

**Mexican Popular Catholicism & Gender**  
**RSOC 139/ ETHN 129 -01**  
**Spring 2015**  
**T-TH 2:00-3:40 pm**

**Professor: Socorro Castañeda-Liles, Ph.D.**  
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**Office Hours: Wednesdays 3:30-5:30 pm**  
**Classroom: Kenna 310**

*NOTE: This course fulfills Santa Clara's Core Requirement for RTC 3 and the Women/Gender Core Requirement. This course is also an elective in the Latin American Studies Minor Program, and in the Ethnic Studies Program.*

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 Chicanas/Mexicanas to a much more encompassing critical analysis of exactly how Catholicism influences women's 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	10 points Total
○ Participation	10 Points Total
○ 5 quizzes (5 points each)	25 Points Total
○ 1 In-Class Group Presentation	10 Points Total
○ 1 Research Paper	20 Points Total
○ Final Exam	25 Points Total
○ TOTAL POINTS	100

**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; 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.
- I **do not** accept e-mailed submissions of written work.
- 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/>

**ONE RESEARCH PAPER worth 20 points. Professor will provide the guidelines for this paper.**

**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 [Name of Professor],”** and make sure you spell the professor’s name correctly.

#### **DESCRIPTION OF STUDENT LEARNING ASSESSMENT**

**ATTENDANCE (10 Points):** I will take roll each class period. Each time you show up to class will earn you ½ a point for attendance. Students may be eligible for excused absences (no more than 2) should an emergency arise, but you must give the professor 24-hour notice. Students who fall asleep, play on their electronic devices or are unengaged will automatically be marked absent.

**PARTICIPATION (10 Points):** Participation in class is an important component of the learning process. Therefore, you will be evaluated on the extent to which you participate. Students must come to class ready to engage in discussion. We will have student group presentations throughout the quarter. This is an excellent opportunity to earn participation points. I encourage you to ask a question to the presenters. You can earn up to 1 participation point per a thought-out question. This means you will have to do a careful reading of the articles assigned, and pay close attention to the material the students are presenting. A question that leads to a yes/no answer will not earn you participation points. If you ask a question please write it down on a piece of paper with your name on it, and give it to the professor at the end of the class period. Lastly, each student is allowed to ask one question per group presentation to give everyone one a chance to ask questions.

**IN-CLASS GROUP PRESENTATION (Worth 10 points): IN-CLASS GROUP PRESENTATION (15 minutes long):** This presentation 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 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 10 pm the day before your presentation. Each group member must participate equally and you need to engage the class. Besides equally participating in the actual presentation, each member must ask one question to the class.

When you ask your questions you need to do it in a way that encourages students to respond with more than a one-sentence 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. The following class meeting (after your presentation) you are to turn in a two-page self-evaluation of your presentation. The self-evaluation is a group paper. In your evaluation please include the following: How well were your fellow students engaged in your presentation? Please provide examples. If you found it difficult to engage the students, why do you think this was the case? If you had to do the presentation again what would you do different? You will be graded on how well you engage the class in a critical discussion, your power point, and self-evaluation. Creativity is a plus! (Department Objectives 1 & 2)

**RESEARCH PAPER—Worth 20 points (10 PAGES OF TEXT).** More information and guidelines to follow. (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.

**FIVE QUIZZES each worth 5 points for a total of 25 points:** The quizzes will be based on the readings for the week.

**FINAL EXAM (Worth 25 points) –June 9 (Tuesday) from 1:30-4:30.** The Final Exam will assess students' ability to critically analyze the various Mexican Popular Catholic traditions in the context of contemporary race, class, and gender relations. (Fulfills RTC 3 3.1; Department Objectives 1& 2)

# Course Schedule

## Week 1 **Course Introduction**

March 31<sup>st</sup>—Day 1—Intro the course and to the study of Mexican Catholic women

April 2—Day 2—Mexican women before the conquest--“Pre-Hispanic Gender Roles under the Aztecs and the Incas” by Karen Vieira Powers (CAMINO)

## Week 2 **Women of Nueva España**

April 7—Day 1—Chapter 3: “The Historical Context for Understanding Sor Juana’s Her-Story”

Chapter 4: “A Feminist Historical Reconstruction of the Biography of Sor Juana Inés de la Cruz”

April 9—Day 2—Case Study: *Yo, la peor de todas* (I the worst of all)

## Week 3 **Our Lady of Guadalupe in Theology and History**

April 14—Day 1—Guadalupan Theology: “Guadalupe The Birth of American Mestizo Christianity” (Camino)

April 16—Day 2—History: “Some Observations on Mission Methods and Native Reactions in Sixteenth-Century New Spain” (Camino)

## Week 4 **The Social Construction of Catholic Devotion**

April 21—Day 1—Orlando Espin (Camino)

April 23—Day 2— Case Study: *La Sonrisa de La Virgen* (the Virgin’s smile)

## Week 5 **Catholicizing Mexican girlhood—*respeto y obediencia***

April 28—Day 1—“Parenting in Mexico: Relationships Based on Love and Obedience” (Camino)

April 30—Day 2— TBA

## Week 6 **Las Mujeres of the Cristero War in Mexico**

May 5—Day 1—“The Role of Women in the Mexican Cristero Rebellion: Las Señoras y Las Religiosas” (Camino)

May 7—Day 2— Case Study

- Week 7     **Catholicism and Social Justice Activism on the Borderlands**  
May 12—Day 1—“The Emergence of Las Hermanas: The Social Context” (Camino)  
  
May 14—Day 2— “Unidas en Acción y Oración: Chicana/Latina Religious Leaders” (Camino)
- Week 8     **Our Lady of Everyday Life meets Our Lady of Chicana Feminism**  
May 19—Day 1— “Mary’s Rain and God’s Umbrella: Religion, identity, and modernity in the visionary art of a Chicana painter” by Thomas A. Tweed (Camino)  
  
May 21— “Goddess of the Americas” (Camino) and “Los Espiritus Siguen Hablando Chicana Spiritualities” by Lara Medina (Camino)
- Week 9     **Unbinding Our Lady of Guadalupe by Unbinding the Self**  
May 26—Day 1— “Latina Sexuality: De(re)constructing Gender and Cultural Expectations in Midlife” by Yvette Flores Ortiz (Camino)  
  
May 27—Day 2— TBA
- Week 10    **Course Summary**  
June 2—Day 1— lecture continued...  
June 4—Day 2— Course Summary

***Have a Great Summer!***