

**DEMO – Developing Modernized Curricula on Immigrants’ Lives in Israel**  
585583-EPP-1-2017-1-IL-EPPKA2-CBHE-JP

<b>Course Title</b>	<b>Dialogue of migrant groups through media in Israel</b>
<b>Name of the teacher</b>	Dr. Evanna Ratner & Mr. Yair Gil
<b>Institution</b>	Gordon Academic College
<b>Department</b>	Communication and Media Studies
<b>First taught Year, semester</b>	2019 A
<b>Level and Credits</b>	BA - 2\4
<b>Description of the course</b>	Most Israelis have a personal or a familial history of migration and the course enables students to connect to their migrant background in order to develop empathy to other migrants and displaced persons. The course uses the power of media that can foster empathy towards the others’ as it conveys personal stories that arise an emotional echo. In the first, theoretical stage of the course, a background on migration is studied. The second, methodological stage introduces various media methods of documenting stories and the in third, practical stage students create a short media project on immigrants' lives. A collaborative, yet personal videos creates a space where people’s stories can be told and heard.
<b>Subjects and readings</b>	<p><b>Theories of immigrants' acculturation. Partial reading:</b> Markovizky, G. &amp; Samid, Y. (2008). The process of immigrant adjustment: The role of time in determining psychological adjustment. <i>Journal of Cross-Cultural Psychology</i>, 39, 782-798</p> <p>Mirsky, J. (2012). <i>Narratives and meanings of migration</i>. Nova Science Publishers, Incorporated.</p> <p><b>Digital Storytelling:</b> Alexandra, D. (2014). Digital storytelling as transformative practice: Critical analysis and creative expression in the representation of migration in Ireland. <i>Journal of Media Practice</i>, 9(2), 201-212</p> <p><b>The role of the media in shaping the views of the immigrant- receiving societies vis-à-vis the immigrants</b> Caviedes, A. (2015). An Emerging ‘European’ News Portrayal of Immigration? <i>Journal of Ethnic and Migration Studies</i>, 41(6), 897–917.</p> <p>Hsia, H. C. (2007). Imaged and imagined threat to the nation: The media construction of the “foreign brides” phenomenon’ as social problems in Taiwan. <i>Inter-Asia Cultural Studies</i>, 8(1), 55-85.</p>

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	<p>Mawadza, A., &amp; Banda, F. (2016). “Kids sold, desperate moms need cash”: Media representation of Zimbabwean women migrants. <i>South African Linguistics and Applied Studies</i>, 34(2), 121–134.</p> <p>Quinsaas, S. (2014). Competing News Frames and Hegemonic Discourses in the Construction of Contemporary Immigration and Immigrants in the United States. <i>Mass Communication and Society</i>, 17(4), 573–596.</p> <p><b>Immigrants' representation in the Israeli mainstream media</b></p> <p>Gershenson, O., &amp; Hudson, D. (2008). New Immigrant, Old Story : Framing Russians on the Israeli Screen. <i>Journal of Film and Video</i>, 60(3), 25–41.</p> <p>Golden, D. (2003). A National Cautionary Tale: Russian Women Newcomers to Israel Portrayed. <i>Nations and Nationalism</i>, 9(1), 83–104.</p> <p>Lemish, D. (2000). The whore and the other: Israeli images of female immigrants from the former USSR. <i>Gender &amp; Society</i>, 14(2), 333–349.</p> <p>Peleg, Y. (2008). From Black to White: Changing Images of Mizrahim in Israeli Cinema. <i>Israel Studies</i>, 13(2), 122–145.</p> <p>Yeyni, N. (2007). The immigration from Islamic countries in the eyes of Israeli press between 1950-1952, <i>Kesher</i>, (36),131-144 [Hebrew]</p> <p><b>Immigrants' media uses and the media as a platform for reconstructing personal-alternative narratives</b></p> <p>Abdurraqib, S. (2006). Hijab Scenes : Muslim Women, migration, and Hijab in immigrant Muslim Literature. <i>MELUS</i>, 31(4), 55–70.</p> <p>Dhoest, A. (2015). Connections that matter: The relative importance of ethnic-cultural origin, age and generation in media uses among diasporic youth in Belgium. <i>Journal of Children and Media</i>, 9(3), 277–293.</p> <p>Khvorostianov, N., Elias, N., &amp; Nimrod, G. (2012). “Without it I am nothing”: The internet in the lives of older immigrants. <i>New Media and Society</i>, 14(4), 583–599.</p> <p>Luciano, B., &amp; Scarparo, S. (2010). “Vite sospese”: Representing Female Migration in Contemporary Italian Documentaries. <i>Italian Studies</i>, 65(2), 192–203.</p> <p>Ramirez-Valles, J., Kuhns, L. M., &amp; Manjarrez, D. (2014). Tal Como Somos/Just as we are: An educational film to reduce stigma toward gay and Bisexual Men, transgender individuals, and persons living with HIV/AIDS. <i>Journal of</i></p>
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	<p><i>Health Communication, 19(4), 478–492.</i></p> <p>Yoon, K. (2016). The media practice of 'KaTalk' in the face of Facebook: Young Koreans' use of mobile app platforms in a transnational context. <i>Critical Arts, 30(2), 217–232.</i></p>
<b>Teaching methodologies</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Narrative workshop – story telling;</li> <li>3. 2. Dialogue, group discussion and brainstorming</li> <li>4. 3. Checklists, questionnaires;</li> <li>5. Case studies; research;</li> <li>6. Narratives; script writing;</li> <li>7. Filming and editing</li> </ol>
<b>Students' assignments:</b>	<ol style="list-style-type: none"> <li>1. Summary and reading assignments – 20%</li> <li>2. Participation in the group production– 50%</li> <li>3. Presentation of the media product – 30%</li> </ol>
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Awareness and understanding of the experiences of migrants.</li> <li>2. Ability to listen and document life stories of immigrants</li> <li>3. Skills in using various media means in order to convey the message of understanding and tolerance between people from different ethnic origins.</li> </ol>