



STARR KING

SCHOOL FOR THE MINISTRY

Forced Migration and Social Justice

RSHR-8417 Spring 2020 - 3 Units

Starr King School for the Ministry, Graduate Theological Union

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Office hours: Tuesdays 10am-2pm (PST)

Syllabus

Course Description

Every year thousands of people are displaced from their place of origin by forced situations such as climate disruption, war, starvation, political persecution, or discrimination due to their sexual orientation. This course aims to explore the complex situations that forced im/migrants face and the particularities of their situations. Specifically, it looks at how religious leaders and activists can accompany and care for these im/migrants and support their agency and resilience.

The course includes an immersion journey to Tijuana (March 25-29) in which we will, as a class, interact with forced im/migrants who can tell us their stories and give us tools to seek social justice and peace.

Learning Objectives

1. Provide the student/s with the basic knowledge on the many issues present in the migratory pathways of forced im/migrants.
2. Learn about migration, racial/ethnic, and other theories and their relation to religious studies.

Learning Outcomes

Upon completion of this course you should be able to:

- (1) Be familiar with the different theoretical tools needed to analyze the intersection of migration studies and power dynamics that push individuals and communities to forcibly leave their place of origin;
- (2) Identify the main causes of forced migrations and their impact upon the lives and situations of individuals and communities; and
- (3) Examine the particular experiences of forced im/migrants and the role that religious organizations can play in partnering with them in order to achieve justice.

Given the time limitation of the course (one semester) it would be impossible to provide extensive insight into every situation. The main goal of the course is to provide the students with tools and key information that would guide them into deepening certain aspects in their own research or specific studies.

Course Materials

All the course materials will be available for access at the GTU Moodle's course site. Due to GTU's compliance with fair use regulations, you will not be able to download the reading materials. Audio-visual materials will be posted whenever technical means make this possible.

Course Requirements and Grading

In order to pass this course you are expected to fulfill the following requirements:

1. **Posting your comments** and interacting with the other students by **responding to their interventions on the conversations** on the Moodle's course site. This is a way to engage in a collective processing of the topics by paying attention to what others think and to what you reflect on both the materials and your experiences. Although you are not required to always agree with your peers, respect and politeness are expected on these responses. Whenever possible, please use gender inclusive language. You are expected to interact a minimum of three times per week in the conversations in order to get your grade. You have the right to be absent three times from the class—equivalent to one week— throughout the semester. At the end of the semester, this assignment will count for thirty (30%) percent of the course grade.

2. In the beginning of section three, you will be asked to present the progress on your final project. You will be posting your main ideas and format. Your peers will offer you feedback. That assignment will count for thirty (30%) percent of your final grade.

3. At the end of the third section of the course, you are required to **submit a final project**. The overall idea of the final project is show how you would communicate the topics studied and discussed in this class to an audience that is not academic (for example, by imagining how to present the class topics to your congregation, faith-based organization, or place of activism). The project should make evident your own voice articulating a theological discourse by using the social science tools acquired in the course. I am open to different formats for your final project: series of sermons, extensive blog entries, research papers, literature and art, among other formats. This assignment will count for forty (40%) percent of your grade in the course. You will be asked to present the idea of your final project during that part of the course and your peers will offer feedback.

4. The highlight activity will be the immersion. You will not be graded for this immersion but you are asked to fully participate during the days that it last. The immersion will be your time to learn from the voice of forced im/migrants and to ask questions or seek information in site that do not appear on the course study materials.

Academic Conduct

Throughout the course you are expected and encouraged to maintain an academic spirit. Especially, you are expected to pay attention to the following aspects:

a) *Respectful interactions:* Respect for the opinion and right of expression of your fellow classmates is mandatory, whether your interaction is face-to-face (synchronic) or online (diachronic). You have all the right to disagree with a classmate or with your instructor. There are ways to politely express your point of view and have a civilized interaction. Be always intentional to state the basis upon which you build of position.

b) *Language:* Inclusive and non-discriminatory language is expected in spoken and written formats whenever is possible. It may be necessary—in specific cases in order to understand certain topics—to use a word that it is no longer “politically correct.” In these cases, be very intentional to state first the purpose of you recalling that term and, if in written, always include it between quotation marks. Otherwise, this may offend or hurt any or your peers. When in doubt about this, please consult me **before** you mention or write that term. Except in this situation, any derogatory or offensive term would be considered as inappropriate for a class interaction.

c) *Plagiarism:* Your ideas and work as well as others’ are valued in this class. Taking words, graphics, and/or ideas from any other sources without full attribution constitutes an academic offence. Proper citation must be given to all formats of production (written, visual, auditive). Many students are often tempted to cut-and-paste directly from the internet. Although there is no reason to dismiss citation from the internet—when authorship, URL address and date of accessing the website is properly given—, lack of these element **also** constitute plagiarism. Whenever in doubt on how to proceed on this issue, please contact the instructor before you submit your materials through the discussion board. To learn the basis for appropriate academic conduct is an ongoing process, and as your instructor I will always be willing to assist you.

d) Confidentiality: Related to the compliance with FERPA (see the section below), please refrain from using classmates' comments (High res and hybrid courses) or Moodle postings in forums (online courses) either in your papers or outside the classroom. Please respect your classmates right to keep their comments aimed only to this class.

To learn the basis for appropriate academic conduct is an ongoing process, and, as your instructor, I will always be willing to assist you. However, in the event of miscommunication or offence against your peers, you are expected to apologize and cease on your behaviour/comment. Otherwise, you may be subjected to a disciplinary action.

Notice to Students About Your Privacy

Starr King School for the Ministry takes maximum care to maintain safety for our students. Under FERPA (the Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your signed consent although certain directory information may be released without your prior consent unless a written request to restrict this is on file. You can learn [here](#) about student rights to privacy at.

At the same time, SKSM faculty members are encouraged to use whichever educational technologies support learning objectives, but you need to remain aware that anything that gets posted (whether assumed private or not) can always be re-posted and broadcast widely. In this course, we will be working with third party applications online (i.e. chat and internet phone systems). While GTU Moodle has built-in safeguards meant to protect you from privacy infringements, different proprietors of these external sites may or may not have privacy guarantees, nor does FERPA policy at the [GTU](#) apply to these sites.

It will be your responsibility to read the privacy documentation at each site. If you have filed the paperwork and are classified as protected under the GTU FERPA qualifications, it will be acceptable for you to use an alias when using the Web 2.0 sites required for this course. If you still have concerns, please e-mail SKSM registrar Katie Mahaney at kmahaney@sksm.edu as soon as possible to discuss your options.

Disability Policy

As a member school of the Graduate Theological Union consortium, Starr King School for the Ministry students are included in the [GTU “Students with Disabilities” policy](#). SKSM Student Services Coordinator, Lindi Ramsden, who can be reached at lramsdn@sksm.edu, can provide assistance in the process of requesting after you filled out your [form](#) and accessing accommodations through the Graduate Theological Union. Your SKSM Advisor can assist you in planning a course of study but you need to grant [permission](#) for this as Faculty in your courses need to be notified.

As a student, you are responsible for fully participating in the process and exercising due diligence to ensure that the provision of accommodations is successfully accomplished. In order to submit your request, you need to include official written documentation with the form from a professional who has the credentials and expertise to diagnosis your condition. The form for this step is available on the [GTU website](#). GTU/SKSM stipulate that students are responsible for incurring any cost associated with the documentation as well as require that students request accommodations in advance (no longer than the first week of classes) of when the accommodation is needed.

Reading Assignments and class schedule

Section I: Forced Migrations

Week 1 (Feb 3-9): Forced Migration: Theories and Concepts

Required materials

- ✓ Betts, Alexander (2013). *Survival Migration: Failed Governance and the Crisis of Displacement*. Ithaca, NY: Cornell University Press, pp. 10-28 (ISBN: 978-0-8014-7777-5; \$26.95).
- ✓ Wood, William B. (1994). «Forced Migration: Local Conflicts and International Dilemmas.» *Annals of the Association of American Geographers* 84, No. 4 (December): pp. 607-634.

Optional materials

- ✓ Meerzon, Yana (2017). «On the Paradigms of Banishment, Displacement, and Free Choice.» In: *Performing Exile: Foreign Bodies*, edited by Judith Rudakoff. London/Chicago, IL: Intellect/The University of Chicago Press, pp. 17-36 (ISBN: 978-1-78320-817-3; \$98.50).
- ✓ Powell, Katrina M. (2012). «Rhetorics of Displacement: Constructing Identities in Forced Relocations.» *College English* 74, No. 4 (March), pp. 299-324.
- ✓ Zolberg, Aristide R. (1989). «The Next Waves: Migration Theory for a Changing World.» *The International Migration Review* 23, No. 3 (Autumn): pp. 403-430.

Week 2 (Feb 10-16): Refugees, Asylum, and Political/Ideological Persecutions

Required materials

- ✓ Bohmer, Carol and Amy Shuman (2008). *Rejecting Refugees: Political Asylum in the 21st Century*. London: Routledge, pp. 172-210 [ISBN: 978-0-415-77376-8; \$49.95].
- ✓ Heuser, Stefan (2008). «Is There a Right to Have Rights? The Case of the Right of Asylum.» *Ethical Theory and Moral Practice* 11, No. 1 (February): pp. 3-13.

Optional materials

- ✓ Williams, Christian (2014). «Refugees and Social Theory: From the Politics of “Bare Life” to Refugees as Political Subjects.» *Acta Academica* 46, No. 4: pp. 117-131.
- ✓ Agier, Michel (2010). «Forced Migration and Asylum: Stateless Citizens Today.» In: *Migration in a Globalised World: New Research Issues and Prospects*, edited by Cédric Audebert and Mohamed Kamel Dorai. Amsterdam: Amtersdam University Press, pp. 185-190. [ISSN 978-9089641571; \$39.18].
- ✓ Hernández, Pilar (2002). «Trauma in War and Political Persecution: Expanding the Concept.» *American Journal of Orthopsychiatry* 72, No. 1: pp. 16-25.

Week 3 (Feb 17-23): Climate Disruption and Disaster-Induced Displacement

Required materials

- ✓ Jayawardhan, Shweta (2017). «Vulnerability and Climate Change Induced Human Displacement.» *Consilience* 17: pp. 103-142.
- ✓ Piguet, Etienne (2013). «From “Primitive Migration” to “Climate Refugees”:
The Curious Fate of the Natural Environment in Migration Studies.» *Annals of the Association of American Geographers* 103, No. 1 (January): pp. 148-162.
- ✓ Pires Ramos, Erika (2013). «Climate Change, Disasters and Migration: Current Challenges to International Law.» In: *Climate Change: International Law and Global Governance, Volume II: Policy, Diplomacy and Governance in a Changing Environment*, edited by Oliver C. Ruppel, Christian Roschmann, and Katharina Ruppel-Schlichting. Baden-Baden: Nomos Verlagsgesellschaft, pp. 739-760 [ISBN: 978-3-8329-7797-9; \$148.51].

Optional materials

- ✓ Mence, Victoria and Alex Parrinder (2017). «Environmentally Related International Migration: Policy Challenges.» In: *A Long Way to Go: Irregular Migration Patterns, Processes, Drivers and Decision-making*, edited by Marie McAuliffe and Khalid Koser. Canberra: Australian National University Press, pp. 317-342 [ISBN: 9781760461775; \$65].
- ✓ Warner, Koko (2013). «Enhancing Adaptation Options and Managing Human Mobility in the Context of Climate Change: Role of the United Nations Framework Convention on Climate.» In: *Climate Change: International Law and Global Governance, Volume II: Policy, Diplomacy and Governance in a Changing Environment*, edited by Oliver C. Ruppel, Christian Roschmann, and Katharina Ruppel-Schlichting. Baden-Baden: Nomos Verlagsgesellschaft, pp. 761-784 [ISBN: 978-3-8329-7797-9; \$148.51].
- ✓ Hugo, Graeme John (1996). «Environmental Concerns and International Migration.» *The International Migration Review* 30, No. 1 (Spring): pp. 105-131.

Week 4 (Feb 24 - March 1): Religious and Ethnocultural Conflicts

Required materials

- ✓ Karpov, Vyacheslav, Elena Lisovskaya, and David Barry (2012). «Ethnodoxy: How Popular Ideologies Fuse Religious and Ethnic Identities.» *Journal for the Scientific Study of Religion* 51, No. 4 (December): pp. 638-655.
- ✓ Grim, Brian and Roger Finke (2011). *The Price of Freedom Denied: Religious Persecution and Conflict in the Twenty-First Century*. Cambridge: Cambridge University Press, pp. 1-24 [ISBN: 978-0-521-14683-8; \$26.87].
- ✓ Vanhanen, Tatu (2012). *Ethnic Conflicts: Their Biological Roots in Ethnic Nepotism*. London: Ulster Institute for Social Research, pp. 1-29 [ISBN: 978-0-9573913-2-1; \$25.97].

Optional materials

- ✓ Hein, Jeremy and Tarique Niazi (2016). «The Primordial Refugees: Religious Traditions, Global Forced Migration, and State–Society Relations.» *International Sociology Reviews* 31, No. 6: pp. 1-16.
- ✓ Kolbe, Melanie and Peter S. Henne (2014). «The Effect of Religious Restrictions on Forced Migration.» *Politics and Religion* 7: pp. 665-683.
- ✓ Hasenclever, Andreas and Volker Rittberger (2003). «Does Religion Make a Difference? Theoretical Approaches to the Impact of Faith on Political Conflict.» In: *Religion in International Relations: The Return from Exile*, edited by Pavlos Hatzopoulos and Fabio Petito. New York, NY: Palgrave MacMillan, pp. 107-145 [ISBN: 1-4039-6207-3; \$63.33].

Week 5 (March 2-8): Health, Gender, and Sexuality: Serious Exclusions

Required materials

- ✓ Indra, Doreen (2004). «Not a ‘Room of One’s Own’: Engendering Forced Migration Knowledge and Practice.» In: *Engendering Forced Migration: Theory and Practice*, edited by Doreen Indra. New York, NY: Berghahn Books, pp. 1-22 [ISBN: 1-57181-134-6; \$34.95].

- ✓ Guzmán, Manuel (1997). «“Pa’ La Escuelita con Mucho Cuida’o y por la Orillita”: A Journey through the Contested Terrains of the Nation and Sexual Orientation.» In: *Puerto Rican Jam: Rethinking Colonialism and Nationalism*, edited by Frances Negrón-Muntaner and Ramón Grosfoguel. Minneapolis, MN: University of Minnesota Press, pp. 209-228 [ISBN: 0-8166-2849-1; \$25].
- ✓ Solomon, Alisa (2005). «Trans/Migrant: Christina Madrazo’s All-American Story.» In: *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings*, edited by Eithne Luibhéid and Lionel Cantú Jr. Minneapolis, MN: University of Minnesota Press, pp. 3-29 [ISBN: 0-8166-4466-7; \$22.50].

Optional materials

- ✓ Farrag, Hebah H. (2009). «Engendering Forced Migration: Victimization, Masculinity and the Forgotten Voice.» *Surfacing: an Interdisciplinary Journal for Gender in the Global South* 2, No. 1 (2009): pp. 1-17.
- ✓ Sinke, Suzanne M. (2006). «Gender and Migration: Historical Perspectives.» *The International Migration Review* 40, No. 1 (Spring): pp. 82-103.
- ✓ Manalansan IV, Martin F. (2006). «Queer Intersections: Sexuality and Gender in Migration Studies.» *The International Migration Review* 40, No. 1 (Spring): pp. 224-249.

Week 6 (March 9-15): Development-Induced Displacements and Economic Refugees

Required materials

- ✓ lone, Raoof Ahmad (2014). «Development induced Displacement.» *Journal of Social Science Research* 3, No. 2: pp. 216-224.
- ✓ Sørensen, Ninna Nyberg (2006). «Migration, Development and Conflict.» In: *Globalizing Migration Regimes: New Challenges to Transnational Cooperation*, edited by Kristof Tamas and Joakim Palme. Aldershot: Ashgate, pp. 84-99 [ISBN: 0-7546-4692-0; \$152.40].
- ✓ Robinson, W. Courtland (2003). «Risks and Rights: The Causes, Consequences, and Challenges of Development-Induced Displacement» (Occasional Paper; May). Washington, DC: SAIS Project on Internal Displacement, The Brookings Institution.

Optional materials

- ✓ Terminski, Bogumil (2012). «Development-Induced Displacement and Human Security: A Very Short Introduction», translated by Virginie Richard. Geneva: The University of Geneva.
- ✓ Caspary, Georg (2007). «The Impacts of Development-Induced Displacement on Human Security.» *Human Security Journal* 4 (Summer): pp. 70-81.
- ✓ Downing, Theodore E. (2002). «Avoiding New Poverty: Mining-Induced Displacement and Resettlement.» (Mining, Minerals and Sustainable Development Working Paper #58). London: International Institute for Environment and Development / World Business Council for Sustainable Development.

Week 7 (March 16-22): Modern Slavery: Human Trafficking and Smuggling

Required materials

- ✓ Salazar Parreñas, Rhacel, Maria Cecilia Hwang, and Heather Ruth Lee (2012). «What Is Human Trafficking? A Review Essay.» *Signs* 37, No. 4, (Summer): pp. 1015-1029.
- ✓ Weitzer, Ronald (2014). «New Directions in Research on Human Trafficking.» *The Annals of the American Academy of Political and Social Science* 653 (May): pp. 6-24.
- ✓ Avdan, Nazli (2012). «Human trafficking and migration control policy: vicious or virtuous cycle?» *Journal of Public Policy* 32, No. 3 (December): pp. 171-205.

Optional materials

- ✓ Peksen, Dursun, Shannon Lindsey Blanton, and Robert G. Blant (2017). «Neoliberal Policies and Human Trafficking for Labor: Free Markets, Unfree Workers?» *Political Research Quarterly* 70, No. 3: pp. 673-676.
- ✓ Farrel, Amy and Rebecca Pfeffer (2014). «Policing Human Trafficking: Cultural Blinders and Organizational Barriers.» *The Annals of the American Academy of Political and Social Science* 653 (May): pp. 46-64.

- ✓ Uehling, Greta Lynn (2008). «The International Smuggling of Children: Coyotes, Snakeheads, and the Politics of Compassion.» *Anthropological Quarterly* 81, No. 4 (Fall): pp. 833-871.

Section II: Tijuana Immersion (Week 8 - March 25-29)

Section III: What Have We Learned From The Immersion Experience?

Week 9 (March 30 - Ap 5): What Can Religious Organizations Do?

Required materials

- ✓ Ager, Alastair and Joey Ager (2016). «Religion, Forced Migration, and Humanitarian Response.» In: *Intersections of Religion and Migration: Issues at the Global Crossroads*, edited by Jennifer B. Saunders, Elena Fiddian-Qasmiyeh, and Susanna Snyder. New York, NY: Palgrave MacMillan, pp. 285-310 [ISBN: 978-1-137-58628-5; \$40.10].
- ✓ Goodall, Christine (2015). «Shouting Towards the Sky: The Role of Religious Individuals, Communities, Organisations and Institutions in Support for Refugees and Asylum Seekers» («New Issues in Refugee Research» Research Paper No. 275). Geneva: Policy Development and Evaluation Service, United Nations High Commissioner for Refugees.
- ✓ Nawyn, Stephanie J. (2005). «Faithfully Providing Refuge: The Role of Religious Organizations in Refugee Assistance and Advocacy» (The Center for Comparative Immigration Studies Working Paper #115 - April). San Diego, CA: University of California, San Diego.

Optional materials

- ✓ Religions for Peace (2018). «Guide to Action on Mobilizing Faith Communities to Welcome Migrants and Refugees.» New York, NY: Religions for Peace.

- ✓ Türk, Volker, José Riera, and Marie-Claude Poirier (2014). «On Faith-Based Organizations, Local Faith Communities and Faith Leaders.» Geneva: United Nations High Commissioner for Refugees.
- ✓ Connor, Phillip (2012). «Faith on the Move: The Religious Affiliation of International Migrants.» Washington, DC: Pew Research Center's Forum on Religion & Public Life.

Week 10 (Ap 6-12): Towards a Theology of Forced Migrations and Social Justice

Required materials

- ✓ Orobator, Agbonkhianmeghe E. (2010). «Justice for the Displaced: The Challenge of Christian Understanding.» In: *Driven from Home: Protecting the Rights of Forced Migrants*, edited by David Hollenbach. Washington, DC: Georgetown University Press, pp. 37-53 [ISBN 978-1-58901-646-0; \$29.95].
- ✓ Groody, Daniel G. (2009). «Crossing the Divide: Foundations of a Theology of Migration and Refugees.» *Theological Studies* 70: pp. 638-667.

Optional materials

- ✓ Pontifical Council Pastoral Care Migrants Itinerant People (2013). «Welcoming Christ in Refugees and Forcibly Displaced Persons: Pastoral Guidelines.» Vatican City: Pontifical Council Pastoral Care Migrants Itinerant People / Pontifical Council *Cor Unum*.
- ✓ Baggio, Fabio (2005). «Theology of Migration» (Exodus Series No. 3). Quezon City: Scalabrini Migration Center.

Week 11 (Ap 13-19): Final Project Presentations (I)

Required Activity

- ✓ Four students present their ideas for the final project.

Week 12 (Ap 20-26): Final Project Presentations (II)

Required Activity

- ✓ Four students present their ideas for the final project.

Week 13 (Ap 27 - May 3): Final Project Presentations (III)

Required Activity

- ✓ Four students present their ideas for the final project.

Week 14 (May 4-8): Wrapping-up

Required Assignment

- ✓ Submission of final projects.

