

## ***Mexican Popular Catholicism & Gender***

**RSOC 139/ ETHN 129 -01/**

**Race, Place & Social Inequalities (RPSI) Pathway**

**Spring 2016**

**T-TH 3:50-5:30 p.m.**

**Professor: Socorro Castañeda-Liles, Ph.D.**

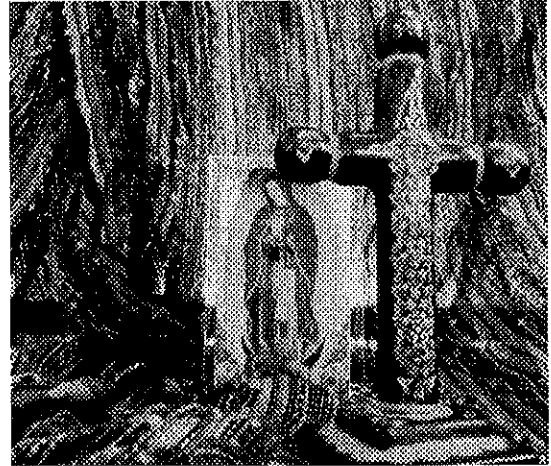
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**Office Hours: Wednesdays 3:30-5:30 pm**

**Classroom: Kenna 214**



*NOTE: This course fulfills Santa Clara's Core Requirement for RTC 3 and the Women/Gender Core Requirement. This course is an elective in the Latin American Studies Minor Program, and in the Ethnic Studies Program, and is part of the Race, Place & Social Inequalities (RPSI) Pathway.*

Please note, only those who have taken RTC 1 and RTC 2 and who have completed 88 units, will earn credit for RTC 3 courses. If you have not met those requirements, you will not earn RTC 3 credit for the courses. There are no exceptions and no waivers to this core requirement. However, this does not apply to Transfer students, who simply need to take any two religious studies courses.

**COURSE DESCRIPTION:** For the most part, Chicana feminist research has denounced the historical patriarchal domination of the Catholic Church, but the analysis begins and ends with a simplistic reference to its negative influence. While Chicana/o Studies tell us that religion is and has been influential in the oppression of women of Mexican origin, we are left in the dark as to exactly how religion has marginalized women. Catholicism among Chicanas/Mexicanas is not a simple matter of negative and positive or of empowerment and disempowerment; the influence of Catholicism in the lives of Chicanas/Mexicanas is a lot more complex and multilayered.

From the perspective of the sociology of religion, this course contextualizes the lives of Chicanas/Mexicanas in Mexican popular Catholic tradition, practices, and belief system with particular attention to race, class, gender, and sexuality. This course repositions feminist analysis from a brief acknowledgement of the influence of Mexican popular Catholicism in the lives of women to a much more encompassing critical analysis of exactly how Catholicism influences their everyday experiences. Through the use of case studies and secondary research, in this class students will explore the creative and complex ways Chicanas/Mexicanas participate in the workforce, at home, in politics, and in public life as people of faith.

**CORE CURRICULUM LEARNING OBJECTIVES:** [adapted from Santa Clara University Core Curriculum: Religion, Theology & Culture 3)

**GOALS:** Critical Thinking, Ethical Reasoning, Religious Reflection, and Perspective.

**LEARNING OBJECTIVES:** Students will

3.1 Identify diverse perspectives and evaluate ethical positions on contemporary questions.

3.2 Evaluate and apply insights from the study of religion to open-ended questions facing contemporary society.

**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 GOAL:** This course allows students to understand the context informing the religious practices and spirituality of Chicanas and Mexicanas. The goal of the course is to provide greater complexity for students particularly, Religious Studies, Sociology, Anthropology, Ethnic Studies, Women and Gender Studies majors and minors.

#### **STUDENT ASSESSMENT & GRADING**

○ Attendance and Participation	10 Points
○ Quiz 1	15 Points
○ Quiz 2	15 Points
○ Quiz 3	15 Points
○ Group-led facilitation	15 Points
○ 1 Final Oral History Project	30 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+

- 65-66 = D
- 64 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.
- **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.
- I **do not** accept e-mailed submissions of written work. You need to use Camino.
- 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 cell phones.** If you are caught texting I will mark you absent for that day.
- **No Talking in class.** If you are caught talking in class you will forfeit your attendance grade for the day.
- **No laptops, electronic notebooks or i-pads allowed in class.**
- 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. Final paper should be uploaded via

Camino.

**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.
- 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 the message should start with: **"Dear Professor [Name of Professor],"** and make sure you spell the professor's name correctly.

## DESCRIPTION OF STUDENT LEARNING ASSESSMENT

**ATTENDANCE AND CLASS PARTICIPATION IN WORTH 10 POINTS—EQUALLY BALANCED BETWEEN BOTH (10% of total grade):** I will take roll at random times during the quarter. Remember, 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. Staring out the window, texting, sleeping in class, chattering with neighbors when not in group discussion, or putting your head down means you will get no credit for attendance on that day.** Students must come to class ready to participate in discussion and engaged everyday. 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.

**THREE QUIZZES: Each worth 15 points:** The quizzes will assess students' ability to critically analyze the various aspects of Mexican Popular Catholicism in the context of contemporary race, class, and gender relations. (Fulfills RTC 3 3.1; Department Objectives 1& 2)

**ONE GROUP-LED CLASS FACILITATION (15-20 minutes long) (Worth 15 points):** This facilitation is a major part of the class. I will place you in groups of about 3 members. This will be your small group for the quarter. Remember, 15-20 minutes is not much time. This is your opportunity to get creative. **The group needs to upload the PowerPoint on Camino in the discussions folders by 10pm the day before you are scheduled to facilitate class discussion.** Each group member must participate equally and you need to engage the class.

When you ask your questions you need to do it in a way that encourages students to respond with more than a yes/no answer. This means that you may need to do follow up questions if the students are giving you short answers or not answering at all. You will be graded on how well you engage the class in a critical discussion, and your power point (1 power point per group), and creativity. We will go over the specifics Week 2 (Department Objectives 1 & 2)

**FINAL Oral Research Paper (Worth 30 points)** This is your major project for the quarter. We will discuss it in class. (RTC3, 3.1 & 3.2; Department Objective 1 & 2) NOTE: I am available to answer questions about your paper, but unfortunately I will not have a chance to read drafts of papers before they are due. I encourage you to visit the writing center at: <http://www.scu.edu/provost/writingcenter/about/> The staff will be more than happy to read drafts and give you advice.

## Course Schedule

*The dates and material in this syllabus may be subject to change, so listen carefully to announcements in class.*

- Week 1      **Theoretical Framework and Mexica Women Before the Conquest**  
Day 1 (March 29) Course Intro
- Day 2 (March 31<sup>st</sup>) Reading: "The Woman's Room: Some Aspects of Gender Relations in Tenochtitlan in the Late Pre-Hispanic Period" (Camino)
- Week 2      **Our Lady of Guadalupe in Theology and History**  
Day 1 (April 5) Reading: "Guadalupan Theology: "Guadalupe The Birth of American Mestizo Christianity" (Camino)  
Lecture on Mexican Popular Catholicism
- Day 2 (April 7) Reading: "Guadalupan Devotion at San Fernando Cathedral, San Antonio, Texas, 1900-1940" (Camino)
- Week 3      **Silence in the name of God and Feminist Catholic Agency in *Nueva España***  
Day 1 (April 12) Reading: Chapter 3: "The Historical Context for Understanding Sor Juana's Her-Story"  
**Group 1**
- Day 2 (April 14) Reading: Chapter 4: "A Feminist Historical Reconstruction of the Biography of Sor Juana Inés de la Cruz"  
**Quiz 1**
- Week 4      ***Silence, Faith, and Resilience—Human Trafficking on the U.S.-Mexican Border***  
Day 1 (April 19) Reading: Chapter 1 "Suffering –A Social Reality" by Nancy Pineda Madrid  
**Group 2**
- (April 20) ***Wednesday April 20th panel (5:00-6:00, Benson Parlors B/C) Labor Trafficking and Services to Survivors (Mandatory)***
- Day 2 (April 21) Reading: "Suffering, Social Imaginaries, and the Making of Evil"
- Week 5      **Growing up Catholic—Women's childhood memories of *La Virgen***  
Day 1 (April 26) Lecture based on forthcoming book *Our Lady of Everyday Life*  
Reading: TBA  
**Group 3**

Day 2 (April 28) Reading: TBA

Week 6

***Marianismo and Becoming Señoritas, Esposas, y Madres***

Day 1 (May 3) Reading: "Do Not Forget a Woman's Place"

**Group 4**

Day 2 (May 5) Reading: Ch. 6 "Do Not Forget That Sex Is for Making Babies—Not for Pleasure: Old World Marriage vs. Real-Life Passion" in *The Maria Paradox*; Also: *Testimonios* Pages 8-10; "Emma Gonzales" 52-56; Andreita Padilla 22-27 (Camino)

**Group 5**

**Quiz 2**

Week 7

**Catholicism and Mexicana/Chicana Faith-based Movements Part I:**

***Las Mujeres of the Cristero Movement in Mexico***

Day 1 (May 10) Reading: "The Role of Women in the Mexican Cristero Rebellion: *Las Señoras y Las Religiosas*" (Camino)

**Group 6**

Day 2 (May 12) Reading: "Cristero Diaspora: Mexican Immigrants, The U.S. Catholic Church, and Mexico's Cristero War, 1926-1929" (Camino)

Week 8

**Catholicism and Mexicana/Chicana Faith-based Movements Part II**

***Chicana Lay and Religious Women in the Chicano Movement***

Day 1 (May 17) Reading: "The Emergence of Las Hermanas: The Social Context"

**Group 7**

Day 2 (May 19) Reading: "Unidas en Acción y Oración: Chicana/Latina Religious Leaders"

**Group 8**

Week 9

**Unbinding Our Lady of Guadalupe by Unbinding the Self**

Day 1 (May 24) Reading: TBA

**Group 9**

Day 2 (May 26) Reading: TBA

**Quiz 3**

Week 10

**Course Summary and sharing about the oral history research papers**

Day 1 (May 31)

Day 2 (June 2)

***Have a Great Summer***  
***¡Felicidades Class of 2016!***