IST 1024 1 **PROPHETIC MINISTRIES: IMMIGRATION, REFUGEES & DISPLACEMENT (update)**

Fall 2021 (Residential)

lliff School of Theology



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##  COURSE DESCRIPTION

This four-credit interdisciplinary seminar is the foundational course for master's students, honing critical writing skills. The course surveys the theological meaning of prophetic ministry and invites students to probe how to practice it in relation to the issues of immigration, refugees, and displacement in various ministerial settings. The primary pedagogical approach for this course is interdisciplinary—the relational and dialogical process of teaching and learning across boundaries of theology, ethics, homiletics, and other disciplines such as history, sociology, politics, philosophy, and literary scholarship.

##  COURSE OBJECTIVES

Upon completion of this course, students will:

1. Learn about the social realities and environmental impacts of immigration, refugees, and displacement through reading, class discussion, field trips, and interviews.
2. Creatively engage and participate in social justice thought and praxis by exploring immigration, refugees, and displacement as contextualized challenges that intersect with history, social analysis, sacred texts, ethics, and religious practice.
3. Develop critical thinking, reading, and writing skills. Students will learn how to identify (in the writing of others) and articulate (in their own writing) a thesis, methodological approaches, context, argument contours, and the broader implications of the scholarship.
4. Gain library and online research skills in order to address a particular subject. Students will learn how to curate and discern helpful and appropriate resources to given genres and how to engage in constructive academic dialogue through interdisciplinary studies.

DEGREE LEARNING GOALS

**First Year Interdisciplinary Course (4 credits):**This course is team-taught and will introduce students to terminology, reading of primary texts, writing academic papers, and exposing them to the complexity and significance of theological reflection. The course must be taken within the student's first 40 credit hours.

## COURSE REQUIREMENTS

1. **Class Participation**:The completion of weekly reading assignments and active participation in class discussions are required. You cannot pass the course if you are absent from more than two classes. In case of necessary absences, you need to notify the instructors in advance. If you want to make up the classes you missed, please contact the instructors.
2. **Discussion Facilitator**: Lead one of the class discussions on weekly reading assignments with a couple of guiding questions.
3. **Microblog Review** (5-7 pages, double-spaced, or 1250-1750 words, 1-inch margins, standard font, **Due Week 4**): Microblogs such as Twitter, Tumblr, Jaiku, Hictu, and certain features of Facebook (i.e., a brief text/image/video updating and publishing form of blogging; usually less than 200 characters) are an important contemporary form of communication and organization.
4. Identify one microblog forum through which to trace the contemporary treatment of immigration, refugees, and displacement.
5. Identify a central trend of the microblog's treatment of immigration, refugees, and/or displacement.
6. Specify a timeframe that will constrain your review of this microblog.
7. Construct a thesis and build an argument around this trend: why you do or do not agree with the perspective expressed in the central trend and the merits and/or limitations of that trend with respect to both theory and praxis. Identify, cite, and utilize at least two books not included in the syllabus and at least two additional sources of different types (i.e., web press, audiovisual material, and/or microblog resources) supporting your thesis.
8. Post it on Canvas by attachment by Monday (10/04), 11:59 p.m. (MT), and be ready to share it in class.
9. **Report on a Field Trip and Interviews** (5-7 pages, double-spaced, or 1250-1750 words, 1-inch margins, standard font, **Due Week 5**):
10. Visit an immigration or refugee center or sanctuary church (in person, online, or on the phone) and interview an agent(s) about its mission, vision, challenges, and problems.
11. Interview one or two recent immigrants or refugees and listen to their past and present stories and future hopes. Your interview can be done in person, via video, or by phone.
12. Write your report that includes: (a) the summary of your field trip and interview processes, b) what the most profound learning points from those activities and what you heard that you did not expect, (c) the challenges and problems embedded in the issues of immigration, refugees, and displacement.
13. Post your report on Canvas by attachment by Wednesday (10/13), 11:59 p.m. (MT).
14. Reply to at least three classmates' posts (no fewer than 100 Words) by Friday (10/15), 11:59 p.m. (MT).

FYI:

* African Community Center: acc-den.org; 303-399-4500
* Lutheran Family Services: info@lfsrm.org; 303-980-5400
1. **Final Paper** (**Due Week 8 & Week 10**): A summative project will help you craft a prophetic ministry intervention that responds creatively and transformatively to the issues of immigration, refugees, and displacement.
2. Critically reflect on what we have discussed in class and analyze the problematic dimensions of immigration, refugees, and/or displacement.
3. Focus on a special challenge or problem that needs a prophetic ministry intervention.
4. Think theologically by probing that particular topic and construct your thesis.
5. Build an argument to support your theological and ethical position.
6. In addition to the class reading, refer to and cite at least two books and at least two additional sources of different types (i.e., book, web press, audiovisual material, and/or microblog resources) supporting your thesis.
7. Fill out the "**Outline Form**" of the final paper (Requirement #5/A, **Due Week 8**) located on the Home page of Canvas and post it on Canvas by attachment by Monday (11/01), 11:59 p.m. (MT). Be ready to review it in Class 8.
8. Develop your outline into a full-blown **academic paper** (Requirement #5/B: **14-16 pages, double-spaced, or 3,500-4,000 words,** 1-inch margins, standard font, **Due Week 10**), and post it on Canvas by attachment by Wednesday (11/17), 11:59 p.m. (MT).
9. Reply to at least three classmates' posts with constructive comments (no fewer than 100 Words) by Friday (11/19), 11:59 p.m. (MT).

## EVALUATION

# You will be graded according to Iliff standards on a letter grading scale. For more information, see *The Mater's Student Handbook*: <https://www.iliff.edu/masters-student-handbook/>

 A : 4.00 (100 – 96%)

 A-: 3.75 (95 – 91%)

 B+: 3.25 (90 – 86%)

 B : 3.00 (85 – 81%)

 B-: 2.75 (80 − 76%)

 C+: 2.25 (75 – 71%)

 C : 2.00 (70 – 66%)

* + Your grade will be determined in this way:
		1. Requirement #1 (Class Participation): 32% (8 x 4%)
		2. Requirement #2 (Discussion Facilitator): 5%
		3. Requirement #3 (“Microblog Review”): 15%
		4. Requirement #4 (“Report on a Field Trip and Interviews”): 18%
		5. Requirement #5/A (“Outline of the Final Project”): 5%
		6. Requirement #5/B (“Final Project”): 25%
	+ Both unexcused or excused late submissions will lower your grade (-1/each). Late submissions may not receive written comments from the instructors.
	+ The deadline for late submissions is **November 22 (Mon.)**. All the assignments submitted late may be reviewed by the instructors after this date.
	+ You are required to reply to at least three classmates' assignments (Requirements #4, Class #6, a 200-word post in Week 6, Requirement #5/B). No replies will lower your grade (-1/each).

##  OTHER IMPORTANT MATTERS

* **DO NOT plagiarize!** If you have any questions about whether or not what you are doing is plagiarism, go to [www.iliff.edu.](http://www.iliff.edu/) If you are still unsure, ask before submitting your work.
* All the written assignments should include appropriate footnotes or the list of works cited with page numbers.
* If you are unable to complete the assignments due to physical or mental health reasons, please notify the instructors.
* If you choose not to follow the Chicago MLA citation format, indicate which form you will use and why.
* The use of inclusive language is strongly urged in all discussions and writings.

**Incomplete Policy:** Students are responsible for following the procedures outlined in the *Master's Student Handbook.*

**ADA Policy:** Iliff engages in a collaborative effort with students with disabilities to reasonably accommodate student needs. Students are encouraged to contact their assigned advisor to initiate the process of requesting accommodations. The Advising Center can be contacted at advising@iliff.edu or by phone at 303.765.1146.

REQUIRED TEXTS AND OTHER MATERIALS

**Books** (all books are available at the library)**:**

1. Adogame, Afe, et al. (2019), *Migration and Public Discourse in World Christianity*, three chapters at your choice.
2. Bauman, Zygmunt (2016), *Strangers at the Door.*
3. Brueggemann, Walter (2018), *Prophetic Imagination* (2nd edition), Preface & Chapters. 1, 2, 5, 6*.*
4. Carter, Niambi Michele (2019), *American While Black: African Americans, Immigration, and the Limits of Citizenship*, Chapters 1, 2, 5, & 6.
5. Dwayne, Howell J. & Charles Aaron (2020), *Preaching in/and Borderlands*, Chapters 2, 5, 6, 8, 10, 11, 12.
6. Myers, Ched & Matthew Colwell (2012), *Our God Is Undocumented*.
7. Russell, Letty M. (2009), *Just Hospitality: God's Welcome in a World of Difference*, Chapter 4. (Available on Canvas).
8. Soerens, Matthew, et al. (2016), *Seeking Refuge: On the Shores of the Global Refugee Crisis*.
9. Slessarev-Jamir, Helene (2011), *Prophetic Activism: Progressive Religious Justice Movements in Contemporary America*, Chapters 1, 2, 3, 5.

**The 2021 Eco-Justice Conference (Online, Thursday, 10/21 – Saturday, 10/23): "Shifting Climates – Shifting People"**

1. Attend at least two sessions and be ready to share what you learned in Class #7.

**DVD:**

1. De la Torre, Miguel, "Trails of Hope and Terror." (We will watch it in class).

**COURSE SCHEDULE**

**Week 1 (09/13 - 09/17): Introduction to the course**

* Readings: Howell & Aaron, Chapters 2, 5, 6; Myers & Colwell, Introduction & Appendix 2.
* Meditation: Dr. Kim
* Introducing ourselves (your program, denomination, ministerial setting, future plan, why taking seminary education and why at Iliff, expectations from this course, etc.)
* Course Syllabus: Q & A
* Class Discussion:
* Stories of immigration: Recover your personal and family history of immigration by referring to Appendix 2 and share it in class for 7-10 min. (Facilitator: Dr. Kim)
* "Trails of Hope and Terror": Immigration policies and immigration reform (Facilitator: Dr. Leath)

**Immigration, Refugees, and Displacement**

**Week 2 (09/20 – 09/24):**

* Readings: Adogame, et al., three chapters at your choice.
* Meditation: Dr. Leath
* Class Discussion: Dr. Kim
* Adogame, et al.: Facilitator: \_\_\_\_\_\_\_\_\_\_\_

**Week 3 (9/27-10/01):**

* Readings: Soerens, et al.
* Meditation: \_\_\_\_\_\_\_\_\_\_
* Class Discussion: Dr. Leath
* Soerens, et al.: Facilitator\_\_\_\_\_\_\_\_\_\_

**Week 4 (10/04 - 10/08):**

* Readings: Bauman
* Meditation: \_\_\_\_\_\_\_\_\_\_\_
* Class Discussion: Dr. Kim
* Bauman: Facilitators\_\_\_\_\_\_\_\_\_\_
* Requirement #3 (“Microblog Review”): Dr. Leath
* Assignment: Post Your **"Microblog Review" (Requirement #3)** on Canvas by Monday (10/04), 11:59 p.m. (MT), and be ready to share it in class.

**Week 5 (10/11 – 10/15): Gathering Days (Online Learning)**

* Assignment: Post your **"Report on a Field Trip and Interviews" (Requirement #4)** on Canvas by Wednesday (10/13), 11:59 p.m. (MT) and reply to at least three classmates' posts (no fewer than 100 Words) by Friday (10/15), 11:59 p.m. (MT).

**Prophetic Ministries**

**Week 6 (10/18 – 10/22): The 2021 EcoJustice Conference (Online)—No in-person class**

* Readings: Brueggemann, Preface & Chapters 1, 2, 5, 6.
* Online Discussion:
* What are prophetic ministries relating to the issues of immigration, refugees, and displacement? Please write your answer in 200 words on Canvas by Monday and reply to other students’ posts by Wednesday in Week 6.
* Assignment: Attend at least two sessions of the 2021 Eco-Justice Conference (Thursday, 10/21 – Saturday, 10/23) and be ready to share what you learned in Class #7 (10/27).

**Week 7 (10/25 – 10/29):**

* Readings: Myers & Colwell, Chapters 3, 4, 5, 6, 9, 10
* Meditation: \_\_\_\_\_\_\_\_\_\_\_
* Class Discussion: Dr. Kim
* Myers and Colwell: Facilitators\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_
* “Shifting Climates – Shifting People” (Dr. Leath)
* Q & A on the final project

**Week 8 (11/01 – 11/05):**

* Readings: Russell, Ch. 4; Slessarev-Jamir, Chapters 1, 2, 3, 5.
* Meditation: \_\_\_\_\_\_\_\_\_
* Class Discussion: Drs. Leath and Kim
* Russell: Facilitator \_\_\_\_\_\_\_\_\_\_
* Slessarev-Jamir: Facilitator \_\_\_\_\_\_\_\_\_\_\_
* Requirement #5/A (“Outline of the Final Project”)
* Assignment: Fill out the “**Outline Form**” of the final paper (Requirement #5/A) and post it on Canvas by Monday (11/01), 11:59 p.m. (MT). Be ready to review it in class.

**Contextualized Responses**

**Week 9 (11/8 – 11/12):**

* Readings: Howell & Aaron, Chapters 8, 10, 11, 12.
* Meditation: \_\_\_\_\_\_\_\_\_\_\_\_
* Class Discussion:
* Homiletical responses: Dr. Kim

**Week 10 (11/15 – 11/19):**

* Readings: Carter, Chapters 1, 2, 5, & 6.
* Meditation: \_\_\_\_\_\_\_\_\_\_\_\_
* Class Discussion:
* Ethical responses: Dr. Leath
* Assignment: Post your **Final Project (Requirement #5/B)** on Canvas by Wednesday (11/17), 11:59 p.m. (MT), and reply to at least three classmates' posts with constructive comments (no fewer than 100 Words) by Friday (11/19), 11:59 p.m. (MT).