

THEO 5140 SYLLABUS
U.S. LATINA/O THEOLOGIES
Spring 2021, 3 Credit Hours; Mondays 6:30-9:15 PM

DRAFT SYLLABUS SUBJECT TO CHANGE

I. INSTRUCTOR INFORMATION

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Office hours: Tuesdays and Thursdays 9:30 AM-10:45 AM (CST); by appointment

II. COURSE DESCRIPTION

The advanced seminar builds on skills and content learned in Christian Theology through in-depth study of either (1) a single doctrinal locus (Christology, Trinity, Sacraments, etc.) from multiple methodologies or (2) multiple doctrines through a single methodology (e.g., liberation theology). Course is run seminar style. (catalog description)

This course will explore the origins and development of U.S. Latina/o theological production while being attentive to the diversity of social location, theological tradition and expression, and methodological approaches. It will engage the contributions of Latina/o theologies to hermeneutics, key loci within the theological tradition, and the praxis of faith for multiple contexts.

III. COURSE OBJECTIVES

The successful student will:

1. Identify and describe key figures, concepts, and themes of U.S. Latina/o theologies and their contributions to the Christian theological tradition. (KNOWLEDGE, RECEIVING)
2. Examine and discuss the methodologies, stages of development, and various expressions of Latina/o theologies in their historical, social, and cultural contexts. (RESPONDING, COMPREHENSION)
3. In the spirit of *teología en conjunto*, with an eye toward a collaborative, integrative, and constructive theologizing, employ charity in dialogue with those who hold differing theological views. (APPLICATION)
4. Critically reflect on the concepts, themes, and lived experiences of marginality that inform Latina/o theologizing and connect their pastoral relevance to ecclesial praxis in various contemporary social contexts. (ANALYSIS, VALUING)
5. Engage, interpret, and integrate theological texts on a topic or theme of your choosing to develop a final paper to be shared with the class. (EVALUATION, SYNTHESIS)

IV. REQUIRED COURSE READING MATERIAL

- ❖ Elizondo, Virgilio. *Galilean Journey: The Mexican-American Promise*. Maryknoll, NY: Orbis, 1983.
- ❖ Isasi-Díaz, Ada María. *Mujerista Theology: A Theology for the Twenty-First Century*. Maryknoll, NY: Orbis, 2013.
- ❖ González, Justo L. *Mañana: Christian Theology from a Hispanic Perspective*. Nashville: Abingdon, 1990.
- ❖ Martell-Otero, Loida and Zaida Maldonado Pérez and Elizabeth Conde-Frazier. *Latina Evangélicas: A Theological Survey from the Margins*. Eugene, OR: Cascade, 2013.

- ❖ Martínez, Juan Francisco. *Walk with the People: Latino Ministry in the United States*. Eugene, OR: Wipf & Stock, 2016.
- ❖ Articles and essays available on Canvas

V. ASSESSMENTS

A. Reading and Participation (10%) (CO 2, 3)

Students are expected to complete the reading *before* coming to class and to arrive prepared to actively engage in discussion. Respectful and considerate behavior toward the professor and other students is expected. Class and small group conversations should be comfortable spaces that encourage constructive contributions from everyone. To that end, students should come ready to listen, share space (take turns speaking), ask questions, and respect the views of others. Attendance is expected for all class sessions. Two absences (each day of class counts as two sessions) are allowed without penalty to a student's final grade; three absences may negatively impact their final grade. Students with four or more unexcused absences may not pass the course.

B. Weekly Reading Reflections (20%) (CO 1, 2)

Each week students will write a 500-word response and reflection to the reading that: summarizes key themes and concepts, critically engages the reading (provide page numbers, but no quotes), and raises 1-2 questions. Each is due at the beginning of class. You are not required to turn in a summary on the day that you lead class discussion.

C. Leading Class Discussion (20%) (CO 2, 3, 4)

Each student will have the opportunity to teach and lead the class in practicing *teología en conjunto* for at least one session (each meeting is broken into two sessions). A sign-up sheet for available dates/sessions and more details will be provided on the first day of class.

D. Presentation (20%) (CO 1, 3, 4)

Throughout the semester, students will give a 15-20 minute presentation from a list of possible topics that includes significant figures, concepts, events, or texts from Latina/o theological contexts. A sign-up sheet for available topics and dates will be circulated on the first day of class. Assignment details to be provided on Canvas.

E. Final Paper (30%) (CO 1, 2, 3, 4, 5)

The topic of the final paper (3000 words) will be chosen by the student, in consultation with the instructor. A brief proposal should be emailed for approval with the topic, a list of potential resources, and a working thesis statement. Potential paper topics include: the contributions of a particular theologian, a contested theme (e.g. *mestizaje*), theological method, analysis of a specific doctrine or theological question, engagement with a specific ministry issue. See "Final Paper Guidelines" on Canvas. A précis and outline of your paper will be shared with the class on the last day of the course. The theological task can take multiple forms and modes of expression, so if a student wishes to arrange an alternate mode of theologizing (e.g. music composition, visual or performing art, video project, etc.), with sufficient prior notice this can be accomplished *in consultation with the instructor for specific instruction and guidelines*. Final papers/projects are due **May 5**.

VI. GRADING

Weight Given to Course Requirements for Grading

Reading and Participation	10%
Weekly Reading Summaries	20%
Leading Class Discussion	20%
Presentation	20%
Final Paper	30%

*Grade percentages operate as follows: A (93+), A- (90-92.9), B+ (87-89.9), B (83-86.9), B- (80-82.9), and so on.

VII. ADDITIONAL COURSE GUIDELINES

Course work

- A rule of thumb is that for every hour of graduate-level coursework, you will spend another three hours of time working on assignments. So, a three-hour course will result in about nine hours per week on assignments.
- Once the course opens, students will have access to all the reading materials, but modules will not be opened more than one week in advance.
- Any materials provided are for personal use only; they may not be circulated, posted on social media or the internet.
- Rubrics for each of the assessments can be found on Canvas.
- Late work will not be accepted for weekly quizzes or the final exam. For all other assignments, late work beyond the dates noted in the course schedule will be deducted one-third of a letter grade for each day late.
- Extension Requests: Assignment extension requests will be granted only for adverse or mitigating circumstances, *but must be arranged prior to the assignment due date*. See the policy below for extensions beyond the scope of the semester.

Communication

- University email and Canvas will be used for notifications and updates. It is your responsibility to check your email or have it forwarded to your preferred email address.
- Please feel free to email with any questions. Barring holidays or school breaks, you can expect to hear back from me with at least an initial response within a day or so, Monday through Friday. University email and Canvas will be used for notifications and updates. It is your responsibility to check your email or have it forwarded to your preferred email address.
- How to address your professor? I don't have a preference for how to be addressed and you are welcome to call me by my first name. If, however, it is customary or you expect titles to be used in your own context of service (e.g. Pastor Z, Chaplain Y), then, I ask you to extend the same courtesy to me.

Class etiquette

- Phones must be put away and turned off or on silent at all times. Please do not take

calls, text, or surf the internet during class.

- Please arrive on time. If you arrive late, please sit near the exit.

VIII. INCOMPLETE GRADES

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates she will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. For the full policy, see page 15 of the Seminary Academic Catalog.

IX. ACADEMIC INTEGRITY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on a quiz or exam.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

For additional information, see the [Seminary Academic Catalog](#), p. 25–27.

X. STUDENT RESOURCES

I am here to help you. If at any point you need clarification *beyond what is already stated in the syllabus* or want to discuss the reading, lectures, discussions, or assignments, please ask. I am happy to meet with you.

ACCOMMODATIONS

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course. If you have not yet established services and have a temporary health condition or permanent disability that requires accommodations, please [email the Disability Access Specialist](#) or contact by phone (773-244-5737). Student Engagement facilitates the interactive process that establishes reasonable accommodations.

TITLE X

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-5565) or Director of Human Resources (773-244-5599) for information about campus resources and support services, including confidential counseling services. As a member of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns.

Faculty are legally obligated to share information with the University’s Title IX

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coordinator in certain situations to help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking. Please refer to North Park's [Safe Community site](#) for contact information and further details.

XI. COURSE SCHEDULE: TO BE DISTRIBUTED IN CLASS