

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

<b>Course Title</b>	<b>Media in migration: The everlasting journey</b>
<b>Name of the teacher</b>	Galit Rovner- Lev
<b>Institution</b>	BGU
<b>Department</b>	Communication Studies
<b>Year, semester</b>	2018 A
<b>Level and Credits</b>	BA
<b>Description of the course</b>	The course focuses on two major themes. First, how the migration experience is expressed and reflected in different media formats, such as novels, documentary films, movies, music and press. Second, what is the role that the new mobile devices and social media play in the migration journey and in the process of immigrants' relocation and acculturation in the host society.
<b>Subjects and readings</b>	<p><b>1) Immigration- personal and familial changes during the adjustment and acculturation process in the host society</b></p> <p>Berry, J. W. (1997). Lead Article: Immigration, Acculturation, and Adaption. <i>Applied Psychology: An International Review</i>, 46(1), 5–68. <a href="https://doi.org/10.1111/j.1464-0597.1997.tb01087.x">https://doi.org/10.1111/j.1464-0597.1997.tb01087.x</a></p> <p>Oznobishin, O., &amp; Kurman, J. (2009). Parent-Child Role Reversal and Psychological Adjustment Among Immigrant Youth in Israel. <i>Journal of Family Psychology</i>, 23(3), 405–415. <a href="https://doi.org/10.1037/a0015811">https://doi.org/10.1037/a0015811</a></p> <p>Recker, C., Milfont, T. L., &amp; Ward, C. (2017). A dual-process motivational model of acculturation behaviors and adaptation outcomes. <i>Universitas Psychologica</i>, 16(5), 1–15.</p> <p>Ward, C., &amp; Rana-deuba, A. (1999). Acculturation and adaptation revisited. <i>Journal of Cross-Cultural Psychology</i>, 30(4), 422–442.</p> <p><b>2) The role of the media in shaping the views of the immigrant- receiving societies vis-à-vis the immigrants</b></p> <p>Caviedes, A. (2015). An Emerging 'European' News Portrayal of Immigration? <i>Journal of Ethnic and Migration Studies</i>, 41(6), 897–917. <a href="https://doi.org/10.1080/1369183X.2014.1002199">https://doi.org/10.1080/1369183X.2014.1002199</a></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> (Vol. 8). <a href="https://doi.org/10.1080/14649370601119006">https://doi.org/10.1080/14649370601119006</a></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>Quinsa, 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. <a href="https://doi.org/10.1080/15205436.2013.816742">https://doi.org/10.1080/15205436.2013.816742</a></p> <p><b>3) The dual function of media by and media for immigrants</b></p> <p>Elias, N., &amp; Zeltser-Shorer, M. (2007). To surf without borders: Online journalism of the immigrants from the Former Soviet Union in Israel. In T. Shwarts-Altshuler (ed.), <i>Online Journalism in Israel</i>, 321-350, Democracy Institute and Burda Center for Innovative Communication [online in Hebrew].</p> <p>Caspi, D., &amp; Elias, N. (2011). Do not patronize me: Media-by and media for minorities. <i>Ethnic and Racial Studies</i>, 34(1), 62–82. <a href="https://doi.org/10.1080/01419871003743413">https://doi.org/10.1080/01419871003743413</a></p> <p>Maan, R. (2017). The shortcoming of communication with Mizrahi immigrants in the 1950s. <i>Kesher</i>, (49), 87-97. [in Hebrew]</p> <p>Viswanath. K., &amp; Arora, P. (2000). Ethnic Media in the United States: An essay on their role in integration, assimilation, and social control. <i>Mass Communication and Society</i>, 3(1), 39–56.</p> <p><b>4) Guest lecturer – Nino Abesadze (a journalist and commentator for media outlets in Russian and Hebrew, and a former Member of the Israeli parliament)</b></p> <p><b>5+6) 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. <a href="https://doi.org/10.1111/1469-8219.00086">https://doi.org/10.1111/1469-8219.00086</a></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>
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	<p>Peleg, Y. (2008). From Black to White: Changing Images of Mizrahim in Israeli Cinema. <i>Israel Studies</i>, 13(2), 122–145. <a href="https://doi.org/10.2307/30245688">https://doi.org/10.2307/30245688</a></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 [online in Hebrew]</p> <p><b>7-8) 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. <a href="https://doi.org/10.1080/17482798.2015.1022562">https://doi.org/10.1080/17482798.2015.1022562</a></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. <a href="https://doi.org/10.1177/1461444811421599">https://doi.org/10.1177/1461444811421599</a></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. <a href="https://doi.org/10.1179/016146210X12593180182658">https://doi.org/10.1179/016146210X12593180182658</a></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 Health Communication</i>, 19(4), 478–492. <a href="https://doi.org/10.1080/10810730.2013.821555">https://doi.org/10.1080/10810730.2013.821555</a></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</i>, 30(2), 217–232. <a href="https://doi.org/10.1080/02560046.2016.1187797">https://doi.org/10.1080/02560046.2016.1187797</a></p> <p><b>9) Workshop with guest lecturer- Shula Mula (PHD student investigating the role of the internet as a tool for social change among Ethiopians community leaders in Israel)</b></p> <p><b>10) Workshop with guest lecturer- Danny Tene about his documentary film "Shjorut" (Blackness)</b></p>
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<b>11+12) Methodological preparation for final assignment</b>	
<b>Teaching methodologies</b>	In addition to traditional frontal teaching, the course brings the migration experience closer to the students by using various visual and audio-visual tools (documentary films, movies, musical clips and the like). Moreover, three lessons during the course are dedicated to unique workshops with guest lecturers exposing students to different issues related to media and migration. Finally, every lesson includes students' presentations (in the form of a short segment of 7-10 minutes) focusing on their critical interpretation of the reading materials and some form of media content that represents the issues discussed in the academic article.
<b>Students' assignments</b>	<ol style="list-style-type: none"> <li>1) Student's presentation of syllabus readings in class - 20% of the final grade.</li> <li>2) Students are asked to collect and analyze migrants' narratives focusing on meaningful encounters with various media contents and devices that played a significant role in their migration experience. This final assignment comprises 80% of the students' grade.</li> </ol>
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. A deep understanding of issues related to immigrants' lives and media uses through analysis of an in-depth interview each student will conduct with a former immigrant.</li> <li>2. Analytically identify the different salient and naturalized stereotypes and stigmas attributed by the media to different immigrant groups living in Israel.</li> <li>3. Critically evaluate the Israeli media's role in constructing the public debate regarding immigration to Israel.</li> <li>4. Distinguish between the various functions and roles the media play in the lives of different groups and sub-groups of immigrants.</li> </ol>