Religion and Migration: The American Experience

Course: REL 3120
Section: 0928
Term: Fall 2012
Times: MWF 6th Period (12:50pm-1:40pm)
Location: MAT 18

Instructor: Jason E. Purvis
Office: AND 017
Email address: jepurv@ufl.edu
Office hours: Mon 10-11am
Thursday 10-11am
Friday 10-11am
Or by appointment

Course Description:
This course urges students to consider and evaluate the role of religion in the process of migration. Throughout the semester students will be asked to read books and articles that provide detailed historical, sociological, and anthropological investigations of various immigrant groups and their religious expressions. Some of the driving questions will include: How do immigrants utilize their religious traditions in order to make sense of their migration experience? How does the migration process and new surroundings affect their religious tradition? How does their religious tradition change the receiving country? How does migration affect the immigrant’s country of origin? Along with these questions, students will be asked to learn and grapple with key concepts. Assimilation, integration, nativism, cultural/religious hybridity, transnationalism, globalization, pluralism, and multi-cultural are examples of some of the terms that will frame the course and inform the case studies that students read. Students will be tasked with learning these concepts, integrating them with the specific examples of migration, and using them as analytical tools to make sense of religion and migration.

Course Objectives:
1) Students will develop historical, sociological, and anthropological knowledge on the topics of religion and migration through specific case studies.
2) Students will have a more in-depth understanding of theories of migration, the debates concerning its causes and effects, as well as how these considerations fit into the academic study of religion.
3) Students will develop further the critical thinking, careful reading and analytical writing skills necessary for their continued success at the college level.

Required Reading Materials:
For Purchase:

Online access: readings marked with (*) will be available via the Sakai class website

Assignments and Requirements
Mid-term Exam:
The mid-term exam will be a take-home essay format. Students will be asked to answer two questions (2-3 pages each in length) in detailed fashion. Students must cite sources and provide salient quotes from the readings. The essays must be typed using 1 inch margins and standard font size. The questions will be handed out well before the due date. Students will have ample time to prepare for and complete the exams. Therefore, the exams must be well-written, contain little to no grammatical or punctuation mistakes, and demonstrate a high level of critical thinking and analytical skill.
Final Exam
The final exam will be a take-home essay format. Students will be asked to answer two questions (2-3 pages each in length) in detailed fashion. Students must cite sources and provide salient quotes from the readings. The essays must be typed using 1 inch margins and standard font size. The questions will be handed out well before the due date. Students will have ample time to prepare for and complete the exams. Therefore, the exams must be well-written, contain little to no grammatical or punctuation mistakes, and demonstrate a high level of critical thinking and analytical skill. A handout with more specific information will be made available as the test date approaches.

Research Project
Each student will be expected to complete a research paper (8-10 pages in length) that covers a particular instance of migration. Students can choose, in consultation with the instructor, one of two options. 1) Students can choose to write about a particular immigrant group or 2) students can choose to do a thorough study of their own family’s immigration experience (this would require interviews with family members as an extra step). Students should make a decision concerning the focus of their paper by the end of the third week. This selection must be communicated to the instructor. This project will be broken up into sections and will be due at various points throughout the semester. The schedule of research assignment due dates can be found within the weekly reading schedule. At the end of the semester each student will present her/his research to the class. Students can then use the feedback from their classmates in order to refine and/or amend (if necessary) their research papers before turning them in on the due-date. A handout with more specific information will be made available as we get closer the project due dates.

Reading:
Students are expected to do all of the reading for this class. There are no exceptions. Success on exams and in class discussion depends on the student’s close reading of the material. The professor reserves the right to administer pop-quizzes if class discussion becomes stagnant and/or if it becomes clear that the readings are being neglected.

Class Discussion:
Students will be expected to engage their classmates in detailed discussions about the readings for that day. We will, as best as we can, conduct the class in a seminar format. Some classes may require lectures, but group, student-led discussion will be the desired goal.

Because immigration can be a controversial topic, it is important that students act and speak in a respectful manner. Comments should be thoughtful and based on information in the readings. Personal opinions based on emotional, gut-feelings should be avoided. This is an intellectual exercise.

Attendance:
Students are expected to attend every class. The professor must be informed ahead of time in the case that a student becomes aware of any unavoidable circumstances that result in an absence. Unexcused absences will result in a deduction from participation points. A doctor’s note must be submitted to the professor in order to receive an excused absence.

Assignment Grading:
Mid-term Exam 20%
Final Exam 20%
Annotated Bibliography 5%
Research Proposal 5%
Historical paper (3-4pages) 10%
Analytical paper (3-4pages) 10%
Final Research paper (8-10pages) 20%
Research Presentation 5%
Participation 5%

Grade Scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 – 100</td>
<td>A</td>
</tr>
<tr>
<td>90 – 92</td>
<td>A-</td>
</tr>
<tr>
<td>87 – 89</td>
<td>B+</td>
</tr>
<tr>
<td>83 – 86</td>
<td>B</td>
</tr>
<tr>
<td>80 – 82</td>
<td>B-</td>
</tr>
<tr>
<td>77 – 79</td>
<td>C+</td>
</tr>
<tr>
<td>73 – 76</td>
<td>C</td>
</tr>
<tr>
<td>70 – 72</td>
<td>C-</td>
</tr>
<tr>
<td>67 – 69</td>
<td>D+</td>
</tr>
<tr>
<td>63 – 66</td>
<td>D</td>
</tr>
<tr>
<td>60 – 62</td>
<td>D-</td>
</tr>
<tr>
<td>00 – 59</td>
<td>E</td>
</tr>
</tbody>
</table>
Concerning accommodations for students with disabilities:
In order for a student to receive classroom accommodation or any other special consideration she or he should first register with the Dean of Students Office and acquire the necessary documentation. This documentation must then be turned in to the professor far in advance so that arrangements can be made in a timely fashion.

Plagiarism and academic dishonesty:
Plagiarism and/or academic dishonesty will not be tolerated. It is the student’s responsibility to read and understand the University Honor Code. BE AWARE that the meaning of plagiarism is not restricted simply to the copying of another scholar’s work word-for-word but also includes the act of taking a scholar’s ideas and reproducing them in your own words without citing them.

Schedule of classes and assignments:

Week 1:

Wednesday (8/22):
Introduction to the class

Friday (8/24):
Reading: (*) Russell McCutcheon, “What is the Academic Study of Religion?”

Part I: Theoretical Considerations

Week 2:

Monday (8/27):

(*) “The Sociology of Immigration,” Barbara Schmittle Heisler pp 77-95

Wednesday (8/29):
Reading: (*) “Prologue” and Chapter 1, Peggy Levitt, God Needs No Passport, pp1-26

Friday (8/31):
Reading: “Immigration and Religious Communities in the United States,” R. Stephen Warner in Gatherings in Diaspora, pp3-34.

(*) Dufoix, “What is a Diaspora?”, in Diasporas, pp4-34

Week 3:

Monday (9/3):
No class: Labor Day

Wednesday (9/5):


Friday (9/7):

Film: Farmingville

Last day to choose a Research Topic

Part II: Mobility among Indigenous Peoples and European Migration

Week 4:

Monday (9/10):

Wednesday (9/12):
Reading: (*) “Imagining a Distant New World,” Daniel Richter in Facing East from Indian Country, pp11-40.

Friday (9/14):
Reading: Daniels, Coming to America, Chapter 1

(*) Winthrop, Plans for a Godly Settlement, 1630.

Week 5:
Monday (9/17):
Reading: Cabeza de Vaca, *Chronicles of the Narvaez Expedition*, 3-52
Annotated Bibliography due in class (hard copies only)

Wednesday (9/19):
Reading: Cabeza de Vaca, *Chronicles of the Narvaez Expedition*, 53-108
Film: “Cabeza de Vaca”

Friday (9/21):
Reading: Daniels, *Coming to America*, Chapter 2
Film: “Cabeza de Vaca”

Part III: Slavery and Forced Migration

Week 6:
Monday (9/24):
Reading: Daniels, *Coming to America*, Chapter 3
Wood, *Strange New Land*, Chapter 1

Wednesday (9/26):
Reading: Wood, *Strange New Land*, Chapters 2-4

Friday (9/28):
Reading: Wood, *Strange New Land*, 5-6
Film: “The Middle Passage”

Week 7:
Monday (10/1):
Reading: Wood, *Strange New Land*, 7-8
Research Proposal due in class (hard copies only)

Part IV: European Migration at the Turn of the Twentieth Century

Wednesday (10/3):
Reading: Daniels, *Coming to America*, Chapter 6 and Chapter 8

Friday (10/5):
Reading: Orsi, *The Madonna of 115th Street*, Chapters 1-3

Week 8:
Monday (10/8):
Reading: Orsi, *The Madonna of 115th Street*, Chapters 4-6

Wednesday (10/10):
Reading: Orsi, *The Madonna of 115th Street*, Chapters 7-8

Friday (10/12):
Reading: none, focus on your exams!!!
Mid-Term Take-Home Exam Due in class (hard copies only)

Part V: Asian Migration from 19th to 21st Century

Week 9:
Monday (10/15):
Reading: Daniels, *Coming to America*, Chapter 9

Wednesday (10/17):
Reading: Yang, in *Gatherings in Diaspora*, Chapter 10

Friday (10/19):
Reading: (*) Okihiro, “,” in *Cane Fires*, ppTBA

Week 10:
Monday (10/22):
Reading: (*) Okihiro, “,” in *Cane Fires*, ppTBA
**Wednesday (10/24):**

**Friday (10/26):**
Reading: Kurien in *Gatherings in Diaspora*, Chapter 1
Historical paper due in class (hard copies only)

**Part VI: Manifest Destiny, American Migration West and Subsequent Migrations from Latin America and the Caribbean**

**Week 11:**
**Monday (10/29):**
Reading: (*) Stephanson, “Choice and Choseness, 1600-1820,” in *Manifest Destiny*, pp3-27
Film: Ken Burns, “The West,” Part 1

**Wednesday (10/31):**
Reading: Daniels, *Coming to America*, Chapter 12
Film: Ken Burns, “The West,” Part 2

**Friday (11/2):**
Reading: Leon, “Born Again in East L.A.,” in *Gatherings in Diaspora*, Chapter 5
(*) Samuel Huntington, “The Hispanic Challenge”

**Week 12:**
**Monday (11/5):**
Wellmeier, *Gatherings in Diaspora*, Chapter 3, pp97-122

**Wednesday (11/7):**
Reading: Cubans- Daniels, *Coming to America*, Chapter 15

**Friday (11/9):**
No class: Homecoming

**Week 13:**
**Monday (11/12):**
No class: Veterans’ Day

**Wednesday (11/14):**
Reading: Haitians-McAlister in *Gatherings in Diaspora*, Chapter 4
Analytical paper due in class (hard copies only)

**Friday (11/16):**
Reading: Rastafarians- Hepner, *Gatherings in Diaspora*, Chapter 6

**Part VII: Special Topics and Presentations**

**Week 14:**
**Monday (11/19):**
Reading: Abusharaf in *Gatherings in Diaspora*, Chapter 7

**Wednesday (11/21):**
No class: Thanksgiving

**Friday (11/23):**
No class: Thanksgiving

**Week 15:**
**Monday (11/26):**
Wednesday (11/28):
   Reading: (*) Purvis, “Religious Discourse and the Confederate Migration to Brazil,” rough, unpublished essay.

Friday (11/30):
   Project Presentations

Week 16:
Monday (12/3):
   Project Presentations

Wednesday (12/5):
   Project Presentations
   Final Take-Home Exam Due in class (hard copies only)

Friday (12/7):
   No class: Reading Day

   **Final Projects Due by 12 noon on officially-scheduled exam day
   Turn them in to my office at Anderson 017 (hard copies only)

PLEASE NOTE: the schedule of classes and assignments are subject to amendment at any point during the semester. It is the student’s responsibility to keep track of any changes that are made and adjust accordingly. Should changes be made they will be announced in class and be posted promptly on the Sakai website.