

**TR 514: New Encounters: Hospitality, Security and Peace in a Mobile World**  
**Fall Semester 2010**

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**Description:**

The increasing mobility of people is one of the main tenets of our globalized world. While this may cause for celebration, there is another side to the flow of people that is alarming: the massive movement of people due to global market forces, political and religious conflicts, ecological crisis, etc. This has led to shifting demographics, new encounters of various sorts, and exciting possibilities of forming more colorful communities as well as pressing issues. This course takes account of the flow of people and the challenges it brings: its impact on the countries of emigration and the countries of immigration as well as on trans-national relations and the issues it triggers in relation to immigration policies, security, ecology, health, cultural and religious encounters, and human rights. Moreover, this course takes a theological reading of the issues and explores ways of helping faith communities and civil society respond creatively to the challenges.

**Course Requirements, Expectations, and Grading Criteria**

**1. Requirements**

- 1.1. *Students are required to submit a final 20-page paper (double space) which is due by the last day of class. The intent of this paper is to give students the opportunity to develop a theme in response to issues encountered in the course. This essay may also indicate some significant points and directions in which fruitful engagement with contextual theologies can happen. As the major paper for the course, this will count 80% of the final grade.*
- 1.2. *Class participation, leadership in small-group discussion, and project presentation at the end of the semester. This will count 10% of the final grade.*
- 1.3. *Presentation of the final paper. This will count 10% of the final grade.*

**2. Expectations**

The course expects class attendance from the students, careful and critical reading of the assigned texts, active participation in the reading-discussion sessions, and the use of sexually inclusive language in oral and written work.

A student must inform the professor in the event that she or he cannot attend a class session. Beyond one session absence, a student is expected to submit a two-page (double space) summary and reaction to the assigned readings. This will affect the final grade.

Reading-discussion groups: While the professor provides guidance, students must assume the primary responsibility in making the reading-discussion groups work to their advantage. The life of the reading-discussion group depends upon their ownership of it.

### **3. Grading Criteria: General criteria for grading papers**

3.1 Basic grasp of the particular themes or issues in question. In order to reach the level of basic understanding, students will have to read the assigned materials, understand the structure of the arguments presented in these materials, and be able to present their thoughts on these matters in a coherent manner. Since this is the most basic of levels, the evaluation is normally in the C range. Below this basic level means F.

3.2. Basic grasp of the themes or issues in question **and** the ability to engage in an extended exposition of their significance, placing them in their appropriate historical or theological context, and providing critical assessment of their strengths and weaknesses. This is the B level and presupposes the first level. What is added is the analytical and critical thinking.

3.3. If independent, constructive, and creative thinking is added to basic grasp and critical exposition, then one moves into the A category.

Students should keep in mind that written work will be evaluated in both content and form. Deficiencies in form will have an impact on the grade.

#### **Reading Materials:**

1. Peggy Levitt, *God Needs No Passport: Immigrants and the Changing American Religious Landscape* (New York: The New Press, 2007).
2. Kwame Anthony Appiah, *Cosmopolitanism: Ethics in a World of Strangers* (New York: W. W. Norton, 2007).
3. David Bacon, *Illegal People: How Globalization Creates Migration and Criminalizes Immigrants* (Boston, Massachusetts: Beacon Press, 2008).
4. Arthur Sutherland, *I was a Stranger: A Christian Theology of Hospitality* (Nashville, Tennessee: Abingdon Press, 2006).
5. Daniel Groody and Gioacchino Campese, eds., *A Promised Land, A Perilous Journey: Theological Perspectives on Migration* (Notre Dame, Indiana: University of Notre Dame Press, 2008).
6. Richard Alba, et al., ed., *Immigration and Religion in America: Comparative Perspectives*

(New York: New York University Press, 2009), 246-276.

7. Douglas S. Massey, ed., *New Faces in New Places: The Changing Geography of American Immigration* (New York: Russell Sage Foundation, 2008), 25-50; 75-98.

### **Schedule of Sessions**

September 13--Walk-through the Syllabus, Faculty and Students Introduction, and Introductory Lecture: Theories/Perspectives on Migration and Basic Terms

September 20--Brief Historical Account of Modern Global Migration

Readings:

1. "Migration during 1820-1920, the First Global Century"

September 27--Critique of Current Global Migration: Multiple Issues and Challenges

Readings:

1. Bacon, *Illegal People: How Globalization Creates Migration and Criminalizes Immigrants*, 1-21, 23-81, 82-118.

October 4--Critique of Current Global Migration

Readings:

1. Bacon, *Illegal People: How Globalization Creates Migration and Criminalizes Immigrants*, 119-165, 199-231, 233-261.

October 11--Migration and the Changing Demographics: Focus on U.S.

Readings:

1. Massey, ed., *New Faces in New Places: The Changing Geography of American Immigration*, 25-50; 75-98.

October 18--Migration and the Changing Religious Landscape: Focus on U.S.

Readings:

1. Levitt, *God Needs No Passport: Immigrants and the Changing American Religious Landscape*.

October 25--Reading Week

November 1-- Migration, Identity, and Belonging

Readings:

1. Yvonne Yazbeck Haddad, "The Shaping of Arab Muslim Identity in the United States," in Alba, *Immigration and Religion in America: Comparative Perspectives*, 246-276.
2. Calvin Goldscheider, "Immigration and the Transformation of American Jews: Assimilation, Distinctiveness, and Community," in Alba, *Immigration and Religion in America: Comparative Perspectives*, 198-223.

November 8-- Migration, Global Politics, Security, and Human Rights

Readings:

1. Graziano Battistella, "Migration and Human Dignity: From Policies of Exclusion to Policies Based on Human Rights," in *A Promised Land, A Perilous Journey*, 177-191.
2. Donald Kerwin, "The Natural Rights of Migrants and Newcomers: A Challenge to U.S. Law and Policy," in *A Promised Land, A Perilous Journey*, 192-209.

November 15--Migration and Cosmopolitan Ethics

Readings:

1. Appiah, *Cosmopolitanism: Ethics in a World of Strangers*.

November 22--Migration, Strangers, and Hospitality

Readings:

1. Sutherland, *I was a Stranger: A Christian Theology of Hospitality*.

November 29--Migration and the Church

Readings:

1. Raul Fornet-Betancourt, "Hermeneutics and Politics of Strangers," in *A Promised Land, A Perilous Journey*, 210-224.
2. Jorge E. Castillo Guerra, "A Theology of Migration: Toward an

Intercultural Methodology,” in *A Promised Land, A Perilous Journey*, 243-270.

December 6--Migration and the Church

Readings:

1. Stephen Bevans, “Mission among Migrants, Mission of Migrants: Mission of the Church,” in *A Promised Land, A Perilous Journey*, 89-106.
2. Robert Schreiter, “Migrants and the Ministry of Reconciliation,” in *A Promised Land, A Perilous Journey*, 107-123.

December 13--Student Presentation of Projects

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### **Policy on Extensions**

The work for a course is terminated at the end of the final class session. Students' performance in the course is evaluated on the basis of work submitted by that time, unless an exception is made by the instructor, in which case a formal petition for extension must be approved by the instructor by the end of the final class session. Extensions of course work beyond the end of the semester will be approved only under extraordinary circumstances. Each instructor will include this policy on each course syllabus as well as the criteria by which she or he will grant such extraordinary exception.

In the event such an extension is approved, the instructor shall file the extension form with the Registrar by the date grades are due. The Student Review Committee shall monitor extensions. If no petition for extension is filed, a final grade will be submitted.

An extension may be granted for a period not to exceed six months from the end of the term. If the work is not completed by the date petitioned, a final grade will be submitted. Any renewal of an extension must be approved by the instructor and filed with the Registrar prior to the due date on the original petition. No extension or its renewal will exceed six months from the end of the term in question.