

## Latinxs and Lived Religion in the U.S.

Fall Quarter 2016

Tuesday & Thursday 12:10-1:50

*NOTE: This course fulfills Santa Clara's Core Requirement for RTC 1 and is an elective in the Latin American Studies Minor Program and in the Ethnic Studies Program*

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**Office Hours:** Wednesdays 3:00-5:00 pm

**Class:** Kenna 214

**COURSE DESCRIPTION:** This course introduces students to the ethnic and religious diversity among Latinxs living in the United States. Students will be exposed to the ways in which Latinxs appropriate Christian, Indigenous, and Afro-Caribbean religions in everyday life. We will explore the ways that the materialization of Latinx devotional practices, unveil how they make religion meaningful and palpable for themselves in the context of the trials and tribulations of life in the United States. Through case studies, this course explores religious and spiritual practices as shaped by colonialism, race/ethnicity, class, gender, and migration.



The study of lived religion is a relatively new area in the Sociology of Religion. It is the study of the ways people experience the sacred in their lives and how religious experience is connected to larger social structures, both religious and secular.<sup>1</sup> In this course students will analyze the ways that lived religion exists in the cultural, geographical and historical context of Latinxs in the U.S.<sup>2</sup> This course specifically focuses on the fluidity and malleability of religious practices and how they adapt to and at the same time shape life itself. Lived religion is a way of, as historians Anne S. Brown and David D. Hall so aptly put it, “being religious [in a fashion] that is responsive to the needs that arise within social life” (Brown and Hall 1997, 57).

**CORE CURRICULUM LEARNING OBJECTIVES:** [Adapted from Santa Clara's Core Requirements for Religion, Theology, and Culture.]

*This course fulfills Santa Clara's Core Requirement for RTC 1.*

- 1a. Students will be able to describe and compare the central religious ideas and practices from several religions or within one, and from at least two globally distinct regions. (Knowledge of Global Cultures; Complexity; Ambiguity)

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<sup>1</sup> R. Marie Griffith, 1997.

<sup>2</sup> (Danielle Hervieu-Léger 1997).

1b. Students will be able to use critical approaches to reflect on their own beliefs and the religious dimensions of human existence (Critical thinking; Complexity; Reflection)

**DEPARTMENT OBJECTIVES:** [adapted from RS “Description of the Three Levels”]

1. Students question and probe religion for what it reveals about human beings, their diverse societies, religions, convictions, and aspirations. Students use diverse materials and demonstrate formal postures of inquiry into religion and in order to go beyond simple description of religion to a reflective engagement with it.
2. Students propose and investigate the ‘big questions’—that is, the meta-reflective questions that ask how and why we ask the questions that we do about religion.

**COURSE GOALS:** Rather than providing students with an exhaustive exposure to the various religious traditions among Latinxs living in the United States; this course introduces students to the ways in which Latinxs appropriate Christian, Indigenous, and Afro-Caribbean religions in their everyday lives. More specifically, through case studies, this course explores religious and spiritual practices as shaped by colonialism, race/ethnicity, class, gender, and migration.

**STUDENT LEARNING ASSESSMENT & GRADING AT A GLANCE**

Attendance and Participation *Equally balanced between both	10 Points
<b>Quiz 1</b>	15 Points
<b>Quiz 2</b>	15 Points
<b>Quiz 3</b>	15 Points
<b>Group-led facilitation</b>	10 Points
<b>Virgen del Tepeyac Play Reflection Response (Sun. Dec 4<sup>th</sup>)</b>	10 Points
<b>Final Research Paper</b>	25 Points
<b>TOTAL POINTS</b>	<b>100 Points</b>

**Grading Scale:**

- 94 and above = A
- 90-93 = A-
- 87-89 = B+
- 84-86 = B
- 80-83 = B-
- 77-79 = C+
- 74-76 = C
- 70-73 = C-
- 67-69 = D+
- 64-66 = D
- 61-63 = D-
- 60 and below = F

**Feedback:** Students will receive feedback from the professor through comments on papers. If you have any further questions please come and see me during office hours. **Students' papers will be turned in two-weeks from the day they are due.**

**POLICIES:**

- You are expected to attend every class session; participate in classroom and small group discussions; and demonstrate respect to your peers, people at your community placement, and the professor.
- **Assignments that are handed in late will be penalized ONE-THIRD GRADE per day (i.e. from an A to an A-, an A- to a B+, a B+ to a B, etc).**
- You must do well in all assignments to pass the course. The dates and material in this syllabus may be subject to change, so listen carefully to announcements in class.
- Santa Clara University strongly believes in academic integrity and honesty; therefore, cheating, plagiarism, or other forms of academic dishonesty will not be tolerated in this course and the student may receive a failing grade. Please visit the following website for further information on Santa Clara University's policy regarding academic integrity:

<http://www.scu.edu/academics/bulletins/undergraduate/Academic-Integrity.cfm>

- **No laptops, electronic notebooks or i-pads allowed in class:** If your cell phone/pad, electronic device or book is on your lap or on your desk, even if you are not using it, you will lose credit for class participation that day, which will hurt your over-all participation grade. They must be physically turned off and in a bag. **If you are expecting a call/text, due to a family emergency (someone at the hospital), you need to let me know at the beginning of class.**
- **No Talking in class.** If you are caught talking in class you will forfeit your attendance grade for the day.
- You are allowed to bring a drink and a snack as long as it does not disrupt classroom lectures and your participation in class discussions.
- Students requiring accommodations for disabilities must let the professor know on the first week of class. To request academic accommodations for a disability, students must be registered with Disabilities Resources, located in Benson 216. If you would like to register with Disabilities Resources, please visit their office in Benson 216 or call at 408-554-4109. You will need to register and provide documentation of a disability prior to receiving academic accommodations. For further instructions about the process to receive accommodations visit:  
<http://www.scu.edu/advising/learning/disabilities/>

**PAPER EXPECTATIONS:**

An **A** Paper is of high quality; that is, the student engages in a critical analysis by demonstrating knowledge of the **concepts** and **topics** covered in class. It introduces the

reader to the topic before the in-depth analysis. **Every paper should have a thesis statement.** It integrates class readings and lectures in a clear, comprehensive, and creative way. The paper addresses **ALL** the points. It is spell-checked and all works are cited properly. It also has a separate page with the bibliography of the works cited. To save paper, you can have the bibliography on the back of the last page of your paper.

**NOTE:** Wikipedia, websites, magazines (i.e., Times Magazine, News Week, and the National Geographic), and newspapers **ARE NOT** considered scholarly sources and will not be counted as such. You may choose to use the above material **ONLY** as additional supportive evidence. By scholarly sources I refer to academic journal articles and books. Email me if you are not sure you are using the right sources.

**YOU WILL LOSE POINTS IF I SEE THE FOLLOWING:**

- **No thesis statement**
- Some of the statements are too general.
- Arguments are not complex and/or the student spends more time analyzing one aspect over the other.
- Outside sources are not fully integrated.
- **The paper consists of mainly quotes from scholars and the student's voice is lost.**
- Student relies on Internet sources and not on academic material.
- Sentences are circular and vague.
- Incomplete sentences.
- The analysis seems rushed and circular.
- Some arguments need further development.
- Personal opinions are not supported by academic evidence.
- The sources listed in the bibliography do not appear in the main text.
- Incomplete citations.
- The paper has no name.
- Paper is not stapled.
- Student waits until the end of the paper to integrate readings. This is not acceptable. **Remember you must weave your readings/academic sources throughout the paper.**
- Questions on the assignments **ARE NOT "FOOD FOR THOUGHT."** I expect you to answer every question.

**EMAIL ETIQUETTE**

- I have come across many emails from students that begin with:
  - **"Hey Prof."**
  - **"Hey Professor" or "Mrs./Ms./Mr."**
  - **Or the message is not addressed at all.**

As a general rule, if you email your professors your message should start with: **"Dear Professor or Dear Dr. [Name of Professor],"** and make sure you spell the professor's name correctly.

**PLAN ACCORDINGLY**

Computers crash or printers do not work; not to mention the cold and flu viruses that seem to kick in around the time assignments are due. Therefore, make sure you allocate the necessary time for each of your assignments.

## **STUDENT LEARNING ASSESSMENT & GRADING: DETAILED DESCRIPTION**

**Attendance and class participation is worth 10 points—equally balanced between both (10% of total grade):** I will take roll at random times during the quarter. Participation in class is an important component of the learning process. Therefore, **you will be evaluated on the extent to which you participate in class.** As part of the participation grade on certain days I will ask students to write in class:

- 1) The author's argument/s and key concepts in the reading of the day.
- 2) What you found most insightful and why
- 3) One question that came about after reading the article/chapter essay.

*\*\*\*If you are absent you cannot make up this portion of the grade since it is part of the attendance and class participation.*

Students must come to class ready to participate in discussion and engaged everyday. Students who consistently do not participate, play on their electronic devices or are unengaged will lose ½ point from their “Attendance & Participation” grade. Students may be eligible for excused absences (no more than 2) should an emergency arise, but you must give the professor 24-hour notice.

Persistent tardiness and early departure from class will hurt your participation grade.

**Staring out the window, sleeping in class, chattering with neighbors when not in group discussion, and or putting your head down means you will get no credit for attendance.**

**If you miss class, you are responsible for getting the notes and handouts from a fellow student who is part of your group. Only if you have contacted all team members and no one has responded to you should you ask me for the material.**

**GROUP FACILITATION (10 points):** In this class we critically analyze the role of religion among U.S. Latinxs. We do this through our readings, lectures, films, and class discussions. On assigned days we will begin our class with a ten-minute student facilitation on the topic for the day. The ten minutes allowed includes both, your presentation and the Q&A. Your objective is to facilitate a class discussion on a theme in the reading that your group found most insightful. Have extra questions prepared in case you have trouble engaging students. **REMEMBER EACH GROUP MEMBER MUST PARTICIPATE EQUALLY and ASK A QUESTION.** (Department Objectives 1 & 2). The professor will provide further instructions in class.

## **COURSE OUTLINE**

### **Week 1**

#### **Latina/o Lived Religion**

**September 20 Classes Begin** – Class introduction, syllabus, and expectations

**September 22** Latinxs and Lived Religion

READING: “Everyday Miracles: The study of lived religion” by Robert Orsi. (Camino)

### **Week 2**

#### **Theorizing Latina/o Identities & Religious Experiences**

**September 27** READING: *La Conciencia de la Mestiza*: Toward a New Consciousness in *Borderlands* by Gloria Anzaldúa (Camino)

READING: “Who am I” by Virgilio Elizondo (Camino)

**Group Facilitation#1**

**September 29** READING: *Hispanic Theology and Popular Piety: From Interreligious Encounter to a New Ecumenism?* by Virgilio Elizondo (Camino)

### **Week 3**

#### **A Café Con Leche Religious Imaginary**

**October 04** READING: "Our Lady of Guadalupe as a Cultural Symbol" in *Mestizo Worship* by Virgilio Elizondo, p. 35-45 (Camino)

**Group Facilitation#2**

**October 06** Guest Lecture by Lupita Tonantzin Castañeda-Liles on “Socializing children into Popular Catholicism”

READING: "How Our Lady of Guadalupe Became Lutheran: Latin American Migration and Religious Change." *Migraciones internacionales* 5.2 (2009): 152-190. By Feline Freier, Luisa. (Camino)

**QUIZ 1**

### **Week 4**

#### **The Making of Girls in a Catholic Religious Imagination**

**October 11** READING: “Growing up Female” by Aída Hurtado (Camino)

**Group Facilitation#3**

**October 13** READING: “La Quinceañera: Making Gender and Ethnic Identities” by Mary Karen Davalos (Camino)

**Group Facilitation#4**

### **Week 5**

#### **The Making of Girls in a Latina/o Pentecostal Imagination**

**October 18** READING: “Allá en Guatemala”: Transnationalism, Language, and Identity of a Pentecostal Guatemala-American Young Woman by Lucila D. Ek (Camino)

**Group Facilitation#5**

**October 20** READING: “Becoming Pastora: Latina Pentecostal Women’s Stories from Newark, New Jersey” by Otto Maduro (Camino)

**Group Facilitation#6**

## Week 6

### Cuban American Religious Experience

**October 25** READING: “Santería: What is it?” in *Santería: The Beliefs and Rituals of a Growing Religion in American* by Miguel de la Torre (Camino)

**October 27** READING: TBA

**QUIZ 2**

## Week 7

### Día de los Muertos

**November 01** READING: “Días de los Muertos: Public Ritual, Community Renewal, and Popular Religion in Los Angeles by Lara Medina and Gilbert R. Cadena (Camino)

Guest Lecture: Dr. Ana Maria Pineda

**November 03** Research Paper Exercise

## Week 8

### Latin@s and Indigenous Healing Practices

**November 08** READING: “Soy una Curandera y Soy una Católica”: The Poetics of a Mexican Healing Tradition by Luis D. León (Camino)

**Group Facilitation#7**

**November 10** READING: “Curanderismo in the United States” in *Border Medicine: A Transcultural History of Mexican American Curanderismo* by Brett Hendrickson (Camino)

**Group Facilitation#8**

## Week 9

### Toward a Latina/o Religious Imagination

**November 15** READING: TBA

**November 17** READING: Popular Religion as a Unifying Factor in the Latina/o Religious Community: A Pentecostal Proposal in US Latina/o Ecumenical Theology” by Angel Santiago-Vendrell (Camino)

**Group Facilitation#9**

## Week 10

November 29 **QUIZ 3**

**December 01** TBA

**Sunday December 04** 1:30 pm “Virgen del Tepeyac” Play

*FELICES FIESTAS—HAPPY HOLIDAYS*