

## **TH 3693: LATINX RELIGION AND SPIRITUALITY**

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### **I. Course Description**

This course will explore the multiple expressions and varieties of Latino/a/x religion and spirituality, focusing on lived religion. We will explore various understandings of *santo* and *sagrado* including rites of passage, worship, and other rituals in the hope that such explorations will provide theological resources for engaging issues of biblical justice in society, contextual and intersectional racial identity construction, confronting the evils of racism in the U.S.A, and working toward biblical justice. 3 Credits

Prerequisite: Systematic Theology or ITE

### **II. Course Objectives and Desired Learning Outcomes**

This course is an exploration in lived religion and seeks

1. To provide a background for studying Latina/o/x identities, cultures, religions, and varieties of spirituality in the United States.
2. To explore different understandings of the nature of lived religion and spirituality.
3. To explore the connections between, race, ethnicity, religion, and spirituality.
4. To examine social scientific and theological methodologies that may be employed in the study of Latina/o/x religions and spirituality.
5. To identify examples of a Latina/o/x popular religious and/or spiritual practices especially in daily life.
6. To explore the roles of religion and spirituality in the formation of cultures.
7. To begin to explore some theological, liturgical, and pastoral implications and challenges around popular religiosity.

The goals/learning outcomes address the following LPTS's Student Learning Outcomes (SLO):

#### **MDIV:**

- SLO 2: Students will learn to become skillful interpreters of the history of Christian experience.
- SLO 3: Students will be able to think theologically and ethically in relation to particular traditions and contemporary needs.
- SLO 6: Students will articulate their own theological perspective, mindful of the global, multicultural, multi-religious context of contemporary ministry.

#### **MAR**

- SLO 2: Demonstrate an understanding and appreciation of the global history of the Church.
- SLO 3: Demonstrate an understanding of multiple theological perspectives, historical and contemporary.
- SLO 4: Demonstrate the ability to think theologically, strategically, imaginatively, and contextually about ethical issues.

#### **MAMFT**

- SLO 4: Graduating students will be able to use a multi-contextual approach to Marriage and Family Therapy that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation diversity in client, client-therapist, supervisory, and broader social systems

**Doctor of Ministry (DMin):**

- SLO1: Students will demonstrate an advanced (comprehensive, appreciative, and critical) understanding and integration of ministry in relationship to several theological and social scientific disciplines, including practical theology

**III. Required Readings**

**A. Required for All Students**

- Aponte, Edwin David. And Miguel A. De La Torre. *Introducing Latinx Theologies*. Revised edition. Maryknoll, NY: Orbis Books, 2020. 978-1626983724; Kindle edition:
- Nanko-Fernández, Carmen. *Theologizing en Espanglish: Context, Community, and Ministry*. Maryknoll, NY: Orbis Books, 2010. 978-1570758645. E-book available via Amazon Kindle; Barnes & Noble Nook
- Romero, Robert Chao. *Brown Church: Five Centuries of Latina/o Social Justice, Theology, and Identity*. Downers Grove, IL: InterVarsity Press, 2020. 978-0-8308-5285-7

**B. Additional Required Readings for Doctoral (DMin) Students**

**Select One (1) of the following:**

- Aponte, Edwin David. *¡Santo! Varieties of Latina/o Spirituality*. Maryknoll, NY: Orbis Books, 2012. 978-1570759642
- Madrazo, Tito. *Predicadores: Hispanic Preaching and Immigrant Identity*. Waco, TX: Baylor University Press, 2020. 978-1481313902
- Martell Otero, Loida I., Zaida Maldonado Pérez, Elizabeth Conde-Frazier. *Latina Evangélicas: A Theological Survey from the Margins*. Eugene, OR: Cascade Books/Wipf and Stock Publishers, 2013. 978-1608991365
- Pineda-Madrid, Nancy. *Suffering and Salvation in Ciudad Juárez*. Minneapolis, MN: Fortress Press, 2011. 978-0800698478

**IV. Course Requirements, Expectations**

This course will be conducted as a combination of interactive lectures with opportunities for focused discussion. All assigned readings are an integral part of this learning process.

The following is a list of the required written assignments:

**A. Class Participation**

Students are to complete all required readings and to demonstrate careful reflection upon them in class discussions. This class will be conducted as an engaged seminar. Class participation will comprise **25% of the final course grade**.

**B. Reflection/Response Papers**

A written Reflection/Response (R/R) Paper in response to each of the required texts. Each paper is to be 500-900 words (typically 1-2 typed pages, single-spaced, with one-inch margins. See Sample R/R paper in the Canvas course website). The R/R Paper is not a book review, but rather a summary of student reflections and/or reaction(s) to each text, including any questions raised.

- Master's students are to write three (3) Reflection/Response Papers;
- DMin students are to write four (4) Reflection/Response Papers.

These short Reflection/Response papers account for **25% of the final course grade**.

### C. Written Final Assignment: Three Options, Choose One

Students will **select one** of these three options for the Final Written Assignment.

All students are to present an in-class Final Project Work-in-Progress Preview/Presentation of this Final Assignment will be shared in class on **December 2, 2021**. The in-class Final Project Preview/Presentation of this Final Assignment accounts for **5% of the course grade**. Additional instructions will be provided.

The Final Written Assignment accounts for **45% of the course grade** and **due December 17, 2021**.

In consultation with the professor each student will **SELECT ONE** of the following for the Final Written Assignment:

**1. Create a Three-Session Education Series for Congregational Use**

Design a three-session educational series for use in a congregation or other faith community gathering that draws on the course themes and learning outcomes. This series could be for adult education or another type of education presentation within a congregational context. This three-session series must include an overall statement of purpose and theme, goals for the series, a short description of the ministry context, as well as an annotated lesson plan for each of the three sessions. The lesson plan must have learning objectives for each session, the planned pedagogy for the session, and how the session is connected to the overall theme of the series. The student is **not** expected to lead these three sessions during Fall 2021. **Due December 17, 2021.**

**OR**

**2. Create a Worship Service**

Design a worship service, including a sermon, and hymns and/or other worship songs related to the course themes and learning outcomes. In addition to a sermon manuscript, an annotated bulletin (or an annotated outline if the congregation does not use a bulletin) with all the prayers and readings written out must be submitted. It is **not** expected that the student will lead this worship service during Fall 2021, but this will be a resource for future use in a ministry context. **Due December 17, 2021.**

**OR**

**3. Research paper**

The student submits a research paper related to the course themes and learning outcomes. The paper must have a clear thesis and developed argument. The research paper is to be typewritten, double-spaced, one-inch margins, style and format in Chicago Style, see below. **Due December 17, 2021.**

**For Master's students** the paper should be 3,600-4,500 words (equivalent to @ 8-10 typewritten pages).

**For DMin students** the paper should be at least 4,500-5,400 words (equivalent to @ 10-12 typewritten pages).

Any or all of the written assignments may be submitted in either English or Spanish at the student's own choosing, conforming to *The Chicago Manual of Style*, 17<sup>th</sup> ed. (Chicago: University of Chicago Press, 2017). This information is summarized in *A Manual for Writers*

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*of Term Papers, Theses, and Dissertations*, 9<sup>th</sup> ed., by Kate L. Turabian, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (Chicago: University of Chicago Press, 2020). Guides are available at the LPTS library and in the Academic Support Center (ASC).

**V. Grading**

Grading will be calculated as follows:

- Class participation will comprise 25% of the final course grade
- Reflection/Response papers account for 25% of the final grade.
- The in-class Final Project Preview/Presentation of this Final Assignment accounts for 5% of the final grade.
- The Final Written Assignment accounts for 45% of the final grade

Louisville Seminary’s grading system is: A = superior, B = good, C = satisfactory, D = marginal, F = failure. Grading will assume a graduate level of teaching and learning. “Good” or “very good” work—earn a grade in the range of “B.” “A” work shows originality in thought and execution.

**VI. COURSE OUTLINE, SCHEDULE, AND ASSIGNMENTS**

| DATES & TOPICS  | READINGS & VIEWING ASSIGNMENTS   |
|---|--|
| <b>Week 1: Sept. 9, 2021</b><br><b><i>Historia</i> and Contexts;</b><br><b>Course Overview &amp; Introduction</b> | <ul style="list-style-type: none"> <li>• Aponte, “<i>Coritos</i> as Active Symbol in Latino Protestant Popular Religion,” <i>Journal of Hispanic/Latino Theology</i> 2, no. 3 (1995) 57-66. [sent via email and also available on Canvas]</li> </ul> <b>View:</b> “Guantanamo” —Playing For Change,<br><a href="https://youtu.be/blUSVALW_Z4">https://youtu.be/blUSVALW_Z4</a>   |
| <b>Week 2: Sept. 16, 2021</b><br><b>Christianity in Iberia: An Overview</b>                                       | <ul style="list-style-type: none"> <li>• Aponte and De La Torre, <i>Introducing</i>, pp. xi-xliii</li> <li>• Romero, <i>Brown Church</i>, pp. vii-28</li> </ul> <b>View:</b> “The Reconquista, Every Year,”<br><a href="https://www.sutori.com/item/untitled-4e01-8d74">https://www.sutori.com/item/untitled-4e01-8d74</a><br><br><b>View:</b> Robert Chao Romero, JD, PhD, “What is Brown Church?”<br><a href="https://youtu.be/1efrkZHOS5A">https://youtu.be/1efrkZHOS5A</a> |
| <b>Week 3: Sept. 23, 2021</b><br><b>Christianity in Latin America: An Overview</b>                                | <ul style="list-style-type: none"> <li>• Romero, <i>Brown Church</i>, pp. 29-48</li> <li>• Nanko-Fernández, <i>Theologizing en Espanglish</i>, Dedication page, “Foreword,” “Introduction,” pp. ix—20</li> </ul> <b>View:</b> Willie Perdomo, “The New Boogaloo”/ “How Beautiful We Really Are,” <a href="https://youtu.be/FrtEAr88xjg">https://youtu.be/FrtEAr88xjg</a>   |
| <b>Week 4: Sept. 30, 2021</b><br><b>Race, Ethnicity, Cultures, and Contexts</b>                                   | <ul style="list-style-type: none"> <li>• Aponte and De La Torre, <i>Introducing</i>, pp. 1-40</li> <li>• Romero, <i>Brown Church</i>, pp. 75-98</li> </ul> <b>View:</b> “Child of the Americas” by Aurora Levins Morales read by Angelica Martinez, <a href="https://youtu.be/oJ2xsh9t5CY">https://youtu.be/oJ2xsh9t5CY</a>  |

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| <p><b>Week 5: October 7, 2021</b></p> <p><b>Identity, Contexts, &amp; Passages</b></p>                             | <ul style="list-style-type: none"> <li>• Aponte and De La Torre, <i>Introducing</i>, pp. 41-76</li> <li>• Romero, <i>Brown Church</i>, pp. 99-119</li> </ul> <p><b>View:</b> Ada María Isasi-Díaz, PhD, Religion and the Feminist Movement Conference - Panel III, November 2, 2002:<br/> <a href="https://youtu.be/HhSk4UHWUec">https://youtu.be/HhSk4UHWUec</a></p>  |
| <p><b>Week 6: October 14, 2021</b></p> <p><b>Places, Spaces, and Spirituality</b></p>                              | <ul style="list-style-type: none"> <li>• Aponte and De La Torre, <i>Introducing</i>, pp. 77-147</li> <li>• Romero, <i>Brown Church</i>, pp. 120-141</li> </ul> <p><b>View:</b> “CTU Professor Carmen Nanko-Fernández, DMin explains the ofrenda (altar),” <a href="https://youtu.be/EwjG49dO9Ck">https://youtu.be/EwjG49dO9Ck</a></p>  |
| <p><b>Week 7: October 21, 2021</b></p>   | <p><b>Research &amp; Study Week</b></p>  |
| <p><b>Week 8: October 28, 2021</b></p> <p><b>Redefining Mainstreams and Mainlines</b></p>                          | <ul style="list-style-type: none"> <li>• Romero, <i>Brown Church</i>, pp. 142-162</li> <li>• Nanko-Fernández, <i>Theologizing en Espanglish</i>, “Decolonizing Practical and Pastoral Theologies,” pp. 21-50</li> </ul> <p><b>Reflection/Response (R/R) Paper #1:</b> Aponte and De La Torre, <i>Introducing Latinx Theologies</i></p>   |
| <p><b>Week 9: Nov. 4, 2021</b></p> <p><b>Spirituality, Color-line, and Reconciliation</b></p>                      | <ul style="list-style-type: none"> <li>• Romero, <i>Brown Church</i>, pp. 163-173</li> <li>• Nanko-Fernández, <i>Theologizing en Espanglish</i>, “The <i>Imago Dei</i> in the Vernacular”; “Handing on Faith en su propia lengua,” pp. 51-76</li> </ul> <p><b>View:</b> Justo L. González, PhD “Comments on the 25th anniversary of the UMC National Plan for Hispanic/Latino Ministry, <a href="https://youtu.be/e7VLZUVKD38">https://youtu.be/e7VLZUVKD38</a></p>  |
| <p><b>Week 10: Nov. 11, 2021</b></p> <p><b>Spirituality and Popular Cultures</b></p>                               | <ul style="list-style-type: none"> <li>• Romero, <i>Brown Church</i>, pp. 174-206</li> <li>• Nanko-Fernández, <i>Theologizing en Espanglish</i>, “¡Cuidado! The Church Who Cares and Pastoral Hostility”; Beyond Hospitality: Implications of (Im)migration for Teología y Pastoral de Conjunto” pp. 77-119</li> </ul>   |
| <p><b>Week 11: Nov. 18, 2021</b></p> <p><b>Popular Spirituality, Organized Religion, and “Secular” Culture</b></p> | <ul style="list-style-type: none"> <li>• Aponte and De La Torre, <i>Introducing</i>, pp. 149-172</li> <li>• Nanko-Fernández, <i>Theologizing en Espanglish</i>, “Justice Crosses the Border: The Preferential Option for the Poor in the United States” pp. 120-152</li> </ul> <p><b>View:</b> “Discurso del Padre Arturo Bañuelas,” Commencement address, Catholic Theological Union (CTU), May 24, 2018,<br/> <a href="https://youtu.be/ZsE5UI2DJ6w">https://youtu.be/ZsE5UI2DJ6w</a></p> <p><b>R/R Paper #2:</b> Nanko-Fernández, <i>Theologizing en Espanglish</i></p> |

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|---|---|
| November 25, 2021   | Thanksgiving, No class  |
| Week 12: Dec. 2, 2021<br>Works-in-Progress Reports                                    | <ul style="list-style-type: none"> <li>• Students In-class Progress Reports on Final Projects</li> <li>• <b>Final Project Preview/Work-in-Progress Presentation Due December 2, 2021</b></li> </ul>   |
| Week 13: Dec. 9, 2021<br>Santa/o/x Spirituality and the Church in its Social Contexts | <ul style="list-style-type: none"> <li>• Aponte and De La Torre, <i>Introducing</i>, pp. 172-186</li> <li>• Chao Romero, <i>Brown Church</i>, pp. 207-218</li> </ul> <p><b>R/R Paper #3:</b> Romero, <i>Brown Church: Five Centuries of Latina/o Social Justice, Theology, and Identity</i></p> |
| Week 14: Dec. 17, 2021  | <p><b>Final Assignment due</b></p> <p><b>For DMin students: R/R Paper #4 due.</b> See III.B., above</p>   |

**VII. SELECT BIBLIOGRAPHY**

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