

Religion and the American Immigration Experience

Course: REL 3120

Section: 02DD

Term: Spring 2018

Times: MWF 8th Period (3:00pm-3:50pm)

Location: AND 101

Instructor: Jeyoul Choi

Office: AND 017

Email address: jeyoul@ufl.edu

Office hours:

Monday: 7th period (1:55 pm – 2:45 pm)

Wednesday: 6th and 7th periods (12:50 pm – 2:45 pm)

Or by appointment

Course Description:

This course explores U.S. religious history with a particular focus on the relationship between religion and immigration. Employing historical, sociological, and anthropological approaches to religion, the course evaluates the role of religion as an important motivation for maintaining immigrants' lives. The first portion of the course provides conceptual tools for understanding the interaction between religion and immigration. The following portions explore case studies of immigrants' lives. Throughout the course, students will be encouraged to understand and evaluate the changing role of religion in different historical, social, and cultural milieu.

Course Objectives:

- 1) To understand the relationship between religion and immigration in U.S. history and society
- 2) To provide major concepts in migration and globalization studies for the study of religion
- 3) To evaluate the role of religion in immigrants' lives

Required Reading Materials:

For Purchase:

Hackett, David G. (1991). *The Rude Hand of Innovation: Religion and Social Order in Albany, New York 1652-1836*. New York: Oxford University Press. Available on Amazon as a used book

Orsi, Robert A. (1985). *The Madonna of 115th Street: Faith and community in Italian Harlem, 1880-1950*. New Haven: Yale University Press.

Yoo, David K. (2010). *Contentious Spirits: Religion in Korean American History 1903-1945*. Stanford: Stanford University Press.

Cage, Wendy. (2005). *Heartwood: The First Generation of Theravada Buddhism in America*. Chicago: The University of Chicago Press

Tweed, Thomas. (1997). *Our Lady of the Exile: Diasporic Religion at a Cuban Catholic Shrine in Miami*. New York: Oxford University Press

Additional Readings (Book Chapters and Articles) marked with (*) will be available through Canvas

Assignments and Requirements

1. Short Reading Response Papers (30%)

At the end of every other unit, students are required to submit a short reading response paper (single spaced 1-2 pages). The paper should provide a short summary of the two units, including important theoretical concepts and their applications to each case study. Three papers should be handed in by each due-date (2/12, 3/12, and 4/13). Each paper is worth 10 points.

2. Research Project (20%)

Each student will be expected to complete a short research paper (double spaced 8-10 pages in length, Times New Roman, font 12) that covers a particular example of an immigrant groups. 1) Students can choose to write about an immigrant group outside of their own experience, in which they are interested. 2) Students can choose to do a study of their own family's immigration experience (both cases would require interviews with people from the immigrant community or family members). In their papers, students are required to articulate the selected community's beliefs and practices of religion such as particular narratives, rituals, ethical values, and symbols. Students need to investigate these religious beliefs and practices by 1) clarifying how they have been constructed and maintained by the community and 2) what those values mean to them. Further, a well-developed paper should effectively examine their dynamic interactions with their macro historical, social, and cultural period, in which those religious beliefs and practices are taking place. For this, students are encouraged to employ the various theoretical tools and case studies covered by the course in their responses. To provide adequate time for research, students should make a decision concerning the focus of their paper by the end of the fourth week (2/2). The due date for the final submission of the paper is noon on May 2.

3. Research Proposal and Presentation (10%)

In the middle of the semester (3/19), students are required to submit their research proposals (single-spaced 1-2 pages). At the end of the semester (4/23 and 4/25), each student will present their 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 (5/2). 10 points of the final grade are assigned for the research proposal (5 points) and the presentation (5 points).

3. Final Exam (25%)

The final exam will be a take-home essay. Students will be asked to answer two questions (each answer should be double-spaced 2-3 in length). Students must cite sources and provide salient short quotes from the readings. 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, demonstrating a high level of critical thinking. A handout with more specific information will be made available as the exam date (5/2) approaches.

4. Discussion Leading (10%)

Each student will lead class discussions throughout the semester (4 times for each). Students will choose readings, in which they are interested, from the required books of the class and take the responsibility to answer the instructor's questions about the assigned materials at the beginning of the class.

5. Class Participation (5%)

Reading:

Students are expected to do all of the reading for this class. Success on exams and in class discussion depends on the student's close reading of the material. The instructor 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:

Although it is the instructor's responsibility to lead each class with lectures or leading class discussion, students are expected to engage in each class by asking and answering questions in relation to the relevant topics. 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. 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, if students are absent of the class due to their medical issues or emergency.

Grading:

Short Reading Response Papers	30%
Final Exam	25%
Final Research paper	20%
Research Proposal and Presentation	10%
Leading Discussion	10%
Participation	5%

Grade Scale:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
67 – 69	D+
63 – 66	D
60 – 62	D-
00 – 59	E

Rules

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 said scholar(s)/author(s).

Late Assignments:

Assignments turned in late will receive a letter-grade reduction for each day late after the actual due-date. For example, a paper that would have received a B+ (had it been submitted on the due date) would

receive a B for being one day late, a B- for being two days late, a C+ for being three days late, and so on and so forth.

Schedule of classes and assignments:

Week 1:

Monday (1/8):

Introduction to the class

Part I: Theoretical Considerations

Wednesday (1/10): What is Religion and How Can We Study it?

Reading: (*) Robert Orsi, "Everyday Miracles: The Study of Lived Religion," in *Lived Religion*

Friday (1/12): What is Religion and How Can We Study it?

Reading: (*) David Chidester, "Virtual Religion," in *Authentic Fakes*

Week 2:

Monday (1/15): Martin Luther King Jr. Day:

No Class

Wednesday (1/17): Globalization, Immigration, and Religion

Reading: (*) Jan Pieterse, Chapter 1 "Globalization: Consensus and Controversies" in *Globalization & Culture*

Friday (1/19): Globalization, Immigration, and Religion

Reading: (*) Jan Pieterse, Chapter 2 "Globalization and Human Integration: We are All Migrants in *Globalization & Culture*

Week 3:

Monday (1/22): Globalization, Immigration, and Religion

Reading: (*) Jan Pieterse, Chapter 4 "Globalization as Hybridization" in *Globalization & Culture*

Wednesday (1/24): Globalization, Immigration, and Religion

Reading: (*) "The Sociology of Immigration," Barbara Schmitter Heisler in *Migration Theory*

Friday (1/26): Globalization, Immigration, and Religion

Reading: (*) Martin Baumann, "Exile" in *Diasporas*
(*) Manuel Vasquez, "Diasporas and Religion" in *Diasporas*
(*) Nina Glick Schiller, "Transmigrants and Nation-States: Something Old and Something New in the U.S. Immigrant Experience

Part II: Mobility among Indigenous Peoples and European Migration

Week 4:

Monday (1/29): Colonial U.S. and Religious Landscapes

Reading: (*) Roger Daniels, *Coming to America*, Chapter 2 “English Immigrants in America” in *Coming to America*
(*) John Winthrop, Dreams of a City upon a Hill, 1630.

Wednesday (1/31): Native American Worlds and Colonial Encounters

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

Friday (2/2): Colonial Religious World

Reading: (*) David Hall, “The Mentality of the Supernatural in Seventeenth-Century New England” in *Religion and American Culture*

Last day to choose a Research Topic

Week 5:

Monday (2/5): European Immigrations and Their Religions in Colonial U.S.

Reading: David Hackett, *The Rude Hand of Innovation*, Introduction and Chapter 1

Wednesday (2/7): European Immigrations and Their Religions in Colonial U.S.

Reading: David Hackett, *The Rude Hand of Innovation*, Chapter 2 and 3

Friday (2/9): European Immigrations and Their Religions in Colonial U.S.

Reading: David Hackett, *The Rude Hand of Innovation*, Chapter 4 and 5

Week 6:

Monday (2/12): European Immigrations and Their Religions in Colonial U.S.

Reading: David Hackett, *The Rude Hand of Innovation*, Chapter 6 and Conclusion

The First Short Reading Paper due

Part III: Forced Migration, Slavery, and Religion

Wednesday (2/14): Slavery Experience and Forced Migration

Reading: (*) Roger Daniels, *Coming to America*, Chapter 3 “Slavery and Immigrant from Africa”

Friday (2/16): African Diasporic Religion

Reading: (*) Albert Raboteau, “African Diaspora,” in *Slave Religion*

Week 7:

Monday (2/19): African American Christianity

Reading: (*) Jon Butler, “African and American Indian Religion,” in *Religion in American Life*

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

Wednesday (2/21): Post-Revolutionary U.S. and Religious Landscapes

Reading: (*) Roger Daniels, *Coming to America*, Chapter 4 “Other Europeans in Colonial America” and Chapter 7 “From the Mediterranean”

Friday (2/23): Italian Catholicism

Reading: Robert Orsi, *The Madonna of 115th Street*, Intro, Chapters 1 and 2

Week 8:

Wednesday (2/28): Italian Catholicism

Reading: Robert Orsi, *The Madonna of 115th Street*, Chapters 3 and 4

Friday (3/2): Italian Catholicism

Reading: Robert Orsi, *The Madonna of 115th Street*, Chapters 5 and 6

Week 9:

Monday (3/5): Spring Break

No Class

Wednesday (3/7): Spring Break

No Class

Friday (3/9): Spring Break

No Class

Week 10:

Monday (3/12): Italian Catholicism

Reading: Robert Orsi, *The Madonna of 115th Street*, Chapters 7 and 8

The Second Short Reading Paper due

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

Wednesday (3/14): Asian Immigrants and Their Religions

Reading: (*) Roger Daniels, *Coming to America*, Chapter 9 “Minorities from Other Regions”

Friday (3/16): Korean American Christianity

Reading: David Yoo, *Contentious Spirits*, Intro, Chapter 1 and 2

Korean American Christianity

Reading: David Yoo, *Contentious Spirits*, Chapter 3, 4 and 5

Week 11:

Monday (3/19): Korean American Christianity

Reading David Yoo, *Contentious Spirits*, Chapter 6 and Epilogue

Research Proposal due in class

Part VI: The Immigration and Religion after the Immigration Act of 1965

Wednesday (3/21): Contemporary Immigrant Pattern and Religions

Reading: (*) Roger Daniels, *Coming to America*, Chapter 13 “Changing the Rules” and Chapter 14 “The New Asian Immigrants”

Friday (3/23): Thailand Buddhism in the U.S.

Reading: Wendy Cage, *Heartwood*, Chapter 1 and 2

Week 12:

Monday (3/26): Thailand Buddhism in the U.S.

Reading: Wendy Cage, *Heartwood*, Chapter 3 and 4

Wednesday (3/28): Thailand Buddhism in the U.S.

Reading: Wendy Cage, *Heartwood*, Chapter 5 and 6

Friday (3/30): Thailand Buddhism in the U.S.

Reading: Wendy Cage, *Heartwood*, Chapter 7 and 8

Week 13:

Monday (4/2): Contemporary Latin American Catholicism in the U.S.

Reading: Thomas Tweed, *Our Lady of the Exile*, Intro and Chapter 1

Wednesday (4/4): Contemporary Latin American Catholicism in the U.S.

Reading Thomas Tweed, *Our Lady of the Exile*, Chapter 2 and 3

Friday (4/6): Contemporary Latin American Catholicism in the U.S.

Reading: Thomas Tweed, *Our Lady of the Exile*, Chapter 4 and 5

Week 14:

Monday (4/9): Contemporary Latin American Catholicism in the U.S.

Reading: Thomas Tweed, *Our Lady of the Exile*, Chapter 6 and Postscript

Wednesday (4/11): Afro-Latin American Religion in the U.S.

Reading: (*) Elizabeth McAlister, "The Madonna of 115th Street Revisited" in *Gathering in Diaspora*

Friday (4/13): Mexican Protestantism in the U.S.

Reading: (*) Luis Leon, "Born Again in East LA," in *Gathering in Diaspora*

The Third Short Reading Paper due

Part VII: Islam in the U.S.

Week 15:

Monday (4/16): The Clash of Civilization?

Reading: (*) Samuel Huntington, "The Clash of Civilizations"

Wednesday (4/18):

Reading: (*) Mark Juergensmeyer, "Transnational Networks: Global Jihad,"

Friday (4/20): Guest Lecture

Reading: TBD

Invited Speaker: TBD

The Fourth Short Reading Paper due

Part VIII: Presentations and Preps for Final Exam

Week 16:

Monday (4/23):

Project Presentations

Wednesday (4/25):

Project Presentations

Friday (4/27): Reading Day

No class: Working on the Final Project and Exam!!

****Final Projects and Exam Due by noon on May 2
Turn them in by email as an attached word file**