

LATIN AMERICAN MIGRATION AND RELIGION
RLG 5106
HYBRID COURSE- SEMINAR SYLLABUS
SPRING -2020
Compassion, Ethic and Engagement

COURSE CODE: REL 4105 C/L RLG 5106

TIME: Thursday 11:00 – 12:15

ROOM: Ziff Education Bldg 110

GENERAL INFORMATION

I) PROFESSOR'S INFORMATION

Professor: Dr. Ana María Bidegain Ph.D.

Phone: (305) 348 2186

Office: DM 305B (MMC)

Office Hours: By appointment (Please contact me at least 48 hours in advance)

Email: Please use Canvas course messages

II) COURSE DESCRIPTION AND PURPOSE

This is a hybrid course that uses, among other methods, a seminar format where upper-level undergraduate and graduate students interact and discuss a variety of topics. The main interest of the course is to explore the crossroads between religion and migration, and how this ancient dialogue informs the anatomy of our social and political structures. Our vision will depart from the 18th century to the present day, focusing on the role of religion and migration in the historical formation of the Americas and its nations. We will address the vital role of immigration played in fulfilling the pervasive agenda of whitewashing in nations such as Argentina and the United States during from the 19th till today. By comparing the migratory processes of different countries, we will unveil the influence of these migrations to the construction of new nation states during these time periods. Starting with a broad spectrum we will focus on South Florida, in particular in Miami Dade to reflect on: a) how religious communities face the immigration process in the area and b) how they live compassion, ethical values and civic engagement and fallow their religious valous.

This is a complex phenomenon that demands an interdisciplinary approach; therefore, this course will include the framework from fields such as Religious Studies, History, Theology, Pastoral Studies, Sociology, Anthropology, and a Gender inclusive perspective.

This course will also pay close attention to studies about more recent migrations of Latinx,¹ particularly from Central America and Mexico, to the Miami area. To add, there will be open discussions about the new climate towards the migration of Latinx at the U.S border due to new federal policies.

To complement the theoretical aspect of the course, Students will have the opportunity to learn from first-hand experiences. Students will venture outside the classroom to do a total of 15 hours of fieldwork with our partnering NGO, South Florida Interfaith Worker Justice (IWJ) Students will draw from their fieldwork to write their midterm paper. Student will do also participatory observation in one or two religious communities from where to draw their final paper.

III) COURSE OBJECTIVES

Students will be able to:

- Identify a variety of migratory processes throughout the America's history.
- Complete 15 hours of fieldwork with our partnering NGO, South Florida Interfaith Worker Justice.
- Aim at understanding the main reasons that lead individuals to migrate.
- Describe individuals' religious experience during the migration process.
- Evaluate human rights violations migrants suffer
- Explain the role of religious organizations facing humanitarian immigration crises
- Define and differentiate immigrant, refugee and political asylum under the American jurisprudence.

IV) COURSE GOALS

The main goal is for students to develop an understanding of the following issues:

- 1) The role immigrants played when forming nations in the American continent from a historical perspective. This course emphasizes and digs deep into the role of Latinos/as in the historical development of United States as the nation that stands today.
- 2) The role of immigration in the formation of new nation-states, and its impact in contemporary political imagination. Specifically, the emergence of new theological and pastoral studies that take in consideration the impact of immigration related issues in these fields and the structure of communities.
- 3) Innovative theories and concepts related to the study of migration and religion, including but not limited to, the assimilation and adaptation processes, the melting pot, transnationalism. There will be a special emphasis on the religious reconfiguration as a result of migration waves in South Florida as a case study.
- 4) Explore some of the reasons that lead children to leave (or flee in many instances) their country of origin and travel as unaccompanied minors into the United States. Understand

¹ Latinx: A person of Latin American origin or descent (used as a gender-neutral or non-binary alternative to Latino or Latina). <https://en.oxforddictionaries.com/definition/Latinx>

how these unaccompanied minors cross the Mexican-American border without documentation, and the legal hurdles that await them because they lack lawful status to enter this country.

5) The substantial increase in the number of women who migrate into the United States compared to previous decades and centuries. There will be analysis about the shift in gender conforming expectations in countries of origin as well as countries where these women have migrated because of their new role of in the economic and social pyramid.

Furthermore, the role and meaning of religions in helping address these migration related issues will be examined.

6) Raising awareness and empathy towards the complex economic and legal situations face upon arriving into this country, particularly for children and young adults.

7) Learning from first-hand sources, concrete individual cases as means to validate or refute the information received in the classroom. Share student's individual findings with other classmates during the web and live seminars. To do so, students will observe and analyze the role of various religious communities in the aid of immigrants in South Florida. Students will be asked to develop an understanding of how and why theories and concepts learned in this course may help explain and interpret the role of religion during individual's immigration process, arrival and adaptation into this country and the reactions of the religious communities.

V) TEACHING METHODOLOGY

The course will be taught in a hybrid seminar format. Therefore, students are expected to be active participants in the process, by engaging online and in the classroom and being part of the discussions that will surface throughout the semester active student participation is expected. Due to the course's hybrid nature, this course will be taught partially in person, partially online and based on the students' field work. The field work will entail visiting religious inspired, yet non-profit organizations that provide numerous services to migrants.

1) In- person: On Thursdays (11:00 pm to 12:15) pm Room Ziff Education Bldg. 110

2) 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.

3) 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.

4) Participatory Observation on one or two religious communities selected by the students and following the theoretical framework proposed by Stepick, Mahler and Rey on *Churches and Charities in the Immigrant City* (2009) to draw the final paper.

VI) EXPECTATIONS OF THIS COURSE

This is a hybrid course, which means that students must be very proactive in the learning process. Not only receiving information from the professor but researching by themselves and doing fieldwork. The course will be partially teaching in person, conducted online and oriented to field work. 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.
- * Complete 15 hours of NGO fieldwork with Interfaith Worker Justice led by Executive Director Jeanette Smith.
- 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.
- Respond to [emails/messages] within three days.
- Grade assignments within ten days of the assignment deadline.

VII) COURSE DETAILS

A) Course communication

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

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.

B) 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:

- 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.
- The approximate length of a response (100 words, 10 lines)

C) Assignments

1) Fieldwork

Students will conduct fieldwork research with our partnering NGO, Interfaith Worker Justice, led by community leader Jeanette Smith. This civic engagement will allow students to apply the theoretical side of the course in a real context.

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 Midterm Report and Final Paper.

2) MidTerm Repot and Final Research Paper

The Midterm and 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 12 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 2017 (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.

IMPORTANT INFORMATION AND FIU POLICIES

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.

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. Turnitin to upload Reports and Final Papers
- 3 YouTube to follow lectures and videos.

Please visit our [Technical Requirements](#) webpage for additional information.

Accessibility and Special Accommodations

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.

READINGS

Textbook recommended

-STEPICK A., REY T. MALHER S. Churches and Charity in the immigrant City, Rutgers University Press, New Brunswick, New Jersey, 2009.

WOODARD COLIN, American Nations. A history of the eleven Rival Regional cultures of North America, Penguin Books, 2011

SNEYDER SUSANNA Asylum-Seeking, Migration and Church, Asghate, UK 2012

ANZALDÚA GLORIA: The Borderlands / La Frontera. The new mestiza. Aunt Lute Books, Fourth Edition, 2012 ISBN-13: 978-1879960855 ISBN-10: 1879960850

RICARDO RAMIREZ The power from the margins Emergency of the Latino in the Church and Society. Orbis book New York 2016 ISBN 978-162698-193-5

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

GRADING

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
<i>Fieldwork</i>	15	3	45	25%
<i>Midterm Report</i>	1	100	100	25%
<i>In Class Participation</i>	10	10	100	10%
<i>Discussion Board Participation</i>	10	10	100	15%
<i>Final Research Report</i>	1	100	100	25%
Total	37	223	445	100%

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	Above 93	B-	81-83	D+	67-70
A-	91-92	C+	77-80	D	64-66
B+	87-90	C	74-76	D-	61-63
B	84-86	C-	71-73	F	< 61

Note: I reserve the right to alter this syllabus if and whenever necessary.

SCHEDULE

WEEK 1 January 6- 10

SUBJECT: *Introduction to the course, syllabus discussion*

- Methods, Sources and Concepts to study Latinos/as immigration
- Presentations and discussion on key concepts to understand migration
- Establishing and recognizing major methodological challenges in the study of immigration process.
- Guest speaker: Jeanette Smith, executive director of IWJ (Interfaith Worker Justice, our partnering NGO), will present and outline the goals and expectations for the fieldwork students will be conducting throughout the semester.

GOALS: Understanding the course procedure and basic theoretical concept to the study of Religion, immigration and Civic Engagement

READING:

- STEPICK, REY AND MAHLER, Religion Immigration and Civic Engagement. (pp 1- 38)
- SUSANA SNYDER Asylum-Seeking, Migration and Church, (Chapter 1)

ACTIVITIES AND TASKS

1) Meeting in person: Thursday, January 9 (1:00 pm to 2:15) pm Room Ziff Education Bldg. 110

2) On-line Tasks

- Personal Presentation (Video)
- B) See the video [Church, Immigration and Labor issues](#)

3) FIELD WORK TASK: Get acquainted with our partnering NGO, IWJ (Interfaith Worker Justice).

Website: <http://www.sfiwj.org>

WEEK 2 January 13-17

SUBJECT: *The migrant and the Abrahamic sacred texts. Demonizing the racially different?*

GOALS:

Understanding a) the Abrahamic sacred text ethical proposition regarding migration. B) Values and belief encountering migrants

READINGS:

RICHARD KEARNY “In the Moment: The uninvited Guest” (Chapter 1)
SUSANA SNYDER Asylum-Seeking, Migration and Church, (Ch. 2,3 7&8)

TASK:

- 1) Meeting in person: Thursday, January 9 (1:00 pm to 2:15) pm Room Ziff Education Bldg. 110
- 2) Meeting in Person, Thursday, January 16

- 3) Invited Speaker: **Dr. María Luisa Veisaga**
- 4) Online tasks:
 - a) See the videos:
 - Calvin College / Prof. José Casanova
https://www.youtube.com/watch?v=YHMBOId_cWU
 - Richard Kearney, Aliens, Strangers, Monster
<https://www.youtube.com/watch?v=uzSUT99qxZM>
 - Hosting the Stranger, Week 1
<https://www.youtube.com/watch?v=fA2O4xXwCHE>
 - b) Discussion Board
Are strangers demonized by religious reasons? or others? What is the role of religion in the process of rejecting the other?

WEEK 3 January -20-24

SUBJECT: *Migration and National Imagination.*

- 1) European Immigrations and Religions in the Nations States Building and its consequences today. Comparative Cases Studies: Argentina and US Policies in 19 and 20 Centuries.
- 2) The religious conflicts in America and anti-immigrant sentiments.
- 3) The current Global Dynamic of Migration

GOALS: Understanding:

- The role of immigration and religions in the building of new nation states and the impact in contemporary political imagination.
- The weight of history in our present.
- The place of immigration as a new theological and pastoral focus.

READINGS

- YOUNG JULIA G. “Making America 1920 Again? Nativism and US Immigration, Past and Present” (2017) Journal on Migration and Human Security
<http://jmhs.cmsny.org/index.php/jmhs/article/view/81>
- SUSANA SNYDER Asylum-Seeking, Migration and Church (Ch. 4 &5)
- PHAN PETER. “Christianity as an institutional Migrant: Historical, Theological and Ethical perspective”. (Book Chap. on-line)
- BIDEGAIN GREISING GABRIEL & ANA MARIA: “Migration, Pastoral Action and Latin America” (Book chap. on line)

TASKS

- 1) Meeting in person: Thursday, January 23 (11:00 pm to 12:15) Room Ziff Education Bldg. 110
- 2) Guest Speaker: Dr. María Barbano
- 3) Online
 - A) See the videos
 - Ellis Island History of Immigration to the United States (1890-1920) Award Winning Documentary
<https://www.youtube.com/watch?v=8X4CypTaOOs&t=310s>

- Catholics and anti-Catholic sentiments in America by Prof. Ryan Reeves
<https://www.youtube.com/watch?v=7F7Tbo5LMek>
- The Italian Migration impact in the Argentina History .
<https://www.youtube.com/watch?v=w72a195QpbI>

- B) Discussion board. Should Religious organizations take care of migrants in a lay state? Why Religious organization are playing such role?

WEEK 4 January 27- 31 February

SUBJECT: *Migration, Religion and Identity.*

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. Impact on identity.

READINGS:

- 1) COLIN WOODARD “American Nations”. Introduction, Part One and Part Four.
- 2) Pew Report regarding religious denomination acceptability
[/http://www.pewforum.org/2017/02/15/americans-express-increasingly-warm-feelings-toward-religious-groups/](http://www.pewforum.org/2017/02/15/americans-express-increasingly-warm-feelings-toward-religious-groups/)

TASKS:

- 1) Meeting in person: Thursday, January 29 (11:00 pm to 12:15) Ziff Education Bldg. 110
- 2) Guest Speaker: M Ernesto Fiocchetto
- 3) Online
 - A) See videos:
 - Colin Woodard Lecture
<https://www.c-span.org/video/?328549-1/colin-woodard-american-regionalism-politics>
 - Peggy Levitt Conference:
<https://www.youtube.com/watch?v=MJyn0mHd5hA>
 - B) Discussion Board
- 3) Field Work: Get acquainted with our partnering NGO, IWJ (Interfaith Worker Justice). Website: <http://www.sfiwj.org>

WEEK 5 February 3 to 7

SUBJECT: *Mexico US relationship. The Chicanos’ experience. Language, Culture, Religion and identity transformation. The Latinx’ religious experience.*

GOALS: Understanding the historical dynamic among the people that belong to two different nation states but have same roots and common cultural and family ties.

READING:

- GLORIA ANZALDÚA: The Borderlands / La Frontera The new mestiza,
- RICARDO RAMIREZ The power from the margins Emergency of the Latino in the Church and Society.

STUDENT TASK

- 1) Meet in Person Thursday, February 6 (11:00 pm to 12:15) Ziff Education Bldg. 110
- 2) Guest Speaker:
- 3) ONLINE
 - A) See the videos:
 - How to Tame a Wild Tongue- Gloria Anzaldúa
<https://www.youtube.com/watch?v=f2MaBZ6e6vo>
 - Lecture Cecilia Rodriguez Milanés Univ. of Florida
<https://www.youtube.com/watch?v=-Jk9KNI8zZc>
 - B) Discussion Board: According to the authors what is the particularity of being Latinx in the US and México?

WEEK 6 February 10 to 14

SUBJECTS: Central American Security Crisis, Mexico, and US new immigration policies. Focusing on Immigrant Families, Broken Families, the situation of un-accompanied migrant children.

GOALS: Understanding:

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

READINGS:

- 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>
- 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
- MASSEY DOUGLAS S. & SANCHEZ MAGALY, The rise of Anti-Immigrant Times. Book chap. (on-line)

TASK

- 1) Meeting in Person: Th., Feb.13 (11:00 pm to 12:15) Room Ziff Education Bldg. 110
- 2) Guest Speaker: LACC Research Team -

3) Online Tasks

A) News at Miami Herald on unaccompanied migrant children in South Florida
<http://www.miamiherald.com/news/local/immigration/article86137097.html>

B) Discussion Board Forum: Analyze the emotional impact that immigration can have on children and families based on your weekly readings and experience from fieldwork.

WEEK 7 February 17 to 21

SUBJECTS:

Focusing on South Florida - Historical Contexts of a multicultural and religiously diverse 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: social capital and bonding capital, assimilation, integration, transnationalism, analyzing South Florida Religious experience and Civic Engagement, Religious devotions reconfiguration in South Florida
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 and Human Security. JMHS Volume 1 Number 1 (2013): 1-16 <http://jmhs.cmsny.org/index.php/jmhs/article/view/5>

-STEPICK, REY AND MAHLER – Book required

- So close and yet so far away. Chap 2 (pp 41-71)
- Refugee Catholicism in Little Haiti Chap 3 (pp. 72-92)

TASK

- 1) Meeting in Person:
- 2) Guest Speaker: Alex Fernández: Unveil economy in the Afro-Cuban religion.
- 3) Online Task:
Discussion Board Forum
Considering the site visit, the readings and the panel discussion: How racial ethnical and cultural policies and boundaries affect social and religious integration of these communities in the mainstream of the US society
- 4) MIDTERM REPORT: PREPERING FIELD WORK USING CONCEPTS & INFORMATION GIVING IN CLASS AND FROM THE READINGS. (5-7 Pages

WEEK 8 February 24 – 28 SPRING BREAK

WEEK 9 Mars 2 to 6

FIELD WORK

NO –CLASS IN PERSON

WEEK 10 March 9-13

FIELD WORK
NO –CLASS IN PERSON

WEEK 11 March 16 to 20

FIELD WORK
NO –CLASS IN PERSON

WEEK 12 March 23 to 27

FIELD WORK
NO –CLASS IN PERSON

WEEK 13 - March 30 April 3

SUBJECT: *Immigrant Youth, Programs and Expectations*

GOALS: Understand the political and legal discussion on DACA program.

READINGS:

- CHRISTINA A. FIFLIS, Deferred Action for Childhood Arrivals
GP Solo Vol.30, No5, Immigration (September/Oct 2013) pp28-3

- EDIBERTO ROMAN Those Damned Immigrants. Americas Hysteria over
Undocumented Immigration. NYU Press 2013, Ch. 7 A Pragmatic Proposal for
Immigration Reform.
<http://www.jstor.org.ezproxy.fiu.edu/stable/pdf/j.ctt9qfts7.11.pdf>

- HEATHER SILBER MOHAMED The new Americans? Immigration, Protest,
and the Politics of Latino Identity University Press of Kansas (2017) Ch.8
Epilogue
<http://www.jstor.org.ezproxy.fiu.edu/stable/pdf/j.ctt1mtz77k.12.pdf>

- KUCZEWSKI MARK &BRUBAKER LINDA
Medical Education as Mission:Why one Medical School chose to Accept
DREAMers?
The Hastings Center Report, Vol. 43, No. 6 (November-December 2013), pp. 21-
24 <http://www.jstor.org.ezproxy.fiu.edu/stable/pdf/23597740.pdf>

TASKS :

- A) Meeting in Person
- B) On line Task
 - a) See Videos
 - What is DACA
<https://www.youtube.com/watch?v=QJCyApAugdY>
 - What will happen to Undocumented Doctors
<https://www.youtube.com/watch?v=hfSLjNU9dBo>

- c) Discussion Board What kind of risk and benefit bring the DACA Program?

WEEK 14 April 6-10

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 (FIU online- on reserve) you don't have to buy it.

TASKS:

- 1) Meeting in Person: Panel FIU Faculties, Students and Alumnae discussing their experiences working on NGO's and churches' organizations with migrants.
- 2) Online Task: Discussion board Share your comments on the current immigration policies

WEEK 15 April 13 to 17

Class Conclusions and Final Research Paper Presentation.

Meeting in person

WEEK 16 April 20 to 24

Final Research Paper Due, April 23

ADDITIONAL READING INFORMATION AND SOURCES

1) 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

http://www.vatican.va/roman_curia/pontifical_councils/migrants/documents/rc_pc_migrants_doc_20040514_erga-migrantes-caritas-christi_en.html

-www.justiceforimmigrants.org

Pastoral Letter Concerning Migration from the Catholic Bishops of Mexico and the United States. Strangers No Longer: Together on Journey of hope. <http://www.usccb.org/mrs/stranger.shtml>

[-http://programs.ssrc.org/intmigration/working_groups/religion_and_migration/](http://programs.ssrc.org/intmigration/working_groups/religion_and_migration/)

[-http://www.thearda.com/Archive/browse.asp](http://www.thearda.com/Archive/browse.asp)

International documentation on Migration and World Population

- UNFPA A Passage to Hope. State of World Population.
Report on women and International Migration 2006
http://www.unfpa.org/swp/2006/pdf/en_sowp06.pdf

-UNFPA 2011 Report. Chapter on Migration.
Foweb.unfa.org/reports/EN-SWOP2011-FINAL.Pdf

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

More Recommended Books

- ALBA RICHARD, ALBERT J. RABOTEAU & JOSH DEWIND, Immigration and Religion in America. New York University Press, New York- London, 2009.
- BADILLO A. D. Latinos and the new migrant Church. The John Hopkins University Press- Baltimore, 2006.
- BAILEY SAMUEL. & MIGUEZ EDUARDO JOSE “Mass Migration to Modern Latin America.” Rowman & Littlefield, 2003 – Google E- Book.
- 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.
- CAMPESE G.& CIALELLA P., Migration, Religious Experience, and Globalization. Center for Migration Studies, New York, 2003.
- CARROLL M. DANIEL AND SÁNCHEZ L.A., Immigrant Neighbors among us, Immigration Across theological traditions. Pickwick Publications, Oregon, 2015.
- CARROLL DANIEL Christians at the border. Immigration, the Church & the Bible, Brazos Press, Grand Rapid, 2013
- DANIELS ROGER Coming to America: a history of immigration and ethnicity in American life. Harper Collins, New York 2002
- DANIELS ROGER Guarding the Golden Door: American Immigration Policy and Immigrants since 1882, New York, 2004.
- DOLAN JAY The immigrant church, New York’s Irish and German Catholics, 1815-1865. Notre Dame University Press, Notre Dame, 1983.
- DOLAN JAY & VIDAL JAIME, Puerto Rican and Cuban Catholics in the U.S.1900-1965. University of Notre Dame Press, Notre Dame and London, 1994.
- FOLEY W. MICHAEL & HOGE DEAN, Religion and the new immigrants, Oxford University Press, New York, 2007.

- GARCIA MARIO. Católicos. Resistance and Affirmation in Chicano Catholic History. University Press of Texas, 2008.
- GUTIERREZ DAVID Editor – The Columbia History of Latinos In the United States since 1960/ Columbia University Press, New York, 2004.
- GRENIER GUILLERMO AND STEPICK ALEX, Miami Now!! University Press of Florida, Gainesville, 1992.
- HOEBER RUDOLPH SUSANNE & JAMES PESCATORI, Transnational Religion & Fading States. Perseus Book, 1997
- LAZO DE LA VEGA SANDRA AND TIMOTHY J. STEIGENGA Against the Tide. Immigrants, day Laborers, and community in Jupiter, Florida. University of Wisconsin Press, Madison, 2013
- LEVITT PEGGY God Needs no passport, New Press, New York, 2007.
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