



**Fall 2018**  
**Latina/o/x Spirituality**  
**(40575/31215/43259)**  
**MWF 1:00-2:00pm**  
**GWB 1.130**

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 & Latina/o Studies  
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 Office Hours: Fridays 9:30-11:30am

**Course Description:** This course introduces students to the religious and spiritual practices of diverse Latina/o populations living in the United States. Students will work with primary and secondary texts, to examine the diverse ways in which Latina/o communities' create spiritual meaning in their lives. It will examine the religious and spiritual practices from the vantage point of transition and change as a way of understanding larger aspects of cultural and social change within 21st century U.S. Latina/o publics. It will expressly look at cultural productions from the vantage points of gender and race politics, and incorporate the spiritual tradition of women, queer communities, and various "othered" Latina/o identifying community members.

By the end of the course, students will be able to:

1. Identify major themes in the study of Latina/o spiritual practice in the US.
2. Evaluate cultural studies and adjacent disciplinary texts to understand how studies of patterns of shared belief form strategies of self-hood in multicultural contexts.
3. Critically, and creatively assess the value and purpose of various research and presentation methodologies in circulating knowledge in academic contexts.

**This course holds 3 Flags:**

- Cultural Diversity (content). This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity

with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

- Writing (assignments). This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.
  - ❖ Students will receive *weekly* feedback from the professor to help support the refinement of their written work.
- Independent Inquiry (research methods). This course carries the Independent Inquiry flag. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

#### **Required Text:**

1. Gonzales, Patrisia. *Red Medicine: Traditional Indigenous Rites of Birthing and Healing* (2012).
2. Lomas Garza, Carmen. *In My Family/ En Mi Familia* (2000)
3. Murphy, Joseph M. *Botánicas: Sacred Spaces of Healing and Devotion in Urban America* (2015).
4. Romberg, Raquel. *Witchcraft and Welfare: Spiritual Capital and the Business of Magic in Modern Puerto Rico* (2003).

**\*All other readings can be found on CANVAS.**

#### **Classroom Expectations:**

Students will...

- 1) Arrive to class on time and prepared to contribute to class discussion.
- 2) Complete all assigned readings before class.
- 3) Communicate with instructor regarding absences, questions, problems, or concerns.
- 4) Cultivate a respectful classroom environment.

**Attendance Policy:** Attendance is required. If an unplanned absence causes you to miss an assignment or in-class quiz or test, you must bring in official documentation of your absence (by a doctor, lawyer, civic-authority, etc.) to justify earning credit for work submitted after

the due date.

**Classroom Engagement:** Engagement is worth 20% of your course grade. Our classes are fueled by both lecture and group discussion. It is vital that every student engages and actively contributes in every class meeting. In order to do so successfully, you must do the readings, and be prepared to discuss them. Students are responsible for checking their email and class-based discussion threads before our class meetings.

**Accommodations:** The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY.

<http://ddce.utexas.edu/disability/accommodations-and-services/>

**Academic Integrity:** All students are responsible for reviewing and understanding the University's guidelines on academic dishonesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/ or dismissal from the University. For further information about what constitutes academic dishonesty on the UT campus visit:

[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php).

*UT Honor Code: As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.*

**Assignments:** Students will have a variety of writing and participatory assignments over the course of the semester including:

Weekly Reading Responses (15%): These are **1-2-page** reading reflections that students question and comment upon a weekly reading assignment, while supporting their ideas with textual evidence. Students will consult and utilize **MLA style citation** guidelines for formal writing. Grades will be based on content as well as writing style.

Research Journal (7%-included in Research Portfolio Grade): Students will be divided into research groups to help plan and execute a chosen final research project and presentation. Each week, students will write a **1-page summary** of their group meeting as it relates to the development of their personal research progress. These will be submitted each **Monday** following a Friday, in-class group meeting. These entries will be formally written, but need not cite external sources. These are places to share ideas and questions about different level of the research process. Student will collate entries, and submit them as part of the final research project.

Research Portfolios (35%): Students will plan and execute an original research project thematically tied to the theory or content discussed in class. Students will work collaboratively to decide on an original method of research presentation. Students will have the opportunity to present their research results in creative (non-written) forms. Finalized research portfolios will include:

**Research Proposal (8%):** 1 page write up of *Research Question and Thesis/Hypothesis Statement*

**[Research Journal: 7%]**

**Annotated Bibliography (10%):** 5-7-source bibliography of academic theoretical support.

**Research Methods Statement (Draft 5%, Final 20%)** 3-5-page statement of chosen research methodology.

**Final Creative Submission (30%):** Variable.

**Group Research Presentation (20%):** Students will illustrate the productivity of having multiple approaches to one shared topic/theme.

Midterm Exam and Final Exam (15% x 2): Students will have two short in-class exams that will *selectively* cover course reading and lecture.

Total Grade Rubric:

Engagement: 20%

Research Portfolio: 35%

Reading Responses: 15%

Exams: 30%

### **Class Schedule**

**\*\*= Research Journal due on Monday**

#### **Week 1: 8/29-8/31**

Introduction to Course and Expectations

**Readings:** Syllabus

**Friday Discussion:** Research Groups Introductions & Topic Assignments; *Project-STEP 1*

#### **Week 2\*\*:** 9/5-9/7 (Monday = Labor Day Holiday)

Theoretical Approaches to Latino Spiritualities

**Readings:** Parkin. "Practice Theory." In *The Dictionary of Anthropology*; Aponte. "Exploring Spanglish Spirituality."

*Supplemental Reading:* Espinosa. "History and Theory in the Study of Mexican American Religions." In *Mexican American Religions: Spirituality, Activism, and Culture*; Ortnier. "Practice Theory." In *Making Gender: The Politics and Erotics of Culture*.

**Friday Discussion:** **Class does not meet**; *Project-STEP 2 (external meet-ups)*

**Week 3\*\*:** 9/10-9/14

*Reading Response #1*

**Readings:** Lomas Garza. *Family Pictures* "The Curandera". Aponte. Introduction and Chapter 1: "Contexts for Spirituality" & "Santo and Spirituality".

Wednesday: Research & Writing Day

*Supplemental Reading:* McDowell. "Corridos of 9/11: Mexican Ballads as Commemorative Practice."

**Friday Discussion:** *Project-STEP 3; Reading Response #2*

**Week 4\*\*:** 9/17-9/21

Indiginisma / Reclaiming Histories through Spiritual Practice

**Readings:** Broyles-González. "Indianizing Catholicism: Chicana/India/Mexicana Indigenous Spiritual Practices in Our Image"; Lomas Garza. *Family Pictures* "

**Friday Discussion:** Peer-Review; *Research Proposal Due*

**Week 5:** 9/24-9/28

Institutional Hispanic Catholicism

**Readings:** Sandoval. "Journey to the Center of the Church: A Timeline of Hispanic Catholics in the U.S."; Sanchez Korrol. "In Search of Unconventional Women: Histories of Puerto Rican Women in Religious Vocations Before Midcentury."

*Supplemental Reading:* Ferrari. "Religiosity and Personality Traits of Hispanic and Non-Hispanic Catholic Deacons Machismo or Caballerismo?" Levitt. "Two Nations under God?: Latino Religious Life in the United States".

**Friday Discussion:** Media; Reading Response #3

**Week 6:** 10/1-10/5

Popular-Catholicism

**Readings:** Cantañeda-Lilas. "Our Lady of Guadalupe and the Politics of Cultural Interpretation." In *Mexican American Religions*

*Supplemental Reading:* Garcia. "Religion and the Chicano Movement: Católicos Por La Raza.; Espinosa. "Brown Moses: Francisco Olazábal and Mexican American Pentecostal Healing in the Borderlands." In *Mexican American Religions*. Bowen. "U.S. Latina/o Muslims Since 1920: From "Moors" to "Latino Muslims."

**Friday Discussion:** *Project -Step 4; Reading Response #4*

**Week 7\*\*:** 10/8-10/12

Bruja Feminism: Astrology & Self Determination

**Readings:** Lara. "Bruja Positionalities"; Flores. "Why Young Makers are Proudly Reclaiming Bruja Feminism"

<<http://remezcla.com/features/culture/bruja-feminism-culture-makers-latinx/>>

Wednesday: Research & Writing Day

*Supplemental Reading:* Lucero. "Art of the Santera." In *Chicana Traditions*. Aponte. "Rituals in the Passage of Life"; Performing Indigeneity in a South Texas Community: Los Matachines de la Santa Cruz";

**Friday Discussion:** Media; Reading Response #5

**Week 8:** 10/15-10/19

Midterm Exam Review

Midterm

Research and Writing Day (No Class)

**Spirituality, Commerce & Social Status**

**Week 9:** 10/22-10/26

**Diasporas and Faith Systems**

**Readings:** Romberg. *Witchcraft and Welfare*.

*Monday:* Introduction & Chapter 2

*Wednesday:* Chapter 3.

**Friday Discussion:** *Project-Step 5*; Reading Response #6

**Week 10\*\*:** 10/29-11/2

**Readings:** Romberg. *Witchcraft and Welfare*.

*Monday:* Chapter 4

*Wednesday:* Chapter 5.

**Friday Discussion:** Media; Reading Response #7

**Week 11:** 11/5-11/9

Healing in Diaspora

**Readings:** Murphy. *Botánicas*.

*Monday:* Introduction & Chapter 1, 2

**Wednesday: Research & Writing**

*Supplemental Reading:* Marton. "Remembering America: A Powerful and Cariñosa Daughter of Yemaya and a Maestra de las Ciencias Oculta."

**Friday Discussion:** *Project- Step 6; Annotated Bibliography Due*

**Week 12\*\*:** 11/12-11/16

Healers in Situ

**Readings:** Murphy. *Botánicas*.

Monday Chapter 3: "Consultation: People, Problems, Descriptions"

Wednesday: Chapter 5: "3 Santos"

*Supplemental Reading:* Vidaurri. "Las Que Menos Quería el Niño: Women of the Fidencita Movement." Aponte "Rhetoric and Traditions"; Romano. "Charismatic Medicine, Folk-Healing, and Folk Sainthood"; Green. "Saints (Santos) in *Celebrating Latino Folklore*; Martín. *Borderlands Saints: Secular Sanctity in Chicano/a and Mexican Culture*.

**Friday Discussion:** Media; Reading Response #8

**Week 13:** 11/19 (Thanksgiving)

Healing Spaces as "Places"

*Submit Draft Methods Statement*

**Readings:** Murphy. *Botánicas*

Monday: Chapter 4.

*Supplemental Reading:* Flores-Peña. "'Candles, Flowers, and Perfume': Puerto Rican Spiritism on the Move"; Aponte. "Sacred Places and Spaces"; Viladrich. "Welcome to El Barrio: An Afternoon in the Company of a Latina Folk Healer."

**Week 14\*\*:** 11/26-11/30

Gender and Power: Botanicals

**Readings:** Gonzales. *Red Medicine*

Monday: Introduction & Chapter 1

Wednesday: Chapter 5

*Supplemental Reading:* Turner. "Voces de Fe: Mexican American *Altaristas* in Texas"; Van Ham. "Barrio, Borderlands, and Beyond: Folk Religion and Universal Human Rights at Tucson's El Tiradito Shrine."

**Friday Discussion:** *Project-Step 7*

**Week 15:** 12/3-12/7

Gender and Power: Making Your Own Medicine

**Reading:** Gonzales. *Red Medicine*

Monday: Chapter 2  
Wednesday: Chapter 8  
***Friday: Final meeting with group.***

**Week 16**

**12/10**

In-Class Group Presentations

*Final Portfolio & Creative Submissions due day on the last day of class (12/10)*

***Final Exam: December 9<sup>th</sup> at 12noon.***