

SAMPLE SYLLABUS

Immigration

HIST-UA 9452.001/ IDSEM-UG 9101.001/SOC-UA 9452.001

NYU London: Spring 2022

Instruction Mode: In person

If you are enrolled in this course 100% remotely and are not a Study Away student at NYU London, please make sure that you've completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact nyul.academics@nyu.edu if you have trouble accessing the Brightspace site.

Instructor Information

- Dr Nicky Busch
- Zoom meetings by appointment

Course Details

- Monday and Wednesday 9am-10.15am and 10.30am-11.45
- All times are London GMT (Daylight Saving Time ends 31 October).
- Location: TBC
- Remote Participants: Zoom links are provided in Brightspace
- Seat Assignments: If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

Course Description

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This course aims to provide an understanding of immigration and its social and political consequences in Britain, France and Germany from the mid-nineteenth century to the present day. It also examines problems surrounding immigration in contemporary Europe. In particular the course looks at issues concerning racism and multiculturalism in Europe. Finally, the course examines the ways in which immigration is represented in literature and contemporary culture.

Class discussions based on prepared readings, lectures, guest speakers and three films.

Course Objectives

- To provide an understanding of the main immigration trends in Britain, France and Germany since 1850
- To provide an understanding of the problems attending the social and political integration of immigrants in contemporary Western Europe
- To examine the concepts of integration, race and multiculturalism
- To examine the ways in which the memory of immigration is represented in literature and contemporary culture

Assessment Components

If you are an NYU London study-away student, you are expected to attend in person. If you are accessing the class remotely, you must attend synchronously.

Assignments / Activities	Description of Assignment	% of Final Grade	Due
Essay 1	1,500 word essay. Essay topics will be provided in class and posted on NYU Brightspace.	20%	21.02.2022
Film review	1,500 words – students are asked to select one of the three films (Dirty Pretty Things, Fear Eats the Soul and La Haine) viewed in class and provide a critical account of the way in which the themes of the course are addressed in the film.	20%	23.03.2022
Presentation	Ten-12 minute presentation.	20%	4 and 9

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Assignments / Activities	Description of Assignment	% of Final Grade	Due
	Suggested presentation topics will be posted on NYU Classes. THIS MUST BE ON A DIFFERENT TOPIC TO THE TOPIC COVERED IN THE FINAL ESSAY. THE PRESENTATION AND THE FINAL ESSAY ARE SEPARATE ASSIGNMENTS.		May
Final Essay	2,000 words. Essay topics will be provided in class and posted on NYU classes. THIS MUST BE ON A DIFFERENT TOPIC TO THE TOPIC COVERED IN THE PRESENTATION. THE PRESENTATION AND THE FINAL ESSAY ARE SEPARATE ASSIGNMENTS.	30%	9 May
Participation	Students are expected to read for class and join in discussions.	10%	

Assessment Expectations

Letter Grade	Grade Percentage	Description
A-range	A = 93-100% A- = 90-92%	Exceptional level of accurate, clear and analytical writing
B-range	B+ = 87-89% B = 84-86% B- = 80-83%	Very good level of written work but falling short of the highest level
C-range	C+ = 77-79% C = 74-76% C- = 70-73%	Satisfactory and sufficiently accurate written work

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Letter Grade	Grade Percentage	Description
D-range	D+ = 67-69% D = 65-66%	Adequate level of written work but weakly analytical
F	F = below 65%	Muddled, poorly presented written work

Course Materials

Required Text(s) & Materials

- All material will be posted on NYU Classes

Optional Text(s) & Materials

- Trilling, D (2018) Lights in the Distance, Picador
- Lucassen, L (2005) The Immigrant Threat: the Integration of Old and New Migrants in Western Europe since 1859, University of Illinois Press

Resources

- Access your course materials: [Brightspace](#)
- NYU London and Living in London Info: [LDN](#)
- Databases, journal articles, and more: [Bobst Library](#)
- Assistance with strengthening your writing: [NYU Writing Center](#) (nyu.mywconline.com)
- Obtain 24/7 technology assistance: [IT Help Desk](#)

Course Schedule

Topics & Assignments

Week/Date	Topic	Reading	Assignments and extra activities
Session 1 26 Jan	a) Introduction to the course: in this session we will discuss expectations regarding	Trilling,D https://www.theguardian.com/news/2018/jun/05/five-myths-about-the-	Listen: #5 Culture Wars & Refugees (with Daniel Trilling) https://

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Week/Date	Topic	Reading	Assignments and extra activities
	class participation, readings and assessment as well as logistics of trips and guest speakers.	refugee-crisis https://www.theguardian.com/news/2018/may/17/champion-boxer-caught-in-britains-immigration-dragnet-kelvin-bilal-fawaz-operation-nexus https://www.theguardian.com/news/2019/aug/01/media-framed-migrant-crisis-disaster-reporting http://news.files.bbc.co.uk/include/newsspec/pdfs/bbc-briefing-immigration-newsspec-26148-v1.pdf	www.owltail.com/people/uIVCz-daniel-trilling/appearances
Session 2 28 Jan Note this is a Friday make-up day	Migration in the contemporary world. Screening of documentary followed by discussion of clips by class	Reece Jones (2019) From Violent Borders: Refugees and the Right to Move, NACLA Report on the Americas, 51:1, 36-40, DOI: 10.1080/10714839.2019.1593688 https://migrationobservatory.ox.ac.uk/resources/primers/policy-primer-the-uks-2021-points-based-immigration-system/	Watch: https://www.idfa.nl/en/film/00807b04-e31b-48b4-a920-6845d5f2d089/purple-sea
Session 3 31 Jan	Key terms and concepts: 'migrant', assimilation, integration and multiculturalism	Malik, K (2015) The Failure of Multiculturalism: Community Versus Society in Europe,	

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Week/Date	Topic	Reading	Assignments and extra activities
	<p>Key questions: What is meant by the term 'assimilation' and how does it differ from 'integration'? What does 'multiculturalism' mean as it is used across different national contexts? This session introduces key terms and concepts that are used in the discussion of immigration across Western European states</p>	<p>Foreign Affairs. Available https://www.foreignaffairs.com/articles/western-europe/failure-multiculturalism Malik, K 'What's the Problem with Multiculturalism? and 'Assimilation vs Multiculturalism' https://kenanmalik.com/2014/10/16/whats-the-problem-with-multiculturalism/ https://kenanmalik.com/2015/01/12/assimilationism-vs-multiculturalism/ Chin, C (2017) The Crisis of Multiculturalism in Europe: a History, Introduction and Chapters 1 and 5. Fukuyama, F. 'Identity and migration', Prospect, February 2007, 26-31</p>	
<p>Session 4 2 Feb</p>	<p>Immigration in history: comparing successive waves of immigration across Western Europe</p> <p>Old and new immigrants in France, Germany and the UK</p>	<p>Lucassen, L (2005) The Immigrant Threat chs 1-7</p> <p>Kushner, T. (2018). Truly, madly, deeply... nostalgically? Britain's on-off love affair with refugees, past and present</p> <p>Valance, A and Ahsan, S https://www.1dish4theroad.com/2019/11/shahnaz-ahsan-curry-</p>	<p>Listen: The Past Returns to Gdansk (Michael Segalov) https://www.bbc.co.uk/programmes/m000vh4f-</p>

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Week/Date	Topic	Reading	Assignments and extra activities
		kneidlach.html	
Session 5 7 Feb In Class	<p>Race and racism in historical context</p> <p>Key questions: What is meant by race? Is race a question of biology or culture? How has race been discussed and utilized throughout history? What is meant by eugenics? Why is it necessary to think about 'race' when discussing immigration past and present?</p> <p><i>Screening of Riz Ahmed's 'The Long Goodbye'</i></p>	<p>Golash-Boza (2018) Race and Racisms: a Critical Approach</p> <p>Eddo-Lodge, R (2017) Why I'm No Longer Talking to White People About Race</p> <p>Kundnani, A (2014) The Muslims Are Coming!. Introduction and chapters 1,2 and 3</p> <p>Trilling D, 'I'm Not Racist, But...'</p> <p>https://www.lrb.co.uk/the-paper/v41/n08/daniel-trilling/i-m-not-racist-but</p> <p>Ahmed, R (2016)</p> <p>https://www.theguardian.com/world/2016/sep/15/riz-ahmed-typecast-as-a-terrorist</p>	<p>Listen:</p> <p>https://www.theguardian.com/news/audio/2020/aug/28/revisited-the-windrush-scandal-isnt-over-podcast</p>
Session 6 9 Feb	The UK and the slave trade	<p>Olusoga, D (2021) Black and British: a Forgotten History, Pan Macmillan</p> <p>Legacies of British Slave Ownership Data Base. UCL. Available: https://www.ucl.ac.uk/lbs/</p>	
Session 7 14 Feb	Trip: Westminster Statues Walk.	https://theconversation.com/statues-are-just-the-start-the-uk-is-peppered-with-slavery-heritage-140308	<p>Listen:</p> <p>https://www.theguardian.com/news/audio/2021/jul/23/why-every-single-statue-should-come-down-podcast</p>
Session 8 16 Feb	The ethics of immigration control:	J. Carens, 'Aliens and citizens: the case for	Exodus

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Week/Date	Topic	Reading	Assignments and extra activities
	<p>the case for open borders and the case for closed borders</p> <p>Key questions: Are open borders feasible and/or desirable? Is migration a human right? In this session we discuss immigration in terms of rights and ethics</p>	<p>open borders', Review of Politics, Spring 1987, pp.251-273</p> <p>D. Miller, 'Immigration: the case for limits', in A. Cohen and C. Wellman ed, Contemporary debates in applied ethics</p> <p>Sassen, S (2014) Expulsions, chapter one</p> <p>Reece Jones (2019) From Violent Borders: Refugees and the Right to Move, NACLA Report on the Americas, 51:1, 36-40, DOI: 10.1080/10714839.2019.1593688</p> <p>Portes, J</p> <p>Anderson, B</p>	
<p>Session 9 21 Feb</p>	<p>Immigration and Film</p> <p>La Haine, director Mathieu Kassovitz, 1995</p>	<p>Vincendeau, G (2005) La Haine: French Film guide</p> <p>Schneider, C (2008) Police Power and Race Riots in Paris, 36 POL.& SOC'Y 133, 141</p> <p>North African Identity and Racial Discrimination in France: A Social Economic Analysis of Capability Deprivation, Duroy, Q (2011) 69 REV.SOC. ECON. 307, 315</p>	
<p>Session 10</p>	<p>Race, Nation and</p>	<p>Fredette, J (2014)</p>	

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Week/Date	Topic	Reading	Assignments and extra activities
23 Feb	<p>Multicultural Politics in France</p> <p>Key questions: What are the key issues surrounding immigration in contemporary France? What was the 'headscarf affair'? What can discussion of France's attitudes to immigrants and ethnic minorities tell us about broader questions about the state and society in France?</p>	<p>Constructing Muslims in France: Discourse, Public Identity and the Politics of Citizenship. Introduction and chapters 5 and 6. Hargreaves, G (2007) Multi-ethnic France: Immigration, Politics, Culture and Society. ch.4 Wiles, E (2007) Headscarves, Human Rights, and Harmonious Multicultural Society: Implications of the French Ban for Interpretations of Equality, 41 LAW & SOC'Y REV. 699, 704</p>	
Session 11 28 Feb	<p>Immigration and Film</p> <p>Fear Eats the Soul, director Rainer Fassbinder (1974)</p>	<p>R. Chin, G. Eley et al, (2009) After the Nazi Racial State</p>	Essay 1 due
Session 12 2 March	<p>Race, Nation and Multicultural Politics in Germany since 1945</p> <p>Key question: How does Germany's history affect contemporary attitudes to immigration and ethnic minorities?</p>	<p>Joppke, C (1999) Immigration and the Nation State Orlow, D. (2006 'The GDR's failed search for a national identity, 1945-1989', <i>German Studies Review</i> J. H. Brinks, 'Political Anti-Fascism in the German Democratic Republic', <i>Journal of Contemporary History</i> (1997). Online via JSTOR D. Diner and C. Gundermeann, 'On the ideology of</p>	

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Week/Date	Topic	Reading	Assignments and extra activities
		<p>Antifascism', <i>New German Critique</i>, (1996).</p> <p>T. Ahbe, <i>Der DDR-Antifaschismus. Diskurse und Generationen, Kontexte und Identitäten. Ein Rückblick über 60 Jahre</i> (Leipzig, 2007)</p> <p>J Herf, <i>Divided Memory. The Nazi Past in the Two Germanies</i> (Cambridge, Mass. 1997), ch. 1-6, 9-10</p> <p>B. Niven, <i>Facing the Nazi Past. United Germany and the Third Reich</i> (London, 2002)</p> <p>K. Jarausch (ed.), <i>After Unity. Reconfiguring German Identity</i> (Cambridge, 1997), ch.1</p> <p>S. Berger, <i>Inventing the Nation: Germany</i> (London, 2004), ch. 8</p>	
<p>Session 13 7 March</p>	<p>Immigration and Film Dirty Pretty Things, director Stephen Frears, 2001</p>	<p>Wills et al (2009) <i>Global Cities at Work</i>. Chapters 2-6</p> <p>Düvell, F (ed) (2006) <i>Illegal Immigration in Europe: Beyond Control</i> available as an ebook through NYU library</p> <p>Ruhs, M and Anderson B (2009) <i>Semi-compliance and illegality in migrant labour markets: an analysis of migrants, employers and the state in the UK</i></p>	

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Week/Date	Topic	Reading	Assignments and extra activities
		<p>Anderson, B (2010) Migration, immigration controls and the fashioning of precarious workers, <i>Work, Employment and Society</i>, Volume: 24 issue: 2, page(s): 300-317 Article first published online: June 25, 2010; Issue published: June 1, 2010</p>	
<p>Session 14 9 March</p>	<p>Race, Nation and Multicultural Politics in Britain since 1945 Key questions: examining 'Windrush'; 'Rivers of Blood'; the Battle of Cable Street; the 1971 Immigration Act; London as a global city</p>	<p>Garbaye, R and Schnapper, P (eds.) (2014) <i>The Politics of Ethnic Diversity in the British Isles</i> Hansen, R (2000) <i>Citizenship and Immigration in Postwar Britain: The Institutional Origins of a Multicultural Nation</i> Solomos, J (2003) <i>Race and Racism in Britain</i> Grant, C (2020) <i>Homecoming: Voices of the Windrush Generation</i> Gentleman, A (2019) <i>The Windrush Betrayal</i></p>	<p>Listen: https://www.theguardian.com/news/audio/2020/aug/28/revisited-the-windrush-scandal-isnt-over-podcast</p>
<p>Session 15 21 March</p>	<p>Trip to Brixton</p>		<p>Watch: https://www.bbc.co.uk/iplayer/episodes/m000y317/uprising</p>
<p>Session 16 23 March</p>	<p>The politics of immigration in</p>	<p>Mudde, C (2019) <i>The Far Right Today</i>, Introduction, chapters</p>	<p>Listen: On the Move: Right-wing populism</p>

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Week/Date	Topic	Reading	Assignments and extra activities
	<p>contemporary Europe: the rise of anti-immigrant parties and populist movements.</p> <p>Key questions: Can we generalize about anti-immigrant parties across Europe? What explains the electoral successes or failures of anti-immigrant parties in Europe? Are all anti-immigrant political movements also 'far right' parties?</p>	<p>1, 2 Mondon, A and Winter A (2020) Reactionary Democracy Introduction, chapters 1 and 4.</p>	<p>and anti-migration politics in Europe with Daniel Trilling #3 https://www.bbc.co.uk/iplayer/episodes/m000y317/uprising</p>
<p>Session 17 28 March</p>	<p>Post Brexit politics in the UK</p> <p>Key questions: Why is immigration such an important political issue in the UK? What are the main political parties' policies in relation to immigration? How does the discussion of immigration in the UK differ from the discussion in the US? In this session we discuss the UK, the EU and the borders of Europe and discuss contemporary immigration debates in the UK.</p> <p>Screening of excerpts from news programmes on immigration and the EU followed by class</p>	<p>How Immigration Became Britain's Most Toxic Issue https://www.theguardian.com/politics/2019/nov/15/how-immigration-became-britains-most-toxic-political-issue Evans, G and Menon, A (2017) Brexit and British Politics, Polity. Preface and Chapters 2, 3, 4 and 5. Diamond, P, et al (2018) The Routledge Handbook of the Politics of Brexit. Chapters 10 and 13 Anderson, B (2013) Us and Them? The Dangerous Politics of Immigration Control (Oxford University Press, Introduction. and Chapter 1</p>	

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Week/Date	Topic	Reading	Assignments and extra activities
	discussion.		
Session 18 30 March	A Sea of Humanity: refugee movements, economic immigration and the building of Fortress Europe Guest Speaker: Daniel Trilling	Trilling, D (2018) Lights in the Distance: Exile and Refuge at the Borders of Europe, Picador Long, K When Refugees Stopped Being Migrants: Movement, Labour and Humanitarian Protection. Migration Studies, 2013, Volume 1, Number 1 Additional readings will be posted on NYU Classes.	Film review due
Session 19 4 April	Screening: Stranger in Paradise	Chouliaraki, L. & Zaborowski, R., 2017. Voice and community in the 2015 refugee crisis: A content analysis of news coverage in eight European countries. International Communication Gazette. 79(6-7), pp. 613-635.	
Session 20 6 April	Diasporas and transnational mobility in the Covid era Key questions: What is meant by 'diaspora'? Are diasporas historical or contemporary phenomena? How does diaspora differ from transnationalism?	Cohen, R (2008) Global Diasporas: an Introduction. Chapter 1 and Chapter 8 https://openknowledge.worldbank.org/handle/10986/33634 https://migrationobservatory.ox.ac.uk/projects/covid-19-and-migration-in-the-uk/	

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Week/Date	Topic	Reading	Assignments and extra activities
<p>Session 21 8 April Note this is a Friday make up day</p>	<p>Trip: Brick Lane</p>	<p>Feldman, David (2019) Antisemitism and Islamophobia. Zion ISS N 0044-4758. (In Press)</p> <p>Valance, A and Ahsan, S https://www.1dish4theroad.com/2019/11/shah-naz-ahsan-curry-kneidlach.html</p>	
<p>Session 22 11 April</p>	<p>Gender and migration</p> <p>Key questions: What insights can a gendered account of contemporary and historical migration movements provide? Why does gender matter when discussing labour migration?</p>	<p>Anderson, B (2006) <i>A Very Private Business: Migration and Domestic Work</i>, Oxford: COMPAS Working Paper 28</p> <p>Anderson, B (2000) <i>Doing the Dirty Work? The Global Politics of Domestic Labour</i>, London/New York: Zed Books</p> <p>Busch, N (2012) <i>The employment of migrant nannies in the UK: negotiating social class in an open market for commoditised in-home care</i>, <i>Social and Cultural Geography</i>.</p> <p>Busch, N and Cox, R (2018) <i>As an Equal?</i> Zed Books.</p> <p>Helma Lutz (ed.) (2008) <i>Migration and Domestic Work: A</i></p>	

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Week/Date	Topic	Reading	Assignments and extra activities
		<p>European Perspective on a Global Theme. Aldershot: Ashgate</p> <p>Barbara Ehrenreich and Arlie Russel Hochschild (eds) (2003) <i>Global Woman: Nannies, Maids and Sex Workers in the New Economy</i>. Busch, N (2014) <i>Au pairs within a global political economy of care: outcomes of a deregulated childcare market and au pair policy vacuum in the UK</i>, <i>Papers in Political Economy/ La revue Interventions économiques</i>. Chang, G (2000) <i>Disposable Domestic: Immigrant Women Workers in the Global Economy</i> J.H. Momsen (ed.) <i>Gender, Migration and Domestic Service</i>. Parreñas, RS (2001) <i>Servants of Globalization</i></p>	
<p>Session 23 13 April</p>	<p>The economics of immigration</p> <p>Key questions: what is the 'lump of labour fallacy'? How do economists measure the effects of immigration? What are the economic outcomes of immigration in Western Europe? This session looks at</p>	<p>Economic of Brexit. http://blogs.lse.ac.uk/br-exit/category/economic-sofbrexit/ The Economics of Brexit: What is at Stake? <i>Oxford Review of Economic Policy</i>, Volume 33, Number S1, 2017, pp. S1–S3</p>	

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Week/Date	Topic	Reading	Assignments and extra activities
	migration and its effects on Western European economies		
Session 24 20 April	<p>Migration and European media</p> <p>Key questions: How is migration represented across media outlets in the UK, France and Germany? Are there similarities and differences between this representation and representation in the US? Why might this be?</p>	<p>Eberl JM et al (2019) European Media Migration Report: How Media Cover Migration and Intra-EU Mobility in Terms of Salience, Sentiment and Framing</p> <p>Allen, WL (2016) A decade of immigration in the British press. Migration Observatory report, University of Oxford: COMPAS.</p> <p>Berry, M., Garcia-Blanco, I. & Moore, K. (2016) Press coverage of the refugee and migrant crisis in the EU: A content analysis of five European countries. Project Report. Geneva: United Nations High Commissioner for Refugees. Available at: http://www.unhcr.org/56bb369c9.html</p>	
Session 25 25 April	<p>Representations of immigration in the arts</p> <p>Key questions: how is the immigrant experience represented in the arts? What value is there in looking beyond policy, politics, economics discourses?</p> <p>Generation Windrush</p>	S Selvon The Lonely Londoners	
Session 26	Trip to Museum of		

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Week/Date	Topic	Reading	Assignments and extra activities
27 April	Migration regulations (Covid permitting)		
Session 27 4 May	Presentations		
Session 28 9 May	Presentations		
Final Assessment 11 May	Final Essay due		

Course Policies

Classroom Etiquette

To optimize the experience in a blended learning environment, please consider the following:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class.

Final exams

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the London Academics team (nyul.academics@nyu.edu). Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

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Academic Honesty, Plagiarism and Late Work

Students at Global Academic Centers must follow the [University and school policies](#). You can find details on these topics and more on this section of our NYUL website (<https://www.nyu.edu/london/academics/academic-policies.html>) and on the Policies and Procedures section of the NYU website for students studying away at global sites (<https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html>).

Attendance

Key information on NYU London's absence policy, how to report absences, and what kinds of absences can be excused can be found on our [website](#) (<http://www.nyu.edu/london/academics/attendance-policy.html>)

To ensure the integrity of the academic experience, class attendance is required and expected promptly when class begins. These rules apply to class excursions and activities as well.

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations, but must follow NYU London's absence reporting procedure. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Pronouns and Name Pronunciation (Albert and Zoom)

You can edit your pronoun and name pronunciation information on your Albert account, making it visible for faculty and staff. Information on how to do this can be found on the [Pronouns and Name Pronunciation web page](#), and for more information on how to make these changes in Zoom, please see the [Personalizing Zoom Display Names website](#).

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Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community. For more information, including how to report an incident, visit the [Bias Response Line website](#).

Your Lecturer

Dr Nicky Busch's research focus is on migration and low-paid and informal labour in the UK and across Europe. She has published a number of journal articles and book chapters on these subjects. Her book 'As an Equal' was published by Zed Books in 2018.