

New Jersey Institute of Technology

**HIST 325-ST: MIGRATION FROM SOUTHEAST EUROPE
AND THE MIDDLE EAST TO NEW JERSEY
HONORS**

Spring 2025

KUPF 205

F: 1:00-3:50 pm

Professor Elektra Kostopoulou

Email ik74@njit.edu

**Please email me via Canvas if you have any questions directly relevant to this class.*

Communication

Office | #323 Cullimore Hall

Office Hours

Thursdays: 1:00 am-2:30 pm

Fridays: 11:00-12:30 pm

Zoom | For zoom meetings we will be using the link provided via Canvas.

Academic Calendar

January. 21st: First Day of Classes

March 16th-March 22nd: Spring Break

April 18th: Good Friday

May 7th (Wednesday): Friday Classes Meet | Last Day of Classes

Course Description

This course approaches the study of population movements from an interdisciplinary perspective and with an emphasis on Interdisciplinary Project Based Learning (IPBL) in STEM. Using mostly oral history methodology as a versatile pedagogical tool, the course invites students to engage with both recent history and the present outside the classroom through community engagement and fieldwork.

Our method builds on strategies of experiential learning and constructive theories of knowledge to promote:

- a) The integration of STEM methodology into migration studies via, for instance, the development of digital tools that can address pressing real-world challenges.
- b) The enhancement of STEM with humanities principles and techniques that foster critical thinking and promote the meaningful implementation of STEM knowledge in addressing contemporary issues.

Specifically, the course engages students with urban changes in North NJ through the study of migration movements from the regions surrounding the Eastern Mediterranean Sea (Southeast Europe, North Africa, and the Middle East). Chronologically, the course addresses long-term patterns in the 20th century and in the present.

Students are expected to learn, analyze, and produce information by completing fieldwork, interacting with individuals and communities on the ground, and collaborating with different agencies or/and foundations according to the relevant guidelines.

Learning Outcomes

By the end of this course, students will be able to:

1. Analyze historical and contemporary migration trends from the Eastern Mediterranean to North America. Study patterns in urban change.
2. Apply oral history methods to document migrant experiences ethically and effectively.
3. Implement oral history methods in other fields, e.g. medicine, citizens' science.
4. Practice developing digital tools and resources to address real world issues.
5. Practice interdisciplinary grant application writing.
4. Gain practical experience in project-based and service-learning approaches.
5. Enhance critical thinking, interdisciplinary collaboration, and community engagement skills.

All outcomes are measurable and aligned with Bloom's taxonomy (analyze, apply, create).



Course Structure and Weekly Topics

Part I Foundations

Focus: *Interdisciplinary project-based learning (IPBL), experiential learning/ service learning, oral history; migration studies; urban change; ottoman collapse and WWI; crisis and population movements in contemporary global networks.*

Modality: *In-class meetings. Each week, students must choose at least one of the assigned readings to focus on for their response (approximately 250–350 words). The activity is designed to help students engage with the assigned readings and to prepare students for meaningful in-class discussions. During class discussions, students will have to answer additional questions and their notes from these debates will be used in their final projects.*

Week 1 & 2 Introduction to the Course | Pedagogy

Madden, Margaret E., Marsha Baxter, Heather Beauchamp, Kimberley Bouchard, Derek Habermas, Mark Huff, Brian Ladd, Jill Pearson, and Gordon Plague. "Rethinking STEM Education: An Interdisciplinary STEAM Curriculum." *Procedia Computer Science, Complex Adaptive Systems*, 20 (January 1, 2013): 541–46. <https://doi.org/10.1016/j.procs.2013.09.316>.

Brenneman, Kimberly. "Secreta No More: Elevating and Celebrating Cultural Influences to Enhance STEM Learning." *Journal of Applied Developmental Psychology* 86 (May 1, 2023): 101541. <https://doi.org/10.1016/j.appdev.2023.101541>.

Iliyah. "Dr Sharon Nelson-Barber | Infusing Mainstream STEM Education with Indigenous Culture, Language and Values • Scientia.Global %." *Scientia.Global* (blog), February 8, 2023. <https://www.scientia.global/dr-sharon-nelson-barber-infusing-mainstream-stem-education-with-indigenous-culture-language-and-values/>.

Seo, Soobin, Dustin Van Orman, Mark Beattie, Lucrezia Paxson, and Jacob Murray. "Breaking down the Silos: Student Experience of Transformative Learning through Interdisciplinary Project-

Based Learning (IPBL).” *Journal of Hospitality, Leisure, Sport & Tourism Education* 32 (June 1, 2023): 100440. <https://doi.org/10.1016/j.jhlste.2023.100440>.

Week 3

MareMigrant: A Case Study of Mass Migration

Laliotou, Ioanna. *Transatlantic Subjects: Acts of Migration and Cultures of Transnationalism between Greece and America*. University of Chicago Press, 2004.

Blumi, Isa. *Ottoman Refugees, 1878-1939: Migration in a Post-Imperial World*. London ; Bloomsbury, 2013.

Panayi, P., and P. Virdee. *Refugees and the End of Empire: Imperial Collapse and Forced Migration in the Twentieth Century*. London: Palgrave Macmillan UK, 2011.

Gratien, Chris, and Emily K. Pope-Obeda. “Ottoman Migrants, U.S. Deportation Law, and Statelessness During the Interwar Era.” *Mashriq & Mahjar* 5, no. 2 (2018): 105–39.

<https://www.ottomanhistorypodcast.com/2018/08/doap1.html>

<https://www.ottomanhistorypodcast.com/2023/05/blog-post.html>

<https://www.ottomanhistorypodcast.com/2012/04/ottoman-migrations-from-eastern.html>

Week 4 & 5

Oral History as Interdisciplinary Methodology

Ritchie, Donald A. *Doing Oral History: A Practical Guide*. New York: Oxford University Press US, 2003.

Iğsiz, Asli. “Documenting the Past and Publicizing Personal Stories: Sensespaces and the 1923 Greco-Turkish Population Exchange in Contemporary Turkey.” *Journal of Modern Greek Studies* 26, no. 2 (2008): 451–87. <https://muse.jhu.edu/pub/1/article/253478>.

Rizzo, Mary. “Who Speaks for Baltimore: The Invisibility of Whiteness and the Ethics of Oral History Theater.” *The Oral History Review* 48, no. 2 (July 3, 2021): 154–79. <https://doi.org/10.1080/00940798.2021.1943463>.

Underberg, Natalie M. “Virtual and Reciprocal Ethnography on the Internet: The East Mims Oral History Project Website.” *Journal of American Folklore* 119, no. 473 (2006): 301–11.

Loy, Michelle, and Rachel Kowalsky. 2024. “Narrative Medicine: The Power of Shared Stories to Enhance Inclusive Clinical Care, Clinician Well-Being, and Medical Education.” *Permanente Journal* 28 (2): 93–101.

<https://www.aau.edu/research-scholarship/featured-research-topics/oral-histories-help-provide-better-health-care-rural>

<https://oralhistory.columbia.edu/blog-posts/People/oral-history-as-narrative-medicine>

Week 6

Contemporary Migration and Urban Change | Newark, NJ in Comparative Perspective

Brettell, Caroline B., and James F. Hollifield, eds. *Migration Theory: Talking Across Disciplines*. London ; New York: Routledge, 2015.

Estévez, A. *Human Rights, Migration, and Social Conflict: Towards a Decolonized Global Justice*. New York: Palgrave Macmillan, 2012.

Foad, Hisham S., Waves of Immigration from the Middle East to the United States (December 20, 2013), <https://ssrn.com/abstract=2383505> or <http://dx.doi.org/10.2139/ssrn.2383505>

Keyel, Jared. (2024). "It's Never Just One Thing:" Complexifying Migration Concepts and Categories through Stories of Movement from the Middle East and North Africa to the United States. 18. 2024.

Kimmage, Michael. *In History's Grip: Philip Roth's Newark Trilogy*. Stanford University Press, 2012.

Listokin, David, Dorothea Berkhout, and James W. Hughes. *New Brunswick, New Jersey: The Decline and Revitalization of Urban America*. New Brunswick: Rutgers University Press, 2016.

Conforti, Joseph M. "Newark: Ghetto or City?" In *Ghetto Revolts*, edited by Peter H. Rossi, 2nd ed. Routledge, 1970.

<https://www.ottomanhistorypodcast.com/2020/07/family-reunification.html>

Week 7

Digital Platforms for Social Impact | Project Planning and Collaboration

- Designing impactful digital projects.
- Forming student teams and identifying project goals.



Part II Student Projects

Focus: Fieldwork; workshopping student projects; implementation of IPBL methodology; networking with community stakeholders.

Modality: Fieldwork, site visits, and individual or group meetings with instructor. All activities will be coordinated by the instructor. The workshops aim to provide a collaborative environment where students can brainstorm and benefit from peer feedback. The instructor will outline the goals of each workshop and review guidelines and expectations.

Week 8 | Site Visit

- Newark Public Library and Archival Collections.
- Practicing interview techniques and transcription.
- Recording and processing narratives.

Week 9 | Site Visit

- Patterson: The Eastern Mediterranean in NJ.
- Interacting with community stakeholders.

Week 10 | Project Workshop

Week 11 | Project Workshop

Week 12 | Mid-Project Presentations

Week 13 | Project Workshop/ Finalizing

Week 14 | Final Presentations

Accessibility and Student Support: This course is designed to align with NJIT standards in providing an inclusive, accessible, and well-organized experience. Let me know if further adjustments are needed!

Main Assignment (s)

Part I:

Students have to participate in weekly discussions, complete relevant assignments, and submit at least one weekly response on a reading of their choice according to the instructor's guidelines.

Part II:

➤ Final Projects

To complete their final course projects, students may work individually or in groups (of up to three students per group). The aim is to conduct fieldwork on a case-study that touches on migration and to produce data/references that will be integrated with the course's digital platform.

Options may include:

- Interactive maps documenting migration journeys and/or personal stories.
- Digital Storytelling/ Multimedia Narratives from migrant communities.
- An analysis essay on a relevant topic that touches on history or/and international law.
- Documenting migrant patient narratives to enhance cultural competence in Medicine.

➤ **Service Learning | Draft Grant Application**

- All students will workshop ideas to produce collectively a draft grant application that promotes service learning, while utilizing interdisciplinary academic expertise to address real migrant needs on the ground.

Options may include:

- Developing an app that provides resources on important issues (e.g. housing, labor, legal, education).
- Utilizing grassroots strategies to fundraise in efficient, empowering, and ethical ways.
- Promoting further interactions by designing seminars that teach migrants important skills (e.g. IT, financial literacy).
- Creating a digital platform in which younger members of migrant communities can express themselves freely and safely, while also interacting with our students.

Assessment

1. **Participation and Engagement (10%)**
2. **Weekly Assignments (20%)**
3. **Final Project Presentation (10%)**
4. **Final Group Proposal (20%)**
5. **Final Project (40%)**

Academic Integrity

“Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at:

<http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>[Links to an external site.](#)

*Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. **Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This***

may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu

Generative AI

- For this course, students are encouraged to engage with emerging technologies, including AI tools, as part of their learning experience. However, the use of AI-generated content (e.g., text, code, images) in assignments, projects, or any form of assessment must be approached with caution and integrity.
- It is crucial that AI tools are used as supplementary aids and not as replacements for original thought or individual effort.
- Before incorporating AI tools into your work, you are required to consult with the course instructor to ensure that such use aligns with the academic objectives and integrity standards of this course. Unauthorized or inappropriate use of AI tools may be considered academic misconduct and subject to disciplinary action.
- Students are encouraged to develop their own analytical and critical thinking skills and to use AI tools in a manner that supports, rather than undermines, their educational growth.
- The goal of this policy is to foster a learning environment that promotes critical thinking, originality, and ethical engagement with technology. Always prioritize your understanding and skill development, and use AI tools to complement, not replace, your efforts.