HYBRID COURSE- SEMINAR SYLLABUS

LATIN AMERICAN MIGRATION AND RELIGION

ABC-1234-RVC- RLG 5106

DAYS &TIME   TU 10:50- 14:10

ROOM: SCH INTER&PUBLIC AFFAIRS 220

GENERAL INFORMATION

PROFESSOR INFORMATION

| Instructor: | Prof. Dr. Ana María Bidegain |
| Office: | DM 305B (MMC) |
| Office Hours: | By appointment |
| Website: | Professor’s Website |

| Phone: | (305) 348-0000 |
| Fax: | (305) 348-0000 |
| Email: | Please use Blackboard course messages |

COURSE DESCRIPTION and purpose

This course has been prepared to be taught as an hybrid course, in a seminar format for upper-level undergraduate students and graduates students interested in the study of complex phenomenon of migration and religion. This area of study necessarily demands an interdisciplinary approach to the subject. We have identified important relationships that have been developed within the fields of History, Theology, Pastoral Studies, Sociology and Anthropology; our course will present a panorama of these approaches, considering a gender perspective. The course will focus on the historical Latin@s migration process in different places and times in the Americas to show their influence in the building of new states in the 19th and 20th century. There will be a balance between conceptual, methodological aspects and a retrospective overview of the reality of migration and religion as it has been experienced historically since the formation of the Americas to the present. The course will also analyze how religions are reconfigured via the immigration process focusing on different religious experiences among immigrants to South Florida. Attention will be paid to recent studies on Latin@ immigration to the United State, particularly to the Miami Area, focusing on the Humanitarian Crisis with the Centro American Children at the US
border and the new climate due to new policies in the federal government.

To complement the theoretical aspect of the course, students will also could learn from first-hand experiences. During the last four weeks, students will venture outside the classroom to do fieldwork in different local non-profit organizations that deal with migration along with other related issues. Students will document their experiences through a blog, "Documenting Outside the Classroom," where they will share their personal journeys as they navigate the migration system from within. This blog is intended to serve as a platform for students, FIU alumni, and other migration leaders to connect with the local community and make a tangible difference beyond the classroom.

**COURSE Objectives**

*Students will be able to:*

- Identify different immigration process through the Americas History.
- Recognize immigrants’ reasons to migrate and rights.
- Describe immigrants religious experience through the immigration process.
- Evaluate immigrants’ human rights violations and immigrants’ rule of law violation.
- Explain the role of religious organizations facing humanitarian immigration crises.
- Define and differentiate immigration, refugee and political asylum.

**MAJOR goals & curriculum objectives targeted**

A) Students must **develop an understanding** of the following:
1) The history of migration within the project of nation building in the Americas and specifically the place of Latinos/as in the United States historical process.
2) The role of immigration in the building of new nation states and the impact in contemporary political imagination. Immigration as a new theological and pastoral focus.
3) Theories and concepts presented by the combined study of migration and religion, including: assimilation, the melting pot, transnationalism, and religious reconfiguration in South Florida case study.
4) The reasons for children to cross border without adults and legal support.
5) The feminization of recent migration processes and gender relations among migrants will be analyzed; as well the gender perspectives and perceptions in both: the countries of origin and receiving countries.
6) The role and meaning of religions to address immigration issues.

B) **Consciousness raising and caring** of immigrant situations particularly among children and young people.

C) **Learning from the source firsthand, concrete situation to validate the information received in class** and share their founding with the class and others. Students will observe and analyze firsthand various religious communities in South Florida, choosing a group to develop an understanding of how theories and concepts learned in class help to interpret, or not, the immigrant religious experience. Their founding will be discussed in class and it will be the focus of their research report.

**Teaching methodology**

The course will be taught in a hybrid seminar format therefore active student participation is expected. The seminar will be taught partially in person, partially online and the...
students will develop field work, visiting religious inspired organizations that take care of migrants.

A) The seminar will meet in person:
1) The first week the professor will introduce the course, students will discuss the class methods and receive instructions to develop a fieldwork - Tuesday June,20 (10:50 to 14:10) Room SIPA 200
2) Second week, the role of migration in Nations’ building in the Americas comparing the cases of Argentina and USA. Migration a new theological focus. Tuesday June,27 (10:50 to 14:10) Room SIPA 200
3) Third week to assist to a panel discussion on the impact of new immigration policies in South Florida. Thursday, July 6 (10:50 to 14:10) Room SIPA 200
4) Fourth week Tuesday, July 11, July 6 (10:50 to 14:10) Room SIPA 200
5) Fifth week assist to a panel discussion on the role of religions in South Florida attending the immigration crisis. Tuesday, July 18, (10:50 to 14:10) Room SIPA 200
6) Sixth Week Assist to a panel discussion with FIU Alumnae on their experiences working on NGO’s and churches’ organizations with migrants. Tuesday. July 25, (10:50 to 14:10) Room SIPA 200

B) Online readings, contents, information and audiovisual will be provided through Blackboard. This is a course in which all the instructional materials and activities are delivered through Blackboard, and/or other internet-based media. Some exams may require the use of an approved proctoring center. Should you have any questions, please contact the professor.

C) Field Work Students must select to develop a short field work since the beginning of the course in one Social Assistance Organization taking care of migrants and refugees.

**Expectations of this course**

This is an hybrid course, which means a half of the course work will be conducted online. Expectations for performance in this course are the same for a traditional course. In fact, these courses require a degree of self-motivation, self-discipline, and technology skills, which can make these courses more demanding for some students.

**Students are expected to:**
- Review the how to get started information located in the course content
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum
- Interact online with instructor/s and peers through the Discussion Board and Adobe Connect
- Review and follow the course calendar
- Log in to the course at least one time per week
- Respond to discussion boards, blogs, and journal postings each week.
- Respond to [emails/messages]
- Submit assignments by the corresponding deadline
**The instructor will:**
- Log in to the course weekly to follow the discussion board, blogs and journal posting
- Respond to [emails/messages] within three days
- Grade assignments within **ten days** of the assignment deadline

**Assurance of learning**

The College of Business cares about the quality of your education. For more information please visit the **Assurance of Learning** website to learn more on the College’s commitment to this initiative.

**IMPORTANT INFORMATION**

**POLICIES**

Please review **FIU's Policies webpage**. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

**Technical requirements/skills**

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer’s operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the **What's Required** page to find out more information on this subject.

This course utilizes the following tools:

1. Discussion Board or Discussion Forum
2. Meetings through Adobe Connect

Please visit our **Technical Requirements** webpage for additional information.

**accessibility and accommodation**

This course utilizes the following tools:

1. Adobe Connect
2. Turnitin
3. YouTube

Please visit our **ADA Compliance** webpage for information about accessibility involving the tools used in this course.

Please visit **Blackboard’s Commitment to Accessibility** webpage for more information.

For additional assistance please contact FIU’s **Disability Resource Center**.

**course prerequisites**

There are no prerequisites for this course.
COURSE DETAILS

course communication

Communication in this course will take place via blackboard Messages. Occasionally the professor will send message if something unexpected occur.

Messages is a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to Blackboard to send, receive, or read messages. The Messages tool is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their messages routinely to ensure up-to-date communication.

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course. Emails are sent to the students’ FIU email on record. The Email tool is located on the Course Menu, on the left side of the course webpage.

Visit our Writing Resources webpage for more information on professional writing and technical communication skills.

discussion forums OR Discussion Boards

Keep in mind that other members of the course will likely see your discussion forum postings. Care should be taken when determining what to post.

Discussion Forum Expectations:
1. Discussions topics are listed for the semester. You are expected to post your initial response on Wednesday (by 23:55 for the week listed; you should respond to at least 3 others posts by Sunday at 23:55 of the same week. (Possible total score, 10 points). Thus, by the end of the week you should have a total of four posts on your thread.
2. The approximate length of a response (100 words, 10 lines)

Assignments

Fieldwork
• Students will conduct fieldwork in their chosen NGO as volunteers. This civic engagement will allow students to apply the theoretical side of the course in a real context.
• The NGOs’ and religious Church organizations webpages will be listed the first week of class in order you could choose in which you would like been a volunteer.
• Fieldwork training will be provided the first-class meeting. An outline with specific goals will be included in the training so that students know what is expected of them each week.
• Once the student begins volunteering in the NGO, s/he will focus on one case/story that s/he witnessed and/or worked on. This case will become the topic of the final research report.
• Begin looking for relevant bibliography for the final research paper.

Final Research Paper
• The final paper must be typed, double-spaced, and in 12-point font (written work submitted in large font will not be acceptable); and the citations should follow MLA format. The paper must be submitted by the deadline. Late work will result in the reduction of half a letter grade per day, unless arrangements with professor were made prior to deadline.
• Graduate students are required to write at least 10 pages. Undergrads are required to write at least 7.
• The paper has to be submitted through Turnitin on Week 6. Students must update the paper with the professor’s corrections and upload the final draft to the blog on December 7th at 23:55, under the section “Fieldwork”- Fall 2016 (Instructions bellow). Your paper will then be featured for public view.
• The topic of the paper must be focused on the case/story that the student has been following during her fieldwork (i.e. cases about children, mothers, workers, etc). The theoretical background of the class will enable the student to support the analysis and interpretation of the reality that the students will confront (problem/question that the student will elaborate on throughout the paper).
• Students must include at least five academic sources to support their arguments.
• Review the detailed Turnitin instructions on how to submit your assignments and how to review the Grademark comments (feedback) from your professor.

Blog
• The blog “Documenting Outside the Classroom” is a platform for students to feature their research on a globally scale in times when the question about migration is at the heart of our political debates. Be mindful of this powerful presence and be responsible with your academic and social contribution.
• During the first week, each student will receive an invitation to become authors of the blog. The student is expected to post the following on the blog:
  • From Week #2 onward, each student is expected to post at least ONE relevant news story ONCE A WEEK under the category of “News,” and comment to another student’s post.
  • Students will upload the corrected version of their final research paper under the “Fieldwork” category.
  • Students are also required to find and post relevant and authoritative websites and sources regarding migration to the blog under the category of “Sites you want to visit.”
  • Instructions on how to post on the blog will be provided on Blackboard.

Adobe Connect

Adobe Connect is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct presentations from FIU Alumni who are now leaders on the topic of immigration.

Meetings will be available on the following dates:

Requirements for using Adobe Connect:
1. Disable any window pop-up blocker.
2. Adobe Flash Player is required to successfully run your Adobe Connect meeting. You can test your computer to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect meeting experience.
3. Use of a combination headset and microphone with USB connection is recommended to ensure quality sound and reduce technical difficulties
Reference Adobe Connect (Tutorials & Help) to learn about the tool, how to access your meeting rooms and recordings.

Extra credit

Two students who are interested in earning 5 extra points toward their final grade will have the opportunity to become editors of the blog. Responsibilities include: uploading daily news and commenting on some of the stories. They will also be more active in adding sources to the “Sites you want to visit” category.
Send a message to the instructor for more information.

READINGS

Textbook required


Links of Articles, videos required


http://jmhs.cmsny.org/index.php/jmhs/article/view/81

http://jmhs.cmsny.org/index.php/jmhs/article/view/5

3) LOPEZ JANE LILLY “Redefining American Families: The Disparate Effects of IIRIRA’s Automatic Bars to Reentry and Sponsorship Requirements on Mixed-citizenship Couples” JMHS Volume 5 Number 2 (2017):236-251
http://jmhs.cmsny.org/index.php/jmhs/article/view/82

4) HISKEY JONATHAN, CÓRDOVA ABBY, ORCÉS DIANA MALONE MARY F. “Understanding the Central American Refugee Crisis” Why they are Fleeing and how U.S. Policies are Failing to deter them. American Immigration Council Special Report, February 2016
www.americanimmigrationcouncil.org/research/understanding-central-american-refugee-crisis

-Book chapters required look through blackboard
Grading

<table>
<thead>
<tr>
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<th>Number of Items</th>
<th>Points for Each</th>
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<td>10</td>
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<tr>
<td>Blog participation</td>
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<td>(See description)</td>
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<td>Final Research Report</td>
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<td><strong>120</strong></td>
<td><strong>410</strong></td>
<td><strong>100%</strong></td>
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Note: I reserve the right to alter this syllabus if and whenever necessary.

Schedule

WEEK 1

SUBJECT:

*Origins and development of multiethnic societies in the Americas, the role of migrations.*

GOALS: Understanding the weight of the history of migration within the project of nation building in the Americas, and specifically the place of Latinos/as in the United States historical process.

READINGS:

1) STEPICK, REY AND MAHLER, Religion Immigration and Civic Engagement. (pp 1-38)
2) COLIN WOODARD “American Nations”. Introduction, Part One and Part Four.

ACTIVITIES AND TASKS

1) **Meeting in person:** Tuesday June 20 (10:50 to 14:10) Room SIPA 200
   A) Introduction to the course, syllabus discussion.
B) Methods, Sources and Concepts to study Latinos/as immigration
Presentations and discussion on key concepts to understand migration and its historical process building nations.

C) Establishing and recognizing major methodological challenged in the study of immigration process- (discussion on the reading)

2) On-line Tasks

A) Personal Presentation (Video)
B) See the video: https://www.c-span.org/video/?328549-1/colin-woodard-american-regionalism-politics
C) Participate and respond to questions through the Discussion Board.
   a) Do you agree or not on Colin Woodard’s thesis on the Eleven Nations that build the US? Why?
   b) The historical ethnical and racial segregation contribute to the US national unity?

D) Connecting to the Blog “Documenting outside the classroom”

3) Field work task:

Select and contact the organization where you will develop your field work.

A list of NGO and religious organizations will be provided the first day of class on Tuesday June 20,

WEEK 2

SUBJECT:
European Immigrations and Religions in the Nations States Building and its consequences today.
Comparative Case Studies: 1) Argentina and US Policies in 19 and 20 Centuries.
                             2) Religions facing immigration process.

GOALS: Understanding:
1) The role of immigration and religions in the building of new nation states and the impact in contemporary political imagination.
2) The weight of history in our present.
3) The place of immigration as a new theological and pastoral focus.

READINGS
6) MASSEY DOUGLAS S. & SANCHEZ MAGALY The rise of Anti-Immigrant Times. Book chap. (on-line)
7) PHAN PETER. “Christianity as an institutional Migrant: Historical, Theological and Ethical
8) BIDEGAIN GREISING GABRIEL & ANA MARIA: “Migration, Pastoral Action and Latin America” (Book chap. on line)

ACTIVITIES AND TASKS

1) Meeting in person: Tuesday June, 27 (10:50 to 14:10) Room SIPA 200
   A) Reading and discussion of 19th and 20th century immigration laws in Argentina and the US. (According to the readings and materials provided on-line)
   B) Each student will present experiences of migration/state/religion in his/her country of origin and compare with the previous cases analyzed of Argentina and US.
   C) Discussion on the concepts of lay states and secular societies and civic churches’ engagement.

2) On line Tasks
   A) Discussion board. Should Religious organizations take care of migrants or not?
   B) Feed Blog: a) with 19th and 20 century authors speech on “racial whitening”.
      b) with religious organization statements and works regarding immigration

FIELD WORK TASK:

First visit to the NGO or religious organization selected.

WEEK 3

SUBJECTS:
"Focusing on South Florida - Historical Contexts of a multicultural and religiously diversified society. –"
The role of Religion on the immigrants’ integration process in South Florida
   Cases studies: A) Mayas
   B) Cubans
   C) Haitians

GOALS: Understanding concepts such as:
   1) Social capital and bonding capital, assimilation, integration, transnationalism,
   2) the role of religions’ civic engagement.
   3) Religious devotions reconfiguration in South Florida
   4) The importance of comparative cases studies.

READINGS:
- SANDRA LAZO DELA VEGA AND TIMOTHY STEIGENGA “Facing Immigration Fears: A constructive Local Approach to Day, Labor, Community, and Integration” in Journal on Migration
STUDENTS TASK

4. Meeting in person: Panel discussion (Sandra Lazo de la Vega, Sarha Mahler) on the role of religions and the impact of immigration policies in South Florida.
   Thursday, July 6 (10:50 to 14:10) Room SIPA 200

5. Field Work - Site visit to one of the following religious sites:
   - Centro El Sol, in Jupiter.
   - Ermita de la Caridad del Cobre- South Miami
   - Notre Dame de Haití North Miami

6. On line Tasks // Discussion Board Forum
   Considering the site visit, the reading and the panel discussion: How racial ethnical and cultural policies and boundaries affect social and religious integration of these communities in the main stream of the US society?

   Feed the Blog “Documenting outside the classroom”
   Pictures and notices on the site visited.

Week 4


GOALS: Understanding:
1) US Labor needs, US foreign policies and the history of immigration laws.
2) The reasons for children to cross border without adults and legal support.
3) The feminization of recent migration processes and gender relations.
4) The role of Religions and the historical US relationship with Central America Crisis.

READINGS:

- PORTES ALEJANDRO & ALEX STEPICK City on the Edge: the transformation of Miami (pp 61-175)
- HISKEY JONATHAN, CÓRDOVA ABBY, ORCÉS DIANA MALONE MARY F. “Understanding the Central American Refugee Crisis” Why they are Fleeing and how U.S. Policies are Failing to deter them. American Immigration Council Special Report, February 2016 www.americanimmigrationcouncil.org/research/understanding-central-american-refugee-crisis

STUDENTS TASK

1) Meeting in person: Discussion Panel (José Miguel Cruz, Gianfranco Patuzzo) on Central American Crisis and the legal situation of un accompanied migrant children

2) On line Tasks //
   A) Discussion Board Forum
   B) Feed the Blog with immigrant families and un-accompanied migrant children stories, according to information recovered on the field.
   C) Field work task: Second visit to NGO and religious organization selected.

WEEK 5

SUBJECTS: Involvement of Religious Leaders in the integral human promotion of migrants and Civic Engagement. New challenges

GOALS: Understanding
1) Religious social engagement building Social Capital
2) The role and meaning of religions to address immigration issues.
3) The ambiguity and contradictory relationships between Religions and State.

READINGS:
- STEPICK, REY, MAHLER Religious Leadership and Civic social capital (pp 250- 272)

STUDENTS TASK

1) Meeting in person: Panel discussion with Miami Religious Leaders on the role of religions in South Florida attending the current immigration crisis. Tuesday, July 18, (10:50 to 14:10) Room SIPA 200

2) On line Tasks //
A) Discussion Board:
   How the selected Religious organization built social capital.
B) Through Peer review: Prepare and upload first draft Final Report

WEEK 6

Subjects: Professional Journeys: FIU Faculties and alumnae working with undocumented migrant broken families.

GOALS: Understanding the relationship between values, compassion and work.

READINGS:
- CAMAYD – FREIXAS ERIK US Immigration Reform and Its Global Impact, Palgrave-McMillan, New York, 2013 (online-on reserve) you don’t have to buy it.

STUDENTS TASK

1) Meeting in person: Panel FIU Faculties, Students and Alumnae their experiences working on NGO’s and churches’ organizations with migrants. Tuesday. July 18, (10:50 to 14:10) Room SIPA 200
   Class Conclusions

2) Online Task: Post your corrected and updated Final Field Work on the Blog “Documented outside the classroom.

Additional Reading Information and sources

Documents and materials produced by Religious groups

-Pontifical Council For The Pastoral Care Of Migrants And Itinerant People The love of Christ towards migrants – Vatican, 2004

-www.justiceforimmigrants.org


-http://programs.ssrc.org/intmigration/working_groups/religion_and_migration/

-http://www.thearda.com/Archive/browse.asp
International documentation on Migration and World Population


UNFPA State of world population 2016
How our future depends on a girl at this decisive age
http://www.unfpa.org/swop

Recommended Books

- CAMAYD –FREIXAS ERIK US Immigration Reform and Its Global Impact, Palgrave- McMillan, New York, 2013 (online- on reserve) you don’t have to buy it.
- CARROLL DANIEL Christians at the border. Immigration, the Church & the Bible, Brazos Press, Grand Rapid, 2013
- PRIETO YOLANDA, The Cubans of Union city. Temple University, 2009
- STEPICALEX, GRENIER GUILLERMO, CASTRO MAX, DUNN MARVIN This land is our land Immigrants and Power in Miami.
- WILLIAMS PH. STEIGENGA T. VASQUEZ M. A Place to be. Brazilian, Guatemalan and Mexican Immigrants in Florida’s New Destination. Rutgers, 2009

Further useful material for the study of Latino/a migration and religion.


HTTP://LACC.FIU.EDU

-FORNET-BETANCOURT RAUL “Philosophical Presuppositions of Intercultural Dialogue”
http://them.polylog.org/1/ffr-en.htm