

# RS-616: Race, Immigration, and Religion in an Era of Resurgent Nationalism

Fall 2020  
Allison L. Norton



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## **INSTRUCTOR INFORMATION**

*Email:* [anorton@hartsem.edu](mailto:anorton@hartsem.edu) (I check email between the hours of 9am-4pm)

*Office Location:* 80 Sherman Street (HIRR), #205

*Office Hours:* Mondays and Wednesdays, 2-3:30pm ET; Thursdays 10-11am ET

## **DESCRIPTION**

The United States has been the top destination for international migrants since 1960, and is home to one-fifth of the world's international migrants. Despite its long history of immigration, the United States has oscillated between perceiving immigration as a valuable resource and as a major challenge. This course is intended to introduce students to the concepts, major trends, and critical issues associated with this reality from religious perspectives. Students will explore the historical context to current debates over immigration reform, integration, and citizenship, analyzing century-long conversations about the interplay between race, religion, who is allowed into the country, and what it means to be an American. The course provides a chronological overview of US immigration history, but also includes thematic weeks that cover case studies of salient issues such as border policing, deportation policy, xenophobia, religious pluralism, and transnationalism. Students will be expected to revisit current media interpretations of the place of immigration in U.S. society and study immigration from interfaith and sociological points of view, evaluating their own experiences with immigration and immigrants. Although primarily conducted online, this course includes a service learning project that will be related to each student's context and goals. This course will help religious leaders and activists in their advocacy, public discussions, and religious framing about immigration in the United States historically and today.

## **COURSE OBJECTIVES**

At the end of this course, students should:

1. Articulate key concepts regarding the relationship between nationalism, immigration, race, and religion in U.S. history.
2. Improve ability to think critically about difference and social location in the context of perspectives on immigration, articulating one's own cultural and social perspectives with acknowledgement of their limitations.
3. Develop a complex and critical view of immigration processes and of the experiences of immigrants in the U.S. to provide them with tools to engage their communities in contextually appropriate religious framing and advocacy.
4. Analyze and address U.S. immigration and immigrants from interreligious perspectives.

## **PROGRAM LEARNING OUTCOMES**

1. To demonstrate knowledge of the practices of one's own religious tradition and the capacity to appreciate the practices of other religious traditions (MARS)
2. To demonstrate the ability to relate theory and practice in the social contexts in which a religion's communities exist.
3. To demonstrate knowledge of the larger social and cultural dynamics affecting religious life and organizations in the 21st century and their implications for ministry setting. (DMIN)

## **REQUIRED READING**

Joshi, Khyati Y. 2020. *White Christian Privilege: The Illusion of Religious Equality in America*. New York: New York University Press.

LeMay, Michael C. 2018. *U.S. immigration policy, ethnicity, and religion in American history*. Santa Barbara, CA: Praeger.

Ngai, Mae M., and Jon Gjerde. 2013. *Major problems in American immigration history: Documents and essays*. 2nd ed. Boston, MA: Wadsworth, Cengage Learning.

Spickard, Paul R. 2007. *Almost all aliens: Immigration, race, and colonialism in American history and identity*. New York: Routledge.

Course Reader (Available on Canvas)

## **RECOMMENDED READING**

Carter, Niambi Michele. 2019. *American While Black: African Americans, Immigration, and the Limits of Citizenship*. New York: Oxford University Press.

Haddad, Yvonne Yazbeck, Jane I. Smith, and John L. Esposito. 2003. *Religion and immigration: Christian, Jewish, and Muslim experiences in the United States*. AltaMira: Walnut Creek, CA.

Hamilton, Tod G. 2019. *Immigration and the remaking of Black American*. New York: Russell Sage Foundation.

Soper, J. Christopher, and Joel S. Fetzer. 2018. *Religion and nationalism in global perspective*. Cambridge; New York: Cambridge University Press.

Whitehead, Andrew L., and Samuel L. Perry. *Taking America Back for God: Christian Nationalism in the United States*. New York: Oxford University Press.

## **PREREQUISITES**

None.

## **ASSIGNMENTS**

The assignments and weekly work required for this class adhere to the following structured hours guidelines: 3 credits = 9 hours per week (135 hours total). Therefore, students can expect to spend approximately 9 hours per week on this course. This will likely vary per week and student, depending on fluency in the English language, writing experience and ability, grade expectations, and the student's program (i.e. doctoral or master's level).

General Expectations:

- One hour = 25 pages of reading
- One hour = one page of a research paper
- One hour = 1 hour of interviewing

- One hour = 1 hour of supervised experiential learning
- One hour = 1 hour faculty instruction (i.e. online interaction and content, including videos, lectures, external websites, discussion boards moderated by the instructor, and other virtual study).
- One hour = 3 discussion forum posts/responses
- 30 minutes = 1 quiz

Course Assignments:

- Reading: 1090 pages = 43.6 hours
- Online Faculty Instruction/Interaction = 37.5 hours
- Reaction and Case Study Discussion Forum = 14 hours
- Q+A Discussion Forum = 12 hours
- 12-page paper or final project = 12 hours
- Service Learning Project = 14 hours
- Quizzes = 1.5 hours (3 total, 30 minutes each)
- Interview = 4 hours (1 hour interview, 3 page paper)

TOTAL: 138.6 hours

*Class and Forum Participation (60%)*

There will be three main kinds of weekly assignments which will bring students into rich interactions with each other and the professor.

- 1) **Q+A Discussions** (20%). The Q&A discussions require students to ask a single, well-formed question about the materials and topics covered, then participate in a discussion with the professor and other students on that topic. The posting should take the following form:
  - Write a 150-200 word initial Q+A post on the readings for the week. Raise a critical or exploratory question that engages with the themes, concepts, and ideas in way that can open up discussion and engage the curiosity of other students. Do not ask a clarifying question (i.e. “What does \_\_\_ mean?”).
  - Briefly frame the question (refer to page numbers from reading and from your experiences, if applicable), giving the context behind your question. Additionally, state why the question matters to you and your own guesses as to possible answers.
  - Respond to and interact with at least two questions raised by other students. You are required to make at least two responses per week (at least one responses to the questions of other students, and at least one additional response: either to a response posed to your initial question post or in conversation with another student’s question).
  - Students may post more than one question. However, do not ask more than one question per posting; if you want to ask an additional question, make an additional, separate post in the same forum.
- 2) **Reaction Papers** (30%). This posting requires students to write a short essay of ~500 words in reaction to the material for the week. Students will often have the option to choose to respond to one of two or three prompts. The assignment will also require

students to engage substantively at least two fellow students, making at least three response posts. (30%)

- 3) **Quizzes and Small Assignments** (10%). Most of these assignments are structured as quizzes. These will not be quizzes that students “study for.” Instead, they will be designed to help students process and remember specific course content. For example, a “quiz” might require a student to think carefully about the material covered in a video interview and summarize the main points of the interview, then provide a quick reaction to it. Additionally, each student will lead the class in one “devotion,” in which they will draw from resources and practices in their faith communities to engage their contexts and the weekly course content.

Four components are essential for class and forum participation:

- Read the preparatory readings thoughtfully and critically. It is insufficient to enter a discussion simply having glanced at a reading. Reading well requires time and effort. Ask questions of the text, try to situate it within a broader cultural and historical context, and analyze the author's argument or main ideas.
- Bring the course materials, in the forms of lectures, videos, and web content, into conversation with the weekly reading.
- In addition to the course materials, reflect on how your experiences and social location informs your view of the content and responses of other students. What are the limits of your perspectives? How does the reading confirm or refute your understanding of the issues being discussed?
- Demonstrate your careful reading of texts through your comments and interpretations; ask insightful questions of the material, “listen” thoughtfully, and engage constructively the comments of others. The give and take of intelligent, focused conversation can be great fun—your enjoyment of it and your capacity to learn from it will depend upon your preparation and your willingness to take risks.

#### *Interview (10%)*

In week three of the semester, students will complete an ~1 hour long interview with an immigrant or the adult child of an immigrant from a different racial, ethnic, and/or religious background from their own. Students will prepare a written report on this interview. A rubric and additional details will be available on Canvas.

#### *Service Learning and Final Paper or Project (30%)*

This course contains an extensive experiential learning component, as students will create their own customized service learning projects, that will include at least 14 hours of service in an organization or setting directly related to the course learning objectives. (15%)

Based on this service learning experience and the course content, students can choose between several options for their final projects. The final project can be customized to fit student interests, communities and contexts, and goals for the course. Students may write a final research paper that will be approximately 12 pages in length. Students may also engage in an ethnographic research project to better understand the lived experiences of immigrants in their communities. Alternately, students can choose to evaluate the response to immigration within their religious community and develop a proposal for change. Additional ideas for a customized project may be

proposed and completed, with approval of the instructor. Students are required to submit final project/paper proposals to gain instructor approval and receive feedback. (15%)

## **COURSE EXPECTATIONS**

The basic assumption of this course is that learning results from a continuing process of discourse. Within the course, there are both opportunities and responsibilities. In this course, you have the opportunity to learn. Your responsibilities are to maximize your learning from the course (i.e., improve your intellectual understanding), to maximize and assist in the learning of your classmates, and to apply what you learn to your work. To take advantage of the opportunity and to meet your responsibilities, you are to:

1. Prepare thoroughly for each week in accordance with the course calendar and instructor's request—come to class having completed reading and other assignments and ready to learn, asking/answering questions in class and participating in discussions;
2. Adhere to deadlines and timetables established by the instructor;
3. Participate fully and constructively in all course activities and discussions as scheduled—this means you will not sleep, text, check e-mail, engage in (off-topic) social media during class;
4. Display appropriate courtesy to all involved in the course (courteous behavior specifically entails communicating in a manner that respects, and is sensitive to, the cultural, religious, sexual, and other individual differences in the Hartford Seminary community)—including giving each student who is speaking your undivided attention; and
5. Provide constructive feedback to the instructor regarding the course. I want to know how things are going for you in this class. If something is not working, tell me! I value your feedback and want to make this an enjoyable and challenging learning experience.

The instructor will:

1. Provide course content that is pertinent and based on sound research;
2. Provide consultation, advisement, and/or problem-solving time for students;
3. Provide clear instructions regarding assignments and expectations;
4. Honor and respect students;
5. Provide and consider constructive evaluations and feedback; and
6. Return assignments in a timely manner (usually within one week).

## **Evaluation and Grading Procedures**

Grading rubrics will be provided to students for each assignment. For the interview and final paper assignments, I prefer that students follow the guidelines of the Chicago Manual of Style (Turabian), but any style used consistently and accurately is acceptable. Please see the Hartford Seminary research paper guide for more information: <http://www.hartsem.edu/current-students/student-writing-resources/>.

### *Late Work*

Please communicate immediately with the instructor if you are unable to complete assignments when due. Extensions for assignments will only be given in consultation with the instructor,

when deemed warranted (i.e. major illness, unanticipated family emergencies). All other late work will receive a grade reduction of 10% of the total points for the assignment. Additionally, students who are “absent” from more than one week’s participation will receive a failing grade, unless they have faced extraordinary circumstances and have been given advance permission (at least 24-hours) by the professor.

*Seminary Grading Scale*

On a 4.0 GPA scale, A (4.00), A- (3.66), B+ (3.33), B (3.00), B- (2.66), C+ (2.33), C (2.00) and F (0.00). A grade point average of no less than B- (2.66) is required to maintain good standing. The minimum G.P.A. required for graduation is 2.75.

*General Grading Scale*

A (95-100)	Demonstrates excellent mastery of the subject matter, a superior ability to articulate this, and provides helpful connections to daily life or contemporary issues. Exceeds expectations of the course.
A- (90-94)	Demonstrates mastery of the subject matter, ability to articulate this well, and makes connections to daily life or contemporary issues. Exceeds expectations of the course.
B+(87-89)	Demonstrates a very good understanding of the subject matter, able to articulate lessons learned in the assignment well. Meets expectations of the course.
B (83-86)	Demonstrates an understanding of the subject matter and the ability to articulate lessons learned. Meets expectations of the course.
B-(80-82)	Demonstrates an understanding of the material at hand, has some difficulty articulating this, and basic connection of the material to daily life or contemporary issues/life. Meets basic expectations for the course.
C+(77-79)	Demonstrates a basic comprehension of the subject matter, weak articulation and connections. Does not meet expectations for the course.
C (70-76)	Demonstrates a minimal comprehension of the subject matter and has difficulty making connections. Does not meet expectations of the course.
F (below 70)	Unable to meet the basic requirements of the course.

*Doctor of Ministry Grading Scale*

95-100	High Pass
83-94	Pass
70-82	Low Pass
below 70	Fail

**CLASSROOM POLICIES**

### *Technology*

The instructor will use the official Hartsem student email addresses and/or Canvas for all communications. Please check your Hartsem email account regularly. Students must also be able to have regular internet access and all necessarily hardware and software for the use of Canvas, VoiceThread, and the submission of written assignments as Word documents.

### *Plagiarism and Academic Integrity*

Academic honesty and integrity are expected of all students. Plagiarism exists when: a) the work submitted was done, in whole or in part, by anyone other than the one submitting the work, b) parts of the work, whether direct quotations, ideas, or data, are taken from another source without acknowledgement, c) the whole work is copied from another source [especially a web based source], or d) significant portions of one's own previous work used in another course. See "Plagiarism" at <http://www.hartsem.edu/current-students/policies/>.

### *Inclusive Language*

Hartford Seminary is committed to a policy of inclusion in its academic life and mission. All members of the community are expected to communicate in language that reflects the equality of genders, openness to diverse cultural and theological perspectives, and sensitivity to one another's images of God.

### *Children in Class*

The policy described here reflects my own beliefs and commitments to students, staff, and faculty parents:

- 1) All breastfeeding babies are welcome in class as often as is necessary;
- 2) For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. Therefore, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that you may step outside if your child needs special attention and/or is disrupting learning for other students.
- 5) Finally, while I maintain the same high expectations for all students in my courses, regardless of parenting status, I am happy to problem-solve with parents to support them as they strive for school-parenting balance.

### *Accommodations*

The Americans with Disabilities Act ensures equal access to qualified individuals with disabilities, and prevents discrimination on the basis of a disability. It is Hartford Seminary policy to provide reasonable accommodations on a case-by-case basis, which may mean working with outside social and governmental agencies to provide the necessary range of services for student success. Students with disabilities who wish to receive accommodations must contact the Student Services Coordinator. Students with disabilities are eligible for disability support services when they are enrolled in courses *and* they have disclosed their disability and requested

related accommodations during enrollment and/or before the start of each semester. All students seeking accommodation must fill out the Request for Disability Accommodations form.

*Official Handbooks*

For all other questions you might have regarding policies or procedures, please check the student handbook <http://www.hartsem.edu/current-students/student-handbook/> and seminary policies at Academic policies are listed at <http://www.hartsem.edu/current-students/policies/>

**COURSE CALENDAR (subject to revision)**

<b>Weekly Topic</b>	<b>Reading<sup>1</sup></b>	<b>Assignment Due<sup>2</sup></b>
<b>Approaching Immigration: Nation, Race, and Religion</b>		
<b>WEEK 1</b> 1/22: Introduction: US Immigration Policy, Ethnicity, Race, and Religion in American History	LeMay Chp. 1 (pp1-42) Spickard Chp. 1 (pp1-28) Soper and Fetzer Chp. 1 (pp1-25)	<b>Activity</b> Update Canvas profile + picture Post yours + watch others' video introductions in VoiceThread Introductions  <b>Assignments</b> Week 1 Q+A Discussion
<b>Part 1: Religion, Race, and Immigration in U.S. History</b>		
<b>WEEK 2</b> 1/28 Native Americans, English Immigrants, and Slaves in Colonial America	Spickard Chp 2 (pp.29-78) Ngai and Gjerde pp.37-64	<b>Assignments</b> Week 2 Q+A Discussion Week 2 Reaction Paper Forum
<b>WEEK 3</b> 2/4: The "First Wave" (1820s-1880s): The "Open Door," Roman Catholics, and Anti-Foreign Reactions	LeMay Chp 2 Forthcoming	<b>Assignments</b> Week 3 Q+A Discussion Week 3 Reaction Paper Forum
<b>WEEK 4</b> 2/11: The "Second Wave" (1880s-1920s): Restrictions, Religious Diversity, and Xenophobic Reactions	LeMay Chp 3 Forthcoming	<b>Assignments</b> Week 4 Q+A Discussion Week 4 Reaction Paper Forum Interview Response Paper Due
<b>WEEK 5</b> 2/18: The Closed Gate (1924-1965): National Origins and Citizenship	LeMay Chp 4 Forthcoming	<b>Assignments</b> Week 5 Q+A Discussion Week 5 Reaction Paper Forum
<b>WEEK 6</b> 2/25: The 1965 Hart-Celler Act and the Remaking of Immigrant America	LeMay Chps 5-6 Joppke Chp 2	<b>Assignments</b> Week 6 Q+A Discussion Week 6 Reaction Paper Forum
<b>WEEK 7</b>	LeMay Chp 7 Forthcoming	<b>Assignments</b> Week 7 Q+A Discussion Week 7 Reaction Paper Forum

<sup>1</sup> Reading assignments outside of the required texts will be available as pdf files through Canvas. The first week required reading assignments will also be posted as pdfs to Canvas; after that, it is the student's responsibility to attain access to (purchase or loan from a library) the required course texts.

<sup>2</sup> Weekly forum discussion participation is also required. See the "Assignments" section for more information.

3/4: Post-9/11 America and Deportation Nation: The Establishment of Fortress America?		Final Project Initial Proposal Due
<b>Part 2: Immigration and Religion in the 21<sup>st</sup> Century</b>		
<b>WEEK 8</b> 3/11: NY Site Visit Trip (March 13-14)		<b>Assignments</b> Forthcoming
<b>WEEK 9</b> 3/18: Refugee and Asylum Policy	Forthcoming	<b>Assignments</b> Week 9 Q+A Discussion Week 9 Reaction Paper Forum Site Visit Response Due
<b>WEEK 10</b> 3/25: Undocumented Immigrants and Immigrant Rights	Forthcoming	<b>Assignments</b> Week 10 Q+A Discussion Week 10 Reaction Paper Forum
<b>WEEK 11</b> 4/1: Border Walls and Border Policing	Forthcoming	<b>Assignments</b> Week 11 Q+A Discussion Week 11 Reaction Paper Forum Final Project Complete Proposal Due
<b>Part 3: Advocacy and Social Change</b>		
<b>WEEK 12</b> 4/8: Responses of Religious Communities to Immigration in America	Forthcoming	<b>Assignments</b> Week 12 Q+A Discussion Week 12 Reaction Paper Forum
<b>WEEK 13</b> 4/15: READING WEEK		
<b>WEEK 14</b> 4/22: Religious Pluralism and the Reshaping of American Identity	Forthcoming	<b>Assignments</b> Week 14 Q+A Discussion Week 14 Reaction Paper Forum
<b>WEEK 15</b> 4/29: The Uncertainty of (Future) American Identities	Forthcoming	<b>Assignments</b> Week 15 Q+A Discussion Week 15 Reaction Paper Forum
<b>WEEK 16</b> 5/6: Exam Week		<b>Assignments</b> Final Project Due