

CLCS 330/ The Politics of Mobility: Exile and Immigration  
Department of Languages, Literatures and Cultures / Spring 2019  
Professor Sara Steinert Borella



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**Class Time and Room:** Monday and Thursday, 11.30-12.45, LAC 2  
**Office Hours:** Monday, 15.00-16.30 and Thursday, 9.30-11

**Course Description (from Catalog):**

Beginning with the post-colonial theory of Edward Said, this class will examine the ideas of exile and immigration in a colonial and post-colonial context. This course will explore exile vs. expatriatism, language and power, movement across cultures, narrative agency and authority, and voices in the new immigrant narrative. By approaching the topic from a comparative perspective, students will be exposed to a polyphony of voices and the variety of experiences associated with exile and the construction of identity. Students will examine, in particular, contemporary fiction as a window to the context of this experience.

**Course Rationale:**

This course gives students the opportunity to consider travel as part of the broader context of immigration and exile. This 300-level course serves as a major elective for CLCS majors or minors and as a major elective in Environmental Studies. Likewise, it may count towards the minors in Gender Studies, Post-Colonial Studies and Social Justice and Sustainability.

**Course Goals:**

This course provides an in-depth look at immigration and emigration, a fundamental concern of the twenty-first century. You will be encouraged to explore concepts like exile and nostalgia, the push and pull factors of emigration and immigration, and narrative agency and authority as they emerge in narratives by and about immigrants. Assignments have been designed to foster critical thinking and writing skills, to encourage collaborative work, to hone oral presentation skills, and to help you make sense of the politics of immigration in the twenty-first century.

### Student Learning Outcomes:

Upon completion of this class, students will demonstrate:

- familiarity with both theoretical and literary texts about immigration, exile and mobility as exhibited through regular oral presentations;
- the ability to read and write about these texts critically and analytically as shown in regular reading notes;
- the ability to place the literary works of different cultures within the context of specific histories and events and synthesize this information in the midterm exam;
- the ability to discuss and explain the role of class, gender, ethnicity and national identity as they relate to immigration and mobility within the context of the final paper;
- that they can apply what they have learned and read to a practical or theoretical local experience in the group project.

### Required Texts:

- Reader
- Susan Abulhawa, *Mornings in Jenin* (NY: Bloomsbury, 2010).
- Geraldine Brooks, *People of the Book* (NY: Penguin, 2008).
- Yaa Gyasi, *Homegoing* (NY: Penguin, 2016).
- Barbara Kingsolver, *The Poisonwood Bible* (NY: Harper Perennial, 1998.)

All texts, including the reader, are available at the Franklin University bookstore.

### Grading Policies and Expectations

As noted, this class examines the ideas of exile and immigration in a colonial and post-colonial context. As students living abroad in Switzerland, this class should be especially relevant to your studies and your lives. Migration, immigration and travel carry social, symbolic, and political-economic meaning that differ across cultures, and as such represent a focal point for cultural studies and this class. Students will be required to write two essays, and will be expected to produce weekly reading notes that report on your homework assignments. You will be called upon to speak in class often, to make regular oral presentations, and to take part in a local, community project. Fundamental to the course is a substantial reading component. Class attendance is mandatory.

*Rubrics for grading of individual assignments and grade mapping are included on the MOODLE site.*

### Assessment Overview

Weekly Reading Notes	15%
Oral presentations	15%
Reflective Essay	10%
Mid-Term Exam	15%
Community-based project	15%
Final Paper	30%

### Assessment Details

Students will prepare weekly **reading notes** (1-2 typed pages) on the readings that will serve as a basis for seminar discussions. Each report should focus on one part of the reading. Page one should be a general review of the chapter(s) or article(s). Page two of the report should be a critical reflection on the reading. This second page should help you to articulate the relationship between the literary texts and the theoretical ones. These are due each week at the end of the second class. **(15%)**

**Oral presentations:** students will be expected to make short presentations on the reading to facilitate discussion. Each student will be expected to present approximately once every two weeks. You will sign up for presentations during the first week of class. In addition to regular presentations of the reading, you will have the opportunity to present on your community-outreach experience. **(15%)**

There is one **short, reflective essay** (5 pages, double-spaced, 12 point, Times New Roman, 1250 words) to start the course. The topic for this essay is indicated here in the syllabus. **(10%)**

There is a **mid-term exam**. (15%)

Participation in a **collaborative, community-based project**: this includes your participation, some theoretical or practical work relating to one of the local immigrant communities or issues, and an oral presentation of your experience. You will work in groups of 3 or 4 to create and then execute a project of your choice. Each group will set up a meeting with me before getting started to review goals, methodology, and expected results. Some possible topics include: the Romi, political initiatives and counter-initiatives (Lega Ticinese, etc), foreign students at USI, Schengen policies and Ticino, racism, and religious discrimination. (15%)

There is a **final paper** that will consist of several components. The sum total of these components will be an essay of 10-12 pages (double-spaced, 12 point, Times New Roman, 2500-3500 words). This essay will take the place of a final exam. I ask you to apply the theoretical texts and discussions of migration to a practical problem that you see in Europe or in the world today. (Yes, this may relate to your group project.) There are several parts to this essay, including a proposal, an abstract, an annotated bibliography, and a rough draft due at different points during the term. These dates are indicated in the syllabus. Please use the MLA Handbook as a reference guide for usage and format. I would prefer that you use parenthetical notation when citing sources in this paper. Papers that do not follow the MLA indications will be marked down. Grading rubric available on the MOODLE page. (30%)

### Course Policies

#### **Attendance and Lateness Policies:**

Regular attendance is required. On days that you are not presenting, each student will be allowed two absences during the course of the term. More than 2 absences will affect your final grade at the rate of one grade per absence (A to B for example).

**Late Work:** Assignments are due on the date given in the lesson plan. Extensions may be considered on a case-by-case basis under special circumstances if you discuss the situation with me beforehand. Turning work in late without an approved extension will be downgraded.

**Make up Work and Extra Credit:** Make up work will only be considered in the case of serious, sustained illness. There is no extra credit in this course, but I am happy to work with you on your assignments by reviewing drafts, clarifying assignments and brainstorming. Come see me during office hours or make an appointment with me to discuss.

#### **Email and etiquette:**

University-assigned email accounts represent the official means of communication at FUS.

Although we will primarily use Moodle, please check your FUS email account once a day since I may contact you regarding your work in class. When sending emails to me or to other faculty on campus, please use your FUS email account rather than a private account. Please pay particular attention to your language and professionalism.

#### **Computers, Tablets and Cell Phones:**

I would prefer that you take notes with a pen and a paper. Research suggests that traditional notetaking leads to more sustained learning. If you strongly prefer to take notes directly on the computer or tablet, please let me know and we can discuss this option. There are no phones allowed on the desk during class.

### **Academic Integrity: Statement on Cheating and Plagiarism**

A student whose actions are deemed by the University to be out of sympathy with the ideals, objectives or the spirit of good conduct as fostered by the University and Swiss community, may be placed on Disciplinary Probation or become subject to dismissal from the University. Cheating is a dishonest action out of sympathy with the ideals, objectives and spirit of the University. Furthermore, cheating reflects negatively on one's personal integrity and is unjust to those students who have studied.

See the Academic Catalog for full statement (page 199):

[https://www.fus.edu/images/pdf/FUS\\_ACADEMIC\\_CATALOG\\_2018\\_2020\\_web.pdf](https://www.fus.edu/images/pdf/FUS_ACADEMIC_CATALOG_2018_2020_web.pdf)

**COURSE CALENDAR: CLCS 330**
***The Politics of Mobility: Exile and Immigration***
**DATES                      ASSIGNMENTS**

January 21      *Introduction:*  
 Presentation of requirements and readings. Theoretical overview.

January 24      Reader: Said, "Traveling theory" (271-293)  
 and "Traveling Theory Reconsidered."  
 Begin your reading notes.

**Introductory Essay Topic:** As noted in the syllabus, this class examines the ideas of exile and immigration in a colonial and post-colonial context. Write an introductory paper on the significance of these topics in your own life. What are your politics of mobility? What is your own position within our contemporary post-colonial context? Why do these questions matter? Possible topics include: the social history of migration in your family; life as an expatriate; plans for post-graduate work or social engagement; the globalization of our contemporary world. This is an introductory essay, so preliminary ideas, without citations, are acceptable. The purpose is for you to make a first pass at asking the question: 'How is immigration and exile expressed in my own experience?'

**Due: February 4 for peer review, February 7 for the revised essay**

January 28      ***Judaism and the Diaspora***  
 Reader/MOODLE: Zionism sources and Grubel, Judaism  
 Brooks, *People of the Book*. Pp. 4-104  
 Group work: initial meeting to discuss community projects  
 Sign-up outside of my door for group appointments.

January 31      Reader: Clifford, "Diasporas."  
 Brooks, *People of the Book*. Pp. 107-144.  
**Reading Notes due.**

February 4      Reader: Clifford, "Traveling Cultures" and "Immigrant"  
 Brooks, *People of the Book*. Pp. 147-258.  
**Due for peer review: Introductory essay** (see topic above)

February 7      Brooks, *People of the Book*. 261-316.  
**Due: revised introductory essay**

February 11      Reader: Brubaker, "The 'Diaspora' Diaspora" and  
 "Rethinking the 'Diaspora' Diaspora"  
 Brooks, *People of the Book*.

February 14      Reader: Said, "Reflections on Exile."  
 Abulhawa, *Mornings in Jenin*. Prelude, Parts I and II.  
**Reading Notes due.** (Apply Brubaker to *People of the Book*.)

February 18      MOODLE: Said, *Out of Place* (excerpt)  
 Abulhawa, *Mornings in Jenin*. Part III.

February 21      MOODLE: Shohat, Notes on the "Post-Colonial"  
 Abulhawa, *Mornings in Jenin*. Parts IV and V.  
**Reading Notes due.**

February 25 Reader/MOODLE: Zeleza, "The Politics and Poetics of Exile"  
 Abulhawa, *Mornings in Jenin*.  
 Midterm Review.

February 28 **Midterm Exam**

March 4 Switzerland and Asylum  
 Film: *La Forteresse*  
 MOODLE: *Intersections of Law and Culture*, intro.

March 7 Film and discussion: *La Forteresse*  
 MOODLE: *Intersections of Law and Culture*, ch. 4

**Due: Proposal for final paper**

This one-to-two page proposal should include your topic and a first swipe at a thesis statement as well as a preliminary bibliography

The **final paper** consists of several components. The sum total of these components will be an essay of 10-12 pages (double-spaced, 12 point, Times New Roman, 2500-3500 words). This essay will take the place of a final exam. I ask you to apply the theoretical texts and discussions of migration to a practical problem that you see in Europe or in the world today. (Yes, this may relate to your group project.) There are several parts to this essay, including a proposal (**March 7**), an abstract and an annotated bibliography (**April 1**) and a rough draft (**April 11**). Please use the MLA Handbook as a reference guide for usage and format. I would prefer that you use parenthetical notation when citing sources in this paper. Papers that do not follow the MLA indications will be marked down.

**Final version due May 9.**

March 9- 24 *Academic Travel* (Start reading the *Poisonwood Bible*)

March 25 ***Mobility, Race, Class and Gender***  
 Reader: Bruneau, "Diasporas, Transnational Spaces, and Communities"  
 Reader: McDowell, "Place and Gender."  
 Kingsolver, *The Poisonwood Bible*, Book I.

March 28 Reader: McDowell, "Gendering the Nation-State."  
 Kingsolver, *The Poisonwood Bible*, Book II.  
 Progress reports on community-based project (in class).  
**Reading Notes due**

April 1 Kingsolver, *The Poisonwood Bible*, Book III.  
 Reader: Pratt, "Criticism in the Contact Zone."  
**Due: Abstract and annotated bibliography.**

April 4 Kingsolver, *The Poisonwood Bible*, Book IV.

April 8 MOODLE: Austenfeld, "The Revelatory Circle."  
 Kingsolver, *The Poisonwood Bible*, Book V.

April 11 MOODLE: Ognibene, "The Missionary Position."  
 Kingslover, *The Poisonwood Bible*.  
**Due: Rough draft of paper, including thesis statement and intro.**

April 15	Gyasi, <i>Homegoing</i> . (Effie, Esi, Quey, Ness) Group work on community-based project.
April 18	Gyasi, <i>Homegoing</i> . (Part I) <b>Reading notes due</b>
April 22	No class. Easter Monday.
April 25	Gyasi, <i>Homegoing</i> . (Part II) Individual meetings with professor to review final paper.
April 29	Gyasi, <i>Homegoing</i> . Individual meetings with professor to review final paper. <b>Reading notes due</b>
May 2	Concluding discussion: diasporas, race, class and gender.
May 9 11.00	Presentation of Community-Based Projects. <b>Due: Final Paper</b>