

TESP 65: U.S. HISPANIC THEOLOGY

WINTER 2009

Kenna 218

Mon., Wed., Friday 1:00-2:05

Professor: Dr. Ana Maria Pineda, R.S.M.
 Office: Kenna 300C
 Office Phone: (408) 554-6958
 Email: ampineda@scu.edu
 Office Hours: Wednesday from 11:30-12:30 and by appointment. **Professor will advise class of any changes in office hours due to unexpected schedule conflicts.**

I. COURSE DESCRIPTION AND AIMS

Hispanic theology has in recent years, attempted to define itself in distinction from its better known cousin, Liberation theology, and from twentieth century European theology. As such, Hispanic theology is neither Latin American nor Western European though it owes a great debt to both. The reason of the struggle for self-definition may be found in Hispanic theology's origins in the Latin American Church. This Church was born out of the violent and unequal encounter of cultures between two powerful traditions: Western European and Indigenous American.

The pastoral problems of inculturating the gospel within an indigenous tradition in the midst of conquest led to a unique ecclesial tradition which becomes the matrix for Hispanic theology. The more recent unequal and violent encounter with the United States repeated the Latin American Church's history and gave urgency to the theology now known as Hispanic or Latino theology. Thus, Hispanic theology has evolved unique themes which are, at once, traditional yet particular to the Latin American Church in the United States. Justice and the redemptive power of religious and cultural symbols become twin elements powerfully developed in Hispanic theology. Hispanic theology has prided itself on basing its reflection close to the pastoral reality of the church. This course will acquaint students with the historical development of Hispanic theology in the U.S. Attention will be given to the works of representative U.S. Hispanic theologians and to the themes and concerns that these works address.

II. COURSE ORGANIZATION

The course will be organized around four major areas of study: 1) The historical context for the development of Latino theology and religion in the United States; 2) The central theological themes addressed in U.S. Latino Theology; 3) Theological methods of U.S. Latino Theology; and 4) Challenges and perspectives offered by U.S. Latino Theology for larger theological enterprise.

III. GOALS

There are three major goals. First, the course is designed to give the student a historical context from which Hispanic theology may be located and evaluated. Second, the course aims to acquaint the students with the variety within Hispanic theology as well as its significance in the wider community of theological reflection.

Lastly, 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 (date) 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.

IV. EXPECTATIONS

Winter 2009

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

- a. to read and explore resources
- b. to share with one another in class discussions
- c. to see each other as a resource for our mutual learning and enrichment

V. 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. Given the nature of this course, students will be expected to: 1) read class texts; 2) read assigned class readings; and 3) engage in class projects and activities.

VI. GROUP ASSIGNMENT AND PROJECT:

In order to facilitate a learning process which reflects the method of "teologia de conjunto" employed by Hispanic theologians, early in the quarter you will be assigned to a small group. 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 group presentation(s) which I will explain in due time.

VII. MEXICAN HERITAGE PLAZA:

"Teatro Vision," Mexican-Heritage Plaza, "The Woman Who Fell From the Sky" (Jan. 22-Feb. 8, 2009)

Scheduled Performances: January 22 and January 23, 2009, 8:00 p.m. (\$5.00 for groups of 10 or more)
Required attendance and report given by designated Student Working Groups—further instructions will be provided.

Thursday, Sunday performances—student rate \$8.00.

VIII. **REQUIRED READINGS**

Maria Pilar Aquino, Daisy L. Machado, and Jeanette Rodriguez, editors, A Reader in Latina Feminist Theology. Austin, University of Texas, 2002.

Arturo J. Banuelas, editor, Mestizo Christianity: Theology from the Latino Perspective. Maryknoll, New York: Orbis Books, 1995.

Orlando O. Espin, Miguel H. Diaz, editors, From the Heart of Our People. Maryknoll, New York: Orbis Books, 1999.

IX. **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 lectures, raising questions, reading and critiquing your work, facilitating group discussion opportunities. The best learning resource for this course is classroom activity. However, you may view class time differently. Nevertheless, freedom to choose entails responsibility for your choices. Note the attendance policy for this class:

- 1) More than one absence will automatically result in 1 point deduction from final grade
- 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. 1:00-2:05 p.m.
- 5) The dates for in-class exams are not negotiable.
- 6) A petition for an incomplete, if requested for a serious reason and granted, must be carried out according to University regulations. (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 does not mean mere presence in class. Instead, 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 study carefully everything required as designated on the projected course schedule. (As we move through the course, short reading assignments may be assigned that presently do not appear on your 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 know your material well enough that you could 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, you are expected to have **read all texts** by the end of the course. The content of the required texts provides necessary content and background for the over all 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: I will occasionally indicate specific readings from texts that may assist you in your learning.

EXAMS: There will be 3 exams and a final project. SEE: Schedule for dates of exams. Short weekly exams may also be given at the discretion of the professor.

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 undermine this integrity. You may visit www.scu.edu/studentlife/resource/academicintegrity for SCU's policy on this matter. 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.

IX. EVALUATION AND GRADING

Final grades will be determined by the total points from: 1) class exams (all), 2) in-class assignments (including group projects) and 3) annotated bibliography.

Each is worth 1/3 of your final grade.

Grades will be assigned along the range (highest to lowest) of the following: A = 100-91; B = 90-81; C = 80-71; D = 70-61; F = below 60.

GRADING:

A= Excellence in all aspects 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.

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. 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.

FINAL PAPER: Thursday, March 19, 2009 no later than 4:00 to be delivered to drop-off box outside of office #300, Kenna.

DISABILITIES POLICY: Visit www.scu.edu/advising/learning/disabilities/index.cfm

PLEASE NOTE: Out of courtesy for all those in class, cell phone and text messaging usage are not permitted.

TESP 65 U.S. HISPANIC THEOLOGY / Winter 2009

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

DATE

- Jan. 5 Introduction/Overview of course
 --Syllabus
 --Organization of course
 --Goals
 --Class assignments and expectations
- Section I: Historical Context for the Development of Latino theology and religion in the United States.**
- Jan. 7 Spiritual Conquest of the New World (over-view)
 --Discuss annotated bibliography method
 Reading(s) for class session:
 --Justo Gonzalez, "Voices of Compassion," pp. 163-173. ERES

Note: Annotated bibliography of class readings for Jan. 7th due on Jan. 9th
- Jan. 9 Film ("On Fire with Faith")
- Jan. 12 Spiritual Conquest of New World: Are they human beings?

 Reading(s) for class session:
 --Alex García-Rivera, St. Martin de Porres: The "Little Stories" and the Semiotics of Culture, pp. 40-47. ERES
- Jan. 14 Struggle for Human Rights (1960's)
 -- 1960 Civil Rights
 -- 1965 II Vatican Council
 -- 1968 Medellin
 -- 1968 PADRES
 -- 1969 Mexican-American Cultural Center (MACC)
 -- 1971 HERMANAS
 -- 1972 Encuentro Hispanos Nacional de Pastoral (72', 77', 85')
- Reading(s) for class session:

 --Virgilio Elizondo, **Mestizo Christianity**, pp. 5-27
 --Virgilio Elizondo, **Galilean Journey**, pp. 7-18.
 --Moises Sandoval, "The Struggle for Rights," *On The Move*, pp. 62-87. ERES.
- Note: Annotated bibliography of class readings due on Jan. 21st: Select 2 articles total from readings of Jan. 12th, and Jan. 14th.*
- Jan. 16 Continue "Struggle for Human Rights"

--Film clips: "Brown vs. Board of Education"; "Harvest of Shame"
Class assignment: Each student will bring a newspaper article on human rights issues.

- Jan. 19 Martin Luther King Holiday (no class)
- Jan. 21 Encuentros: Latino Catholics Grassroots Movement (1972-1985)
 (Ver, Juzgar, Actuar)
 --Themes: Evangelization, Education, Social Justice, Youth, Leadership Formation
- Reading(s) for class session:
 --Ana Maria Pineda, "The Hispanic Presence: Hope and Challenge for Catholicity." *New Theology Review*, pp. 30-36. **ERES**
- Jan. 23 Birth of the Academy of Catholic Hispanic Theologians in the U.S.(ACHTUS)
- Reading(s) for class session:
 --Allan Figueroa Deck, editor, **Frontiers of Hispanic Theology in the U.S.**, pp.ix-xxvi (Introduction) **ERES/** Library reserve shelf.
 --Virgilio Elizondo, **Mestizo Christianity: Theology from the Latino Perspective.** pp. 5-27.
- Jan. 26 ACHTUS Mission Statement
 ■ Annual Colloquium
 ■ Terminology
- Jan. 28 **Section II: Key Features and Central Theological themes addressed in U.S. Latino Theology**
 Orientation/Key features of U.S. Latino Theology
 --Norms and sources of U.S. Hispanic Theology
- January 30 EXAM #1
- Feb. 2 Representative Latino Theologians: Themes and Contributions
Affirming Cultural/Theological Identity
- Reading(s) for class session:
 1. Virgilio Elizondo
 ---Virgilio Elizondo, **Mestizo Christianity**, pp.7-27.
 ---Virgilio Elizondo, **The Future is Mestizo**, pp.1-13. **ERES.**
2. Fernando Segovia
 --Fernando Segovia, **Mestizo Christianity**, pp. 28 - 43.
 --Fernando Segovia, "Aliens in the Promised Land: The Manifest Destiny of U.S. Hispanic American Theology", pp. 15 - 42. **ERES.**
- Feb. 4 Affirming Cultural/Theological Identity (continued)
 Reading(s) for class session:
 3. **Samuel Solivan-Roman**
 --Samuel Solivan-Roman, **Mestizo Christianity**, pp. 44-52.
 4. Jeanette Rodriguez
 --Jeanette Rodriguez, "La Tierra: Home, Identity, and Destiny," **From the Heart of Our People**, pp. 189-208.

- Feb. 6 Theological Aesthetics (Beauty & Justice?)
1. Alejandro Garcia-Rivera, ERES. "Do This In Memory of Me"
 2. Ana Maria Pineda
--"Imágenes de Dios en El Camino," ERES. Also: "The Murals: Rostros del Pueblo" ERES.
 3. Roberto Goizueta, "Fiesta," **From the Heart of Our People**, pp. 84 -99.

Annotated bibliography due on Feb. 9th

Note: Annotated bibliography of class readings due on February 9, 2009.

Select a total of 4 articles from Feb. 4th and Feb. 6th class sessions for annotated bibliography.

- Feb. 9 Popular Religiosity
1. Virgilio Elizondo
-- La Morenita: Evangelizer of the Americas, pp. 67-92. ERES
 2. Orlando Espin
--Orlando Espin, *Mestizo Christianity*, pp. 146-174.
 3. Roberto Goizueta
--Caminemos Con Jesus, pp. 18-46. ERES
 4. Ana Maria Pineda
--"Hospitality," ERES.
- Feb. 11 Lecture: "Latino Popular Piety and Contemporary Spirituality"
--Reading for this lecture posted on ERES, Dr. Eduardo Fernandez, S.J.
- Feb. 13 Study Day/ or meet with your project groups

Note: Annotated bibliography of class readings for Feb. 9th (select 3 articles) and Feb. 11th (select 1 article)—due on Feb. 18th.

- Feb. 16 President's Day Holiday
- Feb. 18 Lecture: "Feminist Theology"
--Reading for this lecture posted on ERES.
Author: Gloria Ines Loya
- Latina Women's Voices (Feminist and Mujerista Theology)
Readings for class session:
1. Ada Maria Isasi-Diaz
-- **Mestizo Christianity**, pp. 175 - 191.
 2. Maria Pilar Aquino Vargas
-- **Mestizo Christianity**, pp. 191-208. Also: **A Reader in Latina Feminist Theology**, pp. 133-160.
- Feb. 20 Exam #2

Feb. 23 Latina Women's Voices (Feminist and Mujerista Theology)

Readings for class session:

1. Jeanette Rodriguez
--A Reader in Latina Feminist Theology, pp. 114-130
2. Michelle Gonzalez
--A Reader in Latina Feminist Theology, pp. 3-22

Feb. 23 class session: Reports on "The Women Who Fell From the Sky"

- Group I & II: Each group will prepare a 15 minute presentation on the theatrical production of "The Women Who Fell From the Sky."
- What social themes are addressed in the play?
- How are these themes pertinent to the U.S. Hispanic/Latino community?
- How might these themes be central to the concerns of U.S. Hispanic theologians?
- Can you connect it to specific works of Hispanic theologians that we have studied so far?

Section III: Theological Methods of U.S. Latino Theology

Feb. 25

Readings for class session:

1. Roberto S. Goizueta, "The Significance of U.S. Hispanic Experience for Theological Method," **Mestizo Christianity**, pp. 83 - 103.
2. Ana Maria Pineda, "Pastoral de Conjunto," In **Mestizo Christianity**, pp.125 - 131.
3. Harold Recinos, **Mestizo Christianity**, pp. 132-145.
4. Pilar Aquino, "Theological Method in U.S. Latino/a Theology." **From the Heart of Our People**, pp. 6-48.
5. Ada Maria Isasi-Diaz (article will be posted on ERES)

Feb. 27

Theological Aesthetics (Beauty and Justice)

1. Alejandro Garcia-Rivera, "Do this in Memory of Me: Beauty, Liturgy and Justice"
2. Ana Maria Pineda
--"Imágenes de Dios en El Camino," ERES.
--"The Murals: Rostros del Pueblo," ERES.
3. Roberto Goizueta, "Fiesta" From the Heart of Our People, pp. 84-99.

Reports on "The Women Who Fell From the Sky"

- Group III: Each group will prepare a 15 minute presentation on the theatrical production of "The Women Who Fell From the Sky."
- What social themes are addressed in the play?
- How are these themes pertinent to the U.S. Hispanic/Latino community?
- How might these themes be central to the concerns of U.S. Hispanic theologians?
- Can you connect it to specific works of Hispanic theologians that we have studied so far?

Section IV: The Challenges and Perspectives of U.S. Latino Theology

Mar. 2

1. Role and approach to contexts
2. Expanding the Borders

Readings for class session:

- Virgilio Elizondo, "Transformation of Borders", *Theology: Expanding the Borders*. pp. 22-39. **ERES.**
- Allan Figueroa-Deck, "At the Crossroads North America and Hispanic," **We Are A People**, pp.

1-20. ERES.

3. Introduction of new perspectives

--Ruy G. Suarez Rivero, "U.S. Latino/a Theology: A View from Outside,"
From the Heart of Our People, pp. 230-254.

March 2 class session: Reports on "The Women Who Fell From the Sky"

--Group IV & V: Each group will prepare a 15 minute presentation on the theatrical production of "The Women Who Fell From the Sky."

--What social themes are addressed in the play?

--How are these themes pertinent to the U.S. Hispanic/Latino community?

--How might these themes be central to the concerns of U.S. Hispanic theologians?

--Can you connect it to specific works of Hispanic theologians that we have studied so far?

Mar. 4

Continuation of previous class session

Readings for class session:

--Virgilio P. Elizondo, "Theology's Contribution to Society," **From the Heart of Our People**, pp. 49-53.

--Jean-Pierre Ruiz, "The Bible and U.S. Hispanic American Theological Discourse," **From the Heart of Our People**, pp. 100-120.

--Justo L. Gonzalez, "Reinventing Dogmatics," **From the Heart of Our People**, pp. 217-229.

Reports on "The Women Who Fell From the Sky"

--Group VI & VII: Each group will prepare a 15 minute presentation on the theatrical production of "The Women Who Fell From the Sky."

--What social themes are addressed in the play?

--How are these themes pertinent to the U.S. Hispanic/Latino community?

--How might these themes be central to the concerns of U.S. Hispanic theologians?

--Can you connect it to specific works of Hispanic theologians that we have studied so far?

Mar. 6

EXAM #3

Mar. 9

Latino Protestant Theologians

--GROUP STUDENT PRESENTATION (See: Syllabus, p. 11 for directions)

--Group 1, 2

Mar. 11

--GROUP STUDENT PRESENTATION (See: Syllabus, p. 11 for directions)

--Group 3, 4

Mar. 13

Final class

--GROUP STUDENT PRESENTATION (See: Syllabus, p. 11 for directions)

Mar. 16 – 20

FINALS' WEEK

GROUP STUDENT PROJECT:

Each student group will decide how to present some of the following in a 15 minute (MAXIMUM time allotment) presentation:

1. Highlight what they have learned in doing their individual projects that has been most interesting? The presentation should be done as a group looking at over-all learnings.

What questions were raised for them? Challenges? Contributions to over-all Hispanic theology.

2. Group decides what theologians to choose for presentation...primary or secondary for their group presentation.

3. How it is presented is up to the group. Please keep in mind: a) creativity of presentation; b) quality and content of presentation; c) clarity in communicating content.

Final Paper Due:

--Thursday, March 19, 2009 no later than 4:00 to be delivered to drop-off box outside of office #300, Kenna.

--Guidelines to be followed will be provided

Week: March 16-20, 2009: Individual meetings with students for final assessment. Students are asked to please save class assignments for final check of scores to assure that my records are accurate. Optional sign-up.