

CMLIT 147N: DISPLACEMENT AND MIGRATION

In Workflow

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Approval Path

1. Wed, 06 Sep 2023 08:07:33 GMT
system: Approved for Consultation
2. Wed, 06 Sep 2023 22:57:17 GMT
Jutta Gsoels-Lorensen (jmg35): Approved for jmg35

New Course Proposal

Date Submitted: Tue, 22 Aug 2023 12:44:36 GMT

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Last edit: Tue, 22 Aug 2023 12:44:33 GMT

Changes proposed by: Peter L Moran (plm150)

Academic Level

Undergraduate

Proposal Summary

This is a proposal to add a new interdomain course in Comparative Literature. The course focuses on the rise in forced migration in response to persecution, war, natural disasters, poverty, and environmental degradation from the late twentieth century onward. Integrating frameworks and contributions from the social sciences and the humanities, students will study the histories, experiences, and voices of those living in a world that moves.

Principal Faculty Member

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Gsoels-Lorensen, Jutta (jmg35)	jmg35@psu.edu

Were any other faculty members responsible for the development of the course?

Yes

Development Faculty Member(s)

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Proposer's Home College

Altoona College

Proposer's Home Unit

Division of Arts and Humanities

College

Altoona College

Unit

Division of Arts and Humanities (ALAL_ALAH)

Is this proposal for a common course, such as 97, 98, 99, 187, 197, 198, 199, 294, 295, 296, 297, 298, 299, 395, 397, 398, 399, 494, 495, 496, 497, 498, 499, 590, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 610, 611, 890, 894, 895, 896, 897, 898, 899.

No

Course Abbreviation

CMLIT - Comparative Literature

Course Number

147N

Course Title

Displacement and Migration

Abbreviated Title

Displacement and Migration

Min Credits

3

Max Credits

3

Repeatable

No

Does This Course Have an Overnight Travel Component?

No

Public Course Description for Bulletin & Schedule of Courses

Why do we live in a world where so many people must flee their homes to survive? This course focuses on the rise in forced migration in response to violence, persecution, war, natural disasters, poverty, and environmental degradation from the late twentieth century onward. In the news media, the story of "the global refugee crisis" tends to be told through images of unprecedented disaster and spectacular havoc. To historicize displacement, students will consider the legacies that have led to violence and conflict, giving special consideration to European colonialism and the transatlantic slave trade. They will further learn about the impact of World War II, the Holocaust, and the Cold War on the emergence of the modern human rights architecture and on legal definitions that remain relevant to this day.

To investigate this wide-ranging global topic, this course brings together frameworks and contributions from the social sciences and the humanities, inviting students to study the histories, experiences, and voices of those living in a world that moves. Students will engage with artistic representations of displacement through literature and film, in dialogue with migrant testimonies, archival material, international agreements, legal documents, and statistical data. This course adopts a comparative approach, inviting students to consider regimes of (im)mobility from a number of global contexts. Finally, to connect the international content of this course to the local environment, the class will also consider how forcible migration has reshaped communities in Pennsylvania.

Given the large scope of the course topic, students can expect some variance in course content as reflective of faculty expertise and interest. Course activities might include interactions with guest speakers, representatives from organizations, interviews with various stakeholders, field trips, creative work, and participation in a public showcase. Students are encouraged to contact the listed instructor for more detailed information.

Course Learning Objectives

CLOs	
1	Explain the historical forces shaping displacement in the twentieth century and why displacement is continuing to escalate in the twenty-first century.
2	Identify the evolution of the post-World War II refugee system and its impact on international protection and global humanitarianism.

- | | |
|---|---|
| 3 | Compare, assess, and integrate methodologies, disciplinary perspectives, and key concepts in humanities and social sciences scholarship on migration. |
| 4 | Analyze fiction and non-fiction materials in a transnational framework attentive to the social and historical realities of displacement. |

How will the Course Learning Objectives be assessed?

The course learning objectives will be assessed in a variety of ways to provide students opportunities to demonstrate their comprehension, reflection, and analysis of the material, as well as their ability to critically assess and integrate different disciplinary approaches. The assignments scaffold a process-oriented and collaborative approach to the learning process. For example, the team journals on Canvas will invite students to respond to the weekly readings and to conduct a dialogue with their peers on discussion points that require careful engagement with different frameworks, concepts, representational schemes, and, possibly, life experiences. The related activities are also designed to help them build their communication and analysis skills for the formal writing assignments, culminating in roundtable presentations in the last week of class. In addition, there will be weekly reading quizzes and two exams to assess students' ability to define key terms, provide short-answer questions to prompts and compose an essay showcasing critical engagement with a specific topic from different disciplinary perspectives.

Participation 10%
 Reading Quizzes 15%
 Team Journals 15%
 Two Exams 30%
 Writing Assignments & Roundtable Presentations 30%

A listing of the major topics to be covered with an approximate length of time allotted for their discussion

Week 1: Engaging Conceptual Grammars of Place, Home, and Belonging
 Week 2: Responses to Mainstream Narratives about Migration in North America
 Week 3 – 4: Historical Foundations of Displacement in the Americas
 Week 5 – 6: The Post-WWII Refugee Crisis and the Invention of the Human Rights Regime
 Week 7 – 11: Reinterpreting Asylum and Displacement in the Twenty-First Century
 Redefining the Refuge in Contemporary Europe (1 week)
 Sexual Displacement and Intimate Mobilities (1 week)
 Spatializations of Power and Counter-Storytelling (1 week)
 Twenty-First Century Technologies and Forced Migration (1 week)
 New Theories and Practices of Protection, Refuge and Belonging (1 week)
 Week 12: Resettlement and Place-Making in Pennsylvania
 Week 13 – 14: Climate Change and Displacement
 Week 15: Roundtable Discussion of Final Papers

Who is the anticipated student audience for this course?

As an integrative studies general education elective, this course will appeal to a broad range of students. For example, students with interest in comparative literature, English, film, global and international studies, history, the arts, communications, journalism, law, world languages, various area studies, WGSS, psychology, political science, race and ethnic studies, geography, sociology, health and human development, business, and education.

Course Attributes

Honors*

No

Bachelor of Arts

No

United States Cultures (US)

No

International Cultures (IL)

Yes

International Cultures: Include a complete course outline including a statement of course objectives that reflect the IL content, and a listing of major topics with an approximate length of time for their discussion. Copy and paste the response from the Listing of Major Topics above and bold the elements that are relevant to International Cultures.

This course involves an extensive amount of international content and is designed to meet the Global Learning objective in the general education curriculum (for a detailed explanation, please see the answers in the GL objective section below). In terms of the course objectives, three explicitly focus on international content. They are as follows:

- Explain the historical forces shaping displacement in the twentieth century and why displacement is continuing to escalate in the twenty-first century.
- Identify the evolution of the post-World War II refugee system and its impact on international protection and global humanitarianism.
- Analyze fiction and non-fiction materials in a transnational framework attentive to the social and historical realities of displacement.

Listing of Major Topics with the weeks in bold that are relevant to International Cultures:

Week 1: Engaging Conceptual Grammars of Place, Home, and Belonging

Week 2: Responses to Mainstream Narratives about Migration in North America

Week 3 – 4: Historical Foundations of Displacement in the Americas

Week 5 – 6: The Post-WWII Refugee Crisis and the Invention of the Human Rights Regime

Week 7 – 11: Reinterpreting Asylum and Displacement in the Twenty-First Century

Redefining the Refuge in Contemporary Europe (1 week)

Sexual Displacement and Intimate Mobilities (1 week)

Spatializations of Power and Counter-Storytelling (1 week)

Twenty-First Century Technologies and Forced Migration (1 week)

New Theories and Practices of Protection, Refuge and Belonging (1 week)

Week 12: Resettlement and Place-Making in Pennsylvania

Week 13 – 14: Climate Change and Displacement

Week 15: Roundtable Discussion of Final Papers

International Cultures: Include pertinent information on the IL aspects of the course in the long course description. Copy and paste the response from the Public Course Description for Bulletin & Schedule of Courses above and bold the elements that are relevant to International Cultures.

Why do we live in a world where so many people must flee their homes to survive? This course focuses on the rise in forced migration in response to violence, persecution, war, natural disasters, poverty, and environmental degradation from the late twentieth century onward. In the news media, the story of "the global refugee crisis" tends to be told through images of unprecedented disaster and spectacular havoc. To historicize displacement, students will consider the legacies that have led to violence and conflict, giving special consideration to European colonialism and the transatlantic slave trade. They will further learn about the impact of World War II, the Holocaust, and the Cold War on the emergence of the modern human rights architecture and on legal definitions that remain relevant to this day.

To investigate this wide-ranging global topic, this course brings together frameworks and contributions from the social sciences and the humanities, inviting students to study the histories, experiences, and voices of those living in a world that moves. Students will engage with artistic representations of displacement through literature and film, in dialogue with migrant testimonies, archival material, international agreements, legal documents, and statistical data. This course adopts a comparative approach, inviting students to consider regimes of (im)mobility from a number of global contexts. Finally, to connect the international content of this course to the local environment, the class will also consider how forcible migration has reshaped communities in Pennsylvania.

Given the large scope of the course topic, students can expect some variance in course content as reflective of faculty expertise and interest. Course activities might include interactions with guest speakers, representatives from organizations, interviews with various stakeholders, field trips, creative work, and participation in a public showcase. Students are encouraged to contact the listed instructor for more detailed information.

Describe how the course encourages students to develop understanding of the historical backgrounds, cultural and scientific contributions, economic, social, psychological, and political circumstances of the group being studied. While no one course or section is expected to achieve every criterion, each course proposal must clearly specify which criteria it proposes to meet. Thus the proposal should explain how students, within the context of the course, will be encouraged to do or achieve three or more of the following:

See nations, cultures, and/or social identities not in isolation, but in relation to each other

Cultivate awareness of the pluralism and diversity within the United States and international cultures

Increase understanding of the nature of social justice, and equity at the societal, institutional, and individual levels

See nations, cultures, and/or social identities not in isolation, but in relation to each other

The topic of displacement and migration, by its very nature, invites reflection on transnational connections, both contemporary and historical. Students will synthesize displacement narratives and histories from a variety of global contexts, periods, and perspectives; identify linkages that cross national boundaries; and learn to analyze and critique interdependent global systems. Students will have ample opportunity to examine forms and sites of interrelation, for example, in terms of heterogeneous identities and hybridized

genres of expression, but also when studying the emergence of the post-World War II human rights instruments and their impact on concepts of international protection and global humanitarianism.

How will student learning of the above be assessed?

In discursive exam questions and discussion board prompts, students will be asked to identify, trace and critically evaluate (historically sedimented) networks of transnational connection through comparing and contrasting; developing visual maps; and translating insight into relatedness into another medium or genre. Regarding the latter, when discussing “place” as intricate nexus beyond geographic location, one possible assignment could prompt students to write a short poem entitled “Where I come from ...” and then explain their multiply and intersectionally constituted identities in a related essay drawing on class concepts. A discussion board prompt in relation to the digital technology in the displacement context could ask students in what ways smartphones have altered, and continue to alter, social space and social relation for refugees, using relevant course readings as resource.

Cultivate awareness of the pluralism and diversity within the United States and international cultures

The topic of displacement and migration, by its very nature, invites a sharp focus on pluralism and diversity both within the United States and in international contexts. Course segments on Erie, PA, a refugee resettlement area, and on sexual displacement in the South African and Cuban context may serve as two salient examples. The course assembles a range of materials, from self-testimony to fiction, and from documentary to feature film, that represent lived experiences and fictional worlds from a variety of perspectives and in their full complexity. To engage with them, students will encounter almost daily prompts eliciting rigorous textual analysis, with one foundational question pertaining to regimes of visibility and invisibility as based on assessment of related enabling and disabling political, economic, and social factors.

How will student learning of the above be assessed?

In written and oral assignments, students will be routinely challenged to articulate carefully constructed, text-based arguments on the representation of diversity and pluralism in the relevant class materials, including, for example, analysis of identity (re)formation, aspects of intra-group heterogeneity, inclusion and exclusion, and strategies of placemaking and belonging after arrival. For example, in an exam question about the practice of detention and deportation from the US in the film *The Visitor*, students could be asked to analyze putatively ahistorical patterns of empathy and audience identification with certain characters in relation to race, gender, socioeconomic status and historical setting.

Increase understanding of the nature of social justice, and equity at the societal, institutional, and individual levels

Students will have opportunity to hone their understanding in at least three ways: first, through a meticulous study of past and present iconographies of displacement and their impact on politics, the legal system, and public opinion. Second, by studying the history of alien law and containment strategies such as administrative detention, including their ramifications for individuals, their families and interpretations of citizenship and belonging, more generally; conversely, jurisprudence to expand, for example, the definition of the “refugee” in the 1951 Geneva Convention and its impact on protection of newly recognized “social groups.” Third, by studying refugee and migrant initiatives of rights claiming, self-representation, and self-emplacement to achieve social justice goals.

How will student learning of the above be assessed?

As indicated above, students will regularly engage questions of social justice in written and oral assignments. An exam question, for example, could ask students to analyze the two terms “refugee” and “economic migrant” in relation to Reyna Grande’s “The Parent Who Stays” (in *The Displaced*), outlining the stakes of this distinction for the narrator as individual, for her family, and for the sphere of noncitizen law. Students will also have the opportunity to advance their own vision of social justice in relation to displacement and migration in their final paper, for which the United Nations Global Compact for Migration functions as the source text. The assignment is described in the assessment section of this proposal.

Writing Across the Curriculum*

No

First-Year Seminar*

No

General Education

Yes

Alignment with General Education Objectives (Select at least 2, but no more than 4)

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people’s lives.

EFFECTIVE COMMUNICATION: What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives

The class includes both oral and written assignments that explore the topic of displacement from multiple disciplinary perspectives, both in the humanities and the social sciences, and which require students to engage in the dual tasks of scholarly research and creative self-examination. In a course built on engaged and accountable work with textual material, whether creative, testimonial or scholarly, students will be challenged to work on effective framing and expression of their related ideas in nearly every session of a course which is, in effect, a semester-long lab of collaborative reading endeavors by all participants. Since most, if not all, assignments, take this as primary reference point, considerations of audience, including diversity of views, disciplinary identification, and life experiences; of conventions of genre and their impact on communication; and of the meticulous craft of collaboration as essential to well-informed discussion are at a premium. Students will have the opportunity to work with peers on regular oral and written tasks throughout the semester. Moreover, as part of the course pilot in fall of 2021, students were also challenged to develop effective communication habits in the digital environment given that the conjoined courses utilized intermittent online formats to facilitate lectures and discussion across two Penn State campuses in addition to events garnering expert insight from a number of external speakers. In response to this range of communication situations, students are expected to conduct themselves with careful attention to context; consider variations of tone and their appropriateness; and, in all, conduct themselves with the highest ethical standards in mind both as discussants and emergent scholars.

EFFECTIVE COMMUNICATION: How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course

Students will be assessed through the following types of assignments: online discussion forum posts, discursive exam questions, reflective writing essays, and roundtable presentations. In the four types of assessments, students will be invited to reflect, respond, and analyze the material that we are studying while keeping a sharp focus on audience, voice and genre. The group discussion posts, in particular, will give students the opportunity to exchange ideas with their peers and to practice writing in a low-stakes environment to prepare for the more formal writing assignments. Class participation, which will culminate in the final week roundtable presentations, will challenge them to present their ideas to a diverse classroom community while remaining accountable for sustaining an atmosphere of respect and productive dialogue.

INTEGRATIVE THINKING: What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives

Through written and oral assignments in the range of pedagogical formats described above, students will learn to read, analyze, and critically synthesize displacement narratives and histories from a variety of global contexts, periods, and perspectives and identify linkages that cross national boundaries and thus create novel scholarly cartographies. They will also practice integrative thinking in the context of challenging the prevailing linear depictions of displacement, specifically, dispositions of time and space that force its complexities into journeys from the lost home to found home and into the framework of unprecedented crisis in relation to single-event upheaval. Students will be invited to reframe contentious and simplified debates about migration into research-based sets of questions drawing on two disciplinary perspectives and their distinct contributions to displacement and migration studies. Also, writing prompts and in-class discussions will also provide space for students to explore linkages between their fields of study, life experiences, and class materials.

INTEGRATIVE THINKING: How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course

In the online discussion forum posts, two exams, reflective writings, and a mini presentation, students' work will be assessed based on their ability to make connections between the materials under discussion, including demonstrated competence with considering nations, cultures, histories, and/or social identities as (historically) related as well as with forging original insights based on critical evaluation and synthesis of scholarly contributions from two disciplinary formations. Related prompts will, for example, include critical investigations into notions operative across multiple knowledge domains, among them, the definition of the refugee, asylum, international protection, internal displacement, the border etc.

GLOBAL LEARNING: What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives

Students will synthesize displacement narratives and histories from a variety of global contexts, periods, and perspectives; identify linkages that cross national boundaries; and learn to critique interdependent global systems, e.g., the impact of the post-war refugee system on international protection and global humanitarianism.

GLOBAL LEARNING: How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course

To assess global learning, students will be assessed, principally, for their ability to meticulously follow, and then critically evaluate and respond to, intricate representations of global lives, often crossing multiple international boundaries and cultural contexts. Related discursive exam questions, for example, will ask students to compare and contrast depictions of displacement in different creative works and discursive formations to demonstrate facility with reading across cultural and national contexts as well as with identifying (historically sedimented) networks of transnational connection. In the reflective writings, students will be asked to articulate and examine their own positioning, past, present and future, in a world of ineluctable proximities.

General Education Designations

Inter-Domain

Knowledge Domains

General Education: Humanities (GH)

General Education: Social & Behavioral Scien (GS)

Humanities Student Learning Criteria (GH) – Select at least 3 criteria below and describe the components of the course that will help students achieve those criteria.

Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

Critically evaluate texts in the humanities– whether verbal, visual, or digital– and identify and explain moral or ethical dimensions within the disciplines of the humanities

Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range

Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

The course will draw on methods of inquiry, developed in postcolonial literary studies that advocate for a transnational approach to migration studies to build new models of citizenship and belonging. The course will also explore how genre conventions, language, and representational models shape our understanding of migration and consider the role of literary and artistic innovation to expand our knowledge of the field. Such methods will enrich the quantitative and qualitative approaches used in the social sciences that guide important policy decisions.

Critically evaluate texts in the humanities– whether verbal, visual, or digital– and identify and explain moral or ethical dimensions within the disciplines of the humanities

Given the topic of displacement, this course deals with profoundly upsetting histories and iconographies of oppression and injustice. Students will be invited to reflect on how the formal construction of a work of literature or art produces meaning about such atrocities in unique and definitive ways and to see how different forms of cultural expression can also enable, sustain, and even contest oppressive systems.

Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range

While the course focuses on the recent rise in forced migration in response to persecution, war, natural disasters, poverty, and environmental degradation, it considers the legacies that have led to violence and conflict, giving special consideration to the forces that have shaped the modern world. As counterpoint to this global scope, it also engages with the ways in which migration fits into the national narrative of the United States. Through a study of displacement and refugee history both within and beyond US borders, this course complicates the dominant narrative of the United States as a “country of immigrants.” It also draws attention to identities and voices that are typically discounted from standard historical accounts.

Social & Behavioral Science Student Learning Criteria (GS) – Select at least 3 criteria below and describe the components of the course that will help students achieve those criteria.

Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings

Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems

Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings

Scholarship in the social sciences has long challenged linear narratives of displacement and overly simplified representations of migrants, developing transnational frameworks of inquiry attuned to the intersecting impact of race, ethnicity, gender, religion, sexual orientation, age, disability, and economic status. Accordingly, students will learn how to read sites like the border, the camp, or the hosting city, as multiply layered and continually dynamic entities. This sharpens an appreciation for and knowledge about the highly diverse experiences of forcible mobility in relation to both historical and contemporary settings.

Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems

Scholarship in the social sciences, specifically survey-based data collection and interpretation, routinely provides guidance on migrancy-related policy decisions to various levels of national government, supranational institutions, and other stakeholders. The course shows how both quantitative and qualitative research gather the input of concerned groups and how survey results impact important political and social decisions. Another part of the discussion will focus on ways in which theoretical and clinical approaches in the mental health field, specifically in cross-cultural and trauma psychology, have become central in refugee studies and resettlement. Lastly, information and communication technologies are beginning to change foundational aspects of the displacement experience, for example, the legal refugee determination process.

Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

Students will have an opportunity to see how research in the social sciences contributes to the adaptation and transformation of key institutional documents such as the de facto expansion of the UNHCR (United Nations High Commissioner of Refugees) charter to include internally displaced populations in the international protection regime. They will also learn about emerging models of temporary residence and belonging with access to economic and civic participation, for example in situations of urban displacement, and about changes in judicial and administrative processes. Overall, the course places emphasis on the analysis of subject positionality for various actors in the field, ranging from migrants to immigration officials and UNHCR workers.

Integrative Studies

Explain how the intellectual frameworks and methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

To study the global refugee crisis and the massive rise in displacement since WWII, it is necessary to work within multiple knowledge domains. While scholarship in migration studies, often geared towards policy formation, has been dominated by social scientists, this course will place this perspective in dialogue with work accomplished by literary scholars, creative writers, and filmmakers to present a broader approach. Almost all course sessions are based on constellations of materials and not single texts, an approach in itself designed to provoke reflection on intellectual and methodological presuppositions. Students will explore the posited dialogue sites between the cultural representations of migration and related data-based analytic frameworks on migration as developed in history, sociology, law, international affairs, and public policy through participation in class discussion and interactive lectures; integrative written reflections (alone and with peers); a mini-defense of their final thesis, etc. For example, in a sub-unit on the emergence of the modern refugee definition, students will work through the lens of “protection” to examine noncitizen law, current theorizations vis-à-vis internally displaced peoples, government statistics, and various examples of creative engagement and its reinventions of the concept, culminating in their own definition, and defense, of “protection,” whether framed in terms of rights, ethical conduct, city policy, personal reflection, creative work etc. In the final reflective paper, students will have an opportunity to demonstrate the development of their integrative thinking throughout the semester by responding to the United Nations’ Global Compact for Migration (2018). They will be asked to analyze this international agreement by drawing on one of the humanities and one of the social sciences course texts, paying attention to its vision, limits, practical considerations, and effectiveness, as well as what could be adapted.

Demonstrate that each of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

Each unit will include a balance of readings and lectures that draw on material from the humanities and the social sciences. One obstacle in striking this balance is that novels—in which displacement has been explored extensively—take longer for students to digest than other genres. To address this, the course is limited to two major novels (one of which is a graphic novel). Whenever possible the reading schedule integrates social sciences articles, legal texts, and public policy documents with thematically related poems, short stories, films, visual art, or excerpts from literary works. In the units when a novel is assigned, we amplify some of its thematic and genre-related concerns by connecting the work to a range of related research topics in both disciplines. For example, when reading Mohsin Hamid’s novel *Exit West*, students will also explore the impact of technology in the displacement context, as discussed in Carleen Maitland’s collection *Digital Lifeline? ICTs for refugees and displaced persons*, and the multifarious roles of the city in forcible migration, as discussed in Loren B. Landau’s “Urban Refugees and IDPS” and other essays. Students will be asked to put these urban studies and information technology readings in dialogue with the novel. The assignments will invite students to integrate both social science and humanities-based writing, research, and methodologies.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains. This plan should detail the scope of expertise of instructor(s) versus naming specific people.

One faculty member trained in the interdisciplinary field of migration studies will be the sole instructor of this course. Humanities scholars who work in this field often come from area studies backgrounds which draw on multiple disciplines to study a geographic region. The faculty member will be familiar with the humanities scholarship on migration and social sciences scholarship on migration from the fields of sociology, international affairs, public policy, and law. To provide students with varied perspectives, the course will also bring in the expertise of guest speakers from other departments and from outside of the academy.

Supporting Documents

CMLIT147 Syllabus July 27.docx

Consultation

Consultation Members

Name, User ID	Include in Consultation	Consultant’s Response	Consultant Unit
Eubanks, Charlotte (cde13)	Consultation Sent		
Truglio, Maria Rosa (mxt34)	Consultation Sent	Acknowledge Proposal	
Beebee, Thomas Oliver (tob)	Consultation Sent		
Nesbitt, Jennifer P (jpn12)	Consultation Sent		
Naydan, Liliana Marika (lmn122)	Consultation Sent		

Wesley, Patricia Jabbeh (pjw14)	Consultation Sent	
Shum, Maggie (mps6969)	Consultation Sent	Acknowledge Proposal
Ahlin, Eileen Michelle (ema105)	Consultation Sent	Acknowledge Proposal
Munly, Kelly Ann (kam6832)	Consultation Sent	
Champagne, John Gerard (jgc4)	Consultation Sent	Acknowledge Proposal
Simpson, Megan Blair (mbs12)	Consultation Sent	

Reviewer Comments

Eileen Michelle Ahlin (ema105) (Tue, 22 Aug 2023 15:17:12 GMT): This is a well developed course that will add depth to our interdomain course offerings.

Maggie Shum (mps6969) (Sat, 26 Aug 2023 01:45:54 GMT): This is a fantastic and timely course that offers an interdisciplinary perspective in understanding human migration. It is refreshing to see the diversity of materials incorporated in the syllabus. I believe this course would be an excellent addition to the interdomain course offerings.

Maria Rosa Truglio (mxt34) (Mon, 28 Aug 2023 13:22:38 GMT): A very thoughtfully designed course that embodies the goals of "interdomain" learning. The careful scaffolding of assignments is a great approach.

John Gerard Champagne (jgc4) (Tue, 29 Aug 2023 11:58:29 GMT): This is an important and timely addition to the curriculum. It reflects the realities of life in the 21st century and is authentically and richly interdisciplinary. I was particularly struck by the intelligence and thoroughness of the choice of major topics, and the movement from the global to the local makes the course particularly relevant for a land grant institution such as ours.

Key: 69340

DISPLACEMENT AND MIGRATION
Proposed “CMLIT 147N” [GH/GS--INTERDOMAIN]
SAMPLE SYLLABUS

Instructors: Dr. Jutta Gsoels-Lorensen (Penn State Altoona) and Dr. Janet Neigh (Penn State Behrend)

A Note on the Syllabus Development

The syllabus for “Displacement and Migration” was initially developed during Penn State’s *Redesigning Modernities* workshop in summer 2020, funded by a Penn State Strategic Planning Seed Grant (<https://sites.psu.edu/redesigningmodernities1/>). During the workshop, Tembi Charles, Dual-Title PhD Candidate in Comparative Literature & African Studies, and Dr. Ibis Sierra Audivert, who has since graduated from Penn State with a dual-title PhD in Spanish, Italian and Portuguese & Visual Studies, currently at Davidson College, also contributed to its design. In Fall 2021, Janet Neigh and Jutta Gsoels-Lorensen each offered a special topics version of the course at their respective campuses. It was taught at parallel times to facilitate digital collaborative work at key junctures described below.

No one leaves home unless home is the mouth of a shark.
Warsan Shire, “Conversations about Home”

Course Description

Why do we live in a world where so many people must flee their homes to survive? This course focuses on the rise in forced migration in response to violence, persecution, war, natural disasters, poverty, and environmental degradation from the late twentieth century onward. In the news media, the story of “the global refugee crisis” tends to be told through images of unprecedented disaster and spectacular havoc. To historicize displacement, students will consider the legacies that have led to violence and conflict, giving special consideration to European colonialism and the transatlantic slave trade. They will further learn about the impact of World War II, the Holocaust, and the Cold War on the emergence of the modern human rights architecture and on the legal definitions that remain relevant to this day.

To investigate this wide-ranging global topic, this course brings together frameworks and contributions from the social sciences and the humanities, inviting students to study the histories, experiences, and voices of those living in a world that moves. Students will engage with artistic representations of displacement through literature and film, in dialogue with migrant testimonies, archival material, international agreements, legal documents, and statistical data. Within an overall comparative approach, students are invited to consider regimes of (im)mobility from a number of global contexts. Key course readings will focus on contentious border sites such as constituted by the US and Mexico, Zimbabwe and South Africa, Australia within the Asia-Pacific region, along the internal and external boundaries of the European Union, and historically speaking, West Africa and the Americas.

Finally, to connect the international scope of this course to the local environment, the class will consider how forcible migration has reshaped communities in Pennsylvania, with a special focus on Erie—a refugee destination city. Students will have the opportunity to engage with local displacement stories, to learn from organizations that support refugee resettlement, and to discuss how the city has been transformed by migrants’ practices of place-making and belonging.

Course Objectives

Students who complete this course should be able to:

- Explain the historical forces shaping displacement in the twentieth century and why displacement is continuing to escalate in the twenty-first century.
- Identify the evolution of the post-war refugee system and its impact on international protection and global humanitarianism.
- Compare, assess, and integrate methodologies, disciplinary perspectives, and key concepts in humanities and social sciences scholarship on migration.
- Analyze fiction and non-fiction materials in a transnational framework attentive to the social and historical realities of displacement.

General Education Learning Objectives

- **Effective Communication:** The ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.
- **Integrative Thinking:** The ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.
- **Global Learning:** The intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people’s lives.

Required Texts

- Elena Fiddian-Qasmiyeh et al., *The Oxford Handbook of Refugee and Forced Migration Studies* (2014) (ebook available through PSU library)
- Mohsin Hamid, *Exit West* (2017)
- Viet Thanh Nguyen, *The Displaced: Refugee Writers on Refugee Lives* (2019) (ebook available through PSU library)
- Art Spiegelman, *Maus II: A Survivor’s Tale* (1992)
- Warsan Shire, *teaching my mother how to give birth* (2011)
- **Additional class readings, specifically scholarly articles in the humanities and social sciences, will be posted on Canvas. For an overview, you can also consult the “Tentative Schedule” at the end of this document.**

Films

- *Sleep Dealer* (Dir. Alex Rivera, 2008)
- *The Visitor* (Dir. Tom McCarthy, 2007)
- *Flee [Flugt]* (Dir. Jonas Poher Rasmussen. Written by Amin Nawabi and Jonas Poher Rasmussen, 2021)

A Note on Course Content

In the US, migration and displacement can currently provoke strong feelings and politicized responses. We should always keep in mind, though, that our initial reactions, although they are authentic and worth examining, may not be everyone's reactions, and that we are interacting with a large group of individuals from a variety of different backgrounds. It is vital that we agree to approach this material in an **open-minded manner**, and that we maintain **respect and civility** at all times to enable an unbiased, scholarship-based class discussion.

Assessment

Participation	10%
Reading Quizzes	15%
Team Journals	15%
Two Exams	30%
Writing Assignments & Roundtable Presentations	30%

Participation (10%)

Class participation will play an essential role in this course throughout the semester. Participation includes arriving to class on time, being fully prepared for class, bringing a copy of the assigned text, contributing to class discussions, asking questions about the course readings and the assignments, responding to other students' writing and class contributions, making connections to previous class discussions and/or readings, participating in class activities, and listening actively.

Reading Quizzes on Canvas (15%)

We will have weekly timed quizzes on Canvas based on the assigned readings from the social sciences and the humanities. These quizzes usually consist of a few short questions and at least one longer, reflective one, asking you to reply to a prompt that requires synthesizing a point across the week's class materials, including various text types and/or scholarly approaches. To earn the most points possible, your answers need to be thoughtful, well-supported, effectively organized, and composed in well-crafted, error-free prose.

Team Journals (15%)

The team journals are a combination of a blog, a reading journal, and a small group forum. The journals will provide students with an opportunity to write informally on a weekly basis to prepare for the more formal writing assignments. Students are expected to work with the same group throughout the semester, which facilitates shared learning through collaboration across different communication styles; responsibility for clear communication in writing; and continuous responsibility for thoughtful engagement with other contributions and critique of

one's own. Some journal prompts will require working with different genres of expression (e.g., found poems or a visualization) to experiment with different modes of access to the topic and consider their impact on the idea advanced.

Two Exams (15% each)

The exams will evaluate your comprehension and analysis of the assigned texts, films, class discussions, and lectures. The exams will ask you to define key terms, provide short-answer questions to prompts and compose an essay showcasing your ability to critically engage with a specific topic from different disciplinary perspectives.

Writing Assignments (30% each)

There will be two writing assignments in this course. The first will be a short reflection paper on an essay of your choosing from Viet Thanh Nguyen's collection *The Displaced: Refugee Writers on Refugee Lives*. The second and final course project is comprised of a position paper and a short roundtable presentation on the United Nations' *Global Compact for Migration* (2018). Your paper should draw on one of the humanities and one of the social sciences texts that we have read over the course of the semester to analyze the vision, limits, practical considerations, and effectiveness of the compact. You might also want to consider what could be adapted or changed, and/or even what is missing from its approach. For the roundtable, you will prepare a mini presentation of 5 minutes explaining the overarching thesis in your final project in connection with two course texts and the *Global Compact for Migration*. Both papers must adhere to either MLA or APA citation.

TENTATIVE SCHEDULE

This schedule is subject to minor change. Please check the weekly instructions which can be found in the Weekly Lessons module on Canvas for updates and more specific instructions for each week.

Unit 1: Engaging Conceptual Grammars of Place, Home, and Belonging

In the initial unit of the course, we will examine some of the concepts, ideas, images, and genres that shape prevalent understandings of contemporary migrancy, in particular forced migration, and ask in what ways they respond, or fail to respond, to 21st century displacements. What concepts of "place" inform them, including theorizations, for example in social geography, that develop new critical vocabularies to grasp its experiential, affective nature?

Week 1

- [M] Introduction; Teju Cole, "Migrants Welcome"; Reena Saini Kallat, "Woven Chronicle;" UNHCR "Figures at a Glance;" and Department of Homeland statistics on refugee admissions
- [W] Tim Cresswell, *Place: An Introduction* and Viet Thanh Nguyen, Introduction to *The Displaced: Refugee Writers on Refugee Lives*.
- [F] Elena Fiddian-Qasmieh et al., Introduction to *The Oxford Handbook of Refugee and Forced Migration Studies*; Divya Victor, "Petitions (For An Alien Relative)" (poem); and Patricia Jabbeh Wesley "Erecting Stones" (poem)

Unit 2: Responses to Mainstream Narratives about Migration in North America

This week's unit asks about what narratives and normative ideas inform contemporary perceptions of migrancy and displacement in the U.S. How are they constructed, and in what ways are they deployed? Where do they come from, and what enables them? What does the ubiquitous description of the U.S. as a "nation of immigrants" entail? And what other forms of displacement are disavowed in the national or global (historiographic) narratives? Finally, how does the study of creative works in conjunction with legal and empirical research allow us to raise questions as to the legitimization of civil confinement and of the current expansion of the system? Also, what remains "unstudied" (Ryo), and why?

Week 2

- [M] Emma Lazarus, "The New Colossus"; Mary Antin, excerpts from *The Promised Land*
- [W] *The Visitor* (2007, Dir. Tom McCarthy; Emily Ryo, "Understanding Immigration Detention: Causes, Conditions, and Consequences," *Annual Review of Law and Social Science*, vol.15, 2019, pp. 97 – 115.
- [F] Earl Lovelace, "Jobell and America"

Unit 3: Historical Foundations of Displacement in the Americas

This unit complicates the representation of contemporary displacement and migration as "unprecedented crises" by studying the foundational role of displacement in the colonization of the Americas. We will examine the displacement and eradication of indigenous peoples and the legacies of the Atlantic slave trade, paying special attention to the (im)possibility of writing from silenced, shattered, abandoned, or missing archives as well as how subsequent generations inherit the trauma of displacement. Finally, we will ask how these legacies are addressed in educational theory and practice, studying the participatory "photovoice" approach as a critical and creative response to displacement and place. This unit draws on materials from the OER module "Artistic Responses to the Zong Massacre (1781), which was created through the Redesigning Modernities workshop: <https://roam.libraries.psu.edu/node/1474>.

Week 3: Indigenous Displacement

- [M] Gary Snyder, "Now I'll tell you what food we lived on then" (poem); and Janet Rogers, "Forever" (poem)
- [W] Gerald Vizenor, excerpt from *Manifest Manners*
- [F] Eve Tuck and Sefanit Habtom, "Unforgetting Place in Urban Education through Creative Participatory Visual Methods." *Educational Theory*, vol. 69, no. 2 (2019), pp. 241 – 256.

Week 4: Atlantic Slave Trade

- [M] Florence Hall, testimony
- [W] Gregson v. Gilbert (1783); Fred D'Aguiar, excerpts from *Feeding the Ghosts*
- [F] Philip, excerpt from *Zong!*; Dionne Brand, excerpt from *A Map to the Door of No Return*; and [the SlaveVoyages database](#)

**Unit 4:
The Post WWII Refugee Crisis and the Invention of the Human Rights Regime:**

This unit turns to World War II and the history of mass displacement in its aftermath. We will examine the international standards for refugee rights and resettlement developed in response, specifically *The Convention Relating to the Status of Refugees* from 1951, whose definitions remain foundational to this day. We will also study in what ways historical circumstances shape the concept of the “refugee,” paying close attention to race and gender. Departing from (international) protection as key category of governance and law, we will investigate various valences of the concept as reflective of different disciplinary and creative contexts, leading to development of our own definitions of “protection” whether framed in terms of rights, ethical conduct, city policy, personal reflection, creative work etc.

Week 5: Genocide and Displacement

- [M] Spiegelman, *Maus II* (Chapter 1); and Adam Jones, excerpt from *Genocide: A Comprehensive Introduction*
- [W] Spiegelman, *Maus II* (Chapters 2 and 3)
- [F] Spiegelman, *Maus II* (Chapter 4 and 5); and Gerard Daniel Cohen, excerpts from *In War's Wake: Europe's Displaced Persons in the Postwar Order*

Week 6: The Invention of the “Refugee” in Cold War Europe and its Afterlives

- [M] “The Convention Relating to the Status of Refugees (1951);” and Walter Kalin, “Internal Displacement” in *Oxford Handbook of Refugee and Forced Migration Studies* (digitally linked class)
- [W] Reina Grande, “The Parent Who Stays;” and & Dina Nayeri, “The Ungrateful Refugee” in *The Displaced*; and Aleinikoff, T.A., “Rethinking the International Refugee Regime,” *The Yale Journal of International Law Online*, vol. 41, no. 14, 2016, pp. 1 – 14.
- [F] Zoom guest speaker who works in the legal field [Example: Sara El Hoss on her work registering refugees for UNHCR in her native Lebanon at the beginning of the Syrian Civil War or Lindsey Wilkes, Alight PLLC, on her work as an asylum and immigration lawyer in Washington, D.C.]; Interview: Aziza Ahmed and Deborah Anker. “Ask a Feminist: Gender and Asylum Law.” *Signs: Journal of Women in Culture and Society*, vol. 46, no.3, 2021, pp. 743 – 753. (digitally linked class)

**Unit 5:
Reinterpreting Asylum and Displacement in the Twenty-First Century**

From this point on, the course will focus on contemporary (re)interpretations of, and responses to, displacement and refuge, paying special attention to regimes of (im)mobility-- spatially imposed, intimately embodied, affectively foreclosed--as a key but underappreciated aspect of migration. Moving through the unit exploring tight constellations of creative expression and scholarly work from literary studies, ethnic studies, film studies, social and cultural geography, psychology, anthropology, political science, communication and technology studies, we will collaborate on developing a mini dictionary of displacement- and migration-related terms, updating outdated notions and/or devising novel ones where needed.

Week 7: Redefining Refuge in Contemporary Europe

- [M] Lev Golinkin, “Guests of the Holy Roman Empress Maria Theresa” and Maaza Mengiste, “This Is What the Journey Does” (both in: *The Displaced*)
- [W] “Feminist Refugee Epistemology: Reading Displacement in Vietnamese and Syrian Refugee Art.” *Signs: Journal of Women in Culture and Society*, 2018, vol. 43, no.3, pp. 587 – 615. (Artists discussed in class will include Nisrine Boukhari, Trinh Mai, Foundland Collective, and Tiffany Chung)
- [F] Film *Flee [Flugt]* (Dir. Jonas Poher Rasmussen with Amin Nawabi“ [pseudonym] 2021) Vinh Nguyen “What is Refugee Cinema About?”

Week 8: Sexual Displacement & Intimate Mobilities

- [M] Guest Lecture [Ibis Sierra Audivert]: Andrew Gorman-Murray. “Intimate Mobilities: Emotional Embodiment and Queer Migration.” *Social and Cultural Geography*, vol.10, no. 4, 2009, pp. 441 – 460; [digitally linked classes]
- [W] Guest Lecture [Tembi Charles]: LeConté, J. Dill et al., “‘Son of the Soil...Daughters of the Land’: poetry writing as a strategy of citizen-making for lesbian, gay, and bisexual migrants and asylum seekers in Johannesburg.” *Agenda*, vol. 30, no. 1, 2016, pp. 85 – 95. [digitally linked classes]; Novuyo Rosa Tshuma, “New Lands, New Selves” *The Displaced*
- [F] Warsan Shire, selection of poems from *teaching my mother how to give birth*

Week 9: Spatializations of Power and Counter-Storying

- [M] **Exam 1**
- [W] Behrouz Boochani, chapter 6 “The Wandering Kowlis Perform/The Barn Owls Watch” *from No Friend but the Mountains: Writing from Manus Prison.*
- [F] *The Island* (Dir. Gabrielle Brady with Poh Lin Lee); and Julia Morris, excerpt from *Asylum and Extraction in the Republic of Nauru;*

Week 10: Twenty-First Century Technologies and Forced Migration

- [M] Hamid, *Exit West* (Chap. 1-3, 1-57)
- [W] Hamid, *Exit West* (Chap. 4-5, 61-98)
- [F] Carleen Maitland, “Introduction” to *Digital Lifeline? ICTs for refugees and displaced persons.* MIT Press, 2018; and Koen Leurs, “Communication rights from the margins: Politicising young refugees’ smartphone pocket archives.” *International Communication Gazette*, vol.79, no.6-7, 2017, pp. 674 – 98.

Week 11: New Theories and Practices of Protection, Refuge, and Belonging

- [M] Hamid, *Exit West* (Chap. 6-7, 101-141); and Paulina Ochoa Espejo, “Introduction” from *On Borders: Territories, Legitimacy, & The Rights of Place*, Oxford UP, 2020.
- [W] Hamid, *Exit West* (Chap. 8-9, 145-189); Loren B. Landau, “Urban Refugees and IDPs” (*Oxford Handbook of Refugee and Forced Migration Studies*)
- [F] Hamid, *Exit West* (Chap. 10-11, 193-231); **Writing Assignment 1 Due**

Unit 6: Resettlement and Place-Making in Pennsylvania

This unit considers how displacement is reshaping the culture and economies of Pennsylvania cities with a focus on Altoona, Erie, Pittsburgh, and Philadelphia. As a small rust belt city, Erie will be highlighted because it is an official U.S. government refugee resettlement area. It has supported persons fleeing violence and conflict from countries including Bhutan, Eritrea, Somalia, the Democratic Republic of Congo, Syria, Iraq, Ukraine, Russia and, most recently, Afghanistan. In this unit, we will use the city as our heuristic, asking what definitions, assertions, and aspirations of the urban undergird narrative self-testimonies, in particular, in Erie, PA, while placing them in dialogue with recent scholarship in urban studies and city planning.

Week 12

- [M] Guest Speakers from local resettlement organization [Example: Representatives from USCRI Erie]
- [W] Screening of Erie documentary *Rust Belt New Americans: A Film about the Refugee Experience* (Dir. Maitham Basha-Agha); and James Fallows, “Meanwhile in America: ‘New Americans’ in the Rust Belt” in *The Atlantic*, February 1, 2017.
- [F] Domenic Vitiello, excerpts from *The Sanctuary City: Immigrant, Refugee, and Receiving Communities in Postindustrial Philadelphia*

Unit 7:

Climate Change and Displacement

In the final weeks of the semester, we adopt a different analytical lens, approaching displacement and migration through water and hydraulic politics, focusing on the multifarious ecological and existential webs of liquid border sites. Through an array of texts and films, we will ask how water challenges conventional frameworks of time, space, and self, requiring a shift from “crisis” to “nexus” We will specifically ask how creative work and scholarship frame their portrayals of water and hydraulic politics, paying special attention to forms of contestation and protest but also visions of sustainable habitancy.

Week 13: Climate Change Displacement and the Right to Water

- [M] The UN Refugee Agency’s *Strategic Framework for Climate Action*; Craig Santos Perez, excerpts from *Habitat Threshold*
- [W] *Sleep Dealer* (Dir. Alex Rivera, 2008)
- [F] Nikhil Anand, excerpts from *Hydraulic City: Water and the Infrastructures of Citizenship in Mumbai*

Week 14 – THANKSGIVING BREAK

Week 15: Case Study of Hurricane Maria and the Politics of Disaster

- [M] Lloréns, “US Media Depictions of Climate Migrants: The Recent Case of the Puerto Rican ‘Exodus’”; Ana Portnoy Brimmer, “Rhizomatic”
- [W] Robert Bullard, “Addressing Environmental Racism.” *Journal of International Affairs*, vol. 73, no.1, “Climate Disruption” (Fall 2019/Winter 2020), pp. 237 – 242;
- [F] **Exam 2**

Week 16

- [M] Discussion of the United Nations' *Global Compact for Migration* (2018)
- [W] Student Roundtable Presentations (digitally linked classes)
- [F] Student Roundtable Presentations

Finals Week: Writing Assignment 2 Due