

## TESP 060: HISPANIC THEOLOGY

SPRING 2009

Engineering Center 105      Tues. & Thurs. 9:55-11:40

Professor:            Dr. Ana Maria Pineda, R.S.M.  
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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

Religion and culture, faith and life are inseparable realities for Hispanics. In this course students will study the popular expression of faith of the Hispanic people, and explore their theological underpinning. In order to achieve the desired goals of this course, it will be important for the students to avail oneself to the lived experience of U.S. Hispanic communities "via" literature, worship, social events and class presentations. In the learning process, cultural values will be also highlighted, e.g., life/death, hospitality, gratitude, hope, celebration ...It is my hope that through the dynamics of the course, we will gain a better understanding of popular expressions of faith which will lead us to a greater appreciation for the sacred world of another culture. Hopefully, this experience and study will enable each of the class participants to gain a greater appreciation of his/her cultural faith traditions.

Course Organization: The course will be organized around three major areas of study: 1) The historical context for the development of Latino popular expressions of faith; 2) The more traditional Latino popular religiosity will be examined; and 3) A limited engagement with the Hispanic communities through the attendance of at least one popular expressions of faith will be required as a way of situating students within these cultural faith traditions/communities. In addition, a number of short films will be used to familiarize students with the Latino culture and to gain insight into its realities.

Please note: It is important to keep in mind that this is a second level course. The second course in religious studies is supposed to provide you with a coherent body of materials (data) that you can use to "think with" when asking questions about religion and its connection to other topics. The material provided throughout this course is intended to accomplish this goal.

### 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 you be assigned to a small group (4-6 students 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 a group presentation which I will explain.

#### Required participations for class:

1. Attend one Parish celebration as explained in syllabus
2. Identify a memorial created in memory of someone who has died and write-up as described in syllabus, page 2. In your paper include visual representation of memorial (example: photos, images...etc.) the memorial does NOT have to be one created for Latino/Hispanic individual or community. Be creative in your selection and do research.

Working definition: A memorial is an object which serves as a memory of something, usually a person (who has died) or an event. Popular forms of memorials include landmark objects or art objects such as sculptures, statues or fountains (and even entire parks). The most common type of memorial is the gravestone. Also common are war memorials commemorating those who have died in wars. Memorials in the form of a cross are called intending crosses. When somebody has died, the family may request that a memorial gift (usually money) be given to a designated charity, or that a tree be planted in memory of the person.

PARTICIPATION IN PARISH CELEBRATION: Please note that each student will be required to participate in one of the celebrations covered in class. Celebrations that you select should be in the Hispanic context. In other words, the celebrations must be held specifically for Hispanics. (See #1: in above listing)

#### WRITTEN REPORTS OF CELEBRATIONS for 1)Parish attendance and 2)Memorial:

1. Write 4-5 pages on experience (1.5 spacing, 12 font)
2. Three sections to reflection paper:
  - a. describe event
  - b. How does it connect to class material (Cite in footnote material from readings--this includes any internet material -- which support your work on this point.)
  - c. Your personal response, questions, issues that the experience raises for you.
3. Written report must pay attention to:
  - 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)

4. A bibliography must be included with work
5. Footnote, endnote or LMA format required

Further directions will be given regarding this assignment and its content. The above is a preliminary outline.

**RECOMMENDED PARISH SITES:**

The following are parish sites which may have celebrations that fit our course.

- a) It will be your responsibility to contact parishes of your choice and find out "what" and "when" of celebrations they have scheduled.
- b) Each student is to submit to me a single page informing me of the following:
  - 1) what celebrations they plan to attend;
  - 2) celebration site
  - 3) projected dates for celebrations.

This single page information sheet is due on April 21, 2009.

**Possible Sites for Hispanic celebrations:**

1. Sacred Heart Parish  
325 Willow, San Jose, Ca.  
(408) 292-0146
2. St. Joseph Cathedral Parish  
90 South Market Street  
San Jose, CA  
(408) 283-8100
3. Most Holy Trinity Parish  
2040 Nassau Drive  
San Jose, CA  
(408) 729-0101
4. Our Lady of Guadalupe Parish  
2020 East San Antonio Street  
San Jose, CA  
(408) 258-7057
5. Our Lady Star of the Sea Parish  
1385 Michigan Avenue  
Alviso, CA  
(408) 263-2121
6. St. Julie Billiard Church  
366 Saint Julie Dr.  
San Jose, CA 95119  
(408) 629-3030
7. St. Clare  
725 Washington Street  
Santa Clara, CA 95050  
(408) 248-7786

Other sites may be used. Please make sure that they are Hispanic celebrations as discussed in class. It should be celebrations that are celebrated for and by Hispanics.

### III. REQUIRED READINGS

1. C. Gilbert Romero, Hispanic Devotional Piety. Maryknoll, New York: Orbis Books, 1991.
2. Timothy Matovina and Gary Riebe-Estrella, editors. Horizons of the Sacred: Mexican Traditions in U.S. Catholicism. Ithaca and London: Cornell University, 2002.
3. Recommended articles/chapters from books to be assigned throughout the term of course
4. Eduardo Fernández, Mexican-American Catholics, Paulist Press, 2007.
5. Recommended text: Bible
6. An extended bibliography will be placed on ERES as additional resource. In Addition a bibliography listing works by Latino/a theologians can be found On: [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 popular 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., 9:55-11:40.
- 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.

#### 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.

EXAMS: There will be three in-class exams during the quarter. SEE: Schedule for dates of exams. Short weekly exams may also be given at the discretion of the professor. 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 exams, 2) in-class assignments and 3) reports and work connected to celebration sites/activities. Each is worth 1/3 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. Laptops can only be used for note taking in class. All other uses are not permitted in class.

**WORLD MAP ASSIGNMENT:**

Respond to the following questions:

1. Where did you grow up and what other racial and ethnic groups resided there: How were relations between and among the groups? What do you know about:  
--their work and community life?  
--customs, religious traditions, cultural values. How did your family view itself in relation to the other groups in your community and in the society at large? Did your family have any special religious customs (devotions, prayers, home shrines) - if so, who taught them to you and who promoted them among the family?
2. What have you been taught about what it means to be an American? Who taught you this? How would you define the "American dream?" To what degree would you say this "dream" shapes your aspirations for the future?
3. How would you respond to this statement: "I am not religious but I am spiritual in my own way? What would that mean to you?"

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

- Mar. 31 Introduction/Overview  
Syllabus  
Overview of Course  
Assignment due April 2, 2009  
1) Answer the questions on the world map regarding your ethnic and family roots.  
2) Two typed pages, double-spaced.  
3) Please use your name only on this assignment  
4) See: page 6 of syllabus for map questions
- Apr. 2 Historical overview of Spain's conquest of the "New World"  
  
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 (double-spaced) on contemporary situations where similar situations have occurred with women. Please cite sources (magazines, newspapers, internet sources...) with footnotes.
- Apr. 7 FILM: "On Fire with Faith"  
  
--In-class assignment during the viewing of the film:  
1) Identify 3 devotions in the film and provide a brief historical context for it. Minimum 1 1/2 and maximum 2 pages.  
Example:  
a) Why is this particular devotion celebrated?  
b) Are there historical reasons for its celebration?  
c) If so, what are they? (Due on April 14, 2009)  
  
Readings for this class session:  
--Elizondo, CHRISTIANITY AND CULTURE, pp. 113-128/ERES.
- Apr. 9 Missionary Activity in the "New World"  
--General overview  
Readings for this class session:  
-- Pineda, Ana M., Evangelization of the New World, Library reserve/ERES  
-- Pineda, The Colloquies and Theological Discourse, library reserve/ERES  
  
Missionaries: Antonio Montecinos and Bartolome de Las Casas  
Readings for this class session:  
--Parish, Helen. Introduction to Las Casas' Spirituality. ERES.  
--Justo Gonzalez, "Voices of Compassion" /ERES

Apr. 14 Missionaries: Fray Bernardino Sahagun and Fray Pedro de Gante  
Readings for this class session:  
--Pineda, Ana Maria, "Bernardino de Sahagun and Fray Pedro de Gante"  
ERES.  
-- Eduardo Fernández, Mexican-American Catholics, Chapter 1

Apr. 16 EXAM #1

Apr. 21 The Political & Spiritual Debate: Are these humans?

Readings for this class session:  
--Garcia-Rivera, Alex, "The Violent and Unequal Encounter," ERES.

Assignment due on April 23th

1 1/2 pages, double-spaced written paper on a contemporary situation that raises the question regarding peoples' humanity. Use resources (newspapers, magazines, books, internet) with correct footnote citations.

Apr. 23 Guest Speaker: Professor Eduardo Fernández, S.J.

Readings for this class session:  
--Eduardo Fernández, Mexican-American Catholics, Chapter 3 & 4

**Assignment:** Prepare 1-2 questions and bring to this class session based on the assigned Fernández chapters.

Apr. 28 U.S. Latino Popular Religiosity/ Our Lady of Guadalupe

Readings for this class session:  
--Elizondo, Virgilio, La Morenita: Evangelizer of the Americas, pp. 75-86/ ERES.  
--Matovina and Riebe-Estrella, Horizons of the Sacred, pp.17-40.  
--Eduardo Fernández, Mexican-American Catholics, Chapter 2

Apr. 30 Revelation and Religiosidad Popular

Readings for this class session:  
--ERES: Gilbert Romero, Hispanic Devotional Piety, pp. 34 - 56.  
--Matovina and Riebe-Estrella (text), Horizons of the Sacred, pp. 139-on.

HOME ALTAR

Readings for this class session:  
--ERES: Gilbert Romero, "Home Altar," pp. 83-97.

May 5 Film: DIA DE LOS MUERTOS

Readings for this class session:  
-- Article on "Day of the Dead", ERES.  
-- Matovina and Riebe-Estrella, Horizons of the Sacred, pp. 69-94.

May 7 The Practice of NOVENARIOS

**Class assignment:**

Write a two page, double-spaced paper on ways that contemporary society remembers those who have died. Is this a practice in your family? Have you had occasion to recall someone who died in a special way?

Readings for this class session:

--ERES, "Novenarios," Arturo Perez.

May 12 EXAM #2

May 14 The QUINCENERA

Read:

--ERES: Gilbert Romero, "Quincenera," pp. 83-97.

--Eduardo Fernández, Mexican-American Catholics, Chapter 6

May 19 Ash Wednesday

Readings for this class session:

--ERES: Gilbert Romero, "Ash Wednesday." pp. 57 - 70.

--ERES: Juan Huitrardo-Rizo, "Hispanic Popular Religiosity"

**GOOD FRIDAY CELEBRATION**

Readings for this class session:

--ERES: Roberto Goizueta, Caminemos con Jesus: U.S. Popular Catholicism", pp. 18 -46.

--Matovina and Riebe-Estrella, Horizons of the Sacred (text), pp.41-68.

May 21 LAS POSADAS (film)

Reading for this class session:

--Pineda, Ana Maria, "Hospitality", ERES.

--Excerpts from Catholic Social teaching on Immigration will be given for readings for this class session. This is available on the USCCB website [www.usccb.org/mrs/stranger.shtml](http://www.usccb.org/mrs/stranger.shtml) (Strangers No Longer: Together on the Journey of Hope)

May 26 THE PENITENTES and the Practice of Milagros, Ex-Votos

Readings for this class session:

--ERES: Gilbert Romero, "The Penitentes," pp. 98-112.

May 28 Exam #3

June 2 San Fernando (Gypsy Mass): Popular Religiosity Definitions

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June 4 Final Class

CLASS REQUIREMENTS:

1. Attend one Latino/Hispanic parish celebration, e.g., Good Friday, Quinceñera, Wedding, or Baptism. Celebration can be held in Spanish, English or bi-lingual, but you must **make sure** that it is a **Latino occasion**.

--During the spring quarter there will be 1-2 Latino/students' Mass celebrations on campus. This would be an interesting opportunity to attend and would fulfill this class requirement.

Dates: April 30, 2009, 8:00 p.m., Mission Church  
May 14, 2009, 8:00 p.m., Mission Church

2. **FINAL PAPER:** Identify a memorial created in memory of someone who has died and write-up as described in syllabus, page 2. In your paper include visual representation of memorial (example: photos, images...etc.) the memorial does not have to be one created for Latino/Hispanic individual or community. Be creative in your selection and do research. We will discuss this in class for further specifications.