

**TESP 175: WOMEN'S THEOLOGIES FROM THE MARGINS**  
**SPRING 2009**

**KENNA 310**                    **Tues. & Thurs. 1:45-3:30**  
**Professor:**                    **Dr. Ana Maria Pineda, R.S.M.**  
**Office Visits:**                **Kenna 300C**  
**Office Phone:**                **(408) 554-6958/ E-mail: ampineda@scu.edu**  
**Office Hours:**                **Wednesday 1:30-3:00 and by appointment. Professor will advise class of any changes in office hours due to unexpected schedule conflicts.**

**1. COURSE DESCRIPTION AND AIMS**

Women of diverse cultural communities enrich theology today by voicing their lived experience and global/local perspectives. They develop their theologies by creative use of methods and sources, and by careful attention to their community's soul. This course will explore the theological works of African, Asian-American and Latina women in their historical/cultural contexts.

**Course Organization:** The course will be organized around three major areas of study: 1) The historical context for the development of women from these cultural communities; 2) The theological writings of Latina, African and Asian/Asian-American; and 3) A limited engagement with some women from these communities as either guest speakers and/or interviewees. In addition, a number of short films will be used to familiarize students with the cultural realities of the communities that these women belong to as a way to gain insight into their realities.

Please note: It is important to keep in mind that this is a third level course. The third level course in religious studies is supposed to provide a real intellectual engagement with the hard, open-ended questions involved in religion and life. A main goal of this class was to foster your ability to grapple with complex issues and to forge preliminary responses with intellectual and moral integrity.

**II. EXPECTATIONS**

The success of this course as an individual and class learning experience will depend greatly on each of our efforts and willingness:

- a. to read, explore and document resources
- b. to share with one another in class discussions and writings
- c. to listen to those of the Hispanic community which we will have the opportunity to meet during the worship site visits
- d. to see each other as a resource for our mutual learning and enrichment

**III. METHODS**

The methodology that we will follow throughout the course is one that has been used among U.S. Hispanic leadership. For those of you who are familiar with the method of a Brazilian educator, Paulo Freire, it is one that draws on the richness of the knowledge and experience of each participant. I will complement this with class presentation and theory, but mostly I will attempt to assist the group in clarifying further the implications of what we are exploring and learning together.

**GROUP ASSIGNMENT AND PROJECT:**

In order to facilitate this learning process, early in the quarter students will be assigned to a small group (4-6 students each). These groups will inter-act

for several purposes: 1) to report on class reading; and 2) to discuss class matter and report to larger group accordingly.

**Required participations for class:**

1. Students will work in pairs in preparing presentations of articles used in each class component (Latina, African, Asian-American) as indicated in class schedule.
2. Students will be required to write three papers (4-5 pages long) throughout the course. Each paper will address the three groups of women studied in this course. Be creative in your selection and do research.  
SEE: Course schedule for due dates and other information.
3. One of the three required papers will be written based on interviews with women from the communities that the course explores.

**WRITTEN PAPERS:**

Written papers must pay attention to:

1. a. Sentence skills: correct grammar, complete, clear, vocabulary  
b. Paragraph skills: cohesive, developed, transition devices  
c. Citation skills: credit to sources  
  
d. Conventions and usage skills: spelling, punctuation, capitalization  
e. Revision skills: spell-check, "typos"  
f. Content: clear development, evidence of integration of material (class and resources)
2. Bibliography, footnotes and/or LMA format

Further directions will be given regarding this assignment and its content.

**III. REQUIRED READINGS**

1. María Pilar Aquino and María José Rosado-Nunes, eds., Feminist Incultural Theology: Latina Explorations for a Just world, Orbis Books, 2007.
2. Mercy Amba Oduyoye, Daughters of Anowa: African Women and Patriarchy, Orbis Books, 2000.
3. Rita Nakashima Brock, Jung Ha Kin, Kwok Pui-Lan, Seung Ai Yang, eds. Off the Menu: Asian and Asian North American Women's Religion and Theology, Westminster John Knox Press, 2007.
4. Recommended articles/chapters from books to be assigned throughout the term of course
5. An extended bibliography will be placed on ERES as additional resource. The on-line Journal of Hispanic/Latino Theology is available through SCU Oscar.  
In addition a bibliography listing works by Latino/a theologians can be found at: [www.latinobibliography.org](http://www.latinobibliography.org)

NOTE: Reading material on your class schedule marked as on library reserve is also obtained on **ERES** using **Women** as the password.

**IV. CLASS PARTICIPATION (Policy on attendance, tardiness, assignments)**

You are expected to attend all class meetings and to have assignments prepared when they are due. At the same time, the class method is based on an adult learning style with the presumption that you are responsible for your learning.

The role of the professor is to assist you by complementing your learning through lecture, raising questions, reading and critiquing your work, facilitating group discussion opportunities. The best learning resource for this course is classroom activity. You may, however, view class time differently. Nevertheless, freedom to choose entails responsibility for choices. Note the attendance policy for this class:

- 1) More than ONE absence will automatically result in a deduction on final grade. After ONE absence, each subsequent absence will result in half-a-grade deduction from final grade (e.g., B+ would become a B). Please note that this class meets twice-a-week.
- 2) Tardiness to class will automatically result in 1/2 point deduction from final grade
- 3) Missed class work (including quizzes) cannot be made up.
- 4) Papers will be accepted only if handed in (personally or by a friend) during the class period on the assigned date, e.g., 1:45-3:30.
- 5) The dates for written assignments are not negotiable.
- 6) The University has regulations regarding an incomplete and these will be followed precisely. (Refer to University student handbook)
- 7) University policy will determine any exceptions to the above stated attendance regulations. In cases where there is no policy, the professor will make the final decision. That decision will be guided by individual circumstances, the rights of your classmates, and the sense of fairness necessary to maintain academic standards.

#### Class participation:

Participation is much more than presence in class. Rather, it is about active listening--that is, openness to what others have to say, asking questions, risking your opinions, "friendly" disagreements, and the willingness to engage in the back and forth of open-ended conversations.

#### Reading Assignments:

You are asked to carefully study everything required as indicated on the projected course schedule. (As we move through the course, short reading assignments will be assigned that do not appear on your present course schedule.) It is important to note that you are asked not merely to read all assigned materials but to study them. For example: If asked in class, you should know your material well enough to be able to give a short summary of what you read. Such study may require several readings of the material.

While some specific selections from your required texts have been assigned for specific class session, by the end of the course you are expected to have read all texts. The content of the required texts provides necessary content and background for the overall course. Familiarity with the content of texts will add substance to your in-class assignments, discussions, written assignments, and exams. As I reviewed with you at the beginning of the course, the quality of work is assisted by the depth and integration of knowledge that it contains.

EXTENDED OFFICE HOURS: During the quarter I will provide students with extended office hours to meet with me. I will meet with each student to review the scores recorded on course work and other students' interests. This office time is optional.

NOTE: Please consult your Student Handbook for all regulations concerning the University's Student Conduct Code. These regulations facilitate integrity in our intellectual life. Without such integrity, there can be no community of scholars. Any form of cheating undermines this integrity. Pages 264-265 of the Santa Clara University Undergraduate Bulletin reads:

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources that they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, may receive a grade of F for the course. In addition, a student guilty of dishonest acts may be immediately dismissed from the University.

#### V. EVALUATION AND GRADING

Final grades will be determined by the total points gained from 1) in-class presentations, and; 2) three written assignments. Each is worth 1/2 of your final grade.

Grades will be assigned along the range of the following: A = 100-91; B = 90-81; C = 80-71; D = 70-61; F =below 60. Range represents from highest to lowest in each grade category.

#### GRADING:

A= Excellence in all of learning. Indications of creativity beyond simple competence.

B= Very adequate and competent performance, showing a real grasp of issues and an ability to "process" them.

C= Adequate. Demonstration of acceptable contributions in the various parts of the course and recall of basic information.

D= Minimally satisfactory either by reason of failure to complete course requirements or failure to contribute to class.

F= Failure to meet with the course requirements at a minimally satisfactory level.

*Grading, is based on the judgment of the professor. Work must be identified with the last six digits of your SCU student identification number.*

*Written work must be typed and identified with student ID number. Work not following these directions will be handed back to students and not corrected.*

Disabilities Policy: Visit [www.scu.edu/advising/learning/disabilities/index.cfm](http://www.scu.edu/advising/learning/disabilities/index.cfm)

**PLEASE NOTE:** Out of courtesy for all those in class, cell phone and text messaging are not permitted. Computers can be used in class only for note taking. Any other use is not permitted.

I. PROJECTED SCHEDULE OF TOPICS AND ASSIGNMENTS DATE  
(ERES password is **Women**)

- Mar. 31 Introduction/Overview  
Syllabus  
Overview of Course  
Assignment due April 2, 2009  
1) Describe women that you admire in your family, society etc... and explain why. How do issues of class, gender, race, religion and/or patriarchy play a role in their lives?  
2) Two typed pages, double-spaced.  
3) Please use your name only on this assignment
- Apr. 2 Historical overview of Spain's conquest of the "New World"  
(LATINA WOMEN)  
Readings for this class session:  
--Jose Oscar Beozzo, "Humiliated and Exploited Natives", CONCILIUM, pp. 78-89. ERES  
--Julia Esquivel, "Conquered and Violated Women", CONCILIUM, pp. 68-77. ERES.  
  
Assignment due April 7  
Write a two page paper (1.5 spacing) on contemporary situations where similar situations have occurred with women. Please cite sources (magazines, newspapers, internet sources...) with footnotes, LMA.  
Question to be addressed: How do issues of class, gender, race, religion and/or patriarchy play a role in their lives?
- Apr. 7 LATINA WOMEN: Feminist Intercultural Theology  
Readings for this class session:  
-Class text: Feminist Intercultural Theology pp. xiii-xxvii.  
-Class text: New Paradigms in Feminist Theological Thought, pp.1-28  
  
--STUDENT PRESENTERS (2): Class text  
--Student Presenters (2): Reading selection of presenters either from readings not covered in class sessions or another article.  
  
**\*\*Role of Student Presenters:**  
1. Highlight main points of article(s)  
2. Question to be addressed: How do issues of class, gender, race, religion and/or patriarchy play a role in their lives? Colonialism? Post-Colonialism?
- Apr. 9 LATINA WOMEN  
Readings for this class session:  
-Class text: Sources and Processes of the Production of Wisdom, pp. 29-48  
  
--STUDENT PRESENTERS (2): Class text  
--Student Presenters (2): Reading selection by presenters either from readings not covered in class sessions or another article.

- Apr. 14      LATINA WOMEN: Film  
 Reading for this class session:  
 -Class text: *Making Spaces*, pp. 49-69
- Apr. 16      LATINA WOMEN  
 Reading for this class session:  
 -Class text: *Tripunteando*, pp. 70-88
- STUDENT PRESENTERS (2): Class text  
 --Student Presenters (2): Reading selection by presenters either  
 from readings not covered in class sessions or another article.
- Apr. 21      LATINA WOMEN: GUEST PANELISTS  
 Reading for this class session:  
 -ERES: *Latina Feminist Theologies*, Gloria I. Loya  
 -ERES: *Tierra*, Jeanette Rodriguez
- STUDENT PRESENTERS (2): *Latina Feminist Theologies*, Gloria I. Loya  
 --Student Presenters (2): *Tierra*, Jeanette Rodriguez
- Apr. 23      LATINA WOMEN  
 Reading for this class session:  
 -Class text: *Voices from Nepantla*, pp. 49-69
- STUDENT PRESENTERS (2): Class text  
 --Student Presenters (2): Reading selection by presenters either  
 from readings not covered in class sessions or another article.

**ASSIGNMENT DUE: Tuesday, April 28, 2009**

- Each student is expected to write a 4-5 page paper on one of the following:
- a) Film which pursues Latina Women topics covered in course-check with professor for approval
  - b) Novel which pursues Latina Women topics covered in course-check with professor for approval
  - c) Other option chosen by student but it must be checked with professor for approval (For example: poetry, art, music...). It must pursue Latina Women topics covered in course.
  - d) Question to be addressed: How do issues of class, gender, race, religion and/or patriarchy play a role in their lives? Colonialism? Post-Colonialism?

**PAPER:**

1. 4-5 pages in length
2. use 1.5 spacing
3. give credit for sources used with footnotes, LMA, endnotes... (include interview material, if appropriate)
4. Bibliography of sources must be used

## INTRODUCTION: AFRICAN WOMEN'S VOICES

- Apr. 28 Introduction: Class Session  
Reading for this class session:  
-Class text #1: *The Fire of Smoke*, pp. 1-16  
-Class text #2: *Mythical Images*, pp. 19-35  
  
--STUDENT PRESENTERS (2): Class text, #1  
--Student Presenters (2): Class text, #2
- Apr. 30 AFRICAN WOMEN  
Reading for this class session:  
-Class text: *Women in Folktales*, pp. 36-54  
-Class text: *The Language of Proverbs*, pp. 55-76  
  
--STUDENT PRESENTERS (2): Class text  
--Student Presenters (2): Class text
- May 5 AFRICAN WOMEN  
Reading for this class session:  
-Class text: *Culture's Bondswoman*, pp. 79-108  
-Class text: *Religion's Chief Clients*, pp. 109-130  
  
--STUDENT PRESENTERS (2): Class text  
--Student Presenters (2): Class text
- May 7 AFRICAN WOMEN  
Reading for this class session:  
-Class text: *Marriage and Patriarchy*, pp. 131-153  
-Class text: *To Deal Justly with African Women*, pp. 157-171  
  
--STUDENT PRESENTERS (2): Class text  
--Student Presenters (2): Class text
- May 12 AFRICAN WOMEN  
Reading for this class session:  
-Class text: *Calling the Church to Account*, pp. 157-171  
-Class text: *Acting as Women*, pp. 188-207  
  
--STUDENT PRESENTERS (2): Class text  
--Student Presenters (2): Class text
- May 14 AFRICAN WOMEN (Film)  
Reading for this class session:  
-Class text: *Beads and Strands*, pp. 208-218  
  
--STUDENT PRESENTERS (2): Class text  
--Student Presenters (2): Reading selection by presenters either from readings not covered in class sessions or another article.

**ASSIGNMENT DUE: Thursday, May 19, 2009**

--Each student is expected to write a 4-5 page paper on one of the following:

- a) Film which pursues Latina Women topics covered in course—check with professor for approval
- b) Novel which pursues Latina Women topics covered in course—check with professor for approval
- c) Other option chosen by student but it must be checked with professor for approval (For example: literature, poetry, art, music...). It must pursue Latina Women topics covered in course.
- d) Question to be addressed: How do issues of class, gender, race, religion and/or patriarchy play a role in their lives? Colonialism? Post-Colonialism?

**PAPER:**

1. 4-5 pages in length
2. use 1.5 spacing
3. give credit for sources used with footnotes, IMA, endnotes...
4. Bibliography of sources must be included with assignment

**Introduction: ASIAN WOMEN**

May 19 Introduction

Reading for this class session:

-Class text: *Off the Menu*, pp. 3-22

-Class text: *The "Indigestible" Asian: The Unifying Term "Asian" in Theological Discourse*, pp. 23-44

--STUDENT PRESENTERS (2): Class text

--Student Presenters (2): Class text

May 21 ASIAN WOMEN

Reading for this class session:

-ERES: *The Emergence of Asian Feminist Consciousness of Culture and Theology*, Kwok Pui-lan

-Class text: *Ancestral Returns: Reexamining the Horizons of Asian American Religious Practice*, pp. 107-124

-Class text: *May You Storm Heaven with Your Prayers: Devotions to Mary and Jesus in Filipino American Catholic Life*, pp. 87-106

--STUDENT PRESENTERS (2): Class text

--Student Presenters (2): Class text

May 26 ASIAN WOMEN

Reading for this class session:

-Class text: *Violence and Asian American Experience: From Abjection to Jeong*, pp. 145-162

-Class text: *No Garlic, Please, We Are Indian: Reconstructing the De-eroticized Indian Woman*, pp. 183-196

--STUDENT PRESENTERS (2): Class text

--Student Presenters (2): Class text

May 28 ASIAN WOMEN:  
Guest Presenter: Dr. Marilyn Fernandez

Reading for this class session:

-Class text: *When Justice Collapses: A Religious Response to Sexual Violence and Trafficking in Women in Asia*, pp. 217-230

--STUDENT PRESENTERS (2): Class text

June 2 ASIAN WOMEN MOVIE

-Student Presenters (3):

will be responsible to report on film at June 4<sup>th</sup> class session and highlight how it addresses some of the theme explored in course.

June 4 Final Class

Reading for this class session:

-Class text: *Recreating Our Mothers' Dishes: Asian and Asian North American Women's Pedagogy*, pp. 293-308

-Class text: *Rice, Medicine, and Nature: Women's Environmental Activism and Interreligious Cooperation in Taiwan*, pp. 231-252

--STUDENT PRESENTERS (2): Class text

--Student Presenters (2): Class text

--Student Presenters (3): Movie

#### CLASS REQUIREMENTS:

1. Each student will be expected to actively participate in each class (3) component. The course is divided into three sections addressing the communities and realities of Latina, African and Asian-American women. Students will work in pairs in preparing presentations of articles used in each class component (Latina, African, Asian-American) as indicated in class schedule.

##### Role of Student Presenters:

a. Highlight main points of article(s)

b. Question to be addressed: How do issues of class, gender, race, religion and/or patriarchy play a role in their lives? Colonialism? Post-Colonialism?

2. Students will be required to write three papers (4-5 pages long) throughout the course. Each paper will address the three groups of women studied in this course. Be creative in your selection and do research.

Question to be addressed: How do issues of class, gender, race, religion and/or patriarchy play a role in their lives? Colonialism? Post-Colonialism? What do the works of Latina, African and Asian-American feminist theologians contribute to these issues?

SEE: Course schedule for due dates and other information.

a) First Paper due: April 28, 2009

b) Second Paper due: May 19, 2009

c) Third Paper due: June 11, 2009\* **This paper is the final paper of the course and 5-6 pages are required.**

3. One of the three required papers will be written based on interviews with women from the communities that the course explores.

**Due Date: Thursday, June 11, 2009 \***

**Drop box—outside of Office #300, no later than 4:00 p.m.**