

TESP 65: U.S. HISPANIC THEOLOGY



SPRING 2017

Kenna 105	Tues/Thurs. 3:50-5:30
Professor:	Dr. Ana Maria Pineda, R.S.M.
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Office Hours:	Wednesday from 10:15-11:45 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

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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 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 (exam 2 & 3 combined) a group project and presentations, 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 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.

Students are expected to uphold the principles of this pledge for all work in this class. 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.

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, 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 happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office 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). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources 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, Santa Clara University 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. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University 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, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <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/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

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; and 3) final paper and smaller written assignments. 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.

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 14, 2017 no later than 4:00 to be delivered inside the Religious Studies Office, 3rd 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).

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I. PROJECTED SCHEDULE OF TOPICS AND ASSIGNMENTS**DATE**

April 4	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.
April 6	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 11	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.

Student reading presenters #1: Alex García-Rivera, St. Martin de Porres: The Violent and Unequal Encounter of Culture, pp. 40-52. CAMINO.

April 13 Struggle for Human Rights (1960's) –
FILM (YouTube: Chicano: PBS Documentary—The Struggle in the Fields (21 minutes)

Read:

--Moises Sandoval, "The Struggle for Rights," On The Move, pp. 62-87. CAMINO.

April 18 YouTube: Chicano PBS Documentary "Fighting for Political Power"

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.

--YouTube: Hispanic Catholics, A Blessing (2.2 mins.)

April 20 Birth of the Academy of Catholic Hispanic Theologians in the U.S.(ACHTUS)

View prior to class along with written assignment: Dr. Arturo Banuelas' account of birth of ACHTUS posted on Camino.

Read:

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

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

-- Significance of "Flor y Canto"

April 25 EXAM #1 (Please meet me in the library lobby at 3:50. We will go together to computer lab)

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

April 27 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

Student reading presenters #2: Virgilio Elizondo, "A Family of Immigrants," in **The Future is Mestizo**, pp.1-13. CAMINO. (Affirming Cultural/Theological Identity)

May 02

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.

Student reading presenters #3: Samuel Solivan-Roman, **Mestizo Christianity**, pp. 44-52.

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

May 04

Popular Religiosity

1. Virgilio Elizondo

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

2. Ana Maria Pineda (Documentary: Las Posadas)

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

Student presenters #4: Roberto Goizueta, --**Caminemos Con Jesus**, pp. 18-46. CAMINO.

May 09

Latina Women's Voices (Feminist and Mujerista Theology)

1. Ada Maria Isasi-Diaz

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

2. Michelle Gonzalez

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

Student presenters #1: Jeanette Rodriguez, **A Reader in Latina Feminist Theology**, pp. 114-130

May 11

Class please read and come to class prepared to share. See the group assigned following group student project as follows:

Group I : “Hospitality” (Camino)

Group II: “La Morenita” (Camino)

Group III: Virgilio Elizondo, **Mestizo Christianity**, pp. 5-27

Group IV: Maria Pilar Aquino Vargas, **A Reader in Latina Feminist Theology**, pp. 133 – 160.

May 16 Theological Aesthetics (Beauty & Justice?)

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

2. Ana Maria Pineda

–“Imagenes de Dios en El Camino,” pp. 364-380. CAMINO. Also: “The Murals: Rostros del Pueblo” pp. 5-17. CAMINO.

Student Project Presentation #1: See page 8-9 of syllabus for guidelines on group presentations. Present on a U.S. Hispanic Theologian selected by the group.

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

May 18 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 # 2: See page 8-9 of syllabus for guidelines on group presentations. Present on a U.S. Hispanic Theologian selected by the group.

May 23 Class Session: Saints and Martyrs

--Reading for this class:

John Thiede, CAMINO. IN God, Grace, Creation – article is on “Martyrdom”

Student Project Presentation # 3: See page 8-9 of syllabus for guidelines on group presentations. Present on a U.S. Hispanic Theologian selected by the group.

May 25 No class: Research Day for Final Paper

--Research 2 Hispanic theologian(s) of your choices and provide 3-4 bibliography sources found. Provide short summary of each source found. (must be an article, or book written by selected Hispanic theologians – not articles written on them, or other social media sources).

May 30 Overview on Final paper, guidelines, expectations, format etc...

Student presenters on readings:

1) Student readings presenters #2: Roberto Goizueta, “Fiesta,” **From the Heart of Our People**, pp. 84 -99.

2) Student readings presenters #3: Orlando Espin, Mestizo Christianity, pp. 146-174.

- 3) Student reading presentation #4: Select a Hispanic/Latino theologian reading of your choice to present to class.
- June 01 Exam 2 & 3 combined (Meet in the library lobby at 3:50. We will go to computer lab together)
- June 06 Film: The Last Journey of Oscar Romero
--question assignment due on June 8, 2017

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

- June 08 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 PROJECT PRESENTATION # 4: 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.

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. 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: Wednesday, June 14, 2017 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).

--Guidelines to be followed will be provided.

EXTRA CREDIT OPPORTUNITIES:

A. Bannan Institute Events: (Ignatian Center)

1. May 19, 2017 (12:00 – 1:15) Williman Room

Event: Roundtable Dialogue on Economic Justice and the Common Good

RSVP required. Lunch provided.

2. SCU IGNATIAN CENTER

Integral Podcast SCU.EDU/INTEGRAL

These podcast opportunities which can be viewed on your own time.

3. *Taking Hold: From Migrant Childhood to Columbia University*, Wednesday, April 19, 2017

4-5:30 pm, De Saisset Auditorium

Francisco Jiménez, Professor Emeritus of Modern Languages & Literatures at Santa Clara University, will read from *Taking Hold*, the fourth book in his award-winning memoir series. His presentation will be followed by a Q&A and book signing.

EXTRA CREDIT: In general, I require a single page sharing 3 ideas that you gleaned from the event, and how it relates to course material (or diversity goals).

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Final Paper

Assignment:

1. Research two U.S. Hispanic Theologians (preferably different than those chosen for group project)
2. $\frac{3}{4}$ work of your written work should focus on the primary theologian who must be a U.S. Hispanic theologian
3. $\frac{1}{4}$ 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 $\frac{1}{2}$ - 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:

--Wednesday, June 14, 2017 no later than 4:00 to be delivered INSIDE 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.