

Media and Migration
Professor Paula Chakravartty
MCC UE 1011-001 (20561)
Kimball Hall Room B-02W Washington Sq
Tuesdays & Thursdays 9:30-10:45

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This course will explore the role of the media and information technologies in shaping our understandings of migration and race in a comparative and historical perspective. We will focus on a variety of themes relevant to the politics and political economy of migration in the 21st century by first locating the colonial histories of 20th century migration in the US and globally. Throughout the course, we will draw from inter-disciplinary scholarship from History, Sociology, Geography, Media and Cultural Studies and Critical Race and Ethnic studies, to inform our understandings of media, migration, race and class in the contemporary historical moment. Students are expected to keep up with readings and attend class regularly. Throughout the semester, students will be given the option of attending and assessing relevant events (i.e. on-campus talks, community based protests, film and documentary screenings, etc.).

REQUIRED BOOKS:

- Koser, Khalid (2016) *International Migration: A Very Short Introduction*. Oxford University Press.

All other readings and assigned materials will be available through the NYU Classes site.

ONLINE RESOURCES TO FOLLOW:

- <https://documentedny.com>
- <https://theintercept.com/collections/the-war-on-immigrants/>
- <https://mijente.net>
- <https://www.jadaliyya.com/Category/197>

Requirements, Assignments and Grading

Attendance/Participation _____ **20%**

Punctual attendance and active participation is key to your success in this course. In order to help you organize your thoughts about the readings, highlight a quote or argument from the readings that raised an interesting question or comment regarding the theme for the day and come to class prepared to discuss. You will sometimes be given in-class assignments or be asked to bring in and summarize readings in class; this will count toward your participation grade. You are encouraged to be pro-active in your learning about topics that might be new to you. In addition to the materials assigned for class, you should explore background readings, and follow current news and information about topics we are discussing. If you cannot attend because of illness or an emergency of some kind, please email me *in advance*.

Weekly Reaction Papers _____ **40%**

Complete 4 Reaction papers (4 pages double-spaced) closely addressing *the weekly readings* between Weeks 2 and 13. You are also encouraged to include assigned events if you wish to incorporate these into your papers. Each reaction paper will count for 10 points for a total of 40 points towards your final grade. You can improve your grade by submitting extra papers with the 4 highest grades recorded in the final grade count. *While you can choose which weeks to submit reaction papers, you are required to complete at least 2 reaction papers before Spring Break.*

Substantive focus: Reaction Papers are meant to provide an opportunity to critically reflect on the weekly readings and should be thoughtful and informed. What were the main conceptual arguments made by the author of the text(s)? What did you find compelling or limiting about the argument and the evidence that they used to make their arguments and why? How does the author's analysis compare to those made by other authors we have read for class? Your papers should avoid simple summaries and/or personal opinions about the texts, and instead attempt to more deeply engage with the arguments and perspectives of the author(s) you are reading.

Format: Reaction papers should be 4 pages (without references) in standard font (11/12), double-spaced with one-inch margins. Your papers will be graded for both substance and style.

Deadlines: Reaction Papers must be submitted by Friday of each week by 4:00 PM, turned in through the class website. Reaction papers will be graded within one week of submission.

Outline and Presentation of Final Paper _____ **10%**

You are required to submit a 1-2-page outline along with a bibliography of your final paper project by April 2nd (posted to class website before class). In the last week of class, you will share your paper/project with the class in a formal presentation.

Final Paper or Project _____ **30%**

Substantive focus: Detailed guidelines for your final paper or project will be posted by March 1st. You are encouraged to use outside scholarly and other relevant materials, but the paper/project should also be anchored in relevant readings from the course.

Format and deadlines: You will be required to write approximately 12-15 pages of text (not including bibliography), in standard 11/12 font, double-spaced with one-inch margins. The final paper/project will be due on Thursday May 9th submitted through the class website.

Extra-Credit Film Reviews (2-3 pages double-spaced) _____ 10%

We will be watching a number of films and documentaries throughout the class (both in class and assigned as “extra-credit” opportunities outside of class. You will have the choice to write up to 2 short reviews of any the films/documentaries that are assigned for the class. Each review will count 5 additional points towards your final grade. Film Review deadlines and more detailed instructions on extra-credit assignments will be posted on the class website by February 10th.

POLICIES

Academic Integrity Policy (including plagiarism, illicit collaboration, doubling/recycling coursework & cheating): Consult

http://steinhardt.nyu.edu/mcc/undergraduate/academic_integrity

Style for Assignments: Students will be asked to cite and reference their assignments in the APA (American Psychological Association) or MLA (Modern Language Association) styles, which will be reviewed in class. Standard instructions for class assignments include: identifying assignments with student numbers rather than names, stapling, and double-spacing, and using 12-point font.

Electronic Devices: All electronic devices should be in the off or vibrate position and out of sight during class session. Laptops should be used only to take notes and or access material directly relevant to class discussion.

Late Assignments: It is difficult for the instructor to coordinate grading, ensure fairness, or return papers in a timely manner when assignments are not handed in on time. Each day that a paper is late, you will lose half a letter grade (An A paper will be graded as A-, etc.). Papers will not be accepted more than 1 week after the assignment was originally due, unless there are extenuating circumstances (such as an illness that can be documented), in which case the student and instructor will come to an agreement together.

RESOURCES AND ACCOMODATIONS

Students with Disabilities:

Reasonable accommodations will be made for students with documented disabilities, with the advice and assistance of the [appropriate services on campus](#).

NYU Immigrant Defense Initiative (IDI)

The NYU Immigrant Defense Initiative (IDI) offers free and confidential legal services to NYU students and employees, and their immediate family members, on their immigration cases. IDI can assist with DACA, TPS, asylum, legal permanent residency, citizenship, employment

authorization, representation in immigration court, humanitarian visas, and consultations for those who have had contact with the criminal system (i.e. arrest or conviction) or have violated their visa. IDI also provides foreign travel monitoring for those affected by the Travel Ban, or who are at risk of being denied entry to the US, Know-Your-Rights trainings, and advocacy within NYU departments (financial aid, housing, student groups). Contact IDI at immigrant.defense@law.nyu.edu or 212- 998-6435 (no walk-ins). More information at: <https://www.law.nyu.edu/immigrantrightsclinic/IDI>

Syllabus Changes: This syllabus is a contract between professor and students. However, it is subject to change with sufficient notice to students.

SCHEDULE

Week 1 Introduction

Jan 28th

<https://www.unhcr.org/en-us/figures-at-a-glance.html>

Texts:

- Koser, Khalid (2016) *International Migration: A Very Short Introduction*. Oxford University Press. 1-24
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Jan 30th

Texts:

- Listen to “The Myth of the Frontier” an interview with Greg Grandin author of *The End of the Myth: From the Frontier to the Border Wall in the Mind of America*, <https://www.wnycstudios.org/podcasts/otm/segments/part-1-myth-frontier>
- “Manufacturing Illegality: An Interview With Mae Ngai,” (2019) Foreign Policy in Focus: <https://fpif.org/manufacturing-illegality-an-interview-with-mae-ngai/>

Week 2 Colonialism, Migration and Citizenship

February 4th

Texts:

- Audra Simpson, (2004) *Mohawk Interruptus: Political Life Across the Borders of Settler States*, Duke University Press: Chapter 1.
- Koser, Khalid (2016) *International Migration: A Very Short Introduction*. Oxford University Press. 25-79.

February 6th

- Mongia, Radhika Viyas. (1999) "Race, nationality, mobility: A history of the passport." *Public Culture* 11 (3): 527-555.
- Watch, Read and Explore: <https://www.unhcr.org/ph/figures-at-a-glance>

WEEK 4 Wars, Borders and Refuge

February 11th

- Mimi Thi Nguyen, (2012) *The Gift of Freedom: War, Debt, and Other Refugee Passages*, Duke University Press: Introduction & Chapter 1.

February 13th

Screening: *Fire at Sea*, Gianfranco Rosi (2016).

- Arendt, Hannah "We, Refugees," and Said, Edward (1996) "Reflections on Exile," in *Altogether Elsewhere: Writers on Exile*, edited by Marc Robinson. Harvest.

Week 5: Citizen versus Alien

February 18th:

- Bosniak, Linda (2008) *The citizen and the alien: Dilemmas of contemporary membership*. Princeton University Press, Chapters 1 & 2

February 20th

- McNevin, Anne. "Political belonging in a neoliberal era: The struggle of the sans-papiers." *Citizenship studies* 10, no. 2 (2006): 135-151.
- Michael, Lucy. "Anti-Black Racism: Afrophobia, Exclusion and Global Racisms." *Critical Perspectives on Hate Crime*. Palgrave Macmillan, London, 2017. 275-299.

Week 6 Media and Racial Panic

February 25th:

- Hall, Stuart. (2000) "Racist ideologies and the media." *Media studies: A reader* 2: 271-82.
- Titley, Gavan (2019) *Racism and Media*, Sage: Chapter 1

February 27th:

Screening: *Targeting El Paso*, Frontline (2020)

- Chavez, Leo. (2013) *The Latino threat: Constructing immigrants, citizens, and the nation*. Stanford University Press. Chapters 1 & 3.

Week 7 Nativism Across the Political Divide

March 3rd

- Amaya, Hector. (2013). *Citizenship excess: Latino/as, media, and the nation*. NYU Press, Introduction and Chapter 2

March 5th

- Denvir, Daniel (2019) *All American Nativism: How The Bipartisan War On Immigration Explains Politics As We Know It*. Verso: Introduction, Chapters 1 & 2.

*Assigned Class Event

March 6th Talk by Daniel Denvir, NYU Urban Democracy Lab, 3:30 Location TBA

Week 8 Living and Being Undocumented

March 10th

- Gonzales, Roberto G. (2016) *Lives in limbo: Undocumented and coming of age in America*. Univ of California Press, Chapters 1 & 7.

March 12th

- Cho, Esther Yoona (2017) “A Double Bind—‘Model Minority’ and ‘Illegal Alien,’” *Asian American Law Journal*, 24, 123
- Alyshia Gálvez, with Luis Saavedra, Mellisa García Vélez, and Marlen Fernández, (2017) “[Unafraid and Unapologetic, Still](#),” *NACLA Report on the Americas*, 49 (2).

*Assigned Class Event

[Book Launch: A Mexican State of Mind](#), 6-8 PM, SCA Flex Space

Week 9 Spring Break

Week 10 Global Islamophobia

March 24th

Screening: *Islamophobia Inc.* (2018) Al Jazeera

- Mamdani, Mahmood (2002) “Good Muslim, Bad Muslim: A Political Perspective on Culture and Terrorism,” *American Anthropologist*, 104: 3.
- Ghorashi, H. (2010). From absolute invisibility to extreme visibility: Emancipation trajectory of migrant women in the Netherlands. *Feminist Review*, 94(1), 75-92.

March 26th

- Hage, Ghassan. (2016). État de siège: A dying domesticating colonialism? *American Ethnologist*, 43(1), 38-49.

*Assigned Event

Speaking for the Nation: Ethno-Nationalism, Sectarianism and the Diaspora, 3-6PM, Asian Pacific American (A/P/A) Institute. Location TBA

Week 11 Migration as Crisis

March 31st

Screening: *Climate Limbo* (2019), Francesco Ferri, Paolo Castelli, Elena Brunello.

- Giovanni Bettini, (2013)“Climate Barbarians at the Gate? A Critique of Apocalyptic Narratives on ‘Climate Refugees,’” *Geoforum*, 45.

April 2nd

- Loyd, Jenna M., Matt Mitchelson, and Andrew Burrige, eds. (2013) *Beyond walls and cages: Prisons, borders, and global crisis*. Vol. 14. University of Georgia Press: Introduction & Chapter 1.

1-2 Page Outline for Final Paper/Projects Due

Week 12 Datafication and Detention

April 7th

- Leurs, K., & Shepherd, T. (2017). 15. Datafication & Discrimination. *The Datafied Society*, 211.
- Sharma, Sanjay, and Jasbinder Nijjar. "The racialized surveillant assemblage: Islam and the fear of terrorism." *Popular Communication* 16.1 (2018): 72-85.

April 9th

Screening: *The Infiltrators* (2019) Cristina Ibarra and Alex Rivera

- Mattern, Shannon. (2018) "All Eyes on the Border." *Places Journal* (2018).

Week 13 Popular Culture and Voice

April 14th

- Kun, Josh. (2015). Allá in the Mix: Mexican Sonideros and the Musical Politics of Migrancy. *Public Culture*, 27(3 (77)), 533-555.
- Morales, Ed (2018) *LatinX: The New Force in American Politics and Culture*. Verso: Chapter 10.

April 16th

- Georgiou, M. (2018). Does the subaltern speak? Migrant voices in digital Europe. *Popular Communication*, 16(1), 45-57.
- Sajir, Zakaria., & Aouragh, Miriyam. (2019). "Solidarity, Social Media, and the 'Refugee Crisis': Engagement Beyond Affect. *International Journal of Communication*, 13, 28.

Week 14 Sanctuary

April 21st

- Paik, A. Naomi (2017) "Abolitionist Futures and the US Sanctuary Movement," *Race & Class*, 59: 2.

April 23rd

- Maira, Suniana (2019) "Freedom to Move, Freedom to Stay, Freedom to Return: A Transnational Roundtable on Sanctuary Activism," *Radical History Review*, 135:138-159.

Final Week Class Presentations

April 28th

Paper Presentations

April 30th

Paper Presentations and Wrap Up

FINAL PAPER/PROJECTS DUE THURSDAY MAY 9th