New York University
Media, Culture, and Communication
Transnational Communities and Media Cultures
MCC-GE-2165.001

Course Description
This course examines contemporary issues and research regarding the formation of transnational communities, patterns of migration and the role of media forms and practices in redefining culture and national belonging. We will explore how media practices define culture and identity for diasporic groups within the landscape of global cities. What role do media and technology play in the (re)imagining of cultural politics, nationalism and everyday life in the context of global relocations? What does it mean to negotiate the global and local in various aspects of immigrant lives?

Course Objectives
To expose students to current research and theory drawn from interdisciplinary sources in the comparative study of global mobility, media texts and practices in the context of urban landscapes.

Evaluation
• Participation and involvement in discussions will be evaluated. You are expected to lead 2-3 discussions in class and participate actively in critiques of the material assigned. On specified days, you will be expected to make brief postings on NYU Classes which will be factored into your participation grade. Participation constitutes 20% of your grade.
• There will be 3 papers written through the semester as per the schedule. Papers 1 & 2 will be roughly 6-8 pages long. Paper 3 will be roughly 12-15 pages long. These papers will demand a critical engagement with the texts read in class and when required field and text based research. More details can be found on NYU classes under assignments. Paper 1 & 2 will each count for 25% of your grade. Paper 3 will count for 30% of the grade.

Required Texts.
• All other readings will be made available through NYU Classes.

Expectations
• Students are expected to come prepared with the readings and actively participate in class
• Given the timely nature of our subject, students are expected to keep pace with current affairs and international news about immigration
• Written work should be original and reflect ability to critically reflect on the reading and relate it to specific issues related to immigration in the contemporary context
• In class, I expect you to be completely engaged in the class and not be involved in other activities (including checking your email/social media activities etc). This is protocol that I expect all students to observe and honor.

Class Policies
• All work has to be completed on time – no extensions.
• All components of the course have to be satisfactorily completed to receive a final grade.

General Guidelines for all Papers
Papers are to be typed double spaced 12-point font.
Please use MLA or APA style manual and be consistent
Papers to be turned in electronically on the date indicated on the syllabus.
Your name and page numbers should be printed on the header.

Evaluation Rubric
A= Excellent
This work is comprehensive and detailed, integrating themes and concepts from discussions, lectures and readings. Writing is clear, analytical and organized. Arguments offer specific examples and concisely evaluate evidence. Students who earn this grade are prepared for class, synthesize course materials and contribute insightfully.

B= Good
This work is complete and accurate, offering insights at general level of understanding. Writing is clear, uses examples properly and tends toward broad analysis. Classroom participation is consistent and thoughtful.

C=Average
This work is correct but is largely descriptive, lacking analysis. Writing is vague and at times tangential. Arguments are unorganized, without specific examples or analysis. Classroom participation is inarticulate.
D= Unsatisfactory
This work is incomplete, and evidences little understanding of the readings or discussions. Arguments demonstrate inattention to detail, misunderstand course material and overlook significant themes. Classroom participation is spotty, unprepared and off topic.

F=Failed
This grade indicates a failure to participate and/or incomplete assignments

A = 94-100
A- = 90-93
B+ = 87-89
B = 84-86
B- = 80-83
C+ = 77-79
C = 74-76
C- = 70-73
D+ = 65-69
D = 60-64
F = 0-59

COURSE POLICIES

Absences and Lateness
More than two unexcused absences will automatically result in a lower grade. Chronic lateness will also be reflected in your evaluation of participation. Regardless of the reason for your absence you will be responsible for any missed work. Travel arrangements do not constitute a valid excuse for rescheduling exams. There are no extra credit assignments for this class.

Format
Please type and double-space your written work. Typing improves the clarity and readability of your work and double-spacing allows room for me to comment. Please also number and staple multiple pages. You are free to use your preferred citation style. Please use it consistently throughout your writing. If sending a document electronically, please name the file in the following format Last name/Global Media Seminar/Final Project

Grade Appeals
Please allow two days to pass before you submit a grade appeal. This gives you time to reflect on my assessment. If you still want to appeal your grade, please submit a short
but considered paragraph detailing your concerns. Based on this paragraph I will review the question and either augment your grade or refine my explanation for the lost points.

**General Decorum**

Slipping in late or leaving early, sleeping, text messaging, surfing the Internet, doing homework in class, eating, etc. are distracting and disrespectful to all participants in the course.

**Academic Dishonesty and Plagiarism**

The relationship between students and faculty is the keystone of the educational experience at New York University in the Steinhardt School of Culture, Education, and Human Development. This relationship takes an honor code for granted and mutual trust, respect, and responsibility as foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high-quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do, from taking exams to making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you cheat on an exam, submit the same work for two different courses without prior permission from your professors, receive help on a take-home examination that calls for independent work, or plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score, and/or other materials that are not your original work. You plagiarize when, without proper attribution, you do any of the following: copy verbatim from a book, an article, or other media; download documents from the Internet; purchase documents; report from other’s oral work; paraphrase or restate someone else’s facts, analysis, and/or conclusions; or copy directly from a classmate or allow a classmate to copy from you.

Your professors are responsible for helping you to understand other people's ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your
own thinking. You should know what constitutes good and honest scholarship, style
guide preferences, and formats for assignments for each of your courses. Consult your
professors for help with problems related to fulfilling course assignments, including
questions related to attribution of sources.

Through reading, writing, and discussion, you will undoubtedly acquire ideas from
others, and exchange ideas and opinions with others, including your classmates
and professors. You will be expected, and often required, to build your own
work on that of other people. In so doing, you are expected to credit those
sources that have contributed to the development of your ideas.

Avoiding Academic Dishonesty

• Organize your time appropriately to avoid undue pressure, and acquire good
  study habits, including note taking.
• Learn proper forms of citation. Always check with your professors of record for
  their preferred style guides. Directly copied material must always be in quotes;
  paraphrased material must be acknowledged; even ideas and organization
  derived from your own previous work or another’s work need to be
  acknowledged.
• Always proofread your finished work to be sure that quotation marks, footnotes
  and other references were not inadvertently omitted. Know the source of each
  citation.
• Do not submit the same work for more than one class without first obtaining
  the permission of both professors even if you believe that work you have
  already completed satisfies the requirements of another assignment.
• Save your notes and drafts of your papers as evidence of your original work.

Disciplinary Sanctions
When a professor suspects cheating, plagiarism, and/or other forms of academic
dishonesty, appropriate disciplinary action may be taken following the department
procedure or through referral to the Committee on Student Discipline.

The Steinhardt School Statement on Academic Integrity is consistent with the New
York University Policy on Student Conduct, published in the NYU Student Guide.

STUDENT RESOURCES
• Students with physical or learning disabilities are required to register with the
  Moses Center for Students with Disabilities, 726 Broadway, 2nd Floor, (212-998-4980)
  and are required to present a letter from the Center to the instructor
at the start of the semester in order to be considered for appropriate accommodation.

- Writing Center: 411 Lafayette, 3rd Floor. Schedule an appointment online at www.rich15.com/nyu/ or just walk-in.

Assignment Details

Details regarding each of the papers are posted under assignments

CLASS SCHEDULE

Week 1
January 27

Introductions
Introduction to course content and expectations and key issues.
Week 2  
February 3  
Arcs of migration  
Adiche, Chimamanda (2013) *Checking out*. New Yorker  
Mehta, Suketu (2011 *The Asylum seeker*. New Yorker, August 1, 32-34.  

Week 3  
February 10  
Politics of Admittance  
• Smith, Evan and Marmo, Marinella (2011) Uncovering the “virginity testing” controversy in the national archives: The intersectionality of discrimination in immigration history. *Gender & History* 23 1 147-165  

Week 4  
February 17  
President’s Day  
No Class Meeting  

*Paper 1 due at the end of week 4*  

Week 5  
February 24  
Technology and diasporic transformations  
• Miller, Daniel & Madianou, Mirca (2012) *Migration and New Media*. Routledge. Selections. 4,5,6,

**Week 6**
March 3
New Publics

• Stoller, Paul (2002) *Money has no smell: The Africanization of New York City*. University of Chicago Press, Chapter 4, 6
• Kang, Milann (2012) *The Managed Heart: Race, Gender and the body in beauty service work*. University of California Press, 2012, Chapter 4

**Week 7**
March 10
Crisis of citizenship

• Oliveri, Frederico (2012) Migrants as activist citizens in Italy. *Citizenship Studies* 16:5-6, 793-806

**Week 8**
March 17-23

SPRING BREAK

**Week 9**
March 24

Home and Place-making


**Paper 2: Due by March 27**

**Week 10**
March 31

**Difference as Interruption**

• Jones, Maggie (2012) Postville, Iowa is up for grabs. *NYT Magazine* July 1


**Week 11**
April 7

**Cultural Politics of Food**


• Lam, Francis (2012), Cuisines mastered as acquire tastes. *NYT*, May 29

**Week 12**
April 14

Ngai, Mae. (2014) *The Lucky Ones*. Princeton University Press. (All students will post a comment on Ngai’s book/method on NYU classes)
Week 13
April 21
Networks and Mobility
- Ong, Aihwa The Pacific Shuttle: Family, citizenship and capital circuits.

Week 14
April 28
Migration as Spectacle and Consumption
- Underriner, Tamara (2011), Playing at Border Crossing in a Mexican Indigenous Community…seriously. TDR 55:2, Summer 2011, 11-31

Week 15
May 5
- Presentations

Week 16
May 12
- Concluding discussions

Paper 3 due by Thursday May 12th