

Religion and Immigration in the Americas

REL 3120/LAS 3930

Matherly 016 MWF Period 3

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Office Hours: 10:30-noon MW and by appointment

Course Description

Religion and the American Immigrant Experience is a course designed to introduce students to the role movement plays in the practice of religion. Focusing specifically on the Americas, this course will cover concepts including transnationalism, diaspora, borderlands, hybridity, nativism, and colonialism through looking at case studies that represent a variety of religious traditions from the 15th century to the present. We will explore a variety of questions such as: How do people use religion orient themselves during and after migrations? In what ways do religions change as a result of migration? To what extent are religious ties maintained between sending and receiving countries? Students will also discuss these scholarly concepts as they related to diverse forms of media including literature and film. After completing this course, students will understand to make sense of religion and migration.

Objectives

Students will:

- Become familiar with the technical terms associated with the scholarly study of immigration
- Encounter a variety of historical and contemporary literature that will provide the theoretical and methodological tools to understand and analyze issues related to religion and immigration
- Come away with knowledge of how to utilize databases, journals, and scholarly works to develop their own independent research.

Course 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.**

Assignment Grading

Mid-term Exam 15%

Final Exam 15%

Annotated Bibliography 5%

Research Proposal 5%

Historical paper (3-4pages) 10%

Analytical paper (3-4pages) 10%

Final Research paper and Presentation (8-10pages) 20%

Attendance and Participation 20%

Required Texts

Neil Gaiman- *American Gods* (10th Anniversary Edition Preferred)

Thomas Tweed -*Crossing and Dwelling*

Carolyn Dean- *Inka Bodies and the Body of Christ*

Peter H. Wood-*Strange New Land*

Karen McCarthy Brown-*Mama Lola* (3rd Edition)

Luis D. Leon-*La Llorona's Children*

Readings marked with (*) are available through canvas or online.

Grading

Student's final grade will be assigned based on their performance and will reflect the following scale:

A 95-100

C+ 77-79

A- 90-94	C 73-76
B+ 87-89	C- 70-72
B 83-86	D 60-69
B- 80-82	E 0-59

Attendance

Attendance and participation are critical to your success in this class. You are allowed two unexcused absences. However, in the instance of documented illness, family emergency, university function, or religious holiday, additional absences will be excused. Students are responsible for notifying the instructor of the date and reason these absences occur. Additional information about excusable absences can be found here:

<http://www.registrar.ufl.edu/catalog1011/policies/regulationattendance.html>

As upper division students in a specialized course I assume that you WANT to be enrolled in this course. If for any reason chronic absences become an issue, the student will need to come discuss their situation with me. Grade adjustments for this sort of behavior will be handled on a case-by-case basis.

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.

Academic Honesty

Students are expected to uphold the academic honor code of the University of Florida. Any student found in violation of this code will be prosecuted to the fullest extent possible. Students should take care in correctly citing all sources consulted during research. More information about the honor code can be found here: <http://www.dso.ufl.edu/sccr/honorcode.php>

Students with Disabilities

Students in need of special accommodations must register with the UF Student Disability Resource Center and provide the instructor with documentation to ensure that the student has adequate opportunity to reach their full potential. More information on disability accommodation at the University of Florida can be found at: <http://www.dso.ufl.edu/drc/current.php>

Schedule of Classes and Assignments

Introduction

- Week 1
 - Wednesday (1/6)
 - Introduction to the class
 - Friday (1/8):
 - Reading: Neil Gaiman, American Gods Part 1
 - (*) Russell McCutcheon, “What is the Academic Study of Religion?”

Part I: Theoretical Considerations

- Week 2
 - Monday (1/11)
 - Reading: Neil Gaiman, American Gods Part 2
 - (*) “The Sociology of Immigration,” Barbara Schmitter Heisler pp 77-95
 - (*) “Vaya con Dios: Religion and the Transnational History of the Americas” Pamela Vokel, Bethany Moreton, and Michael Jo
 - Wednesday (1/13)
 - Reading: Reading: Neil Gaiman, American Gods Part 3
 - (*) James Axtell, Chapters 1 and 4 in *Beyond 1492: Colonial Encounters in North America*
 - Friday (1/15)
 - Reading: Reading: Neil Gaiman, American Gods Part 4
 - (*) Stephane Dufoix, Chapter 1 in *Diasporas*, pp 4-34
- Week 3
 - Monday (1/18)
 - **No Class-MLK Day**
 - Wednesday (1/20)
 - Reading: Reading: Neil Gaiman, American Gods Part 5
 - (*) Gloria Anzaldúa, Chapters 1 and 2 in *Borderlands/La Frontera: The New Mestiza*
 - Friday (1/22)
 - Reading: Reading: Neil Gaiman, American Gods Part 6 and Postscript
 - (*) Andreas Wimmer and Nina Glick Schiller. “Methodological Nationalism, the Social Sciences, and the Study of Migration: An essay in Historical Epistemology.” *International Migration Review* 37/3 (2003): 576-610.
 - **Last day to choose a Research Topic**
- Week 4
 - Monday (1/25)
 - Reading: Thomas Tweed, Chapters 1 and 2 in *Crossing and Dwelling: A Theory of Religion*
 - Wednesday (1/27)
 - Reading: Thomas Tweed, Chapters 3 and 4 in *Crossing and Dwelling: A Theory of Religion*
 - Friday (1/29)
 - Reading: Thomas Tweed, Chapters 5 to end in *Crossing and Dwelling: A*

Theory of Religion

▪ **Research Proposal Due**

Part II: Indigenous Mobility: North American and Latin American Colonization

- Week 5
 - Monday (2/1)
 - (*) Roger Daniels, Chapter 1 and 2 in *Coming to America*
 - (*) Winthrop, Plans for a Godly Settlement, 1630.
 - Wednesday (2/3)
 - Reading: (*) Daniel Richter, Prologue and Imagining a Distant New World in *Facing East from Indian Country*, pp 11-40.
 - (*) Rachel Wheeler, “Women and Christian Practice in a Mahican Village” in *Religion and American Culture: A Reader* ed. David G. Hackett
 - (*)
 - Friday (2/5)
 - Reading: (*) Juliana Barr “Geographies of Power, Mapping Indian Borders in the ‘Borderlands of the Early Southwest’”
- Week 6
 - Monday (2/8)
 - Reading: Carolyn Dean, Introduction-Chapter 3 in *Inka Bodies and the Body of Christ*
 - Wednesday (2/10)
 - Reading: Carolyn Dean, Chapters 4-6 in *Inka Bodies and the Body of Christ*
 - Friday (2/12)
 - Reading: Carolyn Dean, Chapters 7-9 in *Inka Bodies and the Body of Christ*
 - **Annotated Bibliography due**

Part III: Slavery and the African Diaspora

- Week 7:
 - Monday (2/15)
 - Reading: (*) Albert Raboteau “African Americans, Exodus, and the American Israel” in *Religion and American Culture: A Reader* ed. David G. Hackett
 - Peter H. Wood, *Strange New Land*, Chapter 1
 - Wednesday (2/17)
 - Reading: Peter H. Wood, *Strange New Land*, Chapters 2-6
 - Friday (2/19)
 - Library Research Skills Day details TBD
- Week 8:
 - Monday (2/22)
 - Reading Karen McCarthy Brown, Chapters All Forwards/Introductions- in *Mama Lola 3rd Edition*
 - Wednesday (2/24)

- Reading Karen McCarthy Brown, Chapters 1-4 in *Mama Lola 3rd Edition*
 - Friday (2/26)
 - Reading Karen McCarthy Brown, Chapters 5-6 and 10 in *Mama Lola 3rd Edition*
 - **Midterm due**
- Week 9
 - **No Class-Spring Break**

Part IV: Manifest Destiny/Borderlands

- Week 10
 - Monday (3/7)
 - Reading: (*) Frederick Jackson Turner Frontier Thesis Excerpts
 - (*) John O'Sullivan "The Great Nation of Futurity"
 - (*) Herbert Bolton "The Epic of Greater America"
 - Film: Ken Burns, "The West," Part 1
 - Wednesday (3/9)
 - Reading: (*)
 - (*) Gaston Espinosa: "History and Theory in the Study of Mexican American Religions" in *Mexican America Religions: Spirituality, Activism, and Culture*
 - Film: Ken Burns, "The West," Part 2
 - Friday (3/11)
 - (*) Paul Vanderwood, "Criminals and Saints," in *Juan Soldado: Rapist, Murders, Martyr, Saint*.
 - **Historical paper due**
- Week 11
 - Monday (3/14)
 - Reading: Luis D. Leon, Preface –Chapter 2 in *La Llorona's Children*
 - Wednesday (3/16)
 - Reading: Luis D. Leon, Chapters 3- 5 in *La Llorona's Children*
 - Friday (3/18):
 - Reading: Luis D. Leon, Chapters 6-Conclusion in *La Llorona's Children*

Part V: Globalization/Transnationalism

- Week 12:
 - Monday (3/21)
 - Reading: (*) Arjun Appadurai, "Disjuncture and Difference in the Global Cultural Economy" in *Public Culture 2/2*
 - Wednesday (3/23)
 - Reading: (*) "Prologue" and Chapter 1, Peggy Levitt, *God Needs No Passport*, pp1-26
 - Friday (3/25)
 - Reading: (*) "Transnational Lives," Peggy Levitt in *God Needs No Passport*, pp27-64.
- Week 13:
 - Monday (3/28)

- Reading: Richard Seager, “The American Setting” and “Jodo Shinshu” in *Buddhism in America*
 - Wednesday (3/30)
 - Reading: Richard Seager, “The Tibetan Mileau” in *Buddhism in America*
 - Gary Tuttle “Uniting Religion and Politics in a Bid for Autonomy”
 - Friday (4/1)
 - **No Reading** Watch parts of Little Buddha in Class
 - **Analytical Paper Due**
- Week 14:
 - Monday (4/4)
 - Reading: (*) Elaine Pena, Introduction and Chapter 1 in *Performing Piety*
 - Wednesday (4/6)
 - Reading: Karen McCarthy Brown, Chapter 12-Afterword in *Mama Lola 3rd Edition*
 - Friday (4/8)
 - **No Class-Work Day**

Part VI: What about the Nation State?

- Week 15:
 - Monday (4/11)
 - Benedict Anderson *Imagined Communities* (Sections TBD)
 - Reading (*) Donald Pease, “Re-Thinking American Studies after U.S. Exceptionalism.” *American Literary History* 29/1 (2009): 19-27.
 - Wednesday (4/13)
 - Thomas Bender “Introduction” in *Rethinking American History in a Global Age*
 - (*) Duncan Ryuken Williams, “From Pearl Harbor to 9/11: Lessons from the Internment of Japanese American Buddhists,” in *A Nation of Religions*, ed. Stephen Prothero, pp63-78.
 - Friday (4/15)
 - **No Class-Work Day**
- Week 16:
 - Monday (4/18)
 - Project Presentations
 - Wednesday (4/20)
 - Project Presentations
 - **Final Take-Home Exam Due**
 - Friday (4/22):
 - **No class: Reading Day**

****Final Projects Due by 12 noon on Wednesday, April 27th.**

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 Canvas website.