

HUMN 10: ON THE MOVE: THE IMMIGRANT EXPERIENCE IN LITERATURE, FILM & MULTIMEDIA

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Advisory:	One of the following strongly recommended: ENGL 1A, 1AH, 1S & 1T, or ESLL 26.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Area I: Humanities
Transferable:	CSU/UC
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Plan, generate, and interpret a research study on the issue of representing trauma, related to human displacement through the medium of the film "The Human Flow".
- Engage in dialogues and discussions regarding the rhetoric's of social justice from the lens of racial discrimination and the "Other's Syndrome" as represented in photography and digital media by Jacob Riis and Lewis Hine.
- Synthesize critical thinking, imaginative, cooperative and empathetic abilities as whole persons in order to contextualize knowledge and make meaning.

Description

Interdisciplinary exploration of artistic expressions that frame human displacement to understand the cultural, social and political aspects of global migration and immigration. The course analyzes literature, music, film, examples from the digital and graphic arts, multimedia journalism and podcasts that contextualize the responses, values and resilience in the face of humanitarian crises.

Course Objectives

The student will be able to:

- Engage in critical, creative, and independent thinking.
- Stimulate curiosity about intellectual and artistic life.
- Acquaint to and broaden perspectives about human experiences in humanitarian crises due to displacement and immigration.
- Develop an ability to contribute new perspectives to the study of migration by applying critical approaches to the analysis of various modes of cultural production.
- Plan, organize and carry out research projects on artistic expressions of human mobility.

- Analyze technological epoch as an instrument to generate awareness of human experiences regarding loss and resilience.
- Cultivate a theoretical and practical understanding of the ways in which different visual media has been used and reproduced as tools in the fight for and represent immigration reform.
- Examine case studies that exemplify the ways different groups have used their positioning within society (in regards, to status, gender, sexuality).
- Develop the habit of learning and responding to new ideas and challenges.
- Improve both oral and written communication, especially through critical reading and analysis of stories from migrant art, literature, films and media platforms.

Course Content

- Introduction to the history of human migration and immigration
 - What is migration/immigration? Definitions, theories and perspectives
 - Types of migrations: Invasion, conquest, colonization and emigration/immigration
 - (Cohen's) theories of migration (thematic "dyads" in migration studies): Professional and unskilled, compelled and voluntary, settler and temporary, internal and international, and illegal and legal, impetus and effects of human migration
 - Global chronicles in migration: Latin-American, Asian, African, Southern Europe and Middle Eastern migration chronicles
 - Political, economic, religious and psychological frameworks in migration
- Race, religion, ethnic diversity and group perceptions in migrant art (music, painting and sculpture)
 - Ethnicity bias in host communities
 - Public art and racial equity
 - Black communities in new lands and slavery
 - Intercultural communication
 - Dialogues in "adversity from diversity"—dialogues in racial justice from the lens of diversity
- Multiculturalism, Indigenous communities and diaspora values in performing arts
 - Transnationalism
 - Alienation, identity and belonging
 - Immigrant integration, community development, social attitudes, socioeconomic stratification
- Violence and human rights in photography and digital media
 - Conflicts and violence: Representations of the "Other's Syndrome"
 - Human rights: A right to reform
 - Laws, policies and protection
 - Dispossession and indigeneity
 - The visual accounts of contemporary immigrant artists in technological communities and digital media (Jacob Riis and Lewis Hine)
- Gender, family and sexuality in literature and electronic agencies
 - Discrimination and socio-psychological co-relates
 - LGBTQ+ art and activism
 - Women studies in refugee camps through novels and poems
- Immigrant impressions in films (critical account of the way in which themes of the course are addressed in the film)

- a. Possible films could include but are not limited to: The Immigrant, The God Father, Ai Weiwei, Human Flow, Welcome, The Messengers, Those Who Jump, Fear Eats the Soul, Exodus

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught as an online section, students and faculty need ongoing and continuous internet and email access.

Method(s) of Evaluation

Exams

Evaluation of contributions to class discussions

Formal essay

Method(s) of Instruction

Lecture presentations

In-class discussions

Representative Text(s) and Other Materials

Pultz Moslund, Sten, et al.. [The Culture of Migration: Politics, Aesthetics and Histories](#). 2015.

Although this text is older than the suggested "5 years or newer" standard, it remains seminal in this area of study.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Weekly assigned readings from 5-50 pages drawn from both primary and secondary sources.
2. Brief philosophical and literary critical readings designed to familiarize students with ongoing debates on migration.
3. Bi-weekly one- to two-page essays requiring summary, interpretation, analysis, and synthesis of both original and secondary texts.

Discipline(s)

Humanities