL BACKGROUND:

During a 10-day visit to Jordan in March 2017 (Note: This is during Spring Break 2017: March 24-April 1, 2017), as the means to complete the Spring Semester course, declared Middle East Studies concentrators and selected students (no more than 12 in these categories are expected to enroll in the course, which GELT will cap at 12 students as well) will have the opportunity to learn about displacement and refugee studies in Jordan from Middle Eastern scholars and practitioners of these most pressing questions in the Middle East themselves. This intensive, interdisciplinary time will feature faculty from the University of Jordan, NGO representatives, UN workers, political activists, and public intellectuals. Site visits to refugee camps (namely, Syrian refugee camps of Azraq, Cyber City, and Za`atari, as well as Palestinian refugee camps of Jerash and Baq`aa) universities, Iraqi refugee center of *Shamoli*, UNHCR refugee processing centers, and governmental facilities will provide students with first-hand exposure to the leading peoples and places of contemporary refugee and displacement studies in the Middle East. The concerns and questions these site visits and meetings raise will bring together the previous theoretical and intellectual work of the semester, making people and places tangible, comprehensible, and “real.” This expands tremendously the diversity of voices that the academy will call upon when developing an understanding of the immense displacement and work in the lives of refugees, ameliorating orientalist perspectives, and expanding space and power for local experiences and diverse perspectives.

Site visits and meetings will challenge students to ask questions that go beyond basic information garnered from readings and lectures, and they will develop a holistic approach to displacement and refugee studies in the Middle East, informed deeply by the displaced persons and refugees who are the primary “shapers” of everyday life in Jordan. Students will develop their understanding of the contemporary refugee and displaced persons in the larger context of the Middle East by asking:

- ❖ *Spatial Orientation*: As the immensity of the displacement and refugee influx is so great, what does the geography look like, feel like, and mean to locals? How has this changed over time?
- ❖ *Institutional Development*: What are the local institutions (formal and informal, governmental and non-governmental, religious and secular, etc.) that support displaced persons and refugees in their daily lives? How do we understand the impact that local institutions and institutional development has on daily life?
- ❖ *Public Resources*: What are some of the resources that displaced persons and refugees turn to as they understand and make meaningful their everyday lives? From site visits to media outlets to important public spaces, what are the non-institutionalized resources that they draw from?

Site visits and the experiential learning opportunity place the grand scale of the refugee crises in Jordan in perspective, add a vital human and humanitarian component, and compel compassion and empathy for the greatest humanitarian disasters of our time. There is no substitute for seeing and learning this first-hand.

The site visits and lectures by leading scholars, activists, and intellectuals who research and write on this region will be the students’ opportunity to develop their understanding of notable speakers and the most pressing issues in the following ways:

- ❖ *Approach*: How did you become interested in this field? Why do you ask the questions you do? How has your thinking changed since your undergraduate days?
- ❖ *Methodology*: how do you know what you know? Tell us about your field work and research experiences? How did they make you rethink ideas you started with?
- ❖ *Projects*: What are you working on now? What debates and literatures you are engaging? What are the big questions?
- ❖ *Intellectual and Political Stakes*: Why does it matter?

JORDAN TRIP LOGISTICS AND SCHEDULE:

Permissions for entry into refugee camps and meeting confirmations will be conducted in coordination with the various Jordanian governmental offices, myself, and a Jordanian travel agency I have worked with in the past with students, Bright Star Travel. Bright Star Travel is a reputable and affordable travel agent frequently employed by other institutions such as Northeastern University, SIT, and Middlebury, among others.

Schedule

- Friday, March 24: Depart Providence
- Saturday, March 25: Arrive Amman in the evening; Orientation meeting and welcome dinner with Bright Star Travel
- Sunday, March 26: Lectures provided by Dr. Sara Ababneh (University of Jordan); Tour UNHCR Refugee Processing Center in Amman with Aoife MacDonnell

- Monday, March 27: Site visit to local mosque providing aid to African refugees; Site Visit to local churches hosting Iraqi refugees in *Shamoli*
- Tuesday, March 28: Site Visit to Baqa'a Refugee Camp
- Wednesday, March 29: Site Visit to Za'atari Syrian Refugee Camp
- Thursday, March 30: Lecture by Dr. Curt Rhodes, Founder of NGO Questscope; Emily Goldman (Brown MES Alum Class of 2015; currently working with Human Research Services on Syrian Refugees); depart for Petra, stop at Dead Sea
- Friday, March 31: Petra Visit (Note: Friday is the day off in Amman); Closing dinner in Petra; return to Amman
- Saturday, April 1: Flight departs early in the morning.

Plans for Accommodation:

The best place for accommodation during this trip is the U.S.-government funded American Center of Oriental Research (<http://acorjordan.org/index.php/en/>). According to their website: "The American Center of Oriental Research (ACOR) in Amman, Jordan, is a public, international, non-profit academic institution dedicated to promoting research and publications in archaeology, anthropology, history, languages, theology, and other aspects of Near Eastern studies. ACOR was established in 1968 and acts as a liaison between Jordanian, American, and international scholars and institutions interested in working in the Arab world. The center serves as a meeting and living place for academics working on research, education, and training." Having lived at ACOR, I can attest personally to the soundness of the location, security, and resources available including two meals per day (breakfast and lunch), an extensive library, and wifi readily available throughout the building. ACOR also hosts a large variety of international scholars, helping students encounter other faculty and graduate students and diverse research agendas and projects.