

Migration I: Exploring Migration Through Photojournalism

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guides.library.duke.edu/c.php?g=1088994&p=8216388

BRIEF OVERVIEW

The Rubenstein Library's Human Rights Archive contains extensive primary sources on migration and displacement and how it shapes communities, families, and individuals' lives. Collections include the historical records of non-government organizations who assist and advocate for migrants and refugees, art and journalistic photography, NGO and INGO publications and reports, as well as oral histories with migrants and refugees. Session I focuses on photojournalism, learning to analyze photographs, and exploring how migration is represented in the media.



LEARNING OBJECTIVES

- **Analyze** documents pertaining to migration in Northern Africa, the Middle East, and Europe.
- **Interpret** photographic images of migrants.
- **Identify** key components of contemporary migration issues.

BEFORE CLASS

- Have your students take a moment to [read the Rubenstein Library's approach to classes](#). It's very short, but includes things students will want to keep in mind as they work with primary sources now and in the future.
- Ask students to watch, [Migrant stories: torture, rape and being sold in Libya](#).
- Ask your students to examine the [Darrin Zammit Lupi Photojournalism Archive](#) collection guide.

SESSION OUTLINE

Activity:

Either individually or in groups, students will examine the [pre-selected photographs](#) from "On Board the Aquarius, December 2017," in the Darrin Zammit Lupi Photojournalism Archive then select two and complete the [Document Analysis Worksheet](#) for 10 minutes.

Individually or in small groups have students do some "slow looking" at the two photos guided by the following questions for **20 minutes**:

- Who do you see in the photograph?
- What do you see happening in the photograph?
- What emotions and expressions do you see on people's faces?

- What details do you notice? About the background? People’s clothing? The environment they’re in? anything else?
- What do you think the photographer was trying to capture? What do you think he was trying to convey?

After completing the document analysis sheet, have students share the results of their analysis and discuss these questions as a group for **30 minutes**:

- What were your general observations after looking at these documents?
- What does it mean, how did it feel to undertake a “slow looking” of a photograph?
- What questions do the documents raise about photojournalism in a crisis situation?
- What did the documents tell you about migration? About Human rights?
- How might you use these documents to tell a broader story?
- How do they fit in with or challenge what other sources tell us about migration, Mediterranean Sea crossings, or Human Rights?

Discussion Questions:

- What were your general observations after looking at these documents?
- What did you learn?
- What did the documents tell you about migration? About Human rights?
- How might you use these documents to tell a broader story? How do they fit in with or challenge what other sources tell us about migration, Mediterranean Sea crossings, or Human Rights?

Suggested Reading:

- [“SOS Mediterranean Charter”](#), SOS Mediterranean.
- [“Europe’s Sinking Shame”](#), Amnesty International, pages 5–8.
- [“Photographing a Crisis”](#), Magnum Photos.
- [“Media and Migration Reporting Guidelines”](#), Ethical Journalism Network.

Additional Resources:

- [“Malta Fact Sheet January–December 2020”](#), United Nations High Commissioner for Refugees (UNHCR).

QUESTIONS?

AskRL@duke.edu

DEVELOPED BY:

Patrick A Stawski

Human Rights Archivist, patrick.stawski@duke.edu

Hannah Ontiveros

Ph.D. Candidate, Duke Dept. of History



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