RELI 302- Religion, Ethnicity, and Immigration in the United States

Daisy Vargas, University of Arizona

Fall 2021

Institutional Context

The University of Arizona is a public, land grant, R1 institution founded in 1885 as the first university in the Arizona Territory. It was built and remains on the traditional lands of the O’odham and Yaqui peoples; the San Xavier reservation (O’odham) and the Pascua Yaqui reservations are located in the Tucson metro area. The city of Tucson sits approximately 90 miles north of the U.S.-Mexico border, and an estimated 45 percent of its population identifies as Hispanic. In 2018, the University of Arizona was designated as a Hispanic Serving Institution, and has begun to develop culturally responsive programs, initiatives, and curriculum; Hispanic students make up 25.8% of the student body. Forty seven percent of students identify as white, less than four percent as Black or African American, and 3.3 % as Native American. Approximately 75 percent of campus faculty identifies as white; Hispanic and Latinx faculty represent 9.7 percent; Asian 12.2 %; Black or African American 2.5%; Native American 1.9 %.

Tucson’s poverty rate is one of the highest in the nation. As part of the university’s new strategic plan, the UA Pell Pledge Grant now offers additional funding to low-income Arizona residents to recruit and retain underserved and underrepresented student groups.

Departmental Context

The Department of Religious Studies and Classics is part of the College of Humanities. There are 13 full time faculty in Religious Studies (4 tenured; 4 tenure track; 1 career track; 3 lecturers/contingent). I am one of two Latinx faculty in my department, and the only woman of color. I was hired as an assistant professor in 2018 as a professor of Catholic Studies, a position that remained vacant since the 2016 retirement of Professor Robert A. Burns, one of the founding faculty of the department. The department offers an undergraduate major and minor, as well as a Religious Studies major for Health Professionals, and a New Testament Language and Literature Minor.

Curricular Context

This course was reviewed and approved in Spring 2019 for in-person instruction and underwent another revision for a modality change to asynchronous online in Fall 2020. In person, this course was run in a mixed lecture and seminar format (12 student). It emphasized close readings of primary sources and class discussion, as well as peer workshopping and revision.

As an online course, this work has been modified to facilitate new forms of class discussion and collaboration. Course content includes components to address a variety of learning styles, and modules include materials for students to “read,” “watch,” and “listen.” This includes a recorded “course podcast,” in which I invite scholars to talk about relevant research as part of the “listen” compenent for students.

The introductory module for the course asks students to complete a series of workshops to introduce them to different categories of historical sources. They are also asked to annotate the course syllabus using Perusall, and they are given an active role in shaping the course of the class- they may ask for clarification on course requirements, inquire about particular topics, and even suggest additional resources. In Week 2, they are provided with the revised syllabus with the incorporated feedback.

Weekly required annotation activities using Perusall provide a shared digital space for students to work together on analyzing sources. Students are provided with guidelines and a rubric for engaging each other (students are placed in groups of four) and their primary source documents. They are required to consider source context, intention, and incorporate synthesis with other course materials. This has replaced weekly reading reflections; students continue to meet their writing requirement through: discussion board posts, scaffolded assignments for their final paper- proposal, annotated bibliography, draft introduction and outline, and final paper. There are two formal assessments (2 essay questions) at midterm and the end of the course. Students may choose between two different final papers—an analysis of a primary source material using secondary sources read during the course, or may propose an additional “module” for the course syllabus.

The University of Arizona’s general education courses are reviewed and approved by the University-wide Education Committee (UWGEC). To meet the requirements as a Tier Two: Individuals and societies general education course, the course must require at least 10 pages (2500 words) of a combination of informal and formal writing assignments, one assignment that can be revised and resubmitted, and an information literacy component. This course is counted as a diversity emphasis course and fulfills the non-Western area studies requirement. Additionally, course objectives and outcomes must reflect the University-wide General Education Curriculum. In 2019, the Arizona Board or Regents, a University Task Force, and UWGEC proposed a new general education curriculum, and the university is currently transitioning courses to the “new Gen Ed.” This course will go under revision and approval in Spring 2022.

**RELI 302**

**Ellis Island, 9/11, and Border Walls: Religion, Ethnicity, and Immigration in the U.S.**

**Gen Ed: Tier 2 Individuals and Societies**

**Fall 2021- 7W2**

**ONLINE**

**Description of Course:**

This course will explore the central role of religion in shaping constructions of race and ethnicity in U.S. history, especially in light of immigration debates. Since the country's founding, immigrants have expanded ethnic and religious diversity in the United States in the face of powerful anti-immigrant movements. Students will engage with in-depth studies of immigrant communities who shaped the American religious and ethnic landscape, including diverse American expressions of religions such as Roman Catholicism, Judaism, Hinduism, Buddhism, Islam, Evangelical Protestantism, and Vodou.

Dr. Daisy Vargas

Office: Learning Services Building 210

Email: [daisyvargas@email.arizona.edu](mailto:daisyvargas@email.arizona.edu)

Office hours (via Zoom): Tuesday, 11am-12pm or by appointment

Course website: <http://d2l.arizona.edu>

**Course Objectives**

During this course students will:

* Read and analyze primary historical documents related to U.S. immigration law
* Gain an understanding of the impact of religion in the construction of U.S. immigration policy
* Learn the historical and religious context for nineteenth and twentieth century U.S. immigration laws
* Study the historical and contemporary diversity of religious practices in the United States.

**Learning Outcomes**

Upon completion of this course students will be able to:

* Identify and analyze construction of the categories of race and ethnicity in the United States, and how they relate to historic immigration acts.
* Identify and contextualize key moments in modern U.S. history related immigration and religion.
* Identify and differentiate between primary and secondary sources related to immigration, ethnicity, and religion in the United States
* Demonstrate critical reading and writing skills that communicate how U.S. legislation has shaped the American religious landscape, contributing to the historical and contemporary diversity of religious practices and communities in the United States.

**Absence and Class Participation Policy:**

Students are required to attend all classes (For online courses, this includes assignment and

exam dates). If extenuating circumstances such as illness force a student to miss one or more classes (or due dates for online), the student remains responsible for the material covered during

her/his absence.

Please notify your instructor if you will be missing an assignment deadline. Please communicate and coordinate requests for extensions directly with your instructor.

If you must miss the equivalent of more than one week of class, you should contact the ‘Dean of Students Office [DOS-deanofstudents@email.arizona.edu](mailto:DOS-deanofstudents@email.arizona.edu) to share documentation about the challenges you are facing. Voluntary, free, and convenient [COVID-19 testing](https://covid19.arizona.edu/test-trace-treat) is available for students on Main Campus. COVID-19 vaccine is available for all students at [Campus Health](https://health.arizona.edu/covidvaccine).Visit the [UArizona COVID-19](https://www.arizona.edu/coronavirus-covid-19-information) page for regular updates.

The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>. The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: <http://policy.arizona.edu/human-resources/religious-accommodation-policy>. Absences preapproved by the UA Dean of Students (or dean’s designee) will be honored. See <http://policy.arizona.edu/employmenthuman-resources/attendance>. Actively participating in the course group assignments (Discussion Board and Perusall) is required to be successful in the class. See details in the Description of Course Requirements.

**Course Communication:**

Instructor can be reached via email at [daisyvargas@arizona.edu](mailto:daisyvargas@arizona.edu). Emails received Monday- Friday before 5pm can expect a response the same day. Emails received Saturday, Sunday, or over holidays will be receive a response on the next business day, or at the professor's discretion.

**Required Texts or Readings:**

Readings available on D2L course website and online at UArizona library

**Course Requirements**

1. Introduction Assignments 4%
2. Draft Analysis Paper 5%
3. Final Analysis Paper 15%
4. Discussion Board 25%
5. Perusall Annotations 21%
6. Exams (Midterm and Final) 30%

**Description of Course Requirements**

**Introduction Assignments (4%)**

Students are required to complete the Introduction module on D2L as part of Unit One. This imcludes an introduction and tutorial to using Perusall for annotations, a tutorial for reading primary sources, and a tutorial for distinguishing between popular and academic sources. The tutorials are self-paced and include an assessment upon completion. Due Sunday October 17.

**Discussion Board Posts (25%)**

Students will be assigned to discussion board groups (separate from Perusall groups) beginning in Week1. Discussion board posts will be graded as 20% of your final grade. Each post is graded according to a 4 point scale (related to content quality, timing, and responses). Students are expected to engage with other members of their group, including writing a response to at least two other group members. Each initial post should be a minimum of 50 words. Posts are due Sunday, 11:59 each week, and it is recommended students complete their initial posts by Thursday evening to give fellow group members opportunity for response and discussion.

Grading: Each individual post will be graded on a 4 point scale:

Individual posts:

* 4 points (Exemplary)-  Submitted on time, and respond directly to the discussion board question citing examples from course readings and lecture. Demonstrates appropriate academic tone and language, and provides relevant examples to the prompt. Demonstrates application of concepts that stimulate thought beyond the assigned course material.
* 3 points- Submitted on time, and respond directly to the discussion board question citing examples form course readings and lecture. Demonstrates appropriate academic tone and language, and provides relevant examples to the prompt.  Demonstrates general principles and ideas presented in the course.
* 2 points- Submitted on time, but do not respond directly, fully to discussion prompt. Demonstrates minimal understanding of concepts, or presents peripherally/tangentially related information that does not further class discussion.
* 1 point (or less)-  Submitted after the late deadline and/or do not address the discussion board question/prompt.  Does not demonstrate general principles and ideas presented in the course,  and/or presents inaccurate understanding of concepts. Does not provide evidence of reading course materials.

Responses to group members:

* 3 points- Responds to group member's post with evidence of interaction with all group member initial posts and  synthesizing key comments, ideas, and course material in response.
* 2 points- Responds to group member post only demonstrating interaction with one group member post and synthesizes only one key comment or idea
  + 1 point (or less)- Responses demonstrate minimal to no understanding of classmates' posts and address unrelated concepts and ideas

**Perusall Annotations (21%)**

This is an asynchronous, online course, and students are required to fulfill their participation requirement by working in groups to annotate 2 weekly primary source documents (provided by professor). Students will be graded based on demonstrated engagement, analysis and synthesis with other course materials, and demonstrated engagement with other group member responses

As you read, highlight main ideas or key points as you come across them and then try adding short notes to the snippet that  summarizes the main idea.  Try to identify the most important arguments in the chapter. Can you identify at least 3? Share your annotations, and comment on each other’s posts. Other examples include, highlighting part of the text you think is important and explaining why; sharing facts or connections with other readings in the course; answering questions posed by other members of your group; adding relevant visual elements using the picture tool. For credit: you are expected to write a total of 5 annotations for the chapter (Three of your own initial annotations, and 2 responses to members of your group).  The grading rubric is provided in Week One-Module One. Annotations are due Sunday, 11:59 each week, and it is recommended students complete their initial posts by Thursday evening to give fellow group members opportunity for response and discussion.

**Final Analysis (20% of grade)**

Students will write a final analysis paper. They have two options for completing this assignment:

Option 1: Students may analyze one primary document that has been assigned to the class using secondary sources read throughout the course, and engaging with historical context, legislation, and approaches to religion, ethnicity, and immigration in the United States. Students will submit a rough draft (worth 5%) by November 23 and resubmit their final (worth 15%) based on feedback on Dec 14 (during Final Exam Week.) Papers should be approximately 750 words, double spaced, one inch margins, 12 point font, with bibliography or works cited page.

Option 2: Students may propose an additional “module” for the course syllabus by choosing a primary source document and two secondary sources for their chosen topic. Module proposals should include: (1) A thematic title; (2) a bibliography (primary source document and secondary sources; (3) two discussion questions; (4) justification for including this module in a “Religion, Ethnicity, and Immigration” course using themes and citing course content. Students will submit a rough draft (worth 5%) by November 23 and resubmit their final (worth 15%) based on feedback on Dec 14 (during Final Exam Week.) Justification should be 700 words, double spaced, one inch margins, 12 point font. Total word count (including required components 1, 2, and 3) should total approximately 750 words.

**Midterm and Final Exams (30% of grade- Midterm at 15% and Final at 15%)**

Two exams, comprised of two essay questions related to assigned readings and class concepts.

The Midterm Exam will be due November 12 (questions distributed November 5). Final Exam will be due Dec 13 (Final Exam Week). Students will be provided with exam questions one week before the due date. Answers should be 200-250 words long, and cite course content. Open-book, open-note, individual work.

**Extra Credit**

Students may choose one extra credit opportunity throughout the term. They may choose a film to screen and connect to course content. An example of a specific film is provided for each week, but students may also suggest additional films for this assignment. Students are asked write a 250-300 word reflection connecting the film (pick at least one scene, and connect it to a quote from our readings to provide insight into religion, ethnicity, and immigration. Some guiding questions include- How is religion portrayed in the film? How does it intersect with notions of belonging (race, ethnicity, community) in the United States? How can historical context help us understand the film? One inch margins, 12 pt standard font, and make sure to cite article/chapter, author and page number. May be submitted through December 8, 2021.

**Writing Requirement**

All Tier One and Tier Two General Education Courses are writing intensive (<http://gened.arizona.edu/content/writing-component>)

Students will complete weekly discussion board posts (100 words a week) and Perusall Annotation Assignments (100 words weekly). The midterm and final exams are each 400 words. Students will complete a final paper and analyze a primary source using secondary sources provided in class. Students will submit a rough draft for feedback, and submit a final revision. In total, there are 5 pages of formal writing, plus 5.5 pages of informal writing.

**Grading Scale and Policies**

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= below 60

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and [http://catalog.arizona.edu/policy/grades-and-grading system#Withdrawal](http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal) respectively.

Work submitted 48 hours late will receive a 10% penalty; every 24 hours thereafter the grade will be reduced by 10%.

Students will complete at least 40 % of the grade points by the 4th week of classes. Students will complete and submit: Introductory Assignments (4%) Discussion Board Posts (14%), 4 Perusall activities (12%) and a midterm exam (15%) = 45% of grade.

**Honors Credit**

Honors students are welcome to take this course for honors credit. Please contact Professor Vargas at the beginning of the semester to discuss developing an honors contract for this course. The form is available at <http://www.honors.arizona.edu/honors-contract-tier-one-standard-contract>

**Course Schedule**

(subject to change/adjustment)

**Unit One- Week One (October 14- October 24, 2021)**

**Module One: Online Course Introduction**

Perusall Introduction

D2L Introductory Material

Complete: Syllabus Quiz

Reading Primary Sources Tutorial

Popular v. Academic Sources Tutorial

Perusall: Syllabus Annotations

**Module Two: Introduction to the Study of Immigration and Religion in the United States**

Read: Dunbar-Ortiz, “Follow the Corn,”

Alba, Richard and Albert J. Raboteau, and Josh De Wind, “Introduction: Comparisons of Migrants and Their Religions, Past and Present,” in *Immigration and Religion*

Nye, “Religion: The Basics”

Watch: Course Video Lecture

D2L: “The Story We Tell,” Race: The Power of an Illusion, episode 2”

Complete: Perusall: Secondary Source- Alba, et al. Annotations

Recommended Readings:

Omi and Winant, “Racial Formations”

Takaki, “A Different Mirror”

**Unit Two-/Week Two: Expansion (October 25- October 31, 2021)**

**Module One: Manifest Destiny and Expansion**

Read: Dunbar-Ortiz, “Cult of the Covenant”

Watch: Course Video Lecture

“[City Upon a Hill” – Documentary Short](https://www.pbs.org/video/first-freedom-city-upon-hill/)

Complete:

Discussion Board Post

Perusall Annotation- Primary Source: Thomas Ambrose Butler, “The State of Kansas and Irish Immigration,”(1871)

Recommended Reading:

Maffly- Kipp, Laurie F. “Eastward Ho!: American Religion from the Perspective of the Pacific Rim, “ in Thomas Tweed,ed. Retelling U.S. Religious History (1997), 127-148

Rabin, Shari, “Wandering Sons: of Israel: Europe, America, and the Politics of Jewish Mobility,” in *Jews on the Frontier; Religion and Mobility in Nineteenth Century America.*

**Module Two: Roman Catholic Immigration and Annexation**

Read: Integration of Italian and Mexican Immigrants into an American Religion,” in *Immigration and Religion*, 25- 31.

Richard Alba and Robert Orsi, “Passages in Piety: Generational Transitions and the Social and Religious Incorporation of Italian Americans,” in *Immigration and Religion,* 32-55.

Roberto Lint Sagarena,” Migration and Mexican American Religious Life, 1848-2000” in *Immigration and Religion*, 56-70.

Watch: Course Video Lecture

Complete: Perusall: Primary Source Annotation: John O’Sullivan, “Annexation,” *The United States Magazine and Democratic Review*, Volume 17 (New York: 1845)

Extra Credit opportunity: Watch *One Man’s Hero* (1999) and write a 250-300 word reflection connecting the film (pick at least one scene, and connect it to a quote from our readings to provide insight into religion, ethnicity, and immigration. Some guiding questions include- How is religion portrayed in the film? How does it intersect with notions of belonging in America? One inch margins, 12 pt standard font, and make sure to cite article/chapter, author and page number. May be submitted through December 8, 2021.

**Unit Three/Week Three: Immigration Restriction Acts (November 1- November 7 2021)**

**Module One: Chinese Exclusion Acts**

Read: Maffly- Kipp, “Engaging Habits and Besotted Idolatry: Viewing Chinese Religions in the American West,” in *Race, Religion, Region: Landscapes of Encounter in the American West* (2006)

Watch: Course Video Lecture

“Breaking Ground,” Asian Americans, episode 1 (PBS 2020)

Complete:

Discussion Board Post

Perusall Annotations- Primary Source: Wong Chin Foo, “Why Am I a Heathen” (1887)

Recommended Readings:

Erika Lee, “The Chinese Exclusion Example: Race, Immigration, and American Gatekeeping, 1882-1924,” in *Journal of American Ethnic History*

**Module Two: The Gentleman’s Agreement (1907)**

Read: “Religious Conversion Among Japanese and Korean immigrants,” in *Immigration and Religion*,

Lori Pierce, Paul Spickard, and David Yoo, “Japanese and Korean Migrations: Buddhist and Christian Communities in America, 1885-1945” in *Immigration and Religion*

Watch: Course Video Lecture

Complete:

Discussion Board Post

Perusall Annotations- Primary Source: Primary Source “The Japanese Evil in California” (1919)

Suggested Readings:

Sharon A. “Buddhism, Rhetoric, and the Korean American Community: The Adjustment of Korean Buddhist Immigrants to the United States,” in *Immigration and Religion*

Extra credit opportunity: Watch *Minari* (2020) and write a 250-300 word reflection connecting the film (pick at least one scene, and connect it to a quote from our readings to provide insight into religion, ethnicity, and immigration. Some guiding questions include- How is religion portrayed in the film? How does it intersect with notions of belonging in America? One inch margins, 12 pt standard font, and make sure to cite article/chapter, author and page number. May be submitted through December 8, 2021.

**Unit Four: Defining U.S. Citizenship & the Body Politic (November 8- November 14, 2021**

**Module One: Defining Whiteness**

Read:Jennifer Snow, “The Civilization of White Men: The Race of the Hindu in United States v. Bhagat Singh Thind,” in Race, Nation, and Religion in the Americas, p. 259-282.

Watch: Course Video Lecture

“The House We Live In,” Race- The Power of an Illusion, episode 3

Complete: Discussion Board Post

Perusall Annotations: Primary Souree: Katherine Mayo, “Mother India” (1927) excerpt

Recommended Readings and Resources:

Philip Deslippe, “The Hindu in Hoodoo: Fake Yogis, Pseudo-Swamis, and the Manufacture of African American Folk Magic,” *Amerasia Journal* 40 (2014) 34-56.

Video interview with Deslippe (D2L)

**Module Two: Public Health**

Read:Natalia Molina, “Medicalizing the Mexican: Immigration, race, and disability in the early twentieth century United States,” *Radical History Review* (2006)

JK Seman, “’How do I know prayers don’t do more good than pills:’ Don Pedrito Jaramillo, Curanderismo, and the Rise of Professional Medicine in the Rio Grande Valley.” *Journal of the West* (2015).

Watch: Course Video Lecture

[“Kam Wah Chung” documentary short](https://www.pbs.org/video/oregon-experience-kam-wah-chung/)

Complete: Discussion Board Post

Perusall Annotation: Seondary Source- Natalia Molina- “Medicalizing the Mexican”

Midterm Exam

Extra Credit Opportunity: Watch *My Family/Mi Familia* (1995) and write a 250-300 word reflection connecting the film (pick at least one scene, and connect it to a quote from our readings to provide insight into religion, ethnicity, and immigration. Some guiding questions include- How is religion portrayed in the film? How does it intersect with notions of belonging in America? One inch margins, 12 pt standard font, and make sure to cite article/chapter, author and page number. May be submitted through December 8, 2021.

**Unit Five: War around the World (November 15- November 21 2021)**

**Module One: Global Revolutions**

Read: Calvin Goldschedier, “Immigration and the Transformation of American Jews: Assimilation, Distinctiveness, and Community,” in *Immigration and Religion*

Arnold Eisen, “Choosing Chosenness in America: The Changing Faces of Judaism,” in *Immigration and Religion*

Watch; Course Video Lecture

Clip from *Island of Roses: The Jews of Rhodes in Los Angeles*

Complete: Perusall- Primary Source Annotation: Stephen Wise, “Letter to Henry Morgenthau Sr.,“ (1915) on outcome of Leo Frank Trial

Recommended Reading:

Julia G. Young, “Cristero Diaspora: Mexican Immigrants, The US Catholic Church, and Mexico’s Cristero War, 1926-29,” in *The Catholic Historical Review* (D2L)

**Module Two: Closed Door Policy**

Read: Mae M. Ngai, “The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924,” *Journal of American History,* Vol. 86, No. 1 (1999)

AM Blankenship, “Civil religious Dissent: Patriotism and Resistance in a Japanese American Incarceration Camp,” Material Religion, 2014

Watch: Course Video Lecture

[Office of War information newsreel, CSPAN](https://www.c-span.org/video/?323978-1/japanese-relocation)

Complete: Discussion Board Post

Perusall Annotation: Primary Source: Lothrop Stoddard, “The Rising Tide of Color Against White World-Supremacy” (1922) Excerpts

Extra Credit Opportunity: Watch *The Chosen (*1981) and write a 250-300 word reflection connecting the film (pick at least one scene, and connect it to a quote from our readings to provide insight into religion, ethnicity, and immigration. Some guiding questions include- How is religion portrayed in the film? How does it intersect with notions of belonging in America? One inch margins, 12 pt standard font, and make sure to cite article/chapter, author and page number. May be submitted through December 8, 2021.

**Unit Six: Global Crisis (November 22- November 28)**

**Module One: Cold War**

Read:Miguel de la Torre, “Pray for Elian: Religion and Politics in Miami,” in *Latino Religions and Civic Activism in the United States*

Watch; Course Video Lecture

Complete: Discussion Board Post

Perusall- Primary Source Annotation: Photograph- Elian Gonzalez

**Module Two: Refugees and Asylum**

Read:Aihwa Ong, “The Ambivalence of Salvation,” *Buddha is Hiding: Refugees, Citizenship, the New America*,195- 228.

Rey,Stepick and Wenski, “Vodou in the Magic City: Serving Spirits Across the Sea”

Watch: Course Video Lecture

Listen: Course Podcast- Dr. Patrick A. Polk

Complete: Discussion Board Post

Perusall Annotation: - Primary Source: Billy Graham in West Berlin Sermon

**Submit Rough Draft of Analysis Paper**

Suggested Readings;

John Tehranian, “From Friendly Foreigner to Enemy Race: Selective Racialization, Covering, and Negotiation of Middle Eastern American Identity,” *Whitewashed: America’s Invisible Middle Eastern Minority*, p 64-89.

Extra Credit Opportunity: Watch *Ludi* (2021)and write a 250-300 word reflection connecting the film (pick at least one scene, and connect it to a quote from our readings to provide insight into religion, ethnicity, and immigration. Some guiding questions include- How is religion portrayed in the film? How does it intersect with notions of belonging in America? One inch margins, 12 pt standard font, and make sure to cite article/chapter, author and page number. May be submitted through December 8, 2021.

**Unit Seven (November 29- December 8)**

**Module One- Post 9-11 Immigration**

Read:Muslim, Arab, and American: The Adaptation of Muslim Arab Immigrants to American Society,” in *Immigration and Religion*

Watch: Course Video Lecture

Listen: Course Podcast- Dr. Harold Morales

Complete: Perusall- Primary Source Annotation: George W. Bush, “State of the Union Address,” January 29, 2002.

Suggested Reading: Yvonne Yazbeck Haddad, “The Shaping of Arab and Muslim Identity in the United States,” in *Immigration and Religion*

**Module Two: Transnational Migrant Communities**

Read: Cymene Howell, Susanna Zaraysky and Lois Lorentzen, “Devotional Crossings: Transgender Sex Workers, Santisima Muerte, and Spritual Solidarity in Guadalajara and San Francisco,” in *Religion at the Corner of Bliss and Nirvana: Politics, Identity, and Faith in New Migrant Communities*,

Sostaita, Barbara, “Water Not Walls: Toward a Religious Study of Life that Defies Borders” American Religion Journal (2020)

Watch: Course Video Lectures

[“I Call Her La Flaca”- Documentary Short](http://faithinthefiveboroughs.org/video/la-flaca/)

Listen: Course Podcast- Dr. Barbara Sostaita

Suggested Reading: Primary Source Bishop Michael J. Sis “Statement on Santa Muerte”

Extra Credit Opportunity: Watch [*New Muslim Cool*](https://tubitv.com/movies/15640/new_muslim_cool?utm_source=google-feed&tracking=google-feed)(2021)and write a 250-300 word reflection connecting the film (pick at least one scene, and connect it to a quote from our readings to provide insight into religion, ethnicity, and immigration. Some guiding questions include- How is religion portrayed in the film? How does it intersect with notions of belonging in America? One inch margins, 12 pt standard font, and make sure to cite article/chapter, author and page number. May be submitted through December 8, 2021.

FINAL ASSIGNMENTS  
 Submit Final Paper (Dec 14)

Complete Final Exam (Dec 13)

**Final Exam** will be taken during university scheduled final exam period for this class:

https://www.registrar.arizona.edu/students/courses/final-exams

**Class Policies**

**Classroom Behavior Policy**

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed.

Students are asked to refrain from disruptive conversations when engaging with students in online collaborative spaces and assignemnts. . Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be warned and may be reported to the Dean of Students.

**Threatening Behavior Policy**

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

**Notification of Objectionable Materials**

This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

**Accessibility and Accommodations**

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

**Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See h[ttp://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity](http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity).

**UA Nondiscrimination and Anti-harassment Policy**

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

**Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

**The Religious Studies Major and Minor**

The University of Arizona’s interdisciplinary Department of Religious Studies and Classics offers a major (B.A.) and a minor in Religious Studies. For more information on the Religious Studies major and minor, see <https://religion.arizona.edu>.

Religious Studies majors have pursued careers in a wide variety of fields, including business, government, medicine, law, education, and social services. Many students have paired the Religious Studies major with majors in a wide range of fields, earning a double major or dual degree. This provides a comprehensive undergraduate education and gives graduates a competitive edge when applying for jobs or graduate studies.

**For questions about the Religious Studies major or minor and/or to declare a major/minor, contact the Religious Studies faculty advisor, Dr. Alison Jameson, at** [**religion-advising@email.arizona.edu**](mailto:religion-advising@email.arizona.edu) **or visit** [**https://religion.arizona.edu/students/declare**](https://religion.arizona.edu/students/declare)**.** You also can contact the College of Humanities Advising Office for any advising needs, at <http://advising.humanities.arizona.edu>.

The Department also offers a major (B.A.) and a minor in Classics, as well as a minor in New Testament Language and Literature. For more information on these degree options, see [classics.arizona.edu](https://classics.arizona.edu/) and [religion.arizona.edu/students/new-testament](https://religion.arizona.edu/students/new-testament).