Room: Schlegel Hall 120, Mondays: 2:00-4:50pm

Instructor: Rev. Christine J. Hong, Ph.D.

E-mail: Christine.hong@cst.edu

Office Hours: by appointment

Course Description:

This course studies contemporary human displacement, migration, and immigration through multifaith and intercultural lenses with an emphasis on conflict, economics, politics, and human development. The course seeks to deepen student’s understandings of the role of culture and religious communities in the lives of displaced persons. The first half of the course encourages students to locate their narratives within and/or outside contexts displacement including the intersections of displacement and human movement with religious traditions and spiritual practice. The second half of the course will focus on community engagement and social action around issues of displacement. Students will practice public scholarship and hear from guest speakers and faith practitioners working with displaced communities.

Student Learning Outcomes (SLOs):
Successful completion of this course will enable students to:

1. Demonstrate the ability to think theologically, strategically, and contextually about global displacement from an intercultural and multifaith perspective. (SLO8)
2. Articulate orally and in writing their own theological perspective of global displacement, mindful of their own distinctive traditions within global, intercultural, and multi-religious contexts. (SLO5, SLO7, QEPSLO2)
3. Provide public leadership, community engagement, and social action around issues of displacement. (SLO12, SLO14)

Required texts:


Readings on Library Print Reserve:

• Refugee Children and Their Families: Exploring Mental Health Risks and Protective Factors

• Displacement and Migration

• Introduction: Religious, Racial, and Ethnic Identities of the New Second Generation

• Islamophobia and Anti-Americanism: Measurements, Dynamics, and Consequences
• Islamophobia and The War on Terror: Youth, Citizenship, and Dissent

• Building Civic Skills

• Images of a Wounded Homeland: Sierra Leonian Children and the New Heart of Darkness
• Parents and Children across Borders: Legal Instability and Intergenerational relations in Guatemalan and Salvadorian Families


• The Latino “Springtime” of the Catholic Church: Lay Religious Networks and Transnationalism from Below
• Creating a Transnational Religious Community: The Empress of Heaven and Goddess of the Sea, Tianhou/Mazu, from Beigang to San Francisco


• Introduction: Reframing the U.S. Religious Landscape
• Sikh Kirpans in California Schools: The Social Construction of Symbols, the Cultural Politics of Identity, and the limits of Multiculturalism

**Online Readings:**


• http://www.studentpulse.com/a?id=12


**Structure of the Course:**

This course includes lectures by the professor and guests, seminar style discussions, papers, weekly blogging, and a final project.

**Grading Scale:**

A 90-100% \( x7-x9 = + \) (there will not be an A+)
B 80-89% \( x0-x2 = - \)
C 70-79%
D 60-69%
F 59%

**Assignments:**

All written work is to be submitted in Times New Roman 12 point font and double-spaced. Document margins should be 1.25” for left and right margins and 1” for top and bottom margins. All bibliographical references and in paper footnotes should be in Chicago Style. For instructions and details on Chicago Style visit this webpage for a brief and handy guide. http://www.chicagomanualofstyle.org/tools_citationguide.html

1. **Personal narrative [15%]** – Submit a 3 page auto-ethnography on your understanding of your social location, any displacement in your history, and intersections of religion and spirituality.

2. **Weekly blog [25%]** – Using a Wordpress platform, write a weekly and public blog focused on the class topic for the week. Students are expected to incorporate readings and class discussions into their blogs. Students are encouraged to do independent research for their blogs. Blogs for the current week are due the beginning of class the following week. Blogs will tie into the student’s Media Project.
3. **Media project [50%]** The final project for this course will require students to teach a specific issue and/or share a particular narrative of global displacement with a chosen community in mind. This could be the student’s church adult education class, youth group, town hall, their Mid-Council, or their seminary colleagues. Students are encouraged to be innovative in this process and explore non-traditional platforms for their project. Students are encouraged to find a way to incorporate their weekly blogs into the media project. The professor will work with students to help narrow the project’s focus.

4. **Class Participation [10%].** – Students are encouraged to participate actively in the class.

**Attendance Policy:**

Attendance is mandatory and it counted towards the 10% participation grade. Any absence that is not documented with a physician’s note will incur a 10% reduction in the final grade. According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course.

**Late Penalties:**

Written assignments are due at the beginning of class in hard copy. A 10 percent grade deduction incurs per assignment for each day it is late. No extensions on assignments so please do not ask. There are instances where personal crises and medical emergency may arise. It is the student’s responsibility to inform the professor of the situation and work with the professor to negotiate due dates, etc. Any medical emergencies must be documented.

**Use of Inclusive Language:**

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. For more information see: [http://lpts.libguides.com/content.php?pid=469569&sid=4083885](http://lpts.libguides.com/content.php?pid=469569&sid=4083885)

Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible’s images for God.

**Academic Honesty:**

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the
words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another’s language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

Special Accommodations:

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (kmapes@lpts.edu) during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Citation Policy:

Citations in your papers should follow Seminary standards, which are based on these guides:


Copies of these guides are available at the library and in the Academic Support Center.

Course Schedule:

Section 1 – Narratives of Displacement

February 9: Who am I? Who are we? Locating ourselves
Introductions and Syllabus Review
February 16: Defining Displacements and other forms of human movement
Readings:
  - Displacement and Migration, pp 51-82.
- Yoo, David. *New Spiritual Homes*
- Warner, Stephen. *Gatherings in Diaspora*
  - Introduction: Immigration and Religious Communities in the United States

February 23: Transnationalism - Religion and spirituality within histories of displacement and movement
Readings:
  - Creating a Transnational Religious Community: The Empress of Heaven and Goddess of the Sea, Tianhou/Mazu, from Beigang to San Francisco, pp 166-183.
- Warner
  - Becoming American by becoming Hindu: Indian Americans Take Their Place at the Multicultural Table, pp 37-70.
  - The Madonna of 115th Street Revisited: Vodou and Haitian Catholicism in the Age of Transnationalism, pp 123-162.
  - From the Rivers of Babylon to the Valleys of Los Angeles: The Exodus and Adaptation of Iranian Jews, pp 71-96.

March 2: How to use social media and blogging tools for social activism and public scholarship.
*Guest Lecturer: Sara Otoum*
DUE: PERSONAL NARRATIVES
DUE: BLOG URL TO SHARE WITH CLASS

March 9: New Inheritances - Understanding displacement in the second generation
BEGIN POSTING BLOGS
- Chen and Jeung, *Sustaining Faith Traditions*
- Foner, Nancy. *Across Generations: Immigrant Families in America*
  - Images of a Wounded Homeland: Sierra Leonian Children and the New Heart of Darkness, pp 114-134.
- Azima and Grizenko, *Immigrant and Refugee Children and Their Families: Clinical, Research, and Training Issues*

**March 16th – NO CLASS**

**March 23: American Muslims and the politics of displacement**
*Guest Lecturer: Our Muslim Neighbor Initiative*

**DUE: RESEARCH PAPER**

**Readings:**
- Warner:
  - Structural Adaptation in an Immigrant Muslim Congregation in New York, pp 235-264.
  - Islamophobia and The War on Terror: Youth, Citizenship, and Dissent, pp 109-126.

**Section 2 – Faith and Activism**

**March 30: KY Refugee Ministries**
We will leave promptly at the beginning of class for our site visit at KRM. Please dress respectfully as we are guests in a professional environment.

**April 6: The United Nations and Global Displacement**
*Guest Lecturers: Rev. Mark Keonig, Ryan Smith*

**Readings:**
- TBA: Readings will be provided by Presbyterian Office of the UN prior to this class.

**April 13: Sikh Americans and The Sikh Coalition: The 1984 Massacre and Global Civil Rights**
*Guest Lecturer: TBA*

**MEDIA PROJECT WORKSHOP**
- Yoo, *New Spiritual Homes*

**April 20: Christian Activism on the U.S. – Mexico Border**
Guest Lecturer: Rob Fohr

Readings:


April 27: Religious Violence, Displacement, and (Angry) Peacemakers

Readings:

- Toft and Philpott, *God’s Century*
  - Religious Terrorism, pp 121-146
  - Religious Civil Wars, pp 147-173
  - Militants for Peace and Justice, pp 174-206

May 4th: Media Project Presentations

DUE: FINAL PROJECT TO BE PRESENTED IN CLASS