

TESP 65: U.S. HISPANIC THEOLOGY – SPRING 2025

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T/TH 3:50pm – 5:30pm, KENNA 105

Office: Kenna Hall, TBD

Office Hours: 2:15pm - 3:15pm T/TH



I. COURSE DESCRIPTION AND AIMS

For decades, Hispanic theology has distinguished itself as a complex reflection upon the realities of diverse Latinx peoples involving culture, faith, history, and identity. These are but a few major themes used to raise consciousness around Hispanic peoples in the United States, many of which will be the focus of this course.

With origins in the Latin American Church, two other important themes emerge constituting generational and contemporary experiences of what it means to be a Hispanic seeking God: conquest/colonization and faith/popular religiosity. These themes have run parallel for generations, as a means to find salvation in the midst of suffering and systemic marginalization. Of particular interest are the conscious and unconscious expressions, within these themes, of 1.5, 2nd and 3rd generation Hispanics today.

Hispanic theologians, drawing from these experiences and expressions, have generated a body of work vital to the discourse and pastoral praxes integral to the life of the Catholic Church today. This course will ask students to take a deep dive into such works and consider what it means for our communal identity and the larger search for faith in God.

II. COURSE ORGANIZATION

This course will navigate through five primary areas of study: 1) The historical context for the development of Latino/a theology and religion in the United States; 2) The faith expressions and theological themes emerging and evolving from *lo cotidiano*; 3) The unique generational identities and expressions among 1st, 1.5, 2nd and 3rd generation Hispanics; 4) The contributions of, and themes addressed by, Latina Feminist theologians; 5) The challenges and new methods offered today for pastoral praxes serving Hispanic peoples.

III. CLASS FORMAT

1) Classes will include lecture, discussion, videos, and student led discussions. 2) 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. 3) Students will be given 2 quizzes and one exam during the quarter. 4) Students are required to complete an 7-10 page research paper.

IV. COURSE FULLFILLMENT

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.

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. REQUIRED READINGS

Vincent A. Olea, *But I Don't Speak Spanish: A Narrative Approach to Ministry with Young People*. (New York, Paulist Press, 2019). [May be free eBook at SCU library]

CAMINO: Articles and documents are posted in Camino/Files.

VI. 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, and facilitating group discussion opportunities. The best learning resource for this course is classroom activity.

1) Attending class is indispensable to learning the subject matter, and mastering the critical skills this course intends to cultivate. Students will be allowed ONE excused absence. Absences of two or more may result in deductions to a student's final grade, and six or more absences in a quarter (1/3% of class time) may result in failure. For unavoidable absences, communicate with me in advance, if possible.

2) Repeated tardiness to class will affect final grade.

3) Missed class work, including quizzes/exam, cannot be made up unless discussed on advance.

4) 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)

5) 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.

6) Class 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 required to study carefully everything assigned on the course schedule. (As we move through the course, short reading assignments may be assigned that presently do not appear on the course schedule.) It is important to note

that you are asked not merely to read all assigned materials but to study them. The content of the required texts provides necessary content and background for the overall course. Familiarity with the content of texts will add substance to your in-class discussions, written assignments, and quizzes/exam.

EXAMS, PAPER, AND PARTICIPATION: There will be 2 quizzes and 1 exam, a student presentation, and a final research paper **due Tues, June 11**. See schedule for dates. Short weekly exams may also be given at the discretion of the professor. *The rubrics and guidelines for the research paper and student presentations will be provided later.*

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, on-line sources and lecture material. 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.

VII: SCU POLICIES

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](tel: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](tel: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/>

Copyright Statement: *Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.*

AI/ChatGPT Policy for TESP 65

The emergence of ChatGPT and other AI technologies has raised new ethical questions about authentic learning and academic integrity. Please review the following guidelines for this course, as you pursue your work.

For this course, the goal of each assignment is for the student to critically engage new ideas and scholarly works, internally reflect, propose questions, and generate coherent and well-organized points of understanding and responses.

*~ In completing these assignments, the use of AI is **not permitted** to write assignments, reflections, student presentations, or research papers, including parts of submitted works.*

~ The only acceptable use of AI is to check grammar and spelling, define terms, and brainstorm ideas.

~ If I suspect AI has been used improperly, I will consult colleagues and several AI detectors. If my suspicion remains, I will contact you via email to discuss the matter.

~ Possible consequences may include a "0" on the assignment, an oral "test" based on the assignment, ineligibility to resubmit the assignment in question, ineligibility to submit extra credit work.

Technology Support: SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino (SCU's branded instance of Canvas) support, contact caminosupport@scu.edu or call 408-551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone with our vendor.

VIII. EVALUATION AND GRADING

Final grades will be determined by the total points from: a) 2 quizzes (20 points); b) Test (20 points); c) Class attendance, participation, reflection assignments, and presentation (30 points); d) Final Paper (30 points)

Grades will be assigned along the range (highest to lowest) of the following:

A = 100-95, A- = 94.75-90; B+ = 89.75-86, B = 85.75-83; B- = 82.75-80; C+ = 79-76, C = 75.75-73, C- = 72.75-70; D = 69.75-60; F = below 60.

GRADING:

Grade "A or 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

Grade of "B+, B or 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

Grade of "C+, C, or 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

SPRING 2025 COURSE SCHEDULE

Tuesday, April 1

Class #1: Introduction

Theme: Introductions

US Hispanic Theology: What is it?

Syllabus Review

Thursday, April 3

Class #2: To Be a Human Being Created by God

Themes: Two Pillars of Hispanic Theology

Sensus Fidelium / Scandal of Particularity

What does it mean to be a human being created by God?

Reading Assignment:

- 1) V. Olea, *But I Don't Speak Spanish*, Ch 1: "But I Don't Speak Spanish: My Story," pp 3-20.
- 2) CAMINO: [Espín SensusFidelium] Orlando Espín, "Tradition and Popular Religion: An Understanding of the *Sensus Fidelium*," in *Frontiers of Hispanic Theology in the United States* (New York: Orbis Books, 1992) 62-76.

Written Reflection Due at End of Class: Name two moments in Olea's narratives that are traditional forms of religious expression and two moments that are non-traditional forms (outside typical religious actions and spaces). Describe one of each form from your own experience.

Tuesday, April 8

Class #3: Colonization of Latin America

Themes: The Indigenous Worldview

Colonization

Reading Assignment:

- 1) CAMINO: [DeckSecondWave] Allan Figueroa Deck, *The Second Wave: Hispanic Ministry and the Evangelization of Cultures* (New York, NY: Paulist Press, 1989), pp. 34-45.
- 2) CAMINO: [BartolomeDeLaCasas] Fray Bartolomé de las Casas, *A Short Account of the Destruction of the Indies*, [1st published 1552, illustrations 1558], (Universal Classics, 2019) p. 33-43.

Thursday, April 10

Class #4: Continuation: Colonization of Latin America

Discussing Final Paper

Tuesday, April 15
Class #5: La Virgen de Guadalupe

Themes: Our Lady of Guadalupe
Popular Religion
Evangelization

Reading Assignment:

CAMINO: [Elizondo, LaMorenita 67-81 / Elizondo, LaMorenita 82-92] Virgilio Elizondo, *La Morenita: Evangelizer of the Americas*, (San Antonio: MACC, 1980) pp. 67-92.

Thursday, April 17 [Holy Thursday]
Class #6: Immigration and the Border Experience

Themes: First Generation to Migrate
The Border
Review Quiz

Reading Assignment:

- 1) CAMINO: [Solita, Solita] *Solito, Solita*: *Crossing Borders with Youth Refugees from Central America*, "Soledad Castillo" Eds, Steven Mayers and Jonathan Freedman, (Chicago: Haymarket Books, 2019). 34-59.
- 2) CAMINO: Daisy L. Machado, "The Unnamed Woman: Justice, Feminists, and the Undocumented Woman," in *A Reader in Latina Feminist Theology*, pp. 161-176.

Tuesday, April 22
Class #7: Quiz #1; Life's Grand Movement

Themes: Relationality, Quiz #1

Reading Assignment:

V. Olea, *But I Don't Speak Spanish*, Ch. 3 "The Salvific Nature of Being Human," pp. 32-43.

Thursday, April 24
Class #8: Liberation Theology

Themes: Liberation Theology
Preferential Option for the Poor
Oscar Romero

Reading Assignment:

CAMINO: [Gutierrez...] Gustavo Gutierrez, "Introduction to the Revised Edition: Expanding the View," in *A Theology of Liberation*, xvii – xlv.

Tuesday, April 29

Class #9: *Lo Cotidiano* & Popular Religion

Themes: *Lo Cotidiano*

Popular Religion

Generations

Reading Assignments:

- 1) CAMINO: [LoCotidiano-Isasi-Diaz] Ada María Isasi-Díaz, *La Lucha Continues: Mujerista Theology* (New York: Orbis Books, 2004), pp. 92-106.
- 2) V. Olea, *But I Don't Speak Spanish*, Ch. 5 "The Generational Narratives," pp. 61-71.
- 3) V. Olea, *But I Don't Speak Spanish*, Ch 10: "The Animation of Sacred Space" (Strategy #10), pp. 133-139.

Thursday, May 1

Class #10: 1st, 1.5, 2nd Gen. and 3rd + Generations

Themes: Identity

US Born and/or Raised Generations

Language

Generations (1st, 1.5, 2nd, 3+)

Reading Assignments:

- 1) V. Olea, *But I Don't Speak Spanish*, Ch 4, "The Identity Narratives," pp. 49-60.
- 2) V. Olea, *But I Don't Speak Spanish*, Ch 6: "The Language Narratives," pp. 72-80.

Tuesday, May 6

Class #11: QUIZ #2

After Quiz: Cesar Chaves, Dolores Huerta

Thursday, May 8

Class #12: The Somatic Narratives

Themes: Somatic Identity & Salvation

Reading Assignment:

CAMINO: [Olea, TheSomaticNarratives] V. Olea, "The Somatic Narratives in the Lives of Hispanic Young People."

Tuesday, May 13

Class #13

TBD

Thursday, May 15

Class #14: Continued: Somatic Identity

Themes: Somatic Identity & Salvation

Reading Assignment:

CAMINO: [Olea, TheSomaticNarratives] V. Olea, "The Somatic Narratives in the Lives of Hispanic Young People."

Tuesday, May 20

Class #15: *Concientización*

Themes: Raising consciousness

critical consciousness

methodology

Reading Assignments:

- 1) V. Olea, *But I Don't Speak Spanish*, Ch 2: "Proposing a Narrative Approach to Ministry with Young People," pp. 21-31.
- 2) CAMINO: [Concientizacion] Paulo Freire, *Education for Critical Consciousness* (New York: Continuum, 1974) pp. 37-51.

Written Reflection Due at End of Class: How do you receive information? How do you give information to others? How do you receive meaning (things that move you and prompt a shift toward something good)? How to you give something meaningful to others?

Thursday, May 22

Class #16: *Concientización* (...continued)

Themes: *Concientización*

Review Paper, Review Test

Tuesday, May 27

Class #17: TEST

Thursday, May 29
Class #18: Student Presentations

Tuesday, June 3
Class #19: Student Presentations

Thursday, June 5
Class #20: Student Presentations

Final Paper Due: Thursday June 12
(Grades due June 17)