

IDC 3001H: The People of New York City
Macaulay Honors Seminar 2
Baruch College – Spring 2017
Tuesdays – 11:10am to 2:05pm in NVC 13-130

Instructor: Dr. Sarah Bishop

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Office Hours: Tuesdays 3:45-5:45pm and by appointment at the Weinstein Honors Lounge

Online Office Hours: Fridays 11am – 2pm

Required Readings: The only book you need to purchase is the novel *Behold the Dreamers*, available on [Amazon](#) for less than \$20.00. All other readings are linked from the calendar. You may need to activate your free Baruch subscription to the *New York Times* to access some of the readings.

Course Description: Migration in New York is a story—a series of stories, really. These stories have many names and iterations. They are told around tables, at rallies, through hashtags, history books, and poetry. They are scrawled onto protest signs, photographed, and filmed. Governmental representatives tell stories of migration to promote a particular political outcome; undocumented immigrants tell their own stories in search of understanding and humanity. Mainstream media tell the story of criminals flooding across borders, while immigrant parents tell their children about a journey toward hope and brighter future. The way the story is told has everything to do with its outcome, which is why so many fight to tell it. In this sense, all migration is fiction. Not because it lacks truth or certainty—on the contrary, migration is sometimes one of the most determining factors in one’s lived experience. But fiction in the sense that it is always being told and retold, constructed and interpreted.

The People of New York is a class about who tells that story to whom and why, and about the audiences who listen and respond. We will consider together the venues where stories of migration appear across New York City—in museums, theater, film, through community celebrations, in novels and oral histories and citizenship ceremonies. We will take an interdisciplinary approach as we consider these venues, asking whose stories are included and whose are left out. To guide us along the way, we’ll engage with texts from sociology, communication, literature, and American Studies. As we listen, critique, and respond to the texts and to each other, we’ll gain insights in to the history, present, and future of the peopling of New York City.

Learning Goals: At the completion of this semester, you should expect to be able to:

- Apply the methodologies of critical narrative analysis and oral history to studies of historical and contemporary migration to New York
- Critically analyze portrayals of diverse New Yorkers in film, television, theater, museums, news media, community celebrations, and fiction
- Employ strategies for recognizing and addressing racial, ethnic, and immigration status-based discrimination and conflict
- Lead an in-depth, interactive group discussion that engages key themes of race, ethnicity, and migration and present a public-facing, multimedia, creative digital project

STUDENT RESOURCES:

Disability Services: Students with disabilities may be eligible for a reasonable accommodation to enable them to participate fully in courses at Baruch. If you feel you may be in need of an accommodation, please contact: Office of Services for Students with Disabilities at (646) 312-4590.

Speech Tutoring: Oral comprehensibility is essential for college and workplace success. If you are a nonnative speaker and would like to improve your spoken English, please make an appointment with one of the professional speech tutors at the Student Academic Consulting Center (SACC, NVC 2-116) for free one-on-one tutorials. In addition, please visit the new ESL Lab (NVC 6-121, enter through NVC 6-120) for individual practice.

See <http://www.baruch.cuny.edu/wsas/academics/communication/Resources.htm#Lab> for more information on tutorials, lab services, and accent reduction FAQs.

Writing Center: The Writing Center supports all undergraduates attending Baruch College. Writing Center consultants are academic professionals with strong teaching, composition, and ESL experience. The Writing Center provides one-to-one sessions (in person and online) and various workshops on the writing process, research, and grammar. Students can schedule appointments and sign up for workshops from the Writing Center's website (<http://www.baruch.cuny.edu/writingcenter/>) or by going to the Writing Center during its open hours at 646-312-4012

Counseling: The Counseling Center operates as part of Student Affairs. They offer confidential, individual and group counseling and psychotherapy in the Annex Building at 137 East 25th Street (9th floor) <http://www.baruch.cuny.edu/studentaffairs/counselingCenter.htm> Contact: (646) 312-2155 or email counseling@baruch.cuny.edu

Blog Post Help: We will be using a WordPress site for many of the class activities. We will go over how to access the site and its topography during the first week of class. Anna Gjika, our class' Instructional Technology Fellow, is available to help you with any questions about your activity on the site. You can reach Anna at anna.gjika@macaulay.cuny.edu.

A note on immigration status: As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. If you have any concerns in that regard, feel free to discuss them with me, and I will respect your wishes concerning confidentiality.

CLASS POLICIES

Academic Honesty: Use of the intellectual property of others without attributing it to them is considered a serious academic offense. Baruch has a strict plagiarism policy and cheating or plagiarism will result in a failing grade for the work or for the entire course.

Attendance: Class attendance will be recorded each day. Students are expected to be prompt, attentive, and engaged in all class discussions. If you must miss a class due to some unforeseen emergency or illness, you are solely responsible for knowing what was covered in that day's class, including announcements and assignments. Please email me **before your absence** if you know you will not be in class. After one absence, your attendance grade will be reduced by two points per day missed.

Tardiness: Because we will start each class period promptly and because most announcements will be made at the beginning of class, it is important to arrive on time each day. Each late arrival or early departure will be worth 1/2 of an absence. **If a student arrives after s/he has been marked absent, it is the student's responsibility to stay after class and ensure that his or her attendance is recorded.**

Due Dates: All assignments must be submitted at the beginning of class on the due date. Reading reflections must also be uploaded to the blog by the beginning of class on the day that they are due, and you must also bring a hard copy with you to class. Remember, all students have access to printing services on campus. Late work will result in a one-point deduction per instructional day late. In the event of an emergency that causes a student to miss class on the day of a presentation or an exam, arrangements must be made *prior* to the absence, and documentation may be required in order to make up the assignment.

Technology: Please bring a device (laptop/tablet) to access the class blog with you to each class. Please do not use this device during class for matters not related to class. All devices must be put away during (1) student presentations including discussion leading, (2) guest speakers, and (3) films.

Reading: This is a reading intensive course that is designed to be a discussion-driven interactive experience. To that end, students are expected to have read all assigned reading before each class begins. I have made every effort to limit the number of pages that must be read, so that you will have time to finish and thoughtfully consider each chapter or article. Please bring a digital or paper copy of the assigned readings with you to each class.

Safe Space: During class sessions, we will engage in discussions of a range of topics. It is my hope that students will share their views and ideas, so to provide a rich learning environment. Not all students will always agree with or support the viewpoints expressed by their classmates. However, it is imperative that we maintain a safe place for all to learn and share. Remember that all personal information shared in class should be respected and guarded. Interruptions, sarcasm, or dismissal of others' ideas will not be tolerated. In order for all of us to learn, we must be willing to listen to each other. We can challenge, encourage, support, and respectfully disagree with one another. However, we may not insult, interrupt, or refuse to listen to each other.

CLASS ASSIGNMENTS:

Reading Reflections (8 @ 5 points each) - 40 points: On any eight days during the semester when reading is assigned, you should turn in a half page, single spaced response to the reading. **If there is more than one reading assigned, your response must respond to all assigned readings.** Your reflection may be creative or conventional, but it must follow the following directions.

1. Head each reflection with a **single line** of text that says your name, the date, and the number of the reflection. After the heading, the first line of the text should clearly state the author(s) and title(s) of the reading you are responding to.
2. Provide analysis (rather than summary) of multiple aspects of the readings.
3. Include at least one short quote (with page number) that you found memorable from *each* reading.
4. End with a couple of thoughtful questions about the reading's theme.
5. **Copy and Paste** each of your reflections to the class blog by the beginning of class (being sure to tag your post with the correct category) before class on the day the reading is due, and **bring a hard copy** with you to class.

These responses may be written in an informal, first person style. Consider these responses an opportunity to organize your thoughts, play with new ideas, and come up with questions/topics that you think need to be discussed in class. **Remember, each response needs to show engagements with multiple concepts from the reading(s).** You are also encouraged to include your own examples or illustrations.

Discussion Leading - 10 points: One day this semester, you will be assigned to work with a one of your classmates to lead a conversation of the week's themes. You should plan to lead the discussion for 20-25 minutes (total). Your presentation should not merely consist of a summary of the readings. Instead, you should find a way to apply, add to, illustrate, question, or discuss the implications of that week's theme. Be creative—this assignment is meant to give you an opportunity to practice your teaching skills by leading a room of your peers on a journey of discovery and analysis. Your presentation must incorporate these five criteria:

1. Narrative criticism – you should present an oral narrative criticism of an artifact (article, social media post, comic, photograph, speech, current event, etc.) that relates to a key theme from the readings. Hint: use the narrative analysis training page on our blog!
2. Multimedia – work with Anna to prepare your presentation media (if you decide to use a video during the presentation, it may be no longer than two minutes)
3. Creative – consider a multisensory experience. What can your classmates listen to, taste, feel, create, and/or explore as you present?
4. Interactive – you should involve the class with a short activity, questions, or discussion
5. Extemporaneous – you should prepare enough that you can speak conversationally with minimal notes (i.e. without reading)

I strongly suggest that you divide the work early on so it is clear who is responsible for which parts. Each presenter will receive their own grade.

Attendance, Participation and Activities - 10 points: This class is unique in that it is highly dependent on the participation of all of the attendants. Participation includes arriving to class on time, sharing your reflections on each day's readings, playing an active role in class discussions and activities, and offering thoughtful insights of others' opinions. Everyone is expected to come to class prepared to make a valuable contribution. If you are comfortable in front of groups, please contribute often, but remember to also give others a chance to speak. If you are not comfortable speaking in front of groups, I encourage you to challenge yourself to make one small contribution to each class discussion. This class is designed so that each student can help create and foster an atmosphere where everyone can work together to improve their understanding of gender, race, and ethnicity in communication. Throughout the class, you may be called upon to complete activities and assignments with a partner or a small group. If you are uncomfortable with any experience or encounter any significant conflict in your interpersonal interactions, please feel free to meet with me and discuss your concerns. Your opinion is valuable and your insight will help to make the class a democratic, practical, successful experience.

Final project - 40 points: The culminating experience for this class will be a public facing, multi-media project that tells an immigration story through photography, creative writing, mapmaking, and oral history interviewing. The projects will appear on the Tenement Museum's [Your Story; Our Story](#) website, and will be available to the public. Instead of completing the work all at once, parts of the project will be due throughout the semester, and each part will build on the one before it. We will discuss the final project in more detail during week two.

Grades:

Discussion Leading - 10 points

Reading Reflections (8 @ 5 points each) - 40 points

Final Project/Presentation - 40 points

Attendance/Participation/Activities - 10 points

100 POINTS TOTAL

CLASS CALENDAR

<p>Week 1: January 31</p>	<p>Theme: Welcome and Introduction Overview of Website Introduction to Immigration in New York Assign: Immigrant-Serving Organizations Assignment (Due Next Week)</p>
<p>Week 2: February 7</p>	<p>Theme: Migration + Narration Readings: Sonja Foss, “Narrative Criticism” (9 pp) Lina Newton, “The Power of a Good Story (4 pp) Tyler Anbinder, <i>City of Dreams</i>, “Prologue” (15 pp) Discussion Leaders: _____</p> <p>*DUE: Immigrant-Serving Organizations Assignment</p>
<p>Week 3: February 14</p>	<p>Theme: Activism + Advocacy Readings: Kateel & Shahani, “Families for Freedom: Against Deportation and Delegalization” (24 pp) CultureStrike.org (look around the website) Guest Speaker: Jung Rae Jang, Community Organizer, MinKwon Center for Community Action Discussion Leaders: _____</p>
<p>Week 4: February 21</p>	<p>Theme: Immigration, Race, Prejudice + Discrimination Readings: Norma Fuentes-Mayorga: “Sorting Black and Brown Latino Service Workers in Gentrifying New York Neighborhoods” (18 pp) Martin Marger: “Prejudice and Discrimination” *Stop at “Theories of Prejudice and Discrimination* (13 pp) Discussion Leaders: _____</p> <p>*DUE: THE OBJECT (see final project rubric)</p>
<p>Week 5: February 28</p>	<p>Theme: Museums + Memorials + Monuments Readings: Nancy Foner, “New Immigrants in a New New York” (22 pp) Deschamps, “Italian American Memorial Building in New York City and Immigrants’ Right to the City” (13 pp) NYT: Immigrant Celebration: Is the Experience Still Relevant? (year 1923) NYT: Once Home, Now a Museum Display on Immigrant Life **Field Trip to the Tenement Museum** Arrive at 1:15pm</p>

<p>Week 6: March 7</p>	<p>Theme: Oral history + Storytelling Readings: Bishop: “Oral History Overview” (22 pp) Suketu Mehta: “The Asylum Seeker” Discussion Leaders: _____</p>
<p>Week 7: March 14</p>	<p>Theme: Language + Representation Readings: Bernadette Ludwig, “The Different Meanings of the Word ‘Refugee’” (15 pp) Lisa Flores, “Constructing Rhetorical Borders” (21 pp) Guest Speaker: Bernadette Ludwig (12:45pm) Discussion Leaders: _____</p>
<p>March 21:</p>	<p>(Short class – 12:00-1:30) Final project check-in with Anna Makerhub Brainstorming Event *DUE: THE INTERVIEW (audio + transcription; see final project rubric)</p>
<p>Week 8: March 28</p>	<p>Theme: Fiction + Theater + the Arts Readings: Bauman, Theatre and Meaning at Kakuma Refugee Camp Imbolo Mbue, <i>Behold the Dreamers</i> (400 pp) Guest Speaker: Director Jessica Bauman Discussion Leaders: _____</p>
<p>Week 9: April 4</p>	<p>Theme: Home + the Journey Readings: Madan Sarup, “Home, Journey, Border” (12 pp) DeSena, “Gentrification in Brooklyn” (22 pp) Discussion Leaders: _____ **FieldTrip to the MakerHub** (meet in classroom first)</p>
<p>Week 10: April 11</p>	<p>--No Class: Spring Break--</p>
<p>Week 11: April 18</p>	<p>--No Class: Spring Break—</p>

<p>Week 12: April 25</p>	<p>Theme: Television + News + Film</p> <p>Readings: Watch Master of None, Season 1, Episode 2, “Parents” (Netflix; available in the Library if you do not have Netflix access) Melinda Robins: “Lost Boys and the Promised Land” (18 pp) Stephen Caliendo: “Race, Media, and Popular Culture” (8 pp)</p> <p>In-Class Project: Present Immigrant Heritage Week; Watch <i>God Grew Tired of Us</i></p> <p>Discussion Leaders: _____</p> <p>Due: THE MAP (see final project rubric)</p>
<p>Week 13: May 2</p>	<p>Theme: Immigrant Enclaves + Neighborhoods</p> <p>Readings: NYT “Take the A Train to Little Guyana: Immigrant Enclaves in NYC” (article + short videos) Rachel Aviv: “The Cost of Caring: The Lives of the Immigrant Women who Tend to Others”</p> <p>**Field Trip: MOCA Museum Walking Tour - Arrive at 11:15am**</p> <p>*DUE: THE PHOTOGRAPHS (see final project rubric)</p>
<p>Week 14: May 9</p>	<p>Theme: Citizenship</p> <p>Readings: Sarah Bishop, “Model Citizens” (17 pp) HBO documentary “Citizen U.S.A” (stream on e-reserve using the password bishop3001h) USCIS, <i>The Citizen’s Almanac</i> (skim)</p> <p>Discussion Leaders: _____</p> <p>*DUE: THE STORY (see final project rubric)</p>
<p>Week 15: May 16</p>	<p>Final Project Presentations</p> <p>*DUE: Completed Final Projects Posted to Your Story; Our Story Website*</p>