

Asylum in Crisis (HIST-UA 629, SPAN-UA 403, LATC-UA 600.002)

Online, Tuesday & Thursday 11:00am-12:15pm EST (Spring 2021)

Zoom Link for Thursday April 29, Tuesday May 4, and Thursday May 6 classes:

<https://us02web.zoom.us/j/84624111595>

The asylum system may be breaking down. Since participating in the building of the international asylum system in the aftermath of World War II, the US has increasingly retreated from its obligations to admit people suffering from persecution into the country even as turmoil around the world has vastly increased the number of people seeking refuge.

This course will interrogate our contemporary place in the history of asylum through three main channels: narratives and the stories that are being told (and suppressed); history; and federal record keeping about the asylum process. It is a special team-taught course being offered through the Polonsky Humanities Lab that brings together approaches from literary studies, public history, and digital humanities. We will explore narratives of asylum (in English and, for students with the facility, Spanish), place the contemporary moment in the long history of immigration to the US, and build new skills in working with data.

Breakdown of grades

In-class work: 45%

- Attendance and participation (10%). This is an experiential class for which in-class participation is essential.
- In-class work/pre-class reading responses. (25%) Most Tuesdays, there is some assignment due before class via NYU classes (either through the Discussion Forum or the Assignments section, as specified). These are due by **10PM Eastern Time the evening before class (note change from initial syllabus)** so that the instructors can review them before we meet and to comply with NYU recommendations against morning due dates during the pandemic. Unless otherwise noted, these will be graded Check-plus/Check/Check-minus; for the purpose of grade calculation, those numbers will correspond to 98/90/80. **There are no extensions or makeups, but your two lowest grades (including any missed assignments) will be dropped.**
- The report (10%)

One of the more substantial writing assignments for this seminar is what we will call, for lack of a better word, “the report” (300-400 words). Every report will have a reporter and two editors. The reporter’s job is to write a well-informed summary of the discussion in the plenary meeting on Tuesdays. It should include the main informational points as well as diverging opinions or arguments regarding the issues that are on the table. The “report” is not shot-by-shot “minutes” or transcript of the session and does not need to attribute the views expressed to particular students or

instructors. The editors' job is to review the report and make any additions or corrections as necessary. Editors *must* work in "suggest mode" in Google Docs. Reports will be written in a document linked from the syllabus for that date and serve as a record that can be consulted at a later point. An example of the summary for the first week will be posted online. When it is your week to write the report, open the linked document.

Reporters should complete their reports by 5pm EST the first Friday after each Tuesday class (for example, the report for the Tuesday February 2nd class would be due by Friday February 5th). Editors should make contributions by 5pm EST the following Tuesday (that is, about a week after class ends.)

Project Component: 55%

The projects consist of several smaller assignments through the course of the semester and culminate in the final project which will be presented as a work-in-progress to the class in the final session of the semester and submitted during finals. Because each project's scope may change slightly as we go, we don't know the exact weights in advance. Each practicum assignment will include a weight in points and a grading scheme (pass fail, letter grade, etc.) Your project grade will be the weighted sum of these individual components.

SPANISH PROJECT: BARBARA PEREZ CURIEL

HISTORY PROJECT: ALEXIA MARIA ORENGO GREEN AND BRYAN ZEHNGUT-WILLITS

Thu, Jan 28--Course Introduction

Tue, Feb. 2--Where Are We Now? Immigration 2009-2021

Readings

- [Adam Goodman, *The Deportation Machine : America's Long History of Expelling Immigrants* \(Princeton University Press, 2020\), Introduction and Epilogue.](#) (ebook available through Bobst)
- [*This American Life*, "The Out Crowd," Act 2](#) (23 minutes)
- ["Biden to propose overhaul of immigration laws on first day in office" *Washington Post*, January 18, 2021](#)

Pre-class assignment: Write 150 words on "ABOLISH X", where X is something in the immigration system. (ICE, asylum, borders, immigration, etc.). Due in Discussion Forum.

In-class reading:

- [“Why Biden’s ‘Virtual’ Border Could Be Worse Than Trump’s Wall”. *The Nation* January 22, 2021.](#)
- [“Fact Sheet” on immigration reform from the Biden Administration, Jan. 20, 2021](#)

Thu, Feb. 4--Projects

Spanish Project: Media and immigration

Readings:

- Chris Haynes, et. al. *Framing Immigrants: News Coverage, Public Opinion, and Policy* (2016), “Introduction” and chapter 2 (“Media Framing and Effects on Public Opinion”).
- Noam Chomsky and Edward S. Herman, *Manufacturing Consent: The Political Economy of the Mass Media*, “Introduction”.
- “The Road to Asylum”: <https://longreads.com/2018/06/29/the-road-to-asylum/>

History Project: Project introduction

- Stephen Robertson, [The Differences between Digital Humanities and Digital History](#)

Migrant Experiences

Tue, Feb. 9

Readings

- Stephen Paskey, *Telling Refugee Stories: Trauma, Credibility and the Adversarial Adjudication of Claims for Asylum*, 56 Santa Clara Law Review 457 (2016). Available at: <https://digitalcommons.law.scu.edu/lawreview/vol56/iss3/1>

This is a law review article, and as such, it is long; read the entire piece if you are interested in the asylum procedures and current debates about reform, but minimally, read these excerpts:

“Prelude” and “Introduction,” 458-463; (skip the preview of argument that starts at “This Article ...” 463-4);

“The Reasons Why Applicants Are Found Not Credible” 474-78;

“The Impact of Trauma on Storytelling” 483-87;

“The Asylum Adjudication Process, Revisited” 492-99.

- [Jason de León, *The Land of Open Graves : Living and Dying on the Migrant Trail* pp. 1-19, 42-62.](#)

Thu, Feb. 11--Projects

Spanish Project: Coverage of Immigration in the U.S., Mexico, and Central America

Group discussion of readings

Readings:

- “Migrant caravan sets off to U.S. from Honduras, risking new tensions”:
<https://www.reuters.com/article/us-usa-immigration-caravan-idUSKBN28K0BC>
- “Q. and A. Children at the Border”:
<https://www.nytimes.com/interactive/2014/07/15/us/questions-about-the-border-kids.html>
- “Crisis climática y migración en México”:
<https://www.animalpolitico.com/seguridad-180/crisis-climatica-y-migracion-en-mexico/>
- “La confirmación Amy Coney Barrett es un riesgo para los migrantes y solicitantes de asilo”:
<https://elfaro.net/es/202011/columnas/24967/La-confirmación-Amy-Coney-Barrett-es-un-riesgo-para-los-migrantes-y-solicitantes-de-asilo.htm>
- “2020 marca nuevo récord de migrantes que mueren en detención en Estados Unidos”:
<https://elfaro.net/es/202010/columnas/24899/2020-marca-nuevo-récord-de-migrantes-que-mueren-en-detención-en-Estados-Unidos.htm>
- “De migrantes a refugiados: el nuevo drama centroamericano”:
<https://www.univision.com/especial/noticias/america-latina/de-migrantes-a-refugiados-el-nuevo-drama-centroamericano/>
- “Six migrant children have died in U.S. custody. Here’s what we know about them”:
<https://www.latimes.com/nation/la-na-migrant-child-border-deaths-20190524-story.html>
- “A Translation Crisis at the Border”:
<https://www.newyorker.com/magazine/2020/01/06/a-translation-crisis-at-the-border>

*For students who do not read Spanish, we will also discuss how different English-speaking sources reinforce and/or challenge common assumptions about immigration. They can skip the three texts in Spanish.

History Project: Introduction to Metadata (Guest: Alexandra Provo, Metadata Librarian, NYU Libraries)

- Cohen, Dan and Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (University of Pennsylvania, 2005), [Introduction](#). (Also available online through Hathi / Bobst).

Tue, Feb. 16--Immigrant experiences

Readings

- [Valeria Luiselli, *Tell Me How It Ends: An Essay in 40 Questions* \(Coffee House Press, 2017\)](#).
- Documentary: "Immigration Nation" Netflix. Episode 2 (62 minutes)
- ["Immigration Nation" \(Review, NACLA\), Ángeles Donoso Macaya August 14, 2020](#)
- Download and read: [I-589 form \(available from USCIS\)](#).

Before class: Fill out an [I-589 form \(available from USCIS\)](#) for an asylum applicant based on a real person we've encountered in any reading, video, or audio in this class to date. This is a PDF form that you can fill out in a PDF reader. Do only a cursory job part A-1 and skip parts A-II and A-III and parts D-end; fill out Part B and Part C to the best of your knowledge, and if you don't know check 'no' if you don't know details or note them in the box. Try to fill out as much as possible inside the USCIS PDF, but if you can't get text into some boxes with your PDF reader, you may upload a supplemental file as well.

History of asylum and immigration

Tue, Feb. 23--U.S. immigration and the letter of the law by the numbers

Readings

- David A. Gerber - *American Immigration: A Very Short Introduction* (Oxford University Press, 2011) ["Regulation and Exclusion"](#) and ["Removing Barriers and Debating Consequences in the Mid-Twentieth Century"](#). This is a short introduction with a lot of points in it, and more than you can memorize: please try come to class with one or two items that you find either A) surprising based on what you knew going in or B) think need more elaboration.
- Pedro Cruz and John Wihbey, [Simulated Dendrochronology US Immigration](#). Watch read for content and with an eye for what makes this visual form different from others.
- [IMMIGRATION HISTORY Timeline \(for reference only--don't try to sit down and read every item\)](#).

Before class in NYU classes

- We've created an online notebook for exploring records of A-Files in the National Archives (A-files, which stands for "Alien Files," contain documents created by the U.S. government about any individuals who arrive in the U.S. as immigrants). These are not comprehensive immigration records, but include some information about 1.1 million different people born before 1918, mostly in the period 1900-1990. Note that you'll be downloading all million records to your computer when you open this webpage--it's generally not a problem but please email an instructor if that creates any technical issues for you.

Here's the online notebook with the files: <https://observablehq.com/@bmschmidt/a-files>.

Under the heading for February 23, there is a chart that lets you look at the immigration history from any country on a few different measures. Look at the options in the dropdown menu under Country of Origin, choose *one country*, and mark it in [this online spreadsheet](#)--don't choose a country someone else already has. Use all six possible combinations of the Date Field and Y Axis buttons to generate graphs. POST YOUR OBSERVATIONS TO THE FORUM: What factors can you see reflected in the historical statistics here? Try to refer both to US immigration history (feeling free to use the timeline and Gerber for reference), and to the history of the origin country (based on whatever knowledge you might have--no need to cite, and it's OK to use Wikipedia or something similar to fill in the gaps.) Conversely, are there patterns you find hard to understand?

Thu, Feb. 25--Projects

Spanish Project: Report writing

Writing/editing of report on Mexican and Central American media / explanatory piece: how does this coverage complements/challenges/refuses/legitimizes U.S. mainstream coverage?

*No readings assigned

History Project: Metadata Schemas, intro to US Immigration Policy

Readings:

- <https://www.dublincore.org/specifications/dublin-core/dces/>
- <https://libguides.northwestern.edu/c.php?g=114858&p=749674>
- Daniels, Roger. *Guarding the Golden Door*. Chapters 1 and 2 ([scans on NYU Classes](#)).

Assignment:

A-File Descriptive Essay due Friday, Feb. 26th, 5pm.

Tue, Mar. 2--The politics of immigration and nativism 1920-1980

Readings

- [Ana Minian, "A Population without a Country," *Undocumented Lives: the Untold Story of Mexican Migration* \(Harvard University Press, 2018\), 47-76.](#)
- Edgardo Meléndez, "Puerto Rican Migration and the Colonial State" in *Sponsored Migration: The State and Puerto Rican Postwar Migration to the United States* (Ohio State University Press, 2017), 34-48. (NYU CLASSES)
- [Lyndon Baines Johnson speech on the signing of the 1965 Hart-Celler Act](#)

Johnson says of the Hart-Celler Act that it provides "a simple test, and it is a fair test. Those who can contribute most to this country--to its growth, to its strength, to its spirit--will be the first that are admitted to this land." For Mexican migrants, were the results of Hart-Celler simple and fair? (Don't address Puerto Ricans, which we'll discuss in class.)

Thu, Mar. 4--Projects

Spanish Project: Review writing

Discussion and brainstorm to write a review. Example: Luiselli's *Tells me how it ends/Los niños perdidos*

Readings:

- "Writing About Writing About the Border Crisis":
<https://www.newyorker.com/magazine/2019/02/04/writing-about-writing-about-the-border-crisis>
- "Tell Me How It Ends' Offers A Moving, Humane Portrait Of Child Migrants":
<https://www.npr.org/2017/04/06/521791352/tell-me-how-it-ends-offers-a-moving-humane-portrait-of-child-migrants>
- "Tell Me How It Ends by Valeria Luiselli – review":
<https://www.theguardian.com/books/2017/oct/22/tell-me-how-it-ends-valeria-luiselli-mexican-migrant-children-us-border>

History Project:

- Abrams, Kerry. "Polygamy, Prostitution, and the Federalization of Immigration Law," *Columbia Law Review* no. 3 vol 105 April 2005. Section I, (p.642-664). [[nyu classes](#)]
- Gender and Immigration History [[nyu classes](#)]

Assignment:

Metadata Schema/Ontology Suggestions due on Wednesday, March 10th by 5:00pm

Tue, Mar. 9--The Invention of Asylum 1917-1965

Readings

- Hannah Arendt, "We Refugees" (1943)
- Bontempo, *Americans at the Gate*, Princeton University Press, 2008. [CHAPTER 5 "They Are Proud People": The United States and Refugees from Cuba, 1959–1966](#) (pp. 106-132)
- Ada Ferrer, "My Brother's Keeper," *The New Yorker* February 2021. <https://www.newyorker.com/magazine/2021/03/01/my-brothers-keeper>

Response: Why does Arendt want to be described as an "immigrant" rather than a "refugee"? Do you think someone in her position would feel the same way today?

Thu, Mar. 11--Projects

Spanish Project: Review writing

Writing/editing of a review of Luiselli's 2016/2017 book in the light of what happened between the time the book was published and today: situate the book in a current, news-pegged context.

Optional readings in Spanish:

- "La presión de Trump a México frena la llegada de cerca de 200.000 migrantes a EE UU en un año": <https://elpais.com/mexico/2020-07-07/la-presion-de-trump-a-mexico-frena-la-llegada-de-cerca-de-200000-migrantes-a-ee-uu-en-un-ano.html>
- "Frontera sur": <https://elpais.com/especiales/2019/frontera-sur/>
- "Indígenas tzeltales pasan 9 días detenidos; autoridades migratorias los confunden con migrantes": <https://www.animalpolitico.com/2016/06/indigenas-tzeltales-pasan-9-dias-detenido-autoridades-migratorias-los-confunden-con-migrantes/>

History Project:

Reading:

- Hester, "[The Limits of Deportation Power](#)" in *Deportation: The Origins of U.S. Policy*

Tue, Mar. 16--Refugee and Asylum in the 1990s and Beyond/Historical Records and Documents

Readings

- [Patrick E. Tyler, "U.S. Building Camp for Haiti Refugees," The New York Times, November 26, 1991](#)

- [Mark Matthews, "Panama won't take Haitians," *The Baltimore Sun*, July 8, 1994](#)
- [Linda Greenhouse, "High Court Backs Policy of Halting Haitian Refugees," June 22, 1993.](#)
- [Maria Cristina Garcia, "What's New about the New Refugees?" *What's New about the 'New' Immigration? Traditions and Transformations Since 1965* \(Palgrave MacMillan, 2014\), 247-263.](#)
- Matthew Connelly, "[Why you may never learn the truth about ICE](#)"

Response: How and why were Cuban and Haitian refugees treated differently by the United States?

Thu, Mar. 18--Projects

Spanish Project: Group editing

Last group editing of review and report; work will be presented next Tuesday 23 in plenary

*No readings assigned

History Project:

Explore: <https://densho.org/>

Reminder: CSVs and image directories due Friday, March 26, 5pm

Tue, Mar. 23--Projects in Progress

Students share projects from their History and Spanish sections

Thu, Mar. 25--Projects

Spanish Project: Op-ed

Discussion and brainstorming for op-ed writing

Readings:

- "The Cruelty is the Point": <https://www.theatlantic.com/ideas/archive/2018/10/the-cruelty-is-the-point/572104/>
- "How to Create a Crisis": <https://www.currentaffairs.org/2019/04/how-to-create-a-crisis>
- "America Wanted to Keep Immigrants Out Long Before Donald Trump Was Even Born": <https://www.thenation.com/article/archive/america-wanted-to-keep-immigrants-out-long-before-donald-trump-was-even-born/>

History Project: Immigration History Exhibitions Online

Explore: <https://www.realfaceofwhiteaustralia.net/faces/?rsort=3>

Readings:

[Sheratt, Tim. "It's All About the Stuff: Collections, Interfaces, Power, and People,"](#)
Journal of the Digital Humanities, 1, no. 1 (March 9, 2012).

Assignment:

Images directories and CSV's due on Friday, March 26, 5pm.

Tue, Mar. 30--US Latin-American Immigration through 2021

Guest: Sarah Sklaw, NYU history

Readings

- [María Cristina García, "Refugees or Economic Migrants? The Debate over Accountability in the United States," *Seeking Refuge: Central American Migration to Mexico, the United States, and Canada* \(University of California Press, 2006\), 84-118.](#)

Forum writing: Since its origins in the 1940s, US refugee/asylum policy and practices have been motivated, to varying degrees and in varying circumstances, by two imperatives: moral obligation and geopolitical advantage. How do these examples from the 1980s fit in that larger political picture of asylum and compare to some of the other cases we've read about and discussed?

Thu, Apr. 1--Projects

Spanish Project: Op-ed

Group discussion before op-ed writing

***Assignment:** Prepare a brief comment to discuss the following questions in class conversation (think of all the material reviewed thus far and consider using the draft of the explanatory piece as a structure for the op-ed): Who are the players in the immigration crisis? Is speaking of a crisis useful? For whom? What are the conflicting narratives on immigration? What are the assumptions that sustain them? Comparison of styles and institutional frameworks.

History Project: Ethics and Digital History

Readings:

- [Kritika Agarwal, "Doing Right Online: Archivists Shape an Ethics for the Digital Age," *Perspectives on History*, November 1, 2016.](#)
- [Bergis Jules, "Surveillance and Social Media Archiving"](#)
- [Bergis Jules, "Some Thoughts on Ethics and DocNow"](#)

Assignment:

Exhibit Proposal due on Friday, April 2, 5pm

Tue, April 6-- "Good" and "Bad" Immigrants in Law, Media, and Activism

Readings

[Julia Preston and John H. Cushman, Jr., "Obama to Permit Young Migrants to Remain in U.S.," *New York Times*, June 15, 2012](#)

Watch at least 4 video clips of individual people. ("We are DREAMERS")<https://www.youtube.com/watch?v=jOdLqct0rmo>;

Joel Sati, [How DACA pits 'Good Immigrants' against millions of others.](#) *Washington Post*, September 7, 2017.

[Peter Nunez, "The Real Problem with DACA," Center for Immigration Studies, August 13, 2017 \(also published in the *San Diego Union Tribune*\)](#)

Dara Lind, "MS-13, Explained." Vox, February 2018. <https://www.vox.com/policy-and-politics/2018/2/26/16955936/ms-13-trump-immigrants-crime>.

RESPONSE: You've been given \$5 million for a national advertising budget. Make a compelling argument to the American public about a plan for regularizing the status of the (some of) the 11 million undocumented people in the United States.

Thu, Apr. 8--Projects

Spanish Project: Op-ed writing

Readings: TBA (the idea is to select op-eds for the last classes that have been recently published)

History Project: Radical Digital Humanities?

Readings:

- [Miriam Posner, "What's Next: The Radical, Unrealized Potential of Digital Humanities," *Debates in the Digital Humanities*, 2016.](#)
- [Safiya Umoja Noble, "Toward a Critical Black Digital Humanities, *Debates in the Digital Humanities*, 2019.](#)

Tue, April 13--The deportation machine and the carceral crisis

Readings:

- Torn Apart/Separados. [Volume 2](#) and [Volume 1](#). This project has multiple tabs at the top of the page on each volume; don't read all of them, but look at 6 of your choice.
- The Waiting Game: <https://projects.propublica.org/asylum/>. Read and play at least 2 of the narrative games.
- Dara Lind, "MS-13, Explained." Vox, February 2018. <https://www.vox.com/policy-and-politics/2018/2/26/16955936/ms-13-trump-immigrants-crime>.

Pre-class writing: You want to change public opinion about the operations of the immigration system. Which of the three readings (Separados/Torn Apart, WNYC, Dara Lind) for today's class is most effective? Why?

* In class: TRAC reports: <https://trac.syr.edu/phptools/immigration/asylum/>

Thu, Apr. 15--Projects

Spanish Project: Op-ed writing

Readings: TBA

History Project: Archives.

Readings:

- [Miriam Posner, "What's Next: The Radical, Unrealized Potential of Digital Humanities," *Debates in the Digital Humanities*, 2016.](#)
- [Safiya Umoja Noble, "Toward a Critical Black Digital Humanities, *Debates in the Digital Humanities*, 2019.](#)

Assignment:

First Draft of Exhibition due on Tuesday, April 13th by 11:59pm.

Tue, April 20--Three Months into the Biden Administration: Taking Stock

What do we now know about immigration policies 2016-2020, and how do we assess the new Administration's actions; data and records perspective and journalistic perspectives; the Mexican and Central American perspective

Anna Gyoripresentation

This is the day after a wellness day off (Mon Apr 19) so maybe no pre-class writing assignment

Links to use in class:

[Tucker Carlson, Fox News Primetime, April 8, 2021](#)

[Thomas Friedman, "We Need a High Wall with a Big Gate on the Border," New York Times April 13, 2021](#)

1. Refugees
 - a. [Biden set to accept fewest refugees of any modern president, including Trump, report says \(WaPo 4/12/21\)](#)
 - b. <https://www.nytimes.com/live/2021/04/16/us/biden-news-today/biden-refugees-cap>
2. Migrant children
 - a. <https://www.reuters.com/world/us/tensions-rise-within-biden-administration-migrant-kids-crowd-shelters-2021-04-15/>
3. Title 42
 - a. <https://www.aljazeera.com/news/2021/4/7/the-trump-era-rule-biden-is-using-to-turn-asylum-seekers-away>
4. MPP:
 - a. <https://www.reuters.com/article/us-usa-immigration-asylum/as-biden-winds-down-mexico-program-many-migrants-on-u-s-border-left-in-limbo-idUSKBN2B419F>

Thu, Apr. 22--Projects

Spanish Project: Group editing

Readings: TBA

History Project: Peer Review

No Readings this week WORK ON PROJECTS

Tue, April 27--Global Perspectives and the Future of Asylum

- [Lois Beckett, “A system of global apartheid’: author Harsha Walia on why the border crisis is a myth,” *The Guardian*, April 7, 2021.](#)
- [UNHCR Fact sheet 2020](#)
- [“Five Years on Nauru,” *Reveal* podcast](#) (listen to first 17 minutes; be warned that the remainder of the program, if you choose to listen to it, contains some emotionally upsetting material)
- [Jeff Crisp, “European Refugee Policy: What’s Gone Wrong and How to Make It Better,” *Refugees International*, November 5, 2020.](#)

Data Visualization of Worldwide Refugee Patterns:

- https://earthtime.org/stories/global_refugee_crisis_the_big_picture
- This class has largely looked at the US-Central America relationship, but asylum is "in crisis" globally. Look at the data visualization at https://earthtime.org/stories/global_refugee_crisis_the_big_picture and pick a pair of countries--let's call them A and B, but find your own--between which migrants/asylum seekers/refugees are moving. **Choose one that pops out or surprises you from the numbers, *not* based on a relationship you know about or find interesting.** (If you find that interface confusing, you can get the same raw numbers from the UN at <https://www.unhcr.org/refugee-statistics/download/?url=TKsZ3Z>)--sort and read the table a little bit to find a pair.)

PRE CLASS FORUM WRITING: Briefly (under 75 words) describe the contours of that two-country relationship. Why are people leaving A for B? How many? What happens to them in B? Are the arrivals causing political tensions in B?

Thu, Apr. 29--Projects

Spanish Project: Final editing of op-eds before presentation

Readings: TBA

History Project: Final work session

No Readings this week

Tue, May 4--The Climate Crisis and Migration

Readings

Jonathan Blitzer, [“How Climate Change Is Fuelling the U.S. Border Crisis,”](#) *The New Yorker*, April 3, 2019.

[Frank Biermann & Ingrid Boas, “Protecting Climate Refugees: The Case for a Global Protocol,”](#) *Environment: Science and Policy for Sustainable Development* (2008, No. 6), 8-17. (you are only required to read the section of the article titled “The Case for a Specific Regime on Climate Refugees”)

[Oxfam International, “Carbon emissions of richest 1 percent more than double the emissions of the poorest half of humanity”](#) (September 21, 2020)

Thu, May 6--Final Project Work-in-progress presentations

All students have 3 minutes to present, leaving 2-3 minutes for questions and feedback from your classmates

The opportunity to hear from your classmates is just as important as the opportunity to present your work. Every student must ask *at least one* question (and preferably more!) of a classmate over the course of the class by putting it in chat during the presentation or raising your hand after it.

SPANISH PROJECT:

- 1) Pitch your Op-ed to the class. Summarize your argument in 2-3 sentences and explain:
 - a) What audience did you have in mind? Be specific: college students? Readers of local newspapers? *New York Times* or *Washington Post* readers? Social justice groups? Anglo/white communities? Communities of color? What US region?
 - b) What’s your hook? Current news event? Personal experience?
 - c) How is your perspective different from what most media report?

HISTORY PROJECT

- 1) Select 2-3 images from your A-file (whole documents or use cropping to create a closeup) and explain:
 - a) How they represent the central theme or themes of your exhibit

Thu, May 13--Final submission of practicum assignments

Policies

Accessibility

New York University provides reasonable accommodations to qualified students who disclose their disability to the Moses Center. Reasonable accommodations are adjustments to policy, practice, and programs that provide equal access to NYU's programs and activities. Accommodations and other related services are determined on a case-by-case basis, taking into consideration each student's disability-related needs and NYU program requirements.

If you feel you need an accommodation to assist you in learning or fulfilling assignments for this class, please visit the Moses Center for Students with Disabilities (CSD) and then notify your professors.

Website for CSD: <http://www.nyu.edu/csd>

Religious observances

Should a due date or class meeting fall on a religious observance that is not an NYU holiday, please let us know and we can make accommodations. NYU's policy on religious observances is online: <https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html>.

Counseling and Wellness

If you experience any health or mental health issues during this course, we encourage you to utilize the support services of the 24/7 NYU Wellness Exchange 212-443-9999.

If you are having mental health problems that are preventing you from attending class or completing assignments, please let us know as soon as possible.

If you need legal advice regarding your immigration status (or that of a member of your immediate family):

The *NYU Immigrant Defense Initiative (IDI)* offers free and confidential legal services to NYU students and employees, and their immediate family members, on their immigration cases. IDI can assist with DACA, TPS, asylum, legal permanent residency, citizenship, employment authorization, representation in immigration court, humanitarian visas, and consultations for those who have had contact with the criminal system (i.e. arrest or conviction) or have violated their visa. IDI also provides foreign travel monitoring for those affected by the Travel Ban, or who are at risk of being denied entry to the US, Know-Your-Rights trainings, and advocacy within NYU departments (financial aid, housing, student groups). Contact IDI at immigrant.defense@law.nyu.edu or 212- 998-6435 (no walk-ins). More information at: <https://www.law.nyu.edu/immigrantrightsclinic/IDI>

Academic Integrity

Plagiarism is the serious intellectual sin in the humanities. All work you submit must be your own in accordance with CAS guidelines (<https://cas.nyu.edu/content/nyu-as/cas/academic-integrity.html>).

Code of conduct

Treat others with respect. This class deals with difficult content that may pertain to other students' lives in ways that you are not aware of.