

**TESP 65: U.S. HISPANIC THEOLOGY**

SPRING 2015

Kenna 109                      Tues/Thurs. 3:50-5:30  
 Professor:                      Dr. Ana Maria Pineda, R.S.M.  
 Office:                              Kenna 300C  
 Office Phone:                    (408) 554-6958; [ampineda@scu.edu](mailto:ampineda@scu.edu) (preferred contact)  
 Office Hours:                    Wednesday from 10:30-12:00 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. CLASS FORMAT

1. Classes will include lecture, discussion, films, and small group research and presentations.
2. Early in the quarter you will be assigned to a small group. These groups will meet throughout the quarter to: a) report on class readings, and 2) select ONE theologian, do research and prepare a class presentation on the contributions of this Hispanic theologian's works and contributions to the field.
3. Emphasis will be on students raising questions, making connections with current social and religious issues, challenging assumptions, and imagining new ways to look at their world.

### IV. 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. Third, students will learn the importance of diverse cultures, symbols and identities in the Latino/a experience in the United States "via" U.S. Hispanic theology.

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.

This course fulfills Santa Clara’s Core Requirement Religion, Theology and Culture 2. (RTC 1, 2.2, 2.3)

1. Be able to analyze complex and diverse religious phenomena (such as architecture and art, music, ritual, scriptures, theological systems, and other cultural expressions of religious belief.
2. Be able to integrate and compare different disciplinary approaches to a coherent set of religious phenomena.
3. Be able to clarify and express beliefs in light of their critical inquiry, into the religious dimensions of human existence.

## V. EXPECTATIONS

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

## VI. 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.

## VII. 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.

## 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. 3:50-5:30 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, a group project, and a final research paper. SEE: Schedule for dates of exams. Short weekly exams may also be given at the discretion of the professor.

#### Academic Honesty

**Plagiarism or academic dishonesty in any form (as described in the student Conduct Code) will result in a failed grade for the project, and possibility for the course. All allegations of academic dishonesty will be reported to the department chair and Office of Student Life. For a full presentation of University policies concerning plagiarism--See: <http://www.scu.edu/studentlife/resources/academicintegrity/>**

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.

In order to avoid the sanctions applied to cases of academic dishonesty, please make sure that you properly cite all sources that you utilize in your writing, including works that are directly quoted or paraphrased, as well as works used as a source of information. This includes both print and on-line sources. Your paper submissions must consist of your own writing, and any direct quotations or paraphrasing from other works must be properly cited.

HUB: A good campus resource for help in writing papers, correctly citing sources, bibliography etc...is HUB. Please consider using them for assistance in all these matters. They have assisted students in the past, and I recommend them to you.

## 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 grade of "A" indicates:

- the student has completed all assignments correctly and on time
- the student grasps the lectures and the material assigned
- the student can demonstrate a working knowledge of the concepts taught in the course
- the student has integrated class material with other knowledge in an original and creative fashion
- the student has consulted sources outside those assigned in class and integrated them into the course in a manner which demonstrates a mastery of the subject

A grade of "B" indicates:

- the student has completed all assignments correctly and on time
- the student grasps the lectures and the material assigned
- the student can demonstrate a working knowledge of the concepts taught in the course
- the student has integrated class material with other knowledge in an original and creative fashion

A grade of "C" indicates:

- the student has completed all assignments correctly and on time
- the student grasps the lectures and the material assigned
- the student can demonstrate a working knowledge of the concepts taught in the course

A grade of "D" indicates:

- the student has completed all assignments correctly and on time

#### Blind-grading:

Grading is based on the judgment of the professor. I will blind-grade all work. All assignments must be identified **only** with the last 5-6 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.

#### Disability Accommodations:

To receive academic accommodations for a disability, students must contact Disability Resources located in Benson 216. The phone number is 408-554-4109 or inquiries can be emailed to Robin Cole, Administrative Associate, [rcole@scu.edu](mailto:rcole@scu.edu). Students must register with Disabilities Resources and provide documentation of a disability to Disabilities Resources prior to receiving academic accommodations.

**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 usage are not permitted. Computers may be used only for note taking, and privilege to do so will be lost, if it is used for other purposes.**

**FINAL PAPER: Wednesday, June 10, 2015 no later than 4:00 to be delivered to the Religious Studies Office, 3<sup>rd</sup> floor Kenna and placed in box with course name on it. Please be sure to indicate course title on final paper and all assignments (TESP 65).**

<b>TESP 65 U.S. HISPANIC THEOLOGY / SPRING 2015</b>
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**I. PROJECTED SCHEDULE OF TOPICS AND ASSIGNMENTS**
**DATE**

Mar. 31	Introduction/Overview of course –Syllabus –Organization of course –Goals –Class assignments and expectations
<b>Section I:</b>	<b>Historical Context for the Development of Latino theology and religion in the United States.</b>
April 02	Film (“On Fire with Faith”) Spiritual Conquest of the New World: Are they human beings? Read: –Justo Gonzalez, “Voices of Compassion,” pp. 163-173. CAMINO.
April 07	Spiritual Conquest of New World: Are they human beings? Read: –Alex García-Rivera, St. Martin de Porres: The Violent and Unequal Encounter of Culture, pp. 40-47. CAMINO.
April 09	Struggle for Human Rights (1960's) -- FILM Read: --Virgilio Elizondo, <b>Mestizo Christianity</b> , pp. 5-27 --Moises Sandoval, “The Struggle for Rights,” On The Move, pp. 62-87. CAMINO.
April 14	Encuentros: Latino Catholics Grassroots Movement (1972-1985) (Ver, Juzgar, Actuar)  --Themes: Evangelization, Education, Social Justice, Youth, Leadership Formation Read: --Ana Maria Pineda, "The Hispanic Presence: Hope and Challenge for Catholicity." New Theology Review, pp. 30-36. CAMINO.
April 16	Birth of the Academy of Catholic Hispanic Theologians in the U.S.(ACHTUS) Read: --Allan Figueroa Deck, editor, <b>Frontiers of Hispanic Theology in the U.S.</b> , pp.ix-xxvi (Introduction) CAMINO.  Orientation/Key features of U.S. Latino Theology --Norms and sources of U.S. Hispanic Theology -- Significance of “Flor y Canto”
<b>April 21</b>	<b>EXAM #1</b>

## Section II: Key Features and Central Theological themes addressed in U.S. Latino Theology

April 23 Orientation/Key features of U.S. Latino Theology  
--Norms and sources of U.S. Hispanic Theology

- 1) Lo Cotidiano
- 2) Liberation Theology
- 3) Church & Tradition
- 4) Popular Religion
- 5) Scripture

KEY FEATURES of U.S. Hispanic Theology

- 1) Culture
- 2) Marginalization & poor
- 3) The Community as the First theological voice
- 4) Mestizaje
- 5) Teologia de Conjunto

April 28 Representative Latino Theologians: Themes and Contributions

Affirming Cultural/Theological Identity

1. Virgilio Elizondo

Read:

--Virgilio Elizondo, "A Family of Immigrants," in **The Future is Mestizo**, pp.1-13. CAMINO.

2. Fernando Segovia

Read:

--Fernando Segovia, "Aliens in the Promised Land: The Manifest Destiny of U.S. Hispanic American Theology", pp. 15 - 42. CAMINO.

3. **Samuel Solivan-Roman**

**Read:**

--Samuel Solivan-Roman, **Mestizo Christianity**, pp. 44-52.

4. Jeanette Rodriguez

Read:

--Jeanette Rodriguez, "La Tierra: Home, Identity, and Destiny," **From the Heart of Our People**, pp. 189-208.

### Norms and Sources of Authority of U.S. Latino Theology

April 30 Popular Religiosity

1. Virgilio Elizondo

-- **La Morenita: Evangelizer of the Americas**, pp. 67 - 92. CAMINO.

2. Orlando Espin

--Orlando Espin, **Mestizo Christianity**, pp. 146-174.

3. Roberto Goizueta, --**Caminemos Con Jesus**, pp. 18-46. CAMINO.

4. Ana Maria Pineda

--"Hospitality," pp. 29-41. CAMINO.

May 05 \*Latina Women's Voices (Feminist and Mujerista Theology)

1. Ada Maria Isasi-Diaz

-- **Mestizo Christianity**, pp. 175 - 190.

2. Maria Pilar Aquino Vargas  
-- **Mestizo Christianity**, pp. 191-208. Also: **A Reader in Latina Feminist Theology**, pp. 133-160.

3. Jeanette Rodriguez  
--**A Reader in Latina Feminist Theology**, pp. 114-130

4. Michelle Gonzalez  
--**A Reader in Latina Feminist Theology**, pp. 3-22

**May 07**            **EXAM #2**

May 12            Theological Aesthetics (Beauty & Justice?)

1. Alejandro Garcia-Rivera, "Do This in Memory of Me," CAMINO.

2. Ana Maria Pineda  
--"Imágenes de Dios en El Camino," pp. 364-380. ERES. Also: "The Murals: Rostros del Pueblo"  
pp. 5-17. CAMINO.

3. Roberto Goizueta, "Fiesta," **From the Heart of Our People**, pp. 84 -99.

Student Group Presentation #1 : See page 8-9 of syllabus for guidelines on group presentations.

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

May 14            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.

Student Group Presentation # 2 and 3: See page 8-9 of syllabus for guidelines on group presentations.

May 19            Class Session: Saints and Martyrs

Student Group Presentation # 4and 5: See page 8-9 of syllabus for guidelines on group presentations.

--Reading for this class:

John Thiede, "

May 21            Film: The Last Journey of Oscar Romero  
--question assignment due on May 28, 2015

May 26            No class: Research Day for Final Paper

--single sheet indicating Hispanic theologian(s) researched and 4-5 bibliography sources found.

May 28 Exam #3

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

June 02 Role and approach to contexts

1. Expanding the Borders

--Virgilio Elizondo, "Transformation of Borders", *Theology: Expanding the Borders*. pp. 22-39. CAMINO.

2. Allan Figueroa-Deck, "At the Crossroads North America and Hispanic," **We Are A People**, pp. 1-20. CAMINO.

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.

STUDENT GROUP PRESENTATION # 6: See page 8-9 of syllabus for guidelines on group presentations.

June 04 FINAL CLASS

Justo L. Gonzalez, "Reinventing Dogmatics," *From the Heart of Our People*,

**From the Heart of Our People**, pp. 217-229.

STUDENT GROUP PRESENTATION # 7: See page 8-9 of syllabus for guidelines on group presentations.

#### GROUP STUDENT PROJECT:

Each student group will decide how to present some of the following in a 20-25 minute presentation:

1. Group decides what theologians to choose for presentation...primary or secondary for their group presentation. Please try and choose a relatively new theologian (Latino) even if their contributions are few to date. It is good to expand our knowledge of the field and contributors to Hispanic theology.

2. 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.

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

What questions were raised for them? Challenges? What are some of the theologians contributions to over-all Hispanic theology.

**Final Paper Due:** Wednesday, June 10, 2015 no later than 4:00 to be delivered to the Religious Studies Department Office, 3<sup>rd</sup> floor Kenna in box with course name on it. Please make sure that your final paper and all assignments have course title on it (TESP 65).

--Guidelines to be followed will be provided.