

**TESP 59/WGST 44:
Sexuality and Spirituality in Latinx and Chicanx
Literature and Theologies
Spring 2017**

Instructor: Dr. Pearl Maria Barros

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Office Hours: Mondays and Wednesdays 2:15 PM – 3:15 PM and By Appointment

MW 3:30 PM – 5:15 PM

Kenna 304

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Course Description

One of the distinctive features of Latinx and Chicanx critical theories is their reluctance to compartmentalize knowledge along categories of gender and sexuality, race and ethnicity, activism and spirituality, or philosophy, religion, and literature. This course takes these interdisciplinary theoretical approaches to investigate understandings of suffering, sexuality, and spirituality within the work of three major Chicanx thinkers: Gloria Anzaldúa, Cherríe Moraga, and Ana Castillo. It also analyzes how Latinx and Chicanx Christian theologians draw upon these authors to articulate their own theologies of liberation.

Throughout the course, we will ask: How is “suffering” conceptualized? What are the roles of race, sexuality, and gender in these conceptions? What practices, if any, do these thinkers prescribe in order to transform (heal/improve) this suffering? How do Latinx and Chicanx theologians incorporate these theories and practices into their own theological articulations?

Course Learning Objectives

1. Analyze the contributions of Latinx and Chicanx thinkers to critical analyses of concepts such as suffering, sexuality, gender, and spirituality.
2. Interpret texts responsibly and critically—with precision and depth.
3. Engage in practices of feminist and decolonial pedagogy during class by sharing the responsibility of leading class discussions, listening carefully to others, and paying *critical* attention to one’s own feelings in relation to course materials.

Core Curriculum Learning Goals and Objectives

This course fulfills Santa Clara University’s Core Requirement Religion, Theology,

and Culture 2.

The second course in RTC invites students to deeper engagement with the study of religion through the application of multidisciplinary or interdisciplinary approaches to complex religious phenomena, past and present. By providing multiple, integrated perspectives, this course seeks to enrich students' appreciation for the diversity of human religious expression.

RTC 2 Core Goals: Critical Thinking, Reflection, Complexity of Content and Method

Objectives:

2.1 Analyze complex and diverse religious phenomena (such as architecture and art, music, ritual, scriptures, theological systems, and other cultural expressions of religious belief.)

2.2 Integrate and compare several different disciplinary approaches to a coherent set of religious phenomena.

2.3 Clarify and express beliefs through critical inquiry into the religious dimensions of human existence.

Required Books

Books are expensive. I have tried to ensure that the cost associated with this course will not be prohibitive. Therefore, I only list as "Required Books" those from which we will be reading numerous selections. All other readings are available on Camino.

- María Pilar Aquino, et al. *A Reader in Latina Feminist Theology: Religion and Justice*.
- Gloria Anzaldúa, *The Gloria Anzaldúa Reader*. Ed. AnaLouise Keating.
- Cherríe Moraga, *A Xicana Codex of Changing Consciousness: Writings, 2000-2010*.
- Ana Castillo, *Massacre of the Dreamers: Essays on Xicanisma*. 20th Anniversary Edition.

Assessment and Grading

Active and Informed Participation: Read all assigned materials carefully. Take notes that will help you engage in class discussions. Active, informed participation in class discussions is *indispensable*.

Weekly Discussion Questions: Every student will bring a set of three discussion questions to class on the **MONDAY of each week**. These questions are to be in response to the week's assigned readings for **Monday**, which are to be read by class time on Monday. The discussion questions are to be **written out or typed** and the

professor will periodically collect them. (**Core Objectives 1 and 2 and All Course Objectives**)

Group Presentation: The class will be divided into six groups (2-3 people per group) that will each take responsibility for leading a class discussion of the assigned texts for the **WEDNESDAY** of each week. This presentation should include a synopsis of each text's main arguments (30 minutes) and then open the conversation to the entire class for discussion. (**Core Objective 1 and Course Objectives 1 and 3**)

Midterm Exam: There will be one take-home midterm exam in the course during the sixth week of classes. It will consist of fill-in the blank answers and multiple short answer questions. Students will submit it online through Camino. The **Midterm Exam is due Friday, May 12th by 7 PM.** (**All Core Objectives and All Course Objectives**)

Final Paper: Write a paper that offers a **close analysis** of one or two of the three authors we have read this semester. How are suffering, sexuality, and/or spirituality conceptualized in her/their work? What, if any, might be the significance of these conceptions? (If you think that they are insignificant, make a **textually informed** argument as to why you think so.) The quality of the essay will show evidence of having engaged class materials closely and carefully. **You MUST cite the texts!** Remember that this paper is supposed to be an *analysis*: you must make an argument rather than simply summarize the text(s). The paper is to be 8 standard pages, double-spaced, 12-point font. It should follow *MLA* or *Chicago Manual of Style* conventions. The **Final Paper is due Wednesday, June 14th by 5 PM.** (**All Core Objectives and Course Objectives 1 and 2**)

All Midterms and Final Papers are to be submitted to me through Camino. This allows me to type my comments directly on your papers and return them to you faster.

Grade Distribution and Scale

Weekly Questions: 10%
 Group Presentation: 20%
 Midterm Exam: 30%
 Final Paper: 40%

Grading Scale

94.0–100 A	87.0–89.9 B+	77.0–79.9 C+	67.0–69.9 D+
90.0–93.9 A-	83.0–86.9 B	73.0–76.9 C	63.0–66.9 D
	80.0–82.9 B-	70.0–72.9 C-	60.0–62.9 D-

Assessment of the Course

Students will be asked to assess the course via narrative evaluations at the end of the quarter.

Policies

Attendance

If you are sick or something comes up, please notify the professor in advance or within a day of the missed class. Coming to class while sick will not only worsen your illness but also possibly infect others: not cool! Take care of yourself and know that the work can be made-up. Absences count against you if you do not communicate with the professor about them. After the first excused absence, and for all unexcused absences, your attendance and class participation grades will be affected. At two or more *unexcused* absences your entire grade for the course begins to drop. Daily roll will be taken.

Cell Phone, Laptop, Tablet Use in the Classroom

Please keep your cell phones on silent (not vibrate) during class. Cell phones should be kept away from view; place them in your bag, pocket, etc. If you have a situation that demands that you keep your phone within view, please discuss this situation with the professor at the beginning of class. Laptops and tablets are only to be used in the classroom for taking notes. They are not to be used for checking social media, shopping, and/or surfing the web. Recording lectures and/or discussions is not allowed unless you have approved accommodations through the Disabilities Resources Office.

Academic Integrity

According to the Oxford Dictionary, plagiarism is: “the practice of taking someone else’s work or ideas and passing them off as one’s own” (www.oxforddictionaries.com/definition/english/plagiarism). Your work should be YOUR work! Take pride in it. Of course, you will engage other thinkers and sources throughout your studies, but you need to properly cite them in your work by either using the MLA or Chicago Manual of Style formats. For some helpful tips about how to properly use sources see: “Harvard Guide to Using Sources” <http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054>. Plagiarism or academic dishonesty in any form (as described in the Student Conduct Code) will result in a failed grade for the project, and possibly for the course. All allegations of academic dishonesty will be reported to the department chair and Office of Student Life. For a full presentation of University policies concerning plagiarism, see: <http://scu.edu/studentlife/resources/upload/Academic-Integrity->

[brochure-2014.pdf](#). In order to avoid the sanctions applied to cases of academic dishonesty, please make sure that you properly cite all sources that you utilize in your writing, including works that are directly quoted or paraphrased, as well as works used as a source of information. This includes both print and online sources. Your paper submissions must consist of your own writing, and any direct quotations or paraphrasing from other works must be properly cited.

Disability Accommodations

I am committed to meeting the learning needs of all students. If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, www.scu.edu/disabilities as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours within the first two weeks of classes. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Title IX Syllabus Statement

Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife and click on the link for the University's [Gender-Based Discrimination and Sexual Misconduct Policy](#) or contact the University's EEO and Title IX Coordinator, Belinda Guthrie at [408-554-3043](tel:408-554-3043) or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: [www.ethicspoint.comhttp://stage-www.scu.edu/hr/quick-links/ethics-point/](http://stage-www.scu.edu/hr/quick-links/ethics-point/).

Reporting Practices

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University.

For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at [408-554-3043](tel:408-554-3043) or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

Schedule

Week 1: "Living in the Borderlands Means ..." Toward New Epistemologies and Spiritualities

4/3: Introduction to the Course

4/5: Nancy Pineda-Madrid, "Notes Toward a Chicana Feminist Epistemology (and Why It Is Important for Latina Feminist Theologies)," in *A Reader in Latina Feminist Theology: Religion and Justice*. **AND** Jeanette Rodríguez, "Latina Activists: Toward an Inclusive Spirituality of Being in the World," in *A Reader in Latina Feminist Theology: Religion and Justice*.

Week 2: "Imaginative Historiography" and "Incarnational Imagination"

4/10: Weekly Discussion Questions Due!

Suzanne Bost, "Feeling Pre-Columbian: Chicana Feminists' Imaginative Historiography," in *Encarnación: Illness and Body Politics in Chicana Feminist Literature*. 34-76.

- 4/12:** Mayra Rivera, "Thinking Bodies: The Spirit of a Latina Incarnational Imagination," in *Decolonizing Epistemologies: Latina/o Theology and Philosophy*. Eds. Ada María Isasi-Díaz and Eduardo Mendieta. New York: Fordham University Press, 2011. 207-225.

****Group 1 Presentation****

Week 3: Gloria Anzaldúa, *Borderlands/La Frontera*

4/17: Weekly Discussion Questions Due!

Gloria Anzaldúa, "La conciencia de la mestiza/Towards a New Consciousness," in *Borderlands/La Frontera: The New Mestiza*. Second Edition. San Francisco: Aunt Lute, 1999. 99-113. **AND** Gloria Anzaldúa, "La Prieta," in *The Gloria Anzaldúa Reader*. Ed. AnaLouise Keating. Durham: Duke University Press, 2009. 38-50.

- 4/19:** Gloria Anzaldúa, "Spirituality, Sexuality, and the Body: An Interview with Linda Smuckler," in *The Gloria Anzaldúa Reader*. 74-94.

****Group 2 Presentation****

Week 4: Gloria Anzaldúa and a *Nepantlera* Theology

4/24: Weekly Discussion Questions Due!

María Pilar Aquino, "Latina Feminist Theology: Central Features," in *A Reader in Latina Feminist Theology: Religion and Justice*. **AND** Daisy L. Machado, "Voices from *Nepantla*: Latinas in U.S. Religious History," in *Feminist Intercultural Theology: Latina Explorations for a Just World*. 89-108.

- 4/26:** Gloria Anzaldúa, "Let us be the healing of the wound: The Coyolxauhqui impertative – la sombra y el sueño" in *The Gloria Anzaldúa Reader*. 303-317. **AND** Gloria Anzaldúa, "now let us shift ... the path of conocimiento ... inner work, public acts." In *this bridge we call home: radical visions for transformation*. Eds. Gloria Anzaldúa and AnaLouise Keating. New York: Routledge, 2002. 540-578.

****Group 3 Presentation****

Week 5: Cherríe Moraga, *Loving in the War Years*

5/1: Weekly Discussion Questions Due!

Moraga, Cherríe. "A Long Line of Vendidas," in *Loving in the War Years: Lo Que Nunca Pasó Por Sus Labios*. Cambridge, Massachusetts: South End Press, 2000. Expanded Second Edition. 82-133.

- 5/3: Yvonne Yarbro-Bejarano, " 'I long to Enter You Like a Temple': Sex, Salvation, and Shamanism," in *The Wounded Heart: Writing on Cherríe Moraga*. Austin: University of Texas Press, 2001. 85-106.

****Group 4 Presentation****

Week 6: Interlude ... Midterm Exam

- 5/8: **Midterm Exam Posted**
In-class film *How the Garcia Girls Spent their Summer*
- 5/10: Film Discussion
- 5/12: **Midterm Exam due by 7 PM!**

Week 7: Cherríe Moraga, *Xicana* Codices

- 5/15: **Weekly Discussion Questions Due!**
Cherríe Moraga, "A XicanaDyke Codex of Changing Consciousness," in *A Xicana Codex of Changing Consciousness: Writings, 2000-2010*. Durham: Duke University Press, 2011. 3-17. **AND** Cherríe Moraga, "The Salt that Cures / 2009: Remembering Gloria Anzaldúa," in *A Xicana Codex of Changing Consciousness: Writings, 2000-2010*. 116-130.
- 5/17: Leticia A. Guardiola-Sáenz, "Reading from Ourselves: Identity and Hermeneutics Among Mexican-American Feminists," in *A Reader in Latina Feminist Theology: Religion and Justice*. 80-97.
****Group 5 Presentation****

Week 8: Ana Castillo, *Massacre of the Dreamers*

- 5/22: **Weekly Discussion Questions Due!**
Ana Castillo, "La Macha: Toward an Erotic Whole Self," **AND** "Afterword: The Real and True Meaning of Our Lady of Guadalupe," in *Massacre of the Dreamers: Essays on Xicanisma*. 20th Anniversary Edition. Albuquerque: University of New Mexico Press, 2014.
- 5/24: Jeanette Rodríguez, "Guadalupe: The Feminine Face of God," in *Goddess of the Americas: Writings on the Virgin of Guadalupe*. Ed. Ana Castillo. New York: Riverhead Books, 1996. 25-31.
****Group 6 Presentation****

Week 9: "Spiritual Activism"(s)

5/29: No Classes! Memorial Day

5/31: Weekly Discussion Questions Due!

Ana Louise Keating, " 'I Am a Citizen of the Universe': Gloria Anzaldúa's Spiritual Activism as Catalyst for Social Change," *Feminist Studies*, Vol. 34, No.1/2. 53-69. **AND** Cherríe Moraga, "Epílogo: Xicana Mind, Beginner Mind," in *A Xicana Codex of Changing Consciousness: Writings, 2000-2010*. 193-199. **AND** Ana Castillo, "*Brujas and Curanderas: A Lived Spirituality*," in *Massacre of the Dreamers: Essays on Xicanisma*. 20th Anniversary Edition.

Week 10: "Women are Not Roses": Suffering, Sexuality, Spirituality Revisited

6/5: NO Weekly Discussion Questions Due!

Select Poems: Ana Castillo, "Women are Not Roses," Cherríe Moraga, "The Altar of My Undoing," **AND** Gloria Anzaldúa, "Holy Relics"

6/7: Concluding Conversations

Final Paper Due Wednesday, June 14th by 5 PM!