Identity and the Sacred in the Southwest
Religious Studies 3353
Southern Methodist University
Taos Campus
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Course Description: This class is designed as an intermediate course for students who have some background in the academic study of religion, anthropology or sociology. It has several objectives:

First, the course is designed as an introduction to the richly textured religious fabric of the borderlands. Native peoples, Latinos, and others have fashioned their faith to meet their particular circumstances. In this class we will concentrate on the border as a geographic and cognitive location rooted in history. By the end of the course you should be able to speak and write knowledgeably about borders as geographic and cognitive constructions using appropriate theoretical, ethnographic and scholarly sources. You should also have a working knowledge of some of the many borders that help to define lives in the United States. Your proficiency in these areas will be demonstrated through quizzes, papers, exams, and class discussions.

Second, the course will engage in three modes of historical realities in which people forge religious identities and engage in religious expression. By the end of the course you should be able to demonstrate familiarity with the church, the streets and the home the home as spaces where both religion and borders are enacted and (re)created. In the process of examining these three spaces, you should be able to demonstrate awareness of the relationship between religion, culture, history and place, as well as with the problems inherent in trying to use these terms in any universal sense. Your proficiency in these areas will be demonstrated through quizzes, papers, and class discussions.

Proficiency in these areas fulfills the University Curriculum Philosophical and Religious Inquiry and Ethics pillar requirement that students will be able to demonstrate the ability to critically reflect on or apply the theoretical methods of one of the fields of philosophy, religious studies, or ethics via a focus on a specific area or set of issues (Depth). Proficiency in these areas also fulfills the University Curriculum tag for Human Diversity, which requires students to demonstrate an understanding of the historical, cultural, social,

or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments with respect to issues related to race, ethnicity, gender, or societies in the developing world.

Finally, through tests, papers, and discussions and presentations, students who successfully complete this course will demonstrate strong writing and analytical skills; exhibit familiarity with key practices and beliefs of particular religious traditions; demonstrate basic facility with methods of inquiry about religious beliefs and practices; demonstrate the ability to use inter/multi-disciplinary approaches for understanding complex issues; explain basic issues related to race, ethnicity, and gender; and demonstrate awareness of personal, ethical positioning as someone who reacts to, interacts with, reinforces, crosses and resists borders.

PROCEDURE

The course is scheduled to meet daily. The course will combine presentations from Dr. DeTemple with class discussions and field visits.

In addition, Dr. DeTemple will be available for conference and consultations outside of class.

GRADING

Class Participation…….…….**25%**
Attendance and participation in class discussion and field trips are essential components of this course, and represent a significant portion of your grade. All of the assigned readings are to be completed on schedule, and you should come to class prepared to engage actively in discussions and presentations.

Unit Quizzes…….…….**25%**
These short quizzes, given at the end of every unit, will test your comprehension of reading, lectures and basic concepts.

Field Paper…….…….**25%**
Everyone will write one field paper. This paper, 3-4 pages in length, will require you to apply theories and ideas we have read about in class to "real world" situations, including our field trip sites. This is due on the date indicated on the syllabus and will comprise a total of 25% of your final grade.

Final Exam……**25%**
This in-class exam is comprehensive and will include both short-answer and essay sections.

Please keep in mind that you as a student, and I as your instructor, are bound by the SMU Honor Code. Always cite your sources in papers (even drafts!), and be sure that work on quizzes, exams and presentations is your own, without unauthorized assistance. If I suspect that you have plagiarized or received unauthorized assistance on a paper or project, I must give you the choice of appearing before SMU's Judicial Board, or accepting a Faculty Disposition, usually failure in the class.

PLEASE talk to me if you have any questions about citations or the limits of acceptable assistance. I would much rather talk with you than enter into a judicial process.

REQUIRED TEXTS

There are four required textbooks available for purchase in the SMU Bookstore It is highly recommended that you read *Bless Me Ultima* in its entirety before arriving at Fort Burgwin.:

*Rudolfo Anaya. *Bless Me Ultima* (New York: Warner Books, 1994 edition).

*Luis León. *La Llorona's Children* (Berkeley: University of California Press, 2004).

*Timothy Matovina and Gerald Poyo, eds. *¡Presente! US Latino Catholics from Colonial Origins to the Present* (Maryknoll, NY: Orbis, 2000).

*Manuel A. Vásquez and Marie Friedmann Marquardt. *Globalizing the Sacred* (New Brunswick, NJ: Rutgers UP, 2003).

Additional readings will be available on Canvas, http://smuinstructure.com/. Your user ID is your SMU ID number and your password is your usual SMU password. If you can't get into Canvas, let Dr. DeTemple know immediately.

Class Schedule:

Unit 1: Thinking about Borders

January 8 - Introduction: Identities and Histories; Histories from Earlier Borders: Indigenous Religions and Native States
Richard Rodriguez "Hispanic" (Canvas); Virgilio Elizondo "Who am I?" (Canvas) Luis León, *La Llorona's Children* 1-22; "Acoma Creation Myth" http://www.sacred-texts.com/nam/sw/oma/oma06.htm ; "Flood" http://www.sacred-texts.com/nam/sw/tci/tci004.htm ; "Coming of the Mexicans" http://www.sacred-texts.com/nam/sw/tci/tci111.htm

Unit 2: Institutional Religion

January 9-
Colonial and Mission Histories
La Llorona 23-90
Institutional Catholicism from the Mission to the Parish
Matovina and Poyo, eds. *¡Presente!* 1—20; 38-43; 91-106
[Unit Quiz in Class]

January 10 – Ebright and Hendricks *The Witches of Abiquiu* 135-177 (Canvas); Matovina and Poyo, 124-125; 130 -138
Fieldtrip to Taos Pueblo and San Francisco Church
***Field Paper Assigned**

January 11 – Challenges Within Institutional Catholicism,
¡Presente! 191-239; Ada María Isasi Díaz "Prologue" from *Hispanic Women: Prophetic Voices in the Church* (Canvas)**;**
Protestant Institutions *La Llorona* 201-240; *Globalizing the Sacred* 145-170 ; 197-221
[Unit Quiz in class]

Unit 3: Religion in and of the Streets

June 12– Popular Catholicism across Borders
Orlando Espín, "Tradition and Popular Religion: an understanding of the *sensus fidelium*" (Canvas); Film (in class) *Transnational Fiesta*
Latin American/Latino Pentecostalism: Globalization Embodied?

Harvey Cox, "We Shall do Greater Things: Pentecostalism in Latin America." (Canvas)
Globalizing the Sacred 119-144; short Film on Elián Gonzalez in class
[Unit Quiz]

Unit Four: Religion of and in the Home

January 15 – Material Culture: Home Altars
Colleen McDannell, "Interpreting Things"; Kay Turner *Beautiful Necessity*
"Introduction," "Chapter One" (Canvas); Richard Rodriguez, "Credo" (Canvas);
Fieldtrip to Taos Plaza

January 16 – *Curanderismo* and Children who Cross the Border
- Nancy Scheper-Hughes and David Stewart, "Curanderismo in Taos County" (Canvas);
Sandra Cisneros "Little Miracles, Kept Promises" (Canvas); Rudolfo Anaya, *Bless Me Ultima* 1-82
***Field Paper Due at 1:00**
Field Trip to Chimayó

January 17 - *Bless Me Ultima* 83-262
Final Exam in Class

University Policies of which You Should Be Aware

* Disability Accommodations: Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

I am happy to work with you if you have a disability, but you need to let me know so we can find the best way for you to succeed in this class. Please do not suffer in silence!

* Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class **should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absenc**e. (See University Policy No. 1.9.)

* Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. **It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.** (University Undergraduate Catalogue)