



**FACULTY OF ARTS
DEPARTMENT OF CLASSICS AND RELIGION
COURSE OUTLINE
Fall 2020**

COURSE NUMBER: RELS 474.2

COURSE NAME: Advanced Topics in Religious Studies: Women Hispanic Religious Leaders 1400-1700

PRE/CO-REQUISITES:

3 units of courses labelled Religious Studies at the 300 level.

CLASSROOM LOCATION: On-line

CLASS DAYS & TIMES: Mondays, Wednesdays and Fridays 12-12:50

Classes are on-line held synchronously (Zoom usually without visual contact) or asynchronously (through materials available on D2L by the scheduled class time).

INSTRUCTOR NAME AND CONTACT INCLUDING UCALGARY EMAIL & PHONE:

Dr. Rachel Schmidt

Office telephone: 403-220-6383

Email: rlschmid@ucalgary.ca

INSTRUCTOR EMAIL POLICY: All course communications must occur through my ucalgary email:

rlschmid@ucalgary.ca. Students must use their ucalgary emails to communicate with me. I will respond within 48 hours only during working days from 10 am to 5 pm. I do not respond to email on weekends or holidays.

OFFICE HOURS: Given the covid situation, I will not have officially scheduled office hours. Please contact me to arrange an on-line consultation by Zoom or a telephone call at our mutual convenience.

COURSE CALENDAR STATEMENT:

Topics may include an overview of a specific religious tradition, an examination of religious expressions in a particular context, a thematic study of a religion or religions, or a methodological approach to the study of religion.

COURSE DESCRIPTION:

This course examines primary texts by Spanish and Latin American women taking into account the historical and religious context as well as the way they struggled with and reclaimed the supposed hindrances of gender, ethnicity, disability, and inferior education to establish the authority to write and speak. Students will analyze primary texts to understand rhetorical strategies employed by the women to gain the authority to speak, learn about the religious

traditions in which they participated, and the ways their ideas and figures were received and appropriated by others. Students will engage in discussion, critical reading, analytical writings, and online discussion.

For online courses:

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

There will be synchronous Zoom sessions throughout the term (include dates and times or as indicated in the course schedule), and each will be recorded.

Most synchronous discussions will take place in audio format only.

Synchronous (live) discussions will occur on **Wednesdays, Sept. 9, Sept. 16, Sept. 25, Sept. 30, Oct. 7, Oct. 14, Oct. 28, Nov. 4, Nov. 18, Nov. 25, Dec. 2 and Monday, Dec. 7. All other sessions will be asynchronous.**

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Analyse primary texts;
2. Demonstrate an understanding of the development of the religious traditions in question during the period;
3. Articulate the dynamic of power and gender relations at play in the period;
4. Show critical understanding of scholarly academic articles and the development of academic writing on women in the subject area as well as theoretical approaches to gender and religion, power relations and religion, authority and religion, disability and religion;
5. Use a range of skills to analyse the place of religion in complex societies;
6. Express their understanding, knowledge and ideas in written and oral form.

LEARNING RESOURCES

Required books available at the University of Calgary Bookstore:

Teresa de Cartagena. *The Writings of Teresa de Cartagena*. Trans. Dayle Seidenspinner-Nuñez. Cambridge: D.S. Brewer, 1998.

Teresa of Avila. *The Life of Saint Teresa of Avila by Herself*. Penguin Random House

Sor Juana Inés de la Cruz. *Sor Juana Inés de la Cruz. Selected Works*. Norton Critical Editions

Other required readings will be available on-line on D2L.

Optional book available at the University of Calgary Bookstore:

Abigale Balbale, Jerilynn Dodds, and Rosa María Menocal. *The Arts of Intimacy. Christians, Jews and Muslims in the Making of Castilian Culture*.

LEARNING TECHNOLOGIES AND REQUIREMENTS

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

CLASS SCHEDULE

Please note that readings might be subject to change.

Wednesday Sept. 9 Introduction, Synchronous

Friday, Sept. 11 Historical introduction

Teresa de Cartagena.

Monday, Sept. 14 Introduction to Teresa de Cartagena

Wednesday, Sept. 16 Synchronous Discussion of first half of "Grove of the Infirm."

The Writings of Teresa de Cartagena. Trans. Dayle Seidenspinner-Nuñez. Cambridge: D.S. Brewer, 1998.

Friday, Sept. 18. Lecture

Monday, Sept. 23 Lecture on second half of "Grove of the Infirm."

Wednesday, Sept. 25 Synchronous Discussion of second half of "Grove of the Infirm."

Friday, Sept. 27 "Wonder at the Works of God." In same book as above

Monday, Sept. 28 Lecture on "Wonder at the Works of God."

Wednesday, Sept. 30 Synchronous Discussion of "Wonder at the Works of God."

Friday, Oct. 2 Introduction to Protestantism in early-modern Spain.

Isabel de la Cruz

Monday, Oct. 5. José Nieto. "The Heretical Alumbrados Dexados:

Isabel de la Cruz and Pedro Ruiz de Alcáraz." *Revue de la Littérature Comparée* 52:2 (April 1, 1978), 293-313. D2L

Wednesday, Oct. 7 Synchronous Discussion on *alumbrados*, Nieto article and Isabel de la Cruz.

Friday, Oct. 9 Lecture on theory and theology

María de Cazalla

Monday, Oct. 12 Thanksgiving Day—no class

Wednesday, Oct. 14 Synchronous Discussion on María de Cazalla and article by Gillian T.W. Ahlgren. "Negotiating Sanctity: Holy Women in Sixteenth-Century Spain." *Church History* 64.3 (Sept. 1995), 373-388. D2L

Friday, Oct. 16 Essay 1 due in Dropbox

Teresa of Ávila

Monday, Oct. 19 Lecture introducing Santa Teresa

Wednesday, Oct. 21 Synchronous Discussion of chaps. of *The Life of Saint Teresa of Avila by Herself*.

Friday, Oct. 23 Lecture on Teresa's historical context

Monday, Oct. 26 Lecture on Teresa's mysticism

Wednesday, Oct. 28 Synchronous Discussion of chaps. of the *The Life of Saint*

Teresa of Avila by Herself.

Friday, Oct. 30 Lecture on the Inquisition

Lucrecia de León and Francisca de los Apóstoles

Monday, Nov. 2 *The Inquisition of Francisca: A Sixteenth-Century Visionary on Trial.*

Gillian T.W. Ahlgren. University of Chicago Press, 2005. pp. 54-151. D2L

Wednesday, Nov. 4 Synchronous Discussion of Francisca de los Apóstoles article

Friday, Nov. 6 María V. Jordán. "Competition and Confirmation in the

Iberian Prophetic Community: The 1589 Invasion of Portugal in the Dreams of Lucrecia de León." *Dreams, Dreamers, and Visions in the Early Modern World*. Eds. Anne Marie Plane, Leslie Tuttle, and Anthony F.C. Wallace. Philadelphia: University of Pennsylvania Press, 2013: 72-87. D2L

Nov. 8-14 Reading week—no classes

Rosa de Lima

Monday, Nov. 16 Lecture and reading, Norman Wirzba. "Redeemer of America. Rosa

de Lima (1586-1617)-The Dynamics of Identity and Canonization." *Neither Saints nor Sinners. Writing the Lives of Women in Spanish America*. Oxford UP, 2003. 23-43. D2L

Wednesday, Nov. 18. Synchronous Discussion of Rosa de Lima.

Friday, Nov. 20 Essay 2 due in Dropbox

Sor Juana Inés de la Cruz

Monday, Nov. 23 Introduction to historical context of Sor Juana

Wednesday, Nov. 25 Synchronous Discussion of *Loa to the Divine Narcissus* in

Juana Inés de la Cruz. Selected Works. Norton Critical Editions. ISBN: 978-0-393-92016-1

Friday, Nov. 27 *First Dream*

Monday, Nov. 30 *Letter to Sor Philotea and Response to the Letter to Sor Philotea*

Wednesday, Dec. 2 Synchronous discussion of *Letter and Response*

Friday, Dec. 4 Selected poems by Sor Juana

Monday, Dec. 7 Synchronous Wrap-up discussion

Wednesday, Dec. 9 Last day of classes. Final research paper due.

ASSESSMENT COMPONENTS

Date	Assessment	Weight	Required pass/fail
On-going	<p>Discussion board comments (minimum 12)</p> <p>Students will discuss readings and ideas coming up in lectures. Criteria will be the number of comments and the quality of ideas expressed.</p> <p>Aligned course learning outcomes: 1, 2, 3, 4, 5, 6</p>	10%	Required
During semester (to be determined individually)	<p>Video or audio presentation</p> <p>The student will pick a text on which to give a 10 minute presentation consisting of textual analysis, contextualization of the figure in question, or further development of a theoretical question. The presentation should be 10 minutes in length, with 5 minutes of questioning from the class. Criteria for evaluation will be based on the quality of the analysis, the clear presentation of the ideas, and the responses given to questions. Aligned course outcomes: 1, 5, 6</p>	15%	Required
Oct. 16	<p>Essay 1 analysis of a primary text (750- 1000 words)</p>	20%	Required

	<p>The students will write an analysis of a primary text written by one of the women studied in the class. Essays will be evaluated based on the quality of the analysis, the clear presentation of ideas, the structure of the argument, and the quality of the writing itself. Aligned course outcomes: 1, 3, 6</p>		
Nov. 20	<p>Essay 2 historical or theoretical topic (750-1000 words) The students will write a paper about a historical or theoretical question informing the study of a topic covered in class. Reference to theory or scholarship will be required and will be considered as part of the evaluation. Aligned course outcomes: 1, 2, 4, 5, 6</p>	20%	Required
Dec. 9	<p>Final research paper (2000 words) The students will write a research paper based on a topic of their choice. They will be required to use a minimum of 5 secondary sources and one primary source. Analysis of the primary source as well as their critical engagement with secondary sources and/or theory will be considered in evaluation. This assignment engages</p>	35%	Required

	will all 6 learning outcomes.		
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MISSED OR LATE ASSIGNMENTS

If students miss a required component of the course, they must contact the instructor in writing within 24 hours to discuss options to submit and/or make-up for that component. Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

GRADING

A numerical mark will be given for each course requirement. A letter grade will be assigned on the following number and letter grade scheme, usually used within the Department of Classics and Religion:

A+	100 – 96%	A	95 – 90%	A-	89 – 85%
B+	84 – 80%	B	79 – 75%	B-	74 – 70%
C+	69 – 65%	C	64 – 60%	C-	59 – 55%
D+	54 – 53%	D	52 – 50%	F	Under 50%

A student’s final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

EXPECTATIONS FOR WRITING

All written assignments (including on-line discussion board comments) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

ADDITIONAL COURSE INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend all synchronous (live) sessions. If they miss a live session, they should contact the professor and arrange within 24 hours for make-up activity.

Discussion board comments as well as Zoom discussions are expected to be thoughtful and civil. Students should read the assigned texts before class starts and be prepared for discussion.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically the dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "First Name Last Name Assignment Number" (e.g., Alex Smith Assignment 2). Assignments must be submitted by 11:59pm on their due date. It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

CONDUCT

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GUIDELINES FOR ZOOM SESSIONS

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. Often we will only be using the Audio portion of Zoom.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

COURSE EVALUATIONS AND STUDENT FEEDBACK

Student feedback will be sought at the end of the course through the standard University Student Ratings of Instruction (USRI) and Faculty course evaluation forms.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Include information related to relevant policies and supports for teaching and learning as indicated below.

***ACADEMIC MISCONDUCT**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity Website at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at

<https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

***RESEARCH ETHICS (if applicable)**

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

***INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

***FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

***COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

***MEDIA RECORDING (if applicable)**

Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

****Media recording for lesson capture***

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

****Media recording for self-assessment of teaching practices***

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

***Media recording for the assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

***OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk