



TESP 165 ROMERO AND THE SALVADORAN MARTYRS

WINTER 2017

Kenna #111 Tues. & Thurs. 10:20 – 12:00

Professor: Dr. Ana Maria Pineda, R.S.M.

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Office Hours: Wednesday 10:15- 11:45 and by appointment.

Professor will advise class of any changes in office hours due to unexpected schedule conflicts.

Course Description

The age of martyrs is not a relic of the past but a reality of our own times. In many parts of the world, people are being murdered for their faith. The facts of martyrdom are important to document, to study and reflect upon, in order to understand the ultimate commitment lived out by Christian men and women. This course will focus on the life of the martyr Archbishop Oscar Romero of El Salvador, and other Salvadoran men and women whose life and death exemplify the consequence of a socially conscious faith.

ORGANIZATION OF COURSE:

The course is organized around four major areas of study: 1) The meaning of martyrdom in the Church and its contemporary understanding and realities; 2) The narrative of the life of Rutilio Grande, SJ and Archbishop Oscar Romero; 3) The narrative of the lives of the Jesuit, and North American Women martyrs of El Salvador; and the 4) The narratives of the “unknown” martyrs of El Salvador.

Students will engage in:

1. The academic reading of texts that address the diverse perspectives and evaluate ethical positions on contemporary questions related to the realities of martyrdom.
2. Prepare class presentations on assigned class sessions throughout the course. This will be done in small working groups.
3. **Please note:** An event celebrating the anniversary of Archbishop Romero and Rutilio Grande, SJ may be planned during the course. If so, class students will be asked to participate. TBA.

This course fulfills the RTC 3 core requirement in religious studies. It is also an approved course for the Race, Place, and Inequalities Pathway.

REQUIRED READINGS:

1. Pineda, Ana Maria, *Romero & Grande: Companions on the Journey*: Hobe, Florida: Lectio Publishing, 2016.
2. Sobrino, Jon, *Witnesses to the Kingdom*, Maryknoll, New York: Orbis Books, 2003.
3. Carrigan, Ana, *Salvador Witness*, Maryknoll, New York: Orbis Books, 2005.
4. Cerna, Lucia and Ignoffo, Mary Jo, *La Verdad: A Witness to the Salvadoran Martyrs*, New York: Orbis Books, 2014.

Optional: Brockman, James R., *Romero: A Life*, Maryknoll, New York: Orbis Books, 2005

POLICIES

- 1) * More than one absence will automatically (required work: See #3 & #4 below) result in a deduction on final grade. After one absence, each subsequent absence will result in half-a-grade deduction from final grade (e.g., B+ would become a B)
- 2) Tardiness to class will automatically result in ½ point deduction from final grade
- 3) Missed class work (including quizzes, exams) 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., (10:20-12:00)
- 5) A petition for an incomplete, if requested for a serious reason and granted, must be carried out according to University regulations.
- 6) Exceptions to any of these conditions will be based on University policy; in cases where there is no policy, I will decide. My 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 and 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 carefully study everything required as designated on the projected course schedule. As we move through the course, short readings assignments will 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 context 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:

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.

V. EVALUATION AND GRADING

Final grades will be determined by the total scored gained from: 1) in-class written assignments (1/3%); 2) class session presentations (1/3%); and 3) final paper.

Grades will be assigned as follows: (highest to lowest)

A= 100-91; B= 90-81; C= 80-71; D= 70-61; F= below 60

Blind-grading: Since grading is based on my judgment, I will blind-grade all work. Please mark all your work with the final five digits of your Student ID number instead of your name.

PLEASE NOTE: Out of courtesy for all those in class, the use of cell phones and text messaging are not permitted during class time. If not followed, cell phones will be collected during class time.

Laptops can only be used for note taking in class. All other uses are **not** permitted in class. Laptop use will be removed, if it is used for other purposes.

COURSE SCHEDULE

TESP 165: Romero and the Salvadoran Martyrs

MODULE 1: History

- Jan. 10 Introduction/Overview
 Syllabus
 Overview of Course
 Professor and Students' Introduction
 --(Why is the course meaningful for you to take?)
 --Have you had exposure to El Salvador? If so, what did you learn and how can it enrich our course?
- Jan. 12 Film: Columbus and the Age of Discovery
 --History of Arrival in the Americas (Encomienda)
- Read:
 --"The Innocents 1946-1960" La Verdad: A Witness to the Salvadoran Martyrs, pp. 1 – 18.
 --Basic Question: "How to be Christians in a World of Destitution?" pp. 1-10, Introducing Liberation Theology, CAMINO

MODULE 2: Rutilio Grande, S.J. – First Martyr of El Salvador

- Jan. 17 Rutilio Grande, S.J.: Martyr of El Salvador
 --Childhood
 --Seminary Formation (Crisis)
 --Seminary Assignments and Innovations (Vat. II, Medellin)
 --Oscar Romero and Rutilio Grande
 --Post Seminary Years (IPLA, Bogota)
- YouTube: ***Rutilio Grande, SJ: Una Vida Consagrada al Cambio 2007***
- Read:
 -- Pineda, Ana Maria, Romero & Grande: *Companions on the Journey*: Hobe, Florida: Lectio Publishing, 2016, pages 22 – 29.

-- Leonardo and Clodovis Boff, Introducing Liberation Theology, Chapter 2, "The Three Levels of Liberation Theology: Professional, Pastoral, Popular," pp. 11-21. CAMINO.

(OPTIONAL: Brockman, James R., Romero: A Life, Chapter 1 and 2)

--Student presenters and discussion leaders:

- 1) Summary of readings
- 2) How do they relate to this class session topic (s)?
- 3) Prepare questions for class discussion.

Jan. 19

Rutilio Grande, SJ

--Parish in Aguilares (Pastoral Activity)

--Popular Religion (Fiesta del Maiz)

--Power of the Word (Gospel Announcement, Denouncement)

Read:

--Pineda, Ana Maria, Romero & Grande: *Companions on the Journey*: Hobe, Florida: Lectio Publishing, 2016, pages 42 -56; 96- 105.

--Boff, Introducing Liberation Theology, Chapter 3, "How Liberation Theology is Done," pp. 22-28. CAMINO.

--Student presenters and discussion leaders:

- 1) Summary of readings
- 2) How do they relate to this class session topic (s)?
- 3) Prepare questions for class discussion.

Jan. 24

Rutilio Grande, SJ (con't)

--Power of the Word (Homilies: The Apopa Sermon on Fr. Mario Bernal)

YouTube: *Jon Sobrino on Rutilio Grande, SJ*

Read:

--Pineda, Ana Maria, Romero & Grande: *Companions on the Journey*:

Hobe, Florida: Lectio Publishing, 2016, pages 169 – 181 (Apopa Sermon)

--Boff, "How Liberation Theology is Done?", pp. 28-42. CAMINO.

--Student presenters and discussion leaders:

- 1) Summary of readings
- 2) How do they relate to this class session topic (s)?
- 3) Prepare questions for class discussion.

Jan. 26

Enroute to El Paisnal and Martyrdom and Archbishop Romero
Encountering Rutilio's Death

Read:

-Pineda, Ana Maria, Romero & Grande: *Companions on the Journey*:
Hobe, Florida: Lectio Publishing, 2016, pages 133 – 142.

Student presenters and discussion leaders:

- 1) Summary of readings
- 2) How do they relate to this class session topic (s)?
- 3) Prepare questions for class discussion.

Paper 1: Due on Thursday, Feb. 2, 2017

We will have covered the following areas:

- 1) History of conquista, encomienda, El Salvador (See historical overview at the beginning of each chapter in *Romero & Grande: Companions on the Journey* text.
- 2) Life of Rutilio Grande, S.J.
- 3) Aspects of Liberation Theology (Boff & Boff)

FOCUS OF PAPER:

1. I will want the paper (5-6 pages long); double-space, 10 or 12 font)
2. Address the following areas (what you learned): a) history; b) Rutilio Grande, S.J.; and c) aspects of liberation theology.
3. How do these 3 areas inter-relate with each other? Connections? Implications?
4. Conclusion: Please include your personal reflections and what are the contemporary implications?

As always, it will be important:

- 1) To have bibliography (separate page) what sources are you using.
- 2) Credit sources using one of the following: MLA method, footnote, endnote.
- 3) Pay attention to grammar, spelling etc...

SOURCES: There are sources on history and liberation theology aspects. Limited sources on Rutilio Grande, S.J., in English but there are some available. Look at bibliography and footnotes in your *Romero & Grande* text. You might check-out on-line sources such as YouTube on Rutilio Grande, S.J.—most are in Spanish but you might find some in English. I don't ordinarily accept these as sources but given the limited articles on R. Grande, you might find some interesting material here. Check out authors: 1) Jon Sobrino; Thomas Kelly; 3) Bob LaSalle-Klein, Blood and Ink -- 2 chapters posted on Camino. Etc...

MODULE 3: Archbishop Oscar Romero

Jan. 31

Archbishop Romero

Oscar Romero's childhood

Spiritual Practices

Seminary Years and Spiritual Journey

YouTube: *El Salvador in the 1980's*

Read:

--Pineda, Ana Maria, Romero & Grande: *Companions on the Journey*:
Hobe, Florida: Lectio Publishing, 2016, pages 3-8; 17 – 22; 61- 70
--Boff, "Key Themes of Liberation Theology," pp. 43-49 (CAMINO)

(Optional: James R. Brockman, "From Carpenter to Bishop," Romero: A Life, Chapter 2.)

--Student presenters and discussion leaders:

- 1) Summary of readings
- 2) How do they relate to this class session topic (s)?
- 3) Prepare questions for class discussion.

Feb. 02

The Eucharist and the Crucified People (Aguilares)

Santiago de Maria
Encounter with the Poor
Tensions with economic, political forces
Tensions with pastoral activities

Read:

--Pineda, Ana Maria, Romero & Grande: *Companions on the Journey*:
Hobe, Florida: Lectio Publishing, 2016, pages 33 – 42; 111 -120.

(Optional: James R. Brockman, "The People's Voice," pp. 62-79.)

--Student presenters and discussion leaders:

- 1) Summary of readings
- 2) How do they relate to this class session topic (s)?
- 3) Prepare questions for class discussion.

Feb. 07

Romero: The Power of the Word

Read:

--Pineda, Ana Maria, Romero & Grande: *Companions on the Journey*:
Hobe, Florida: Lectio Publishing, 2016, pages 87 – 96.
-- "The Easter Church" – find on website: romerotrue.org.uk
--Boff, "Key Themes of Liberation Theology," pp. 49-65 (CAMINO)

(Optional: Brockman, "The Body of Christ in History (Aug.-Dec. 1977)"
pp. 80-104, and --Brockman, "The Church and the Organizations (July-
Dec. 1978)" pp. 134-153.)

--Student presenters and discussion leaders:

- 1) Summary of readings

- 2) How do they relate to this class session topic (s)?
- 3) Prepare questions for class discussion.

Feb. 09

Film: The Last Journey of Oscar Romero

Review the following reading as background for film viewing:

Read:

- Boff, *Introducing Liberation Theology*, Chapter 4, "Key Themes of Liberation Theology," pp. 43-65 (CAMINO)

Assignment with film: Questions will be provided to be answered during the film. And, film may continue in following class session of February 14th, if unable to finish it on February 9th.

Feb. 14

Romero and Grande: Legacy of Love and Justice

Read::

--Pineda, Ana Maria, *Romero & Grande: Companions on the Journey*: Hobe, Florida: Lectio Publishing, 2016, pages 133 - 152.

--Class discussion:

- 1) What concretely was their legacy of love?; 2) How would you describe the way they lived "love" in their own lives?; 3) What relationship does "martyrdom" have to their legacy of love?; 4) How did they concretely respond to the realities of their times and circumstances as it relates to justice? 5) What injustices did they respond to and how did they do it?; 6) How do you understand the concept of "legacy?"

Paper #2: Due on Tuesday, Feb. 21, 2017

SECOND PAPER:

1. Topics covered in this last module:
 - Archbishop Romero's life, priestly activities, bishop, encounter with poor etc...;
 - pastoral letter(s),
 - Key themes of Liberation Theology
2. Follow general guidelines provided for first paper but consider the above topics covered in this last module. Consider addressing a few themes in Romero's life (pastoral work, encounter with the poor, tensions with political forces, homilies, pastoral letters, martyrdom...etc...) and connect it to themes of liberation theology covered in this module.
3. Be creative in selecting themes that you find interesting, compelling, inspiring...

MODULE 4: The Four North American Women

Feb. 16 Martyrdom: The Four North American Women

Read:

--Carrigan, Ana, *Salvador Witness*, Maryknoll, New York: Orbis Books, 2005, pp. 5-29.

--Also: pp. 30- 162 (on Jean Donovan)

--Boff, "A Concise History of Liberation Theology," pp. 66-77 (CAMINO)

--Student presenters and discussion leaders:

- 1) Summary of readings
- 2) How do they relate to this class session topic (s)?
- 3) Prepare questions for class discussion.

Feb.21 The Life and Calling of Jean Donovan

Film: *Roses in December*

Read:

--Carrigan, Ana, *Salvador Witness*, Maryknoll, New York: Orbis Books, 2005, pp.163 – 285.

--Student presenters and discussion leaders:

- 1) Summary of readings
- 2) How does the film relate to the reading(s)?
- 3) Prepare questions for class discussion.

Feb. 23 North American Women

Read:

--Sobrino, Jon, "Maura, Ita, Dorothy, and Jean," *Witnesses to the Kingdom*, Maryknoll, New York: Orbis Books, 2003, pp. 54-57.

--Student presenters and discussion leaders:

- 1) Select one or two of the North American Women and share some of their life story which has not been presented in class.
- 2) How do they relate to this course?
- 3) Prepare questions for class discussion.

Students presentation:

- Maura Clarke, MM
- Ita Ford, MM
- Dorothy Kazel

MODULE 5: The UCA Martyrs

Feb. 28 El Salvador Reality (*La Verdad: A Witness to the Salvadoran Martyrs*)

Read:

- 1) "The Innocents 1946-1960"
- 2) "The Devil's Gate 1960-1975"
- 3) "Our Daily Bread 1980-1985"

--Student presenters and discussion leaders:

- 1) Summary of readings
- 2) How do they relate to this class session topic (s)?
- 3) Prepare questions for class discussion.

Mar. 02 The UCA Martyrs (overview)

Read:

- 1) "The Open Window November 12-15, 1989" from *La Verdad*
- 2) Sobrino, Jon, "Companions of Jesus," *Witnesses to the Kingdom*, Maryknoll, New York: Orbis Books, 2003, pp. 58 – 97.
- 3) Boff, "Liberation Theology Worldwide," 78-89 (CAMINO)

--Student presenters and discussion leaders:

- 1) Summary of readings
- 2) How do they relate to this class session topic (s)?
- 3) Prepare questions for class discussion.

Mar. 07 The Eucharist and the Crucified People -- Aguilares

Read:

- Romero's Sermon: "A Torch Raised On High" (June 19, 1977) posted on website: romerotrue.org.uk
- Boff, "From Out of the Oppressed: A New Humanity," pp. 90-95, (CAMINO)

(Optional: James R. Brockman, "The People's Voice," pp. 62-79.)

--Student presenters and discussion leaders:

- 1) Summary of readings
- 2) How do they relate to the class session(s)?
- 3) Prepare questions for class discussion.

MODULE 6: The Unknown Martyrs of El Salvador

Mar. 09 The Unknown Martyrs of El Salvador

Project:

Research and identify the “unknown” people who were killed, disappeared and mentioned by Romero in his Sunday homilies.

--**Year One** of Romero Sunday homilies

--Student presenters and discussion leaders:

1) Select several examples of the “unknown” that Romero mentions in his Sunday homilies (Year I)

2) How do they relate to this class session topic (s)?

Can you identify any principles of Liberation Theology in homilies?

3) Prepare questions for class discussion.

Mar. 14

Project:

Research and identify the “unknown people who were killed, disappeared and mentioned by Romero in his Sunday homilies.

--**Year Two** of Romero Sunday homilies

The Unknown Martyrs of El Salvador

--Student presenters and discussion leaders:

1) Select several examples of the “unknown” that Romero mentions in his Sunday homilies (Year II)

2) How do they relate to this course and what we are studying? How are the principles of Liberation Theology present? If at all.

3) Prepare questions for class discussion.

Mar. 16

The Unknown Martyrs of El Salvador

Project:

1) Massacres of Morazan

2) Other massacres

--Student presenters and discussion leaders:

1) Focus on the reality of the above massacres and present to the class how the issue of the “unknown” martyrs applies.

2) How do they relate to the course and the question of Liberation Theology?

3) Prepare questions for class discussion.

FINAL Paper #3: Due: Wednesday, March 22, 2017

Final Paper:

1. Choose either the UCA, North American Women or the Unknown Martyrs of El Salvador as the main focus of your final paper.

2. Select a theme or primary focus for your final paper using one of the above as your main subject.

3. Integrate these questions in your final paper?

--What are the enduring values of Romero and the Salvadoran martyrs?

--Where do we see them operating in our world today?

--Personal reflection on how those values can be or are operating in your lives today?

Guidelines for paper will be reviewed in class, but please look at guidelines that I have provided in syllabus for each paper.

Mar. 20 - 24, 2017: FINAL EXAM Week (FYI Only)

EXTRA CREDIT OPPORTUNITIES:

A. Bannan Institute Events:

1. Feb. 16, 2017 (4:00 – 5:30), Adobe Lodge

Event: “Racial and Ethnic Justice, Theologicall

Presenter: Vincent Lloyd, Villanova Universit

RSVP required

2. Feb. 22, 2017 (12:00 – 1:15) Williman Room

Event: Roundtable Dialogue on Racial and Ethnic Justice

B. Feb. 11, 2017 (2:00 – 3:30) Mercy Center, Burlingame, CA

Event: Book Presentation on *Romero & Grande: Companions on the Journey*

Address: 2300 Adeline Drive, Burlingame, CA, 94010

(650) 340 – 7400.