

TESP 4: Christian Tradition

Fall 2009

Class Times: Tues. & Thurs. 9:55-11:40

Class Room: Kenna 214

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.

1. COURSE DESCRIPTION AND AIMS

A theological examination of the Christian tradition using the U.S. Hispanic community as a case study in covering such topics as religious experience and the meaning of God; Jesus in the Gospels; the significance of base Christian communities; the relevance of Christianity in the 21st century global world. In doing so, this course will introduce students to the history, development and formulation of the Hispanic (Latino) Religious tradition while giving them an opportunity to relate it to diverse religious traditions.

Course Organization: The course is organized around two major areas of study: 1) In the first half of the course, the students will be expected to be able to describe and compare central theological ideas and religious practices of Christianity and relate it to the Latin American and U.S. Hispanic religious experience and tradition. 2) In the second half of the course, the students will explore how the Christian tradition is lived out in local U.S. Hispanic communities and how this shapes the religious imagination distinct from their Latin American roots. In addition students will have opportunities to engage with local Hispanic faith communities and participate in a core religious ritual with the Sacred Heart Parish/Santa Clara University.

Please note: It is important to keep in mind that this is a level one course. The one level course in religious studies is supposed to help students go beyond questions of belief, provide basic categories with which to question, and probe religion for what it reveals about human beings, their societies and traditions, convictions and aspirations.

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 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 you are assigned to a small group (4-5 student each). These groups will inter-act for several purposes: 1) to report on class reading; 2) to discuss class matter and report to larger group accordingly; and 3) to arrange for short presentations at each class session which I will explain.

Course Requirements:

1. CLASS REFLECTION PAPERS: There will be four required reflection papers of 2-3 pages in length during the quarter. SEE: Schedule of due dates.

2. Each student will be required to complete four two-three page papers addressing the four major components of the course: 1) The Gospels; 2) Jesus Martyr and Contemporary Martyrdom; 3) Latino/Hispanic Religious Imagination; and 4) Base Christian Communities. These will be graded according to conceptual and historical accuracy, critical use of sources, evaluative perceptiveness, and composition and writing quality. (1/3 of the final grade).

3. Students (1-2) will take turns presenting in each class session: a) highlights of reading(s); b) progress of reflection papers and c) occasional summaries of readings that are relevant to the course matter.

Short weekly exams may also be given at the discretion of the professor.

III. REQUIRED READINGS

1. Jon Sobrino, Witnesses to the Kingdom, Maryknoll, New York: Orbis Books, 2003.
2. Elizabeth Johnson, Quest for the Living God, New York: The Continuum International Publishing Group Inc., 2008.

Additional readings will be posted on **ERES** as the course progresses.

NOTE: Reading material on your class schedule marked ERES can be obtained using Tradition as the password.

IV. CLASS PARTICIPATION (Policy on attendance, tardiness, and 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 only 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., 9:55-11:30.
 - 5) The dates for in-class exams 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.
- Please note: In recent month, concern over the possible outbreak of the H1N1 (Swine Flue) has been a major concern. SCU is giving this issue considerable time and attention. Please use good medical sense should you experience any of the H1N1 symptoms as noted on SCU's website. *"If you have a fever (100 F or above) and flu like symptoms (cough, sore throat, runny or stuffy nose, headaches, body aches, fatigue, diarrhea or vomiting) you will need to isolate yourself from others to limit the spread of the virus. You will need to stay home for 24 hours after you no longer have a fever without using fever reducing medications. Drink plenty of fluids and get plenty of rest. Only leave your home to seek medical attention. Please visit the Cowell Student Health Center website www.scu.edu/cshc/ and follow the H1N1 update links for more detailed information."*
 - Students will need to be in contact with course professor through email or phone, and medical note should be provided on return to class whenever possible.

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. The object of the learning is to grow into a new, informed perspective of the popular expressions of faith celebrated in U.S. Hispanic communities.

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.

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 exams, 2) the four in-class written assignments and 3) the work connected to the SCU/Sacred Heart celebration of Our Lady of Guadalupe and final paper. Each is worth 1/3 of your final grade.

Grades will be assigned along the range of the following (highest to lowest range): 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 five digits of your SCU student identification number.

PLEASE NOTE: Out of courtesy for all those in class, cell phones and text messaging are not permitted. Laptops can only be used for note taking in class. All other uses are not permitted in class, and if laptops are used for other purposes, they will be removed from class.

TESP 4: The Christian Tradition/Fall 2009

1. PROJECTED SCHEDULE OF TOPICS AND ASSIGNMENTS DATE

*Subject to modification as course progresses
(ERES password is **Tradition**)

- Sept. 22 Introduction/Overview
 – Syllabus
 – Overview of Course
- Sept. 24 Ancient Story, New Chapter
 Read:
 --Elizabeth Johnson, Quest for the Living God, pp. 7-24
- Sept. 29 Story of Jesus (Teacher, Miracle Worker, Friend of Outcast, Enemies)--Video
 Read:
 --Gospel of Luke: On-Line—*Bible New Revised Standard Version*
 --Elizabeth Johnson, "Gracious Mystery..." Quest for the Living God, pp. 25-48.
- Oct. 1 The Gospel of Luke
 Group work: 4 groups of students
 --What does it tell us about Jesus as Teacher? As Miracle Worker?
 Friend of Outcast? Enemies?

- Oct. 6 Gospel of Solentiname
 Read:
 --Student groups: Will each read a different reflection of the Gospel by the Solentiname Community. Students will be asked to identify the key issues touched upon by the Solentiname community in their reflection. How does the examples they provide relate to any contemporary issues facing people today?
 --Elizabeth Johnson, "Liberating God of Life," Quest for the Living God, pp. 70-83.
- Oct. 8 Crucified God of Compassion
 Read:
 --Elizabeth Johnson, "The Crucified God of Compassion," Quest for the Living God, pp. 49-69.
- #1 Paper Due:* Oct. 8, 2009 on "Jesus in the Gospels"
- Oct. 13 Exam #1
- Oct. 15 Martyrdom
 Read:
 --Jesus: Gospel of Luke (Martyrdom of Jesus, others in Gospel)
 --Jon Sobrino, *Witnesses to the Kingdom*, pp. 1-10 (Introduction); and pp. 11-53 on Archbishop Romero and Rutilio Grande
 --Larry Cunningham, "Non Pena sed Causa: A Contemporary Understanding of Martyrdom," **Archbishop Romero: Martyr and Prophet for the New Millennium**, pp. 59-71 (Posted on ERES)
- Oct. 20: Other Contemporary Examples of Martyrdom
 Film: "Roses in December"
 Read:
 --Jon Sobrino, *Witnesses to the Kingdom*, pp. 54-57 (Women of El Salvador)
 --Jon Sobrino, *Witnesses to the Kingdom*, pp. 58-97 (Companions of Jesus)
- Oct. 22 Latino/Hispanic Religious Imagination: Story of Conquest
 --Viewing of Film clip
 --Rise of Our Lady of Guadalupe Devotion/ Devotions to the "Black Madonna"
 Read:
 -- Elizabeth Johnson, "Accompanying God of Fiesta," Quest for the Living God, pp. 133-152.
 -- Elizabeth Johnson, "God Who Breaks Chains," Quest for the Living God, pp. 113-132.

- Oct. 27 Visual Depictions
--Oral/Visual Indigenous Tradition
--Crucified Jesus (Spain, U.S. Latinos); Video clip from "The Dancing Church"
--Day of the Dead

#2 Paper Due: Oct. 27th on Contemporary Martyrdom, 2-3 pages.

- Oct. 29 Visual Depictions (con't) and Religious Ritual
--Ex-Votos
--Las Posadas
Read: Scripture, Luke 2: 1-7.
--Film: "Las Posadas" (issues of social justice, questions of hospitality)

DAY OF THE DEAD ALTAR: Students will be asked to bring in an item for the altar that will be created in the Mission Church directly after class today, Oct. 29th.

- Nov. 3 Exam #2

- Nov. 5 In place of this class session, each student will be required to attend **one** Of the events at SCU commemorating "The UCA Martyrs of El Salvador"

These events are posted on SCU website, and will be discussed in class with regard to student selection.

Events: Nov. 2, Nov. 3, Nov. 4.

-- Students wishing to attend lecture by Jon Sobrino, S.J., "The Challenge of the Salvadoran Martyrs" on Nov. 5th will need to purchase ticket to attend.

- Nov. 10 Christian Tradition
--Faith and Politics?
--Martin Luther King's speech on "Racism, Militarism, Capitalism"
--Cesar Chavez (guest speaker?)

#3 Paper Due: Latino/Hispanic Religious Imagery – due Nov. 10th

- Nov. 12 **Base Christian Communities**
--Early Christian Community (Scripture)
--Solentiname Community

- Nov. 17 Latin American Experience
 --El Salvador (Rutilio Grande/town of Aguilares)
 --Mothers of the Disappeared (film)
- Read:
 --Elizabeth Johnson, "God Acting Womanish," Quest for the Living God, pp. 90-109.
- Nov. 19 U.S. Experience of Base Christian Communities
 --Hispanic/ MFC
 --Bible Groups, Social Justice
 --Sacred Heart Parish
- Nov. 23-27 THANKSGIVING BREAK
- Dec. 1 Generous God
 Read:
 --Elizabeth Johnson, "Generous God of the Religions," pp. 153-197.
- Dec. 4 The Living God of Love
 Read:
 --Elizabeth Johnson, "Trinity: The Living God of Love," Quest for the Living God, pp. 202-228.
- Dec. 7-11 **Final Exam Week**

Final paper due: Thursday, Dec. 10, 2009 no later than 4:00 to be delivered to drop-box outside of the office, Kenna 300.

--final paper 6-7 pages in length, use of footnotes, endnotes to credit sources. Require bibliography.

--Address the question: How does the celebration of "Our Lady of Guadalupe" respond to what we have covered in class? Does the event of Guadalupe respond to Gospel values? Is Guadalupe a symbol of Latino/Hispanic Religious Imagination, and if so, how? How does the local community of Sacred Heart Parish embrace and understand the Guadalupe event?