

LATM-222-01 Latinx Popular Religiosity and It's Ethics of Solidarity

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Course Description

In the 20th century, U.S. Latinx theologians claimed that popular religiosity, i.e., the practices, faith expressions and beliefs created and sustained by the people, were a significant source of theological inquiry. Instead of relying on a top-down theology, where scholars and priests would inform the people of how to relate to God, Latinx theologians argued that the practices of the people provide an interesting and significant picture of how theology lives and moves in the world.

As a theology that is rooted in people's practices and particular contexts, Latinx Popular Religiosity is often connected to the struggles that U.S. Latinxs face in the United States. Because of this connection to struggle, U.S. Latinx Theology often contains a bent towards social justice and solidarity with the oppressed.

This course begins with an exploration of the historical roots of Latinx religion in the Americas. Students will explore the reasons why Latinxs from different countries have migrated to the United States over time. Students will learn where these different groups have migrated to and how they've been received over time, and students will explore the religious traditions of these groups.

Next, students will look at the history of Catholicism in the United States, giving them a chance to link the history of Latinx migration to the trends U.S. Catholicism broadly. Students will also engage with the U.S. Latinx theology, specifically exploring the concepts of popular religion, the importance of pastoral theology and *mestizaje* in this section.

Finally, the course will move towards case studies where students can see popular religion and practices of resistance in action. Students will look at Latina devotion to Guadalupe, the perils of religious and cultural symbols in Ciudad Juarez and how religion turns to activism in Cesar Chavez. In the final module, students will discover current trends in Catholic Latinx/Hispanic ministry and apply what they've learned into their personal contexts.

Throughout the course, students will engage in both conventional and unconventional types of religious symbols, popular religious devotions, and practices

in the Latinx community in terms of both their origins and their dynamic roles in the imagination and activism of Latinx communities. This course explores the church, but also the home, the museum, and the workplace as sacred space. Finally, students will be invited to integrate the historical context and unconventional with their own ministry. Students will also learn to deeply engage short and feature length films during the class.

This course serves as one of the required courses for the Latina/o Ministry emphasis in the MA in Pastoral Ministries program. This course can also serve as an elective for any student in the Pastoral Ministries program.

GPPM Learning Outcomes

GPPM courses must fulfill certain student learning goals and objectives to ensure that students in the program "can demonstrate a mastery of the objectives through a portfolio of papers and programs from their courses and their summary essay."

This course must fulfill the following goals and objectives:

Goal 2: Students will develop pastoral skills, ministry knowledge, and liturgical fluencies in at least one key field of study relevant to Christian ministry. (Pastoral Proficiency)

Objective 2.B: Students will understand the significance of liturgy for their ministry and in the life of faith.

- The historical context will provide students with information about Latinx migration to the U.S. - a helpful background to the work students are already doing in their ministries.
- Conventional and unconventional religious symbols, popular religious practices and liturgies will provide additional examples students can bring to their ministries.
- Students will also engage current trends in Latinx Ministry and be asked to actively connect all elements to their own experiences.

Goal 4: Students will demonstrate a critically informed approach to faith that promotes social justice for the common good, especially for the benefit of those in greatest need. (Justice Commitment)

Object 4.B: Students will integrate the perspective of the poor and the marginalized in their reflection on theological and pastoral issues.

- The case studies will allow students to be connected with local and global issues, and how religion can be used as a force for ill and for good.
- Students will be asked to reflect on negative and positive ways in which the symbols function for women and religion.
- Students will also be asked to reflect on the farmworker movement and Cesar Chavez's religious activism.

Course Requirements and Evaluation

- Assigned readings. All assigned readings are **DUE** on the date listed on the syllabus. Careful reading of each text is critical for discussion and class participation.
- Attendance and Active Online Participation: 20 points. Students can demonstrate participation and attention to class readings and themes through the quality of their Zoom participation and their written work. Using their reading and film journal entries, students will be able to: 1) comment explicitly on points that appear in our readings; 2) relate our readings to our present-day context by connecting our classroom experience with the "real world;" 3) exercise courtesy and respect for others in the classroom. I measure classroom courtesy and respect by your ability to listen attentively while another person is talking and your ability to integrate someone else's comments (whether in agreement or disagreement) into your own. Pay active attention to what your classmates are saying so you can integrate their comments and the readings into your own. (Objectives 2.B and 4.B)
- Film Report 20 Points. Students will turn in a film report for each film that we watch in class. These are required assignments. Failure to turn one in can be up to a 3-point deduction in your final grade. The films are assigned to give us a visual representation of our course readings. This assignment will help you develop how to read media closely, but also help you draw out concrete examples from the text that are present in the films. (Objectives 2.B and 4.B)
- Reading Journal 20 Points. Students will turn in a reading journal for each reading we engage with in class. These are required assignments. Failure to turn one in can be up to a 1-point deduction in your final grade. This assignment

will create a repository of notes on the readings for this course that students can use throughout their time in the program. (Objectives 2.B and 4.B)

- Ministry Presentations 20 points. Students will be asked to present twice during the course: once at the beginning of the course to provide the class with a picture of their ministerial contexts and a second time at the end of the course to apply the readings and films back to their contexts. (Objectives 2.B and 4.B)

- Final Reflection 20 points. In a 10-12-page essay, students will reflect on what they have learned in the course. Students are required to include references to 4-5 course readings and 3 films that really stood out to them. What do you take away from this course? How might you engage these readings/films in your own ministry? (Objectives 2.B and 4.B)

Grading Scale (in points):

- 98 and above = A+
- 94-98 = 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

Texts

All texts are available on Camino. Readings are due on the day they are listed on the syllabus.

POLICIES

Attendance and Active Online Participation:

Students are required to attend every class session, watch any lectures, and course films, participate on course forums and turn in assignments by the due date. Note: **Attentive Presence.** Arriving to class and being disengaged is NOT enough. You are expected to have read the material and participate in the class discussion every session. Failure to do so consistently will result in a 2-point deduction from your final grade. Students who are consistently unengaged will receive a note from me.

Assignments:

Late assignments are not allowed. You must turn in your assignments on Camino. ALL assignments must be 12-point font, Times New Roman, with one-inch margins. I will dock points on formatting if you fail to do so.

Classroom respect and courtesy:

We might have different opinions as we approach our class materials. I expect that we engage each other with respect, even if we disagree. Our classroom is a place where we can talk about difference of opinion, so please express your point of view. However, if you aren't participating or someone else has the floor, **do not engage in your own conversation**. If you talk with your neighbors, you are disrupting the class and **will lose 2 points from your attendance and participation grade automatically**.

Academic Integrity:

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of - and commitment to - a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. Violations include plagiarism, cheating, outsourcing, and destruction of library or other materials needed for a course. Students found to have engaged in any form of academic dishonesty will, at the least, receive zero points for the piece of work concerned. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Office of Accessible Education:

If you have a disability for which accommodations may be required in this class, please contact the Office of Accessible Education (OAE), Benson 216, <http://www.scu.edu/oe> as soon as possible to discuss your needs and register for accommodations with the University.

If you have already arranged accommodations through the OAE, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am here to assist you in any way I can, I am unable to provide accommodations until I have received verification from OAE. The OAE 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). OAE must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The OAE would be grateful for advance notice of at least two weeks. For more information, you may contact OAE at 408-554-4109.

Accommodations for Pregnancy and Parenting:

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. In addition, the Office of Accessible Education will provide reasonable accommodations for pregnancy related impairments that impact major life activities.

Discrimination and Sexual Misconduct (Title IX):

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/dating violence, or stalking, tell someone immediately. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint (<https://www.scu.edu/hr/quick-links/ethicspoint/>)

Reading Schedule:

Module 1 How to Read a Film

Week 0: Introductions and How to Read a Film - 9am-3pm

S-January 7th Introductions, Syllabus; "How to Read a Film;" Latinxs, Religion and the United States. Corrigan Chapters due for next session.

Film Screening: *Harvest of Empire, Who is Dayani Cristal*

Module 2 Latinxs in the United States - Immigration and Religion

Week 1: The Puerto Rican Experience and Dominican American Experience - 6:30-8:30pm

W-January 11th Puerto Rican Experience: González pg 81-95; Vidal pg 42-65

Reading Journal due Jan 11th - Vidal

Film Report due Jan 13th - *Harvest of Empire*

Week 2: The Mexican American and Central American Experiences - 6:30-8:30pm

W-January 18th Mexican American Experience: González pg 96-107; Sanchez-Walsh pg 11-41; Central American Experience; González 129-148; Reedy Solano pg 116-139

Reading Journal due Jan 18th - Sanchez Walsh

Film Report due Jan 20th - *Who is Dayani Cristal*

Module 3 Trends in Latinx Catholicism, Ministry and Theology

Week 3: Historical Trends in Latinx Catholicism and Ministry - 6:30-8:30pm

W-Jan 25th Matovina 1-41; 42-66; 67-97

Reading Journal due Jan 25th - Matovina Ch 3, 67-97

Film Screening: *Even the Rain*

Week 4: *Mestizaje as Locus Theologicus* - 6:30-8:30pm

W-Feb 1st Elizondo 5-18; 49-66; 89-114

Reading Journal due Feb 1st - Elizondo Ch 4, 49-66

Film Report due Feb 3rd - *Even the Rain*

Week 5: Popular Religion as *Locus Theologicus* - 6:30-8:30pm

S-Feb 4th Espín 63-90; 91-110

Reading Journal due Feb 4th - Espin 63-90

Film Screening: *I Love Lupe, Dual Injustice*

Module 4 Popular Religion Case Studies

Week 6: Our Lady of Everyday Life - 6:30-8:30pm

W-February 8th Castañeda Ch 1, Ch 2 and Ch 8

Reading Journal due Feb 8th - Castañeda Ch 8

Film Report due 10th - *I Love Lupe*

Week 7: Religion as Oppression in Ciudad Juarez - 6:30-8:30pm

W-February 15th Pineda-Madrid Ch 1-2, Ch 4

Reading Journal due Feb 15th - Pineda Madrid Ch 4

Film Report due Feb 17th - *Dual Injustice*

Week 8: Religion as Liberation - Cesar Chavez - 6:30-8:30pm

W-February 22nd Lloyd-Moffett pg 35-52; Leon pg 53-64

Film Screening: *Cesar's Last Fast*

Reading Journal due Feb 22nd - Lloyd Moffett 35-52

Film Report due Mar 1st - *Cesar's Last Fast*

Module 5 Applications to Latinx Ministry

Week 9: Where We've Been and Where We're Going - 6:30-8:30pm

W-March 1st Latinx Ministry - Readings Matovina Ch 8, Epilogue

Reading Journal due March 8th - Matovina Ch 8

Week 10: Taking it Home: Applications - 9am-5pm

S-March 11th Latinx Ministry - Readings Gray Introduction, Figueroa Deck Ch 5, Avila Cosnahan Ch 6, Villalobos Ch 7

Reading Journal due March 11th - Figueroa Deck Ch 5

Final Paper Due: March 24

Thanks for the conversation - have a great Spring!