This course will examine the role of a global city such as New York City in the context of transnational communities, recent patterns of migration and the role of media forms in redefining culture and national belonging. Working with immigrant communities in NYC, we will be mapping the territories in which they are established, with the purpose of recognizing the social-economic-cultural infrastructure available for the production of their everyday lives. Also, the idea of mapping implies the identification of different ethnic media outlets within boundary zones that are either material or symbolic, in which immigrant communities display strategies of production, distribution and consumption of ethnic/immigrant identities regularly in a multilingual context. The course will identify the historical contexts of immigration under which different ethnic media outlets were developed and their role in the everyday life of the social group they aim to serve. The course will have a strong field work component that will require visiting different New York City neighborhoods, and making cultural cartographies of the mapping areas.

**Required Texts**

**Books:**

**Articles:**
Other required readings will be available on Blackboard (noted on the Schedule as Bb).

**Video materials:**
There will be required A/V materials for you to listen to/watch prior to coming to class. These will be made available on the web or through blackboard, when possible; or they will require that you to listen/to watch them in the Avery Fisher Center at the Bobst Library.
EXPECTATIONS & GRADING

Journal and class participation 10%
• Every Monday, you need to submit a written journal with reflections about the class’s dynamics, your doubts or suggestions, as well as reflections about your own performance as a student and your academic interests. These entries can be handwritten and should be half a page long.
• You are expected to complete the assigned readings before each class and to participate actively in all class discussions.
• Your participation grade is based on presence and punctuality, quantity and quality of in-class participation.

Written responses = 20%
• You are expected to write a critical response to the readings assigned for the class. At the end of the semester you should have written a total of ten responses for the reading assigned on ten different class days. You can choose freely which classes you are interested in writing a response to; however, the due date of the submission will be the very day on which the class is given. You must turn in your response before we discuss the text in class.

Team work and collaborative work
• Because of the nature of the class and the kind of field work that you are expected to do, a big portion of the tasks for this class will involve collaborative work. Mapping and exploring the different ethnic communities chosen in this class should be done by a team of at least three or four members. In many cases division of labor will be encouraged, and may include such things as visits to public libraries, museums, visits to the New York Historical Society, and so on.

3 Reports on collaborative work = 45%
• You will be required to write three reports on the separate sections of the course (immigration history, cultural cartographies, and ethnic media outlets). These three reports should show your progress in your field research as well as reflect your thoughts and critical analysis of the specific cultural and media dynamics of your chosen community. These reports should show an in-depth involvement with the issues addressed and your capacity for building your reflections upon the readings.
• Reports should be typed, double-spaced, stapled and 6-8 pages in length. You can attach an appendix with valuable information such as maps, records, media examples and so on.
• You may email me your papers, but you need to do so before 1:00 pm on the day they are due.
• Due Dates:
  o First report: September 26
  o Second report: October 27
  o Third report: November 21

Tentative tour of Jackson Heights: Friday October 10

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Final Paper/ Project and individual assignment = 25%

- The final paper will be a reflection on the immigrant media dynamics within their New York ethnic territories (barrios, streets, communities, little towns etc.) based on cultural cartographies.
- Even though you will make an inventory of immigrant/ethnic media from your chosen community, you will need to choose a particular immigrant medium that you want to study in depth. This requires visiting this media outlet and talking with the professionals who are from this medium. I need to approve the chosen media outlet and for that reason you need to make an appointment to talk about it with me before November 10, 2008.
- You will need to write a 2 to 3 page individual proposal of your final project by November 14, and you will make a 3 minutes presentation of your project in class on December 1.
- The final papers should be typed, double-space, stapled and 15-18 pages long.
- Due day: December 8, 2008
- I recommend that you purchase at least one style manual which will help to improve the organization and composition of your written work, and help ensure proper citation of sources. There is a handy edition that you can carry by Hacker, D. (2004). *A pocket style manual*. Boston, New York: Bedford/ St. Martin’s.

Students with disabilities

- Students with special needs, either with physical and/or learning disabilities, should register with the Moses Center for Students with Disabilities at 212-998=4980, 240 Greene street, www.nyu.edu/csd.

Religious observances

- Students with religious observances that may interfere with the class schedule need to see me at the beginning of the semester to talk about your schedule.

Academic dishonesty and plagiarism

- “Academic integrity is the guiding principle for all that you do […] you violate the principle 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 courses without prior permission from your professors; or plagiarize. You plagiarize when, without proper attribution, you do any of the following: copy verbatim from a book, article, or others media, download documents from the Internet; purchase documents; paraphrase or restate someone else’s facts, analysis, and/or conclusions” (See School of Education Bulletin, 2004-6, p. 174)
- Cheating or plagiarism will not be tolerated under any circumstance and will result in a failure of the assignment and possible failure of this class.

Grading

- Late papers and assignments will be graded down 5 points for every day late. Papers and assignments will not be accepted once they are more than 5 days late and will automatically result in a grade of F (0%).
- Participation in class is required, based on the completion of readings / video assignments before class. Your grade will decrease by a full point for every two classes you miss (i.e.
from B to B-). You must notify me in advance if you are going to miss a class or a deadline, and you will need a legitimate excuse.

**SCHEDULE**

**WEEK I.**

Mon. September 1: Labor Day

**WEEK II.**

Mon. September 8: Immigration to the U.S and New York

*Ch. 2 - Immigration to the U.S. pp. 9-25*

*Introduction pp. 1-8
*Chapter 1 - Who they are and why they have come pp. 9-35*

*Ch. 9 – Truly a Global City: New York 1970 to the present pp. 225-259*

*Ch. 1 – Introduction: New Immigrants in New York pp. 1-31
*Ch. 8 – How exceptional is NY? Immigration in contemporary America pp. 183-205*

**Recommended history of NY immigration**

*Ch. 1 - Multiethnic from the beginning: New York City, the colonial and revolutionary years pp. 1-32
*Ch. 2 - Dynamic growth and diversity: The city and its people, 1789-1880 pp. 33-58
*Ch. 3 - Diversity in action: Irish and German immigrants in a growing city, 1789-1880 pp. 59-92
*Ch. 4 - Old and new immigrants in greater New York City, 1880 to the WWI pp. 93-113
*Ch. 5 - Jews and Italians in greater New York City, 1880 to the WWI pp. 114-148
*Ch. 6 - Ethnic New Yorkers from the great war to the great depression pp. 149-175
*Ch. 7 – A time of trial: New Yorkers during the great depression and WWII pp. 176-196
*Ch. 8 – A better time: New York City, 1945-1970 pp. 197-224*

**WEEK III.**

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Mon. September 15: New York’s specific communities

Ch. 4 - Soviet Jews: the city’s newest immigrants transform New York Jewish life pp. 111-140
Ch. 5 - Chinese: Divergent Destinies in Immigrant New York pp. 141-172
Ch. 6 - Koreans: an institutionally complete community in New York pp. 173-200
Ch. 7 - Jamaicans: Balancing race and ethnicity pp. 201-228
Ch. 8 - West Africans: Trading places in New York 229-250
Ch. 9 - Dominicans: Transnational identities and local politics 251-274
Ch. 10 - Mexicans: Social, educational, economic, and political problems and prospects in New York 275-300

Recommended

Part II - Comparison across space: West Indians in New York and London
Ch. 5 – Being black in London and New York: The Caribbean experience pp. 109-130
Ch. 6 – Place matters: comparative perspectives on the West Indian migrant experience pp. 131-155
Ch. 7 – Gendered transitions: Jamaican women in New York and London pp. 156-180


Ch. The Evolution of the Latino community in New York City: Early Nineteen century to the present pp. 3-29
Ch. Dominicans in New York: men, women and prospects pp. 30-56
Ch. Mexicans in New York: membership and incorporation in a New Immigrant Community pp. 57-103
Ch. Racial themes in literature: Puerto Ricans and other Latinos pp. 104-125


WEEK IV.

Mon. September 22: Maps and territories

Chapter 15 - The time and space of the Enlightenment project pp. 240-259


Ch. 1 The functions of Maps pp. 7-15


First report due: September 26

WEEK V.

Mon. September 29: Social paths, belongingness and surveillance

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Chapter 13 - Individual spaces and times in social life pp. 211-225  

WEEK VI.  
Mon. October 6: Territories, marketing, culture and tourism  
Chapter: The marketable neighborhood

A tour of Jackson Heights scheduled tentatively for Friday October 10  

WEEK VII.  
Mon. October 13: No class scheduled  

WEEK VIII.  
Mon. October 20: Communities and global cities  
Ch. 4 Communities pp. 69-94  
Ch. 3 Locality and community pp. 66-85  
Ch. 4 Grounding the global: cities in a world system pp. 86-104  
Ch. 5 Re-presenting the local: Beyond communitarian metaphors pp. 101-122  
Ch. 6 Beyond the postmodern city: rethinking ethnography for transnational times pp. 123-144

WEEK IX.  
Mon. October 27: Team expositions about their selected immigrant communities  

Mediascapes and the immigrant/ethnic press


Recommended
Ch. X. Press established by the early immigrants pp. 251-268
Ch. XI. The later immigrant press pp. 269-286
Ch. XII. The press reflects its group pp. 287-308
Ch. XIII. The struggle for existence pp. 309-327
Ch. XIV. The survival of the fittest pp. 328-358

Second Report due: October 27, 2008

WEEK X.

Mon. November 3: Ethnic minorities and radio
Chapter 1 – Laying the ground pp. 1-38
Chapter 2 – What are the ethnic minority electronic media? pp. 39-68
Chapter 5 – Radio and America’s Diversity: The little medium that refuses to be squeezed out pp. 65-101

Recommended
Chapter 3 – Immigration, diversity and the media in the U.S. pp. 26-41

WEEK XI.

Mon. November 10: Ethnic minorities and television
Ch. 7 – Cable television and America’s diversity: the era of choice pp. 137-187
Ch. 8 - Public Television
Ch. 9 - Community Access Television

Recommended
Chapter 4 – Broadcasting in the U.S. pp. 42-64
WEEK XII.

Mon. November 17: Internet and transnational communities
Recommended

Third report due: November 21

WEEK XIII.

Mon. November 24: Exile cultures and exile discourses
Minneapolis; London: University of Minnesota Press.
Ch. 1 Exile Discourse
Ch. 2 Iranian Exilic Popular Culture
Recommended
Minneapolis; London: University of Minnesota Press.
Ch. 3 Structure and Political Economy of Exilic Television

Individual projects presentations: December 1

WEEK XIV.

Mon. December 1: Flows of people and flows of media
Recommended

WEEK XV.

Mon. December 8: Transnational media


Straubhaar, J. (2002). (Re)asserting national television and national identity against the global, regional and local levels of world television. In J. Chan, and B. McIntyre, B. (Eds.). In search of boundaries: communication, nation-states and cultural identities. Westport, Conn.; London: Ablex Publishing

*Final Paper due date December 8, 2008*