

CAT 2C: Religion, Migration, and America

Dr. Pantoja

Winter 2018

University of California, San Diego

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MWF 12-12:50 pm LEDDN HALL

Office: PCYNH 251

Student Hours: Wed 1:15-3:15pm, and by appointment

Coffee Hour: Thurs 12:30-1:30pm

*“We hold these truths to be self-evident, that all men are created equal, that they are **endowed by their Creator** with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness” (Declaration of Independence, 1776).*



“We define ourselves as a nation of immigrants. That’s who we are in our bones.” –President Obama

Course Description:

This writing and communication course explores the depiction of the “other” in religious literature (Judaism, Christianity, Mormonism, Islam, Buddhism, etc.). Using this framework, we will consider how religion (predominantly Christianity) has and continues to shape encounters between different cultural groups in America (e.g., the indigenous population and French Catholics, Christians and Muslims). We will also grapple with various United States immigration laws and how these policies define “the other” in contrast to the dominant cultural landscape (Indian Appropriation Act, Chinese Exclusion Act, Executive Order 9066, DACA, etc.). Some questions we will consider: Who is an American? How has religion shaped American immigration policy? What role has forced migration played in America’s history? How has technology and visual culture influenced the dissemination of religious ideologies (i.e., Quaker Abolitionist movement, talk radio, abortion rights, social media)?

We will use these explorations to hone our writing and critical thinking skills, perform close readings, and learn how to make and support ethical arguments. We will read a combination of academic and popular press articles and watch documentaries, and hopefully these texts will serve as inspiration and models for the written assignments, the Migration Narrative Podcast, and the CAT 2 Reflective Portfolio. **Remember, this is a 6 unit course, so set aside extra time each week to prepare for the readings, critical podcast analyses, and written assignments.**

Key Course Goals: Argumentative Writing & Citation

- Identify, analyze, and respond to explicit and implicit arguments, and understand why some parts of an argument might not be visible or open to debate. Acknowledge, react, and effectively integrate counterarguments and other points of view (i.e. from readings) into arguments.
- Craft a compelling argument and support it with relevant and carefully evaluated evidence. Develop an ability to read, critique, and create arguments in diverse genres including, when appropriate, multi-media texts.
- Choose a tone that is appropriate to one’s subject and audience.
- Practice proper citation and documentation of sources, including in multimodal assignments.

Required Texts/Technology:

- Access to the library website, TritonEd, & UCSD email
- Gerald Graff/Cathy Birkenstein *They Say/I Say* (UCSD Bookstore version)-Abbreviated *TSIS*

Discussion Sections:

C1	921448	MW	8-8:50AM	MANDE	B-152	ZACHARY BUSHNELL
C2	921449	MW	9-9:50	MANDE	B-152	ZACHARY BUSHNELL
C3	921450	MW	10-10:50	MANDE	B-152	MICHAEL MATSUNO
C4	921451	MW	11-11:50	MANDE	B-152	MICHAEL MATSUNO
C5	921452	MW	1-1:50	CENTR	207	JASPER SUSSMAN
C6	921453	MW	2-2:50	CENTR	207	JESS YACOVELLE
C7	921454	MW	3-3:50	HSS	1106A	JESS YACOVELLE
C8	921455	MW	4-4:50	HSS	1106A	BOBBY EDWARDS
C9	921456	MW	5-5:50	HSS	1106A	BOBBY EDWARDS
C10	921457	MW	6-6:50	HSS	1106A	HALEY DAIGLE
C11	921458	MW	7-7:50	HSS	1106A	HALEY DAIGLE

Pantoja Classroom Expectations:

“We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment” ([UCSD’s Principles of Community](#)).

My classroom is a place where ideas are generated and discussed. We will not all agree on every single issue, but my expectation is that we will respect one another and think carefully about our word choice. I strive to foster a community of shared humanity where all students are appreciated and supported.

Course Requirements:

- Course attendance (10%). Student participation is vital to the collaborative learning process. Lectures on course content will be interactive and students are encouraged to ask questions and comment on the material. You need to be in class to participate; habitual tardiness or missing classes will dramatically reduce your participation grade. On-time attendance in lecture, section is required.
 1. Please notify your TA if you must be absent for illness or family emergency. You may miss up to four lectures and two discussion sections without it affecting your grade. After that, *each additional absence deducts 1/3 of a letter grade* from your final course grade (i.e. an A- would become a B+). Missing 8 or more classes (lecture or discussion section), will result in an *automatic fail* for the course. Excessive tardiness will also impact your grade and may be grounds for an absence.
 2. There will also be a mandatory [Library Workshop](#) during your Wednesday discussion section Week 5 (Feb 9th). Failure to attend will reduce your participation by a 1/3 letter grade (i.e., an A- would become a B+).
 3. You are expected to attend 3 CAT Events during the quarter and write a response. These events are a great opportunity to get out in the community and participate in culture. Failure to attend 3 CAT Events will reduce your participation by a 1/3 letter grade (i.e., an A- would become a B+).
 4. Lectures for this class will not be posted on the course website. However, I will regularly post articles, ideas, and screening questions related to the course and the week's topics.
 5. See [CAT Policies](#) for a description of what is considered "A level" class participation.
- Written Assignments//Migration Narrative Podcast (90%).
 1. Papers (First Draft and Revised) turned in at *any* point after the beginning of class are considered late. Late papers will be marked down 1/3 grade per day (beginning in class). Any draft of a paper more than one week late will not be accepted (will receive a 0 grade).
 2. All papers (including drafts) not submitted to Turnitin by midnight on due date will be reduced 1/3 grade on the final draft. Papers will not be returned if there is no Turnitin submission.
 3. Word count: Please stay within the assigned word count for each assignment.
 4. Academic integrity of scholarship is essential for any academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. It is your responsibility as a student to understand what the university defines as violations of academic integrity. More information is available at: <https://www.academicintegrity.ucsd.edu>. Students must submit their coursework through the TritonEd website to turnitin.com to screen for plagiarism. The UCSD [Sanctioning Guidelines](#) explain integrity offenses in greater detail.

IMPORTANT DATES:

Podcast Critical Analysis #1: upload to TritonEd by 11am (Fri week 1)	Jan 12
Podcast Critical Analysis #2: upload to TritonEd by 11am (Fri week 2)	Jan 19
Assignment #1 Draft due (Mon week 3)	Jan 22
Podcast Critical Analysis #3: upload to TritonEd by 11am (Fri week 3)	Jan 26
Assignment #1 Final draft due (Fri Week 4)	Feb 2
Migration Narrative Podcast Proposal (Fri week 5)	Feb 9
Migration Narrative Podcast Interview Questions due (Wed week 6)	Feb 14
Podcast Critical Analysis #4: upload to TritonEd by 11am (Fri week 6)	Feb 16
Film Notes due at end of lecture (Wed week 6)	Feb 14
Migration Narrative Podcast due (Fri week 7)	Feb 23
Assignment #2 Draft/Annotated Bibliography due (Fri week 8)	Mar 2
Assignment #2 Final draft due (Fri week 10)	Mar 16
3 CAT Event responses due to Turnitin (Fri week 10) 11:59pm	Mar 16
CAT 2 Reflective Portfolio to Turnitin by 3pm (Wed-Finals Week)	Mar 21

GRADING BREAKDOWN:

ATTENDANCE AND PARTICIPATION	10%
4 CRITICAL PODCAST ANALYSES & FILM NOTES	15%
ASSIGNMENT #1: SUMMARY/RESPONSE	15%
MIGRATION NARRATIVE PODCAST (3 STEPS)	30%
ASSIGNMENT #2: CRAFTING AN ARGUMENT	25%
CAT 2 REFLECTIVE PORTFOLIO	5%

Assignments

- A. [Assignment #1: Summary/Analysis](#) (15%): 400-600 words.
- B. 4 [Podcast Analyses](#) & Film Notes (15%): 250 words max; due on Fridays at 11am: weeks 1, 2, 3, 5; Film Notes are due in lecture on Wed, 2/14 at the end of the film screening.
- C. [Migration Narrative Podcast](#) (30%). Students identify and interview someone who has immigrated from outside the U.S. to San Diego (this is a three-step assignment).
- D. [Assignment #2: Crafting an Argument](#) (25%): 500-700 words (draft); 750-900 (final draft)
- E. [CAT 2 Final Reflective Portfolio](#) (5%): Collection of written work into a single PDF with a reflective cover letter.

Peer Review, Self-Evaluation, and Reflection

Self-assessment, reflection, and collaboration are core components of the first year writing program at UCSD. In this class (and CAT broadly), you will do a fair amount of peer review, revision, working in groups, and reflection on your work. That is, be prepared both to receive and offer constructive criticism and re-work your writing, presentations, etc.

- Peer Review will happen regularly, so be prepared to work with your peers and offer constructive critique and receive feedback.
- Revision will be a crucial component of each major assignment. Failure to revise an assignment and/or participate in peer review will lower your final assignment grade by $\frac{1}{3}$ a letter grade.
- Self-Evaluations and Reflections are also a crucial part of this course. I will ask you do reflections on your work throughout the term and a final reflective portfolio.

Useful Resources:

- 1) Google Calendar Link-Important dates/Assignments for Class
- 2) Writing Resources:
 - [Sixth Writing Studio](#)
 - [Hub Writing Center](#)
 - [OASIS](#)
 - Helpful Videos/Handouts-on TritonEd under “Writing Resources”
 - [Claim and Reason Handout](#)
- 3) [CAT General Policies](#)
 - Pay attention to what is considered “A grade” for participation
 - Pay CAREFUL attention to the definition of “Academic Integrity”
 - Academic Integrity Violation Categories
- 4) [CAT 2 Rubric](#)
- 5) Optional Extra Credit ($\frac{1}{3}$ grade bump up on Podcast Analysis assignment-whichever analysis will help you the most). Your section must complete 90% of their CAPE Results.

Schedule of Classes:

- This is a living document, which will continue to evolve throughout the quarter. I reserve the right to change/alter this schedule as the course progresses.
- **Please note that all readings are required and to be completed before class on the day they are assigned (unless otherwise noted).**
- All your readings (except for *They Say I Say* textbook) are linked below as PDFs or as an html link.

COURSE SCHEDULE

(*They Say I Say* = *TSIS*)

Week 1 What is an American?

- Jan 8 Introduction to the Course & “Religion” in America
- [Caitlin Holmes “Why Everyone Should Take an English Class in College”](#)
- Discussion: Introductions, Critical Podcast Analysis “How to”
- Jan 10 Founding Paradoxes & Critical Reading/Writing Overview
- [Thomas Jefferson, “Original Rough Draft \(1776\)”](#)
 - [Ronald Takaki, “A Different Mirror” \(chapter 1: 1-17\)](#)
- Discussion: Introduce Assignment #1; *TSIS* “What’s Motivating the Writer? Reading for the Conversation” (ch. 14: 173-183); how to cite sources.
- Jan 12 The “Foreigner” in Sacred Literature & How to Cite
- [Leviticus 19:33-34](#)

Podcast Analysis #1: upload to TritonEd by 11am

Week Two Settler Colonialism vs. Place-based Ethics

- Jan 15 **Martin Luther King Jr. Day-No Class!**
- [The Best of Martin Luther King Jr. Compilation \(youtube\)](#)
 - [Martin Luther King Jr., “Where are We?” from *Where Do We Go From Here: Chaos or Community?* \(1967\)](#)
- Jan 17 Colonial America
- [Andrew Jackson, Message to Congress “On Indian Removal” \(1830\)](#)
 - [Kenneth D. Wald and Allison Calhoun-Brown, “Religion and American Political Culture” \(ch. 3: 39-64\)](#)
- Discussion: *TSIS* “Writing as Process” (chs. 18-21: 241-260); Thesis statement handout; Go over [CAT 2 Rubric](#); discuss: [“migration and movement-moma”](#)
- Jan 19 Native American Place-Based Ethics & The Writing Process
- [Glen Coulthard, “Place Against Empire: Understanding Indigenous Anti-Colonialism”](#)
 - [Standing Rock-Sandy Grand “This is Politics” video](#)
 - [Sherman Alexie, *You Don’t Have to Say You Love Me* \(chapter 1: 3-19 & 38-41\)](#)
 - [NPR Interview with Sherman Alexie](#)

Podcast Analysis #2: upload to TritonEd by 11am

Week 3 All Men are Created Equal?

- Jan 22 Forced Migration: Slavery and Its Legacy
- [Sycuan Band of the Kumeyaay Nation. Our People. Our Culture. Our History.](#)
 - [Pem Davidson Buck, "Constructing Race, Creating White Privilege"](#)

Assignment #1 Draft due at beginning of lecture!

Discussion: Peer Review; Buckley Waiver; Anne Lamont, ["Shitty First Drafts"](#)

- Jan 24 Emancipation/Quaker Abolitionist Movement & Migration Podcast Project
- [Sojourner Truth, "Ain't I A Woman?" \(1851\) and "Address to the First Annual Meeting of the American Equal Rights Association" \(1867\)](#)
 - [Between the World and Me, Ta-Nehisi Coates \(pgs. 5-39\)](#)
 - [Hamilton Soundtrack](#)

Discussion: Pair Down Exercise /Discuss timeline for Migration Narrative Podcast Assignment

- Jan 26 Who has Freedom of Religion?
- [Charles Hirschman, "The Role of Religion in the Origins and Adaptations of Immigrant Groups in the United States"](#)

Podcast Analysis #3: upload to TritonEd by 11am

Week 4 Early Immigration Trends in America

- Jan 29 The Magic Happens in the Revision/PEAR Modeling
- [Noel Ignatiev, Excerpts from *How the Irish Became White*](#)

Assignment #1 Draft returned in Discussion Section!

Discussion: *TSIS* The Revision Process (ch. 11: 139-159; ch.24 : 285-89); general comments from TA on Assignment #1 draft; go over article for Summary Assignment #1

- Jan 31 The Jewish American Experience &/Punctuation in Quotations
- [Karen Brodtkin, "How Jews Became White Folks: and What That Says about Race in America"](#)

Discussion: *TSIS* "Annotated Bibliographies" and "Proposals" (chs. 34-35: 392-410)

- Feb 2 Immigration in the Age of Globalization/Guest Speaker
- [Purdue MLA Annotated Bibliography Formatting](#)
 - [Purdue MLA Annotated Bibliography Sample](#)

Assignment #1 Final Draft due in Lecture!

Week 5 American Immigration Laws: A Brief History

Feb 5 Narrative Podcast Overview & Interview Etiquette

- [Interview Tips](#)
- [Jimmy Kimmel Interview w/DACA Recipient and Anti-Immigration Americans \(1/31/2018\)](#)
- [Angelo N. Ancheta, "Neither Black nor White"](#)

Discussion: Go over Podcast proposal

Feb 7 Chinese Expulsion Act/Japanese Internment Camps

- [Celeste Ng, "How to Be Chinese" \(short story\)](#)
- [Bunkong Tuon, "On Fathers, Losses, and Other Influences"](#)
- [Bunkong Tuon, "An Outsider with Inside Information"](#)
- FYI (spring break fun reading list) [Asian-American Writers-Books to Read](#)

Discussion: Library Visit-Geisel Classroom 1

Feb 9 Guest Lecturer: Dr. Bronstein (How to Analyze a Film)

- [Timothy Corrigan, "Film Terms and Topics for Film Analysis and Writing"](#)
- You will fill out notes in class/hand-in at end of lecture
- [Noy Thrupkaew, "The Myth of the Model Minority"](#)
- [FYI: Asian Women's Forum at UCSD on Fridays at 2pm](#)

Migration Narrative Podcast Proposal due in Lecture!

Week 6 DACA-The Dreamers Act

Feb 12 "Documented" Screening Part 1

- [Define American](#)
- [Gilbert Paul Carrasco, "Latinos in the United States: Invitation and Exile"](#)

Discussion:

Podcast Interview Questions due in lecture

Feb 14 "Documented" Screening Part II

- [Wayne A. Cornelius, "Ambivalent Reception"](#)
- [Roberto Gonzales, "Learning to Be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood"](#)

Film Notes Due at end of Lecture!

Podcast Interview Questions due in lecture

Discussion: Discussion of Film

Feb 16

Class Cancelled-enjoy your long weekend!

Podcast Analysis #4: upload to TritonEd by 11am

Week 7

The Echoes of Resistance

Feb 19

President's Day-No Class!

- [Paulo Freire, *Pedagogy of the Oppressed* \(chapter 1:25-51\)](#)

Feb 21

Mexico/America & Punctuation within Quotes

- [Ediberto Roman and Michael A. Olivas, "Sociological and Psychological Insights on Anti-Immigration Bias"](#)

Discussion: Punctuation within quotes exercise; group work on Podcast

Feb 23

The Civil Rights Act/Black Lives Matter

- Thirteenth (Netflix)
- The Sympathizer Gangster we are all Looking For
- Patrisse Khan-Cullors and Asha Bandele, *When They Call You a Terrorist*

Podcast due to TritonEd by 11:59 pm

Week 8

Immigration Concerns Today

Feb 26

- [Barack Obama's Commencement Speech-Howard University](#) (2016)
- [Transcript of Howard Speech](#)
- Recitatif, Toni Morrison

Discussion: Group work on Assignment #2

Feb 28

Muslim American-Post 9/11 & Passive Voice

- The Reluctant Fundamentalist

Discussion:

Mar 2

Women In America

Assignment #2 Draft due at beginning of lecture!

Week 9

Why do People say: "Work Hard, Trust in God, Vote Republican"?

- Mar 5 Evangelical Christians/Mormonism
- “The Hidden Immigration Impact on American Churches” Washington Post
 - Charles Hirschman, “The Role of Religion in the Origins and Adaptation of Immigrant Groups in the United States”

Discussion: Peer review-Assignment #2

- Mar 7 Technology and Visual Culture’s Influence on Immigration
- [Amy Sullivan, “America’s New Religion: Fox Evangelicalism”](#)

Discussion: Work on CAT 2 Portfolio; CAPE

Mar 9 Non-religious

Assignment #2 Draft returned in Lecture!

Week 10

- Mar 12 America: Who Belongs?
- Noy Thrupkaew, “The Myth of the Model Minority” (Rothenberg, pg. 230-236)
 - Andrea Ayvazian, “Interrupting the Cycles of Oppression: The Role of Allies as Agents of Change” (Rothenberg, 629-635)

NO DISCUSSION THIS WEEK! Meet w/TA about Assignment #2 Draft

Mar 14



- [Anand Gindharadas, “A Tale of Two Americas”- TED Talk \(2015\)](#)
- [Vernā Myers, “How to Overcome our Biases? Walk Boldly Toward Them”-TED Talk \(2014\)](#)
- [Hamilton Soundtrack](#)

- Mar 16 What Makes America Exceptional-Last day of Class!!
- “Why Diversity Needs to be Deep not just Broad”

Assignment #2 Final Draft due in Lecture!

Extra Credit Questions Due at 11:59 pm!

Finals Week

Sun Mar 18 Submit online your CAPE evaluations for the course. Each discussion section that submits 90% of their evaluations, will receive $\frac{1}{3}$ bump up on lowest Podcast Analysis

Wed Mar 21 **CAT 2 Reflective Portfolio Due (You will only submit an electronic copy of the assignment to TritonEd by 3pm).**

Bibliography

- Alexie, Sherman. *You Don't Have to Say You Love Me: A Memoir*. Little, Brown & Co., 2017.
- Ancheta, Angelo N. "Neither Black Nor White." *Race, Class, and Gender in the United States: An Integrated Study*, edited by Paula S. Rothenberg, Worth Publishers, 2016, pp. 120-29.
- Brodkin, Karen. "How Jews Became White Folks And What That Says About Race in America." *Race, Class, and Gender in the United States: An Integrated Study*, edited by Paula S. Rothenberg, Worth Publishers, 2016, pp. 27-37.
- Buck, Pem Davidson. "Constructing Race, Creating White Privilege." *Race, Class, and Gender in the United States: An Integrated Study*, edited by Paula S. Rothenberg, Worth Publishers, 2016, pp. 21-26.
- Bunkong, Tuon, "On Fathers, Losses, and Other Influences."**
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- Coates, Ta-Nehisi. *Between the World and Me*. Spiegel & Grau, 2015.
- Cornelius, Wayne A. "Ambivalent Reception." *The Latino/a Condition: A Critical Reader*, edited by Richard Delgado and Jean Stephancic, NYU Press 2010, pp. 92-95.
- Corrigan, Timothy. "Film Terms and Topics for Film Analysis and Writing."**
- Coulthard, Glen. "Place Against Empire: Understanding Indigenous Anti-Colonialism." *Affinities: A Journal of Radical Theory, Culture, and Action*, vol. 4, no. 2, 2010, pp. 79-83.
- Freire, Paulo. *Pedagogy Of The Oppressed*. Continuum, 2000.

Gonzales, Roberto. "Learning to Be Illegal: Undocumented Youth and Shifting Legal Context in the Transition to Adulthood." *American Sociological Review*, vol. 76, no. 4, 2011, pp. 602-619.

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Ignatiev, Noel. *How the Irish Became White*. Routledge, 2009.

Khan-Cullors and Asha Bandele. *When They Call You a Terrorist: A Black Lives Matter Memoir*. Martin's Press, 2018.

Ng, Celeste. "How to Be Chinese."

Roman, Ediberto and Michael A. Olivas. *Those Damned Immigrants: America's Hysteria Over Undocumented Immigration*

Takaki, Ronald T. *A Different Mirror : a History of Multicultural America*. Little, Brown & Co., 1993.

Thrupkaew, Noy. "The Myth of the Model Minority." *Race, Class, and Gender in the United States: An Integrated Study*, edited by Paula S. Rothenberg, Worth Publishers, 2016, pp. 230-36.

Wald, Kenneth D. and Allison Calhoun-Brown. *Religion and Politics in the United States*. Rowman & Littlefield, 2018.