

Religion and the American Immigration Experience

Course: REL 3120

Section: 02DD

Term: Fall 2018

Times: T: Period 5-6 (11:45pm-1:40pm) R: Period 6 (12:50pm-1:40pm)

Locations: TURINGTON (2349)

Instructor: Jeyoul Choi

Office: AND 017

Email address: jeyoul@ufl.edu

Office hours:

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

Thursday: 7th and 8th periods (1:55 pm – 3:50 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 strike to religion, the course evaluates the role of religion in 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 religion and immigration in different historical, social, and cultural milieu of the U.S.

Course Objectives:

- 1) To understand the relationship between religion and immigration in U.S. history and society
- 2) To provide major conceptual tools for understanding the interaction between religion and immigration
- 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 submitted on Canvas by each due-date (9/27, 10/25, and 11/27). 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 group. 1) Students can choose to write about an immigrant group outside of their own experience. 2) Or students can choose to study 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. A well-developed paper should effectively place the belief and practices of the group studied into its larger historical context. Students are encouraged to employ pertinent aspects of the various theoretical tools and case studies covered by the course. Students should make a decision concerning the topic of their paper by the end of the fourth week (9/13). The due-date for the final submission of the paper is noon on December 11.

3. Research Proposal and Presentation (10%)

By week 11 (11/1), students are required to submit their research proposals (single-spaced 1-2 pages). In week 16 (12/4), each student will present their research to the class. Students can then use feedback from classmates to refine and/or amend their research papers before turning them in on the due-date (12/11). 10 points of the final grade is assigned to the research proposal (5 points) and the presentation (5 points).

4. Final Exam (20%)

The final exam will be a take-home essay. Students will be asked to answer two questions (each answer should be double-spaced 3 pages in length, Times New Roman, font 12). 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 exam. Exam must be well-written, demonstrating a high level of critical thinking. A handout with more specific guidance will be made available as the exam date (12/11) approaches.

5. Reading Presentation (10%)

During the semester, students will choose two chapters from the required readings (Hackett's Orsi's, Yoo's, Cage's, and Tweed's) and deliver a 20-30 minutes presentation at the assigned day. This must show students' own comprehension of the readings and capability to deliver the key concepts and supporting details of the assigned chapters with clarity.

6. Class Participation and Attendance (10%)

Reading:

Students are expected to do the required reading for each class prior to the class meeting for which it is assigned. Success on exams and in class discussion will depend on students' 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 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 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 instructor in order to receive an excused absence for, medical issues or an emergency.

Grading:

Short Reading Response Papers	30%
Final Exam	20%
Final Research paper	20%
Research Proposal and Presentation	10%
Reading Presentation	10%
Class Participation and Attendance	10%

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-

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:

Thursday (8/23):

Introduction to the class

Part I: Theoretical Considerations

Week 2:

Tuesday (8/28): What is Religion and How Can We Study it?

Reading 1: (*) Robert Orsi, "Everyday Miracles: The Study of Lived Religion," in *Lived Religion*

Reading 2: (*) David Chidester, "Virtual Religion," in *Authentic Fakes*

Thursday (8/30): Globalization, Immigration, and Religion

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

Week 3:

Tuesday (9/4): Globalization, Immigration, and Religion

Reading 1: (*) Jan Pieterse, Chapter 2 "Globalization and Human Integration: We are All Migrants in *Globalization & Culture*

Reading 2: (*) Jan Pieterse, Chapter 4 "Globalization as Hybridization" in *Globalization & Culture*

Thursday (9/6): Globalization, Immigration, and Religion

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

Part II: Mobility among Indigenous Peoples and European Migration

Week 4:

Tuesday (9/11): Globalization, Immigration, and Religion

Reading 1: (*) 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

Reading 2: Colonial U.S. and Religious Landscapes

(*) Roger Daniels, *Coming to America*, Chapter 2 "English Immigrants in America" in *Coming to America*

(*) John Winthrop, A City upon a Hill, 1630.

Thursday (9/13): Native American Worlds and Colonial Encounters

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

Last day to choose a Research Topic

Week 5:

Tuesday (9/18): Colonial Religious World

Reading 1: (*) David Hall, “The Mentality of the Supernatural in Seventeenth-Century New England” in *Religion and American Culture*
European Immigrations and Their Religions in Colonial U.S.

Reading 2: David Hackett, *The Rude Hand of Innovation*, Introduction and Chapter 1

Thursday (9/20): European Immigrations and Their Religions in Colonial U.S.

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

Week 6:

Tuesday (9/25): European Immigrations and Their Religions in Colonial U.S.

Reading 1: David Hackett, *The Rude Hand of Innovation*, Chapter 4 and 5

Reading 2: David Hackett, *The Rude Hand of Innovation* Chapter 6 and Conclusion

Part III: Forced Migration, Slavery, and Religion

Thursday (9/27): Slavery Experience and Forced Migration

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

The First Short Reading Paper due

Week 7:

Tuesday (10/2): African Diasporic Religion

Reading 1: (*) Albert Raboteau, “African Diaspora,” in *Slave Religion*
African American Christianity

Reading 2: (*) Jon Butler, “African and American Indian Religion,” in *Religion in American Life*

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

Thursday (10/4): 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”

Week 8:

Tuesday (10/9): Italian Catholicism

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

Reading 2: Robert Orsi, *The Madonna of 115th Street*, Chapters 3 and 4

Thursday (10/11): Italian Catholicism

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

Week 9:

Tuesday (10/16): Italian Catholicism

Reading 1: Robert Orsi, *The Madonna of 115th Street*, Chapters 7 and 8

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

Reading 2: Asian Immigrants and Their Religions (*) Roger Daniels, *Coming to America*, Chapter 9 “Minorities from Other Regions”

Thursday (10/18): Korean American Christianity

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

Week 10:

Tuesday (10/23): Korean American Christianity

Reading David Yoo, *Contentious Sprits*, Chapter 3, 4 and 5

Thursday (10/25): Korean American Christianity

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

The Second Short Reading Paper due

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

Week 11:

Tuesday (10/30): Contemporary Immigrant Pattern and Religions

Reading 1: (*) Roger Daniels, *Coming to America*, Chapter 13 “Changing the Rules” and Chapter 14 “The New Asian Immigrants”

Reading 2: Thailand Buddhism in the U.S.
Wendy Cage, *Heartwood*, Chapter 1 and 2

Thursday (11/1): Thai Buddhism in the U.S.

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

Research Proposal due

Week 12:

Tuesday (11/6): Thai Buddhism in the U.S.

Reading 1: Wendy Cage, *Heartwood*, Chapter 5 and 6

Reading 2: Wendy Cage, *Heartwood*, Chapter 7 and 8

Thursday (11/8): Contemporary Latin American Catholicism in the U.S.

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

Week 13:

Tuesday (11/13): Contemporary Latin American Catholicism in the U.S.

Reading 1: Thomas Tweed, *Our Lady of the Exile*, Chapter 2 and 3

Reading 2: Thomas Tweed, *Our Lady of the Exile*, Chapter 4 and 5

Thursday (11/15): Contemporary Latin American Catholicism in the U.S.

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

Week 14:

Tuesday (11/20): Thanksgiving Holiday

Thursday (11/22): Thanksgiving Holiday

Part VII: Afro-Latin American Religion in the U.S.

Week 15:

Tuesday (11/27): Afro-Latin American Religion in the U.S.

Reading 1: (*) Elizabeth McAlister, “The Madonna of 115th Street Revisited” in *Gathering in Diaspora*

Reading 2: Mexican Protestantism in the U.S.

(*) Luis Leon, “Born Again in East LA,” in *Gathering in Diaspora*

The Third Short Reading Paper due

Part VIII: Islam in the U.S.

Thursday (11/29): The Clash of Civilization?

Reading: (*) Samuel Huntington, “The Clash of Civilizations” and Mark Juergensmeyer, “Transnational Networks: Global Jihad,”

Part X: Presentations and Prep for Final Exam

Week 16:

Tuesday (12/4): Research Project Presentations

Thursday (12/6): Readings Day

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

****Research Projects and Final Exam Due by Noon on December 11
Submit them via Canvas as an attached word file**