A theology of liberation seeks an answer to the following question:
“What relation is there between salvation and the historical process of human liberation?
(Gutiérrez, A Theology of Liberation, 29).

Liberation theology does “not stop with reflecting on the world,
but rather tries to be a part of the process through which the world is transformed”
(Gutiérrez, A Theology of Liberation, 12).

Course Description: THEO 252: An investigation of the historical context, theories and methods of
Liberation Theology which emerged in Latin America in the mid-50s and 60s, and how it shaped the church
communities in Mexico, South and Central America. An exploration of how these theological reflections and
practices based on the gospel and experiences of men and women committed to the process of liberation has
developed in other contexts, including but not limited to, Black, Latino/a, feminist and womanist, LGBTQ,
ecological theologies. Studying these texts and practices will assist participants to ask questions on how to
engage with these liberative processes in contemporary contexts, particularly with the global ecological crisis.

Program and Course Learning Objectives: The GPPM Program learning objectives for this course stipulate that by the end of this course, you will be able to:

1. Employ historically informed knowledge of the tradition to assess theological positions &
pastoral issues. (GPPM Objective, 3A)
   a. Demonstrate an understanding of the social, political and religious contexts in which LT
      emerged in Latin America; (quiz #1)
   b. Describe LT’s major personalities, key themes, methods for critical reflection; its contribution and
      challenge to the Church, as well as its controversy; (quiz, 1st reflection paper)
   c. Think, speak and write critically about various contexts and developments of liberation theology,
      including in Pope Francis’ encyclicals, Laudato Si & Fratelli Tutti. (2nd reflection paper; panelist)
   d. Apply the methods of critical theology to the lived experience of the Christian faith and the work
      of pastoral ministry;
   e. Develop practical processes with their faith community in which “the world can be transformed.”
2. Integrate the perspective of the poor and the marginalized in your reflection on theological
pastoral issues. (Project/Research paper; GPPM Objective, 4B)
Preparing for Class

Course Camino Website
On “Camino,” the SCU online learning management portal, you will find all course materials: syllabus, class preparation guidelines, readings, discussion posts, writing rubrics, grade summaries.

Prior to class: For Saturday online classes, reading and assignments found on Camino should be completed, and posted if required by Friday at 3:00; for Thursday online classes, a 300-word reading response, if required on Camino, should be posted by 3:00 that afternoon.

Questions, Lecture, Student-led discussions or panels.
Classes may begin with a quick quiz, then will generally move on with a brief praxis and Q&A session, lecture or close reading directed by the professor, followed by a reflection on a specific reading led by a student or a student team and then conversation among us on how this topic focuses, deepens or contests your understanding of spirituality and ministry, and a discussion how this material could be useful to ministry in your faith community.

Course Requirements
1. Class Attendance and Participation (30% of Final Grade), based on short quizzes, personal reflection, in-class contributions, facilitation of a discussion of a text, teamwork and panel presentations. This involves being prepared, on time, attentive and active participation in all sessions. See Camino for guidelines. (3A)

2. Theological Reflection Papers (30% of the Final Grade) There will be two 3-4 page reflection papers built around a question pertinent to the readings. Papers should incorporate close, critical textual analysis and be supported by examples and quotations from course texts or discussions. Guidelines and rubric posted on Camino. (3A)

3. Final Class Project “Pastoral Plan” focused on a theology that liberates. (40% of Final Grade) (3A/4B) Develop a praxis, a model for one program founded on the traditions of Liberation Theology and created with a selected contemporary group in mind.
   • Proposal to be submitted, 2/25: outline 3/18
   • 15-minute presentation on your applied theology of liberation project, Saturday, 3/2
   • Final paper, 10-12 pg. paper due, 3/25.

Course Texts: (TENTATIVE)


Additional readings for each class, as uploaded documents or links to websites where the readings are located, are listed in the appropriate date on Camino.
Assessment and Grading

Grade Components & Scale
Class Participation (attendance, in-class personal and teamwork, oral comments, quizzes) (30%)
Written Exercises (two 3-page reflection papers, 15% each, 30%)
Ministry Proposal, Presentation & Final Research/Project Paper (40%

Grading Policy Santa Clara’s grading scale indicates that an A is reserved for work that is “excellent.” Please note that an “A” does not reflect “sufficient” or even “full” engagement with the material: it is reserved for truly exceptional work. B correlates to “good,” and a C to “adequate.” You should not expect to receive an A or a B for cruising through the class with “adequate” work. These grades require consistent levels of diligent, thoughtful attention and excellent work on papers and exams. Be proud of passing grades. They indicate that you have done hard work well!

Grading Scale

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>93.5-100</td>
<td>A</td>
<td>86.7-89.9</td>
<td>B+</td>
<td>76.7-79.9</td>
<td>C+</td>
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<tr>
<td>90.0-93.4</td>
<td>A-</td>
<td>83.3-86.6</td>
<td>B</td>
<td>73.3-76.6</td>
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<td>80.0-82.2</td>
<td>B-</td>
<td>70.0-73.2</td>
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Attendance Policy If you are ill, or something unavoidable comes up, or, email me in advance. Make the most of our time together, come prepared, having completed all the readings and assignments on time, and ready to engage. You are allowed one unexcused absence with no impact to your grade Unexcused absences of two or more result in one whole letter-grade deduction each (i.e. B to C). If you miss three classes (30% of our meetings), it will not be possible to pass this class.

Use of Technology in & Recording of Class Cellphones should be turned off during class, and laptops may only be used for Zoom and authorized collaborations or for viewing course readings.

Video Recording Policy The Student Handbook prohibits video- or audio-recording or streaming of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties. If you require the recording of classroom lectures, discussions, simulations, and other course-related activity for a documented disability, make arrangements through Disabilities Resources (see below) and discuss this with the instructor. If for some reason other than disability you would like to record the class, please seek the permission of the instructor first, and then of the class.
**Academic Integrity** The Academic Integrity pledge is an expression of the University’s commitment to fostering an understanding of – and commitment to – a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

*I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.*

You are expected to uphold the principles of this pledge for all work in this class. Violations include plagiarism, cheating, outsourcing, and destruction of library or other materials needed for a course. Students found to have engaged in any form of academic dishonesty will, at the least, receive zero points for the piece of work concerned. For more information about Santa Clara University’s academic integrity pledge and resources about ensuring academic integrity in your work, see [www.scu.edu/academic-integrity](http://www.scu.edu/academic-integrity).

**Disabilities Resources** If you have a disability for which accommodations may be required in this class, please contact the Office of Accessible Education (OAE), Benson 216, [http://www.scu.edu/oae](http://www.scu.edu/oae) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through the OAE, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am here to assist you in any way I can, I am unable to provide accommodations until I have received verification from OAE. The OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). OAE must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The OAE would be grateful for advance notice of at least two weeks. **For more information, you may contact OAE at 408-554-4109.**

**Accommodations for Pregnancy and Parenting** In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, SCU provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. In addition, the Office of Accessible Education will provide reasonable accommodations for pregnancy related impairments that impact major life activities.

**Discrimination and Sexual Misconduct (Title IX)** SCU upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, tell someone immediately. For more information, please consult the University’s Gender-Based Discrimination and Sexual Misconduct Policy at [http://bit.ly/2ce1hBb](http://bit.ly/2ce1hBb) or contact the University’s EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through [https://www.scu.edu/osl/report/](https://www.scu.edu/osl/report/) or anonymously through Ethicspoint [https://www.scu.edu/hr/quick-links/ethicspoint/](https://www.scu.edu/hr/quick-links/ethicspoint/)

**Schedule of Readings and Assignments (TBD)**