

Mexican Popular Catholicism & Gender

RSOC 139/ ETHN 129 -01/

Race, Place & Social Inequalities (RPSI) Pathway

Spring 2017

T-TH 10:20-12:00 p.m.

T-TH 2:00-3:40 p.m.

Professor: Socorro Castañeda-Liles, Ph.D.

Office: Kenna Hall 300E

Phone: (408) 551-3181

Email: mscastanedaliles@scu.edu

Office Hours:

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, If you have not met the RTC1, RTC2, and have completed 88 units, you will not earn RTC 3 credit for the course. There

are no exceptions and no waivers to this core requirement. However, this does not apply to Transfer students, who only need to take any two religious studies courses.



COURSE DESCRIPTION: Chicana feminist research has been critical of the historical patriarchal domination of the Catholic Church, but the analysis begins and ends with a simplistic reference to its negative influence without a comprehensive analysis. In other words, we are left in the dark as to exactly how Catholicism 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, generation, and sexuality. This course repositions feminist analysis from a brief acknowledgement of the influence of Catholicism in the lives of women to a much more encompassing and nuanced 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 Catholic women.

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: The goal of this course is to provide students with a nuanced understanding of Mexican popular Catholicism as lived by Mexican-origin women at the intersections of race, class, gender, generation, and sexuality.

STUDENT ASSESSMENT & GRADING

○ Attendance and Participation	10 Points
○ Exam 1	15 Points
○ Exam 2—Take Home	20 Points
○ Exam 3	15 Points
○ Group-led facilitation	10 Points
○ Final Oral History Project	30 Points
○ TOTAL POINTS	100 Points

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:

- Grades are not negotiable and I do not allow re-writes. What you turn in is what I will grade.
- 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 class announcements.
- 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 Dr. [Name of Professor]" or "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 EXAMS: The exams 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 10 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 in class (Department Objectives 1 & 2).

FINAL Oral History Project (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

Week 1 Introduction to Mexican Popular Catholicism

Day 1: April 4th--Intro to course

Day 2: April 6th—Mexican Popular Catholicism

Reading: “Imágenes de Dios en el Camino: Retablos, Exvotos, Milagritos, and Murals” by Ana Maria Pineda

Week 2 Women and Gender Before and after the Conquest

Day 1: April 11th—Mexican women before the conquest

Reading: “The Woman’s Room: Some Aspects of Gender Relations in Tenochtitlan in the Late Pre-Hispanic Period”

Day 2: April 13th—Sor Juana Ines de la Cruz

Reading: TBA

Week 3 Chicana Feminist Studies and Catholicism

Day 1: April 18th—Chicano Movement & Chicana Theorize Feminisms

Reading: *Sitios y Lenguas*: Chicanas Theorize Feminisms by Aida Hurtado

Day 2: April 20th—Exam #1

Week 4 La Quinceañera—Catholic and Heterosexual Expectations

Day 1: April 25th—Lecture on Quinceañera

Reading: “La Quinceañera”: Making Gender and Ethnic Identities (Camino)

Day 2: April 27th—Research Day

Week 5 The Making of Girls--Growing up Catholic

Day 1: May 2nd—Growing up with *La Virgen en la casa*

Reading: Guadalupe the Sex Goddess by Sandra Cisneros and “Extraordinarily Woman” by Ana Castillo (Camino)

Day 2: May 4th—La Sonrisa de *La Virgen*

Exam #2—Take home

Week 6 Señoritas, Madres, y Guerreras—Gender, Silence, and (Fe)minism

Day 1: May 9th—The Making of Señoritas and Madres Lecture

Reading: “Do Not Be Unhappy with Your Man, No Matter What He Does to You” (Camino)

Day 2: May 11th—La Mujer in the Cristero Movement

Reading: “The Role of Women in the Mexican Cristero Rebellion: *Las Señoras y Las Religiosas*” (Camino)

Week 7 Case Study of the Cristero Movement

Day 1: May 16th—Case Study: La Cristiada

Day 2: May 18th—Case Study: La Cristiada

Reading: Cristero Diaspora: Mexican Immigrants, The U.S. Catholic Church, and Mexico's Cristero War, 1926-29

Week 8 *Santas, Locas, ó Brujas* –The Cultural and Catholic Politics of *Curanderismo*

Day 1: May 23rd—*Santa, Loca, ó Bruja*

Reading: “The Practice of Curanderismo: A Qualitative Study from the Perspective of Curandera/os” by David Hoskins and Elena Padrón

Day 2: May 25th—Exam #3

Week 9 *La Fe*, Migration, and Motherhood—The power of writing your own story

Day 1: May 30th—Lecture on oral histories

Reading: TBA

Day 2: June 1st—*La Madres Escritoras*

Week 10 Toward a Theory of Café con Leche

Day 1: June 6th—*La fe de nuestras abuelitas*

Day 2: June 8th—Course summary and evaluation

Have a Great Summer/ Feliz Verano
Congratulations to the Class of 2017
Felicidades a Todxs Lxs Nuevxs Licenciadxs

