

TESP 65: U.S. HISPANIC THEOLOGY
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SPRING 2016

Kenna 310	Tues/Thurs. 3:50-5:30
Professor:	Dr. Ana Maria Pineda, R.S.M.
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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.

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This course also fulfills the diversity core course requirement for students enrolled for this credit. As stated in the Core Curriculum guide, the 2009 Core learning objectives include:

- 1.1 Describe examples of diverse human experiences, identities, and cultures in the United States. (Diversity, Perspective)
- 1.2 Identify and discuss paradigms that lead to inequity and injustice. (Perspective, Social Justice)
- 1.3 Examine diversity as constituted through intersections of social categories such as race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, physical ability, and so on. (Diversity, Complexity)
- 1.4 Analyze differences in power and privilege related to race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, or physical ability. (Diversity, Social Justice)

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 interact 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) group projects – presentations; film assignments and 3) final paper and research project. 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. 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

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: Thursday, June 9, 2016 no later than 4:00 to be delivered to the Religious Studies Office, 3rd floor Kenna and placed inside the office in a box with course name on it. Please be sure to indicate course title on final paper and all assignments (TESP 65).

TESP 65 U.S. HISPANIC THEOLOGY / SPRING 2016

I. PROJECTED SCHEDULE OF TOPICS AND ASSIGNMENTS
DATE

March 29 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.

March 31 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.
 --Alex García-Rivera, St. Martin de Porres: The Violent and Unequal Encounter of Culture, pp. 40-47. CAMINO.

April 05 Struggle for Human Rights (1960's) – FILM (Fight in the Fields)
 Read:
 --Moises Sandoval, "The Struggle for Rights," On The Move, pp. 62-87. CAMINO.
 --Virgilio Elizondo, **Mestizo Christianity**, pp. 5-27

April 07 Encuentros: Latino Catholics Grassroots Movement (1972-1985)
 (Ver, Juzgar, Actuar)
 --Themes: Evangelization, Education, Social Justice, Youth, Leadership Formation
 --Significant Hispanic historical dates:

1. Student presenters: --Ana Maria Pineda, "The Hispanic Presence: Hope and Challenge for Catholicity." *New Theology Review*, pp. 30-36. CAMINO. Also, provide current Hispanic statistics on population, median age, economics etc...

April 12 Birth of the Academy of Catholic Hispanic Theologians in the
 U.S.(ACHTUS)
 (video interview with Dr. Arturo Bafuelas)

--Constitution of ACHTUS

--Introduction of some U.S. Hispanic Catholic Theologians (images)

Read:

--Allan Figueroa Deck, editor, **Frontiers of Hispanic Theology in the U.S.**, pp.ix-xxvi (Introduction) CAMINO.

April 14 Norms and sources of U.S. Hispanic Theology

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

- Significance of "Flor y Canto"
- Introduction of some U.S. Hispanic Theologians (images)

2) Student presenters: Roberto Goizueta, --**Caminemos Con Jesus**, pp. 18-46. CAMINO. (Popular Religion)

April 19 **EXAM #1**

April 21 **YouTube:**

- Dr. Nancy Pineda-Madrid, Boston College
- Dr. Maria Pilar Aquino, San Diego University
- TBA

Assignment: Summary of each presentation due on April 26th.

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

April 26 Orientation/Key features of U.S. Latino Theology

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

3) Student reading presenters: Virgilio Elizondo, "A Family of Immigrants," in **The Future is Mestizo**, pp.1-13. CAMINO. (Affirming Cultural/Theological Identity)

April 28 Representative Latino Theologians: Themes and Contributions

Affirming Cultural/Theological Identity

1. Fernando Segovia

Read:

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

2. Jeanette Rodriguez

Read:

--Jeanette Rodriguez, "La Tierra: Home, Identity, and Destiny," **From the Heart of Our People**, pp. 189-208.4. Student reading presenters: Samuel Solivan-Roman, **Mestizo Christianity**, pp. 44-52**Norms and Sources of Authority of U.S. Latino Theology**

May 03

Popular Religiosity

1. Virgilio Elizondo

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

2. Ana Maria Pineda

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

5) Student presenters: Roberto Goizueta, --**Caminemos Con Jesus**, pp. 18-46. CAMINO.

May 05

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

Overview of Latina Catholic Theologians:

1. Ada Maria Isasi-Diaz

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

2. Michelle Gonzalez

--**A Reader in Latina Feminist Theology**, pp. 3-226) Student presenters: Daisy Machado, "The Unnamed Woman," in **A Reader in Latina Feminist Theology**, pp. 114-130

May 10

Theological Aesthetics (Beauty & Justice?)

--Ana Maria Pineda,--"Imágenes de Dios en El Camino," pp. 364-380. CAMINO.

Also: "The Murals: Rostros del Pueblo" pp. 5-17. CAMINO.

7) Student readings presenters: Alejandro Garcia-Rivera, "Do This in Memory of Me," CAMINO.Student Project Presentation: Group I: See page 10 of syllabus for project guidelines.

May 12 **EXAM #2**

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

- May 17 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.

Student Project Presentation: Group II: See page 10 of syllabus for guidelines on group presentations.

May 19 Class Session: Saints and Martyrs
--Understanding of Martyr

-- Sister Dorothy Stang, Brazil

--Reading for this class:
John Thiede, CAMINO.

Student Project Presentation # Group III: See page 10 of syllabus for guidelines on group presentations.

May 24 Film: The Last Journey of Oscar Romero
--question assignment to accompany film

May 26 No class: Research Day for Final Paper

--Write-up 1-2 pages indicating findings on two Hispanic theologian(s) researched and 4-5 bibliography sources for each. Work accomplished due on following class session (May 31st)

May 31 Exam #3 (or course material review)

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.

Student reading presentation: Select a Hispanic/Latino theologian reading of your choice to present to class.

STUDENT PROJECT PRESENTATION #Group IV: See page 10 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.

What are some of this theologian's over-all contributions 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. Provide a short biography of the selected Hispanic Theologian.

4. Over-all what are some of the theologians' contributions to over-all Hispanic theology.

5. Consider the goals for diversity on page 2 of syllabus, and highlight how **some** of them are reflected in the work of the Hispanic/Latino theologian that the group has selected for their presentation. Posted below for convenience as well as on page 2 of syllabus:

* * * * *

- 1.1 Describe examples of diverse human experiences, identities, and cultures in the United States. (Diversity, Perspective)
- 1.2 Identify and discuss paradigms that lead to inequity and injustice. (Perspective, Social Justice)
- 1.3 Examine diversity as constituted through intersections of social categories such as race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, physical ability, and so on. (Diversity, Complexity)
- 1.4 Analyze differences in power and privilege related to race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, or physical ability. (Diversity, Social Justice)

Final Paper Due: Thursday, June 9, 2016 no later than 4:00 to be **delivered to the Religious Studies Department Office, 3rd 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).

Final Paper

Assignment:

1. Research two U.S. Hispanic Theologians (preferably different than those chosen for group project)
2. ¾ work of your written work should focus on the primary theologian who must be a U.S. Hispanic theologian
3. ¼ of your written work should focus on the theologian who is related to your primary theologian because s/he meet one of the following criteria:
 - Secondary theologian demonstrates agreement in thought, and theological focus with the primary theologian chosen
 - Secondary theologian demonstrates expansion of work of the primary theologian chosen
 - Secondary theologian demonstrates disagreement and refutes the work of primary theologian's work

PRIMARY THEOLOGIAN: Work on your chosen theologian needs to address the following areas:

- A. Provide information on his/her personal background
- B. What contributions does s/he make to U.S. Hispanic theology? What are the theological concerns s/he addresses?
- C. Indicate how your selected primary theologian addresses issues concerning diversity such as:
 - Describe examples of diverse human experiences, identities, and cultures in the United States. (Diversity, Perspective)
 - Identify and discuss paradigms that lead to inequity and injustice. (Perspective, Social Justice)
 - Examine diversity as constituted through intersections of social categories such as race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, physical ability, and so on. (Diversity, Complexity)
 - Analyze differences in power and privilege related to race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, or physical ability. (Diversity, Social Justice)
- D. What is your personal assessment of his/her work? (Critical evaluation, independent thinking—not what others think, but what do you think and why?)
- E. Must refer to minimum of 4 -5 works by primary theologian. More is better if available.

Length: 4 ½ - 5 pages

Spacing: 1 .5

SECONDARY THEOLOGIAN: Work on your chosen theologian needs to address the following areas:

- A. Provide information on his/her personal background.

- B. What contributions does s/he make to U.S. Hispanic theology? What are the theological concerns s/he addresses? Must refer/us at minimum of 3 works of secondary theologian. More is better, if available.
- C. Does s/he address issues of diversity as indicated under primary theologian # C. If so, please identify in the context of theological work.
- D. What is your secondary theologian's relationship to the primary theologian that you have selected?
- Does s/he agree in thought and theological focus with the primary theologian.
 - Does s/he demonstrate expansion of work of the primary theologian? Takes the theological work further. If so, how?
 - Does s/he demonstrate disagreement and refute the work of primary theologian's work. If so, how?
- E. What is your personal assessment of his/her work? (Critical evaluation, independent thinking—not what others think but what do you think and why?)
Length: 3 1/2 - 4 pages
Spacing: 1.5

WRITTEN report must pay attention to:

- A. Sentence skills: correct grammar, complete sentences, clear, use of vocabulary
- B. Paragraph skills: cohesive, developed, transition devices
- C. **Citation skills: credit sources used (footnotes, endnotes or MLA style)**
- 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)
- G. **BIBLIOGRAPHY: student work must include bibliography with written work**

FINAL PAPER DUE DATE:

--Thursday, June 9, 2016 **no later** than 4:00 to be delivered to Religious Studies Department Office, Kenna 323, 3rd floor. There will be a box INSIDE with class TESP 65. Please make sure that you have course number TESP 65 on your paper.

