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Graduate School of Religion and Religious Education
Fordham University
Bronx, N.Y. 10458

Latin@ Spirituality

PMGR 6617

3 credits

Spring 2016, online A session
(January 19, 2016-March 14, 2016)

COURSE SYLLABUS

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Introduction

This course presents an introduction to the way Latinos and Latinas live-out their relationship or faith in God or spirituality. While the focus of the course will be on Latino Christian spirituality---both Catholic and Protestant---attention will also be paid to non-Christian Latino spiritualities, especially *Santería*. We begin with an overview of the variety of spiritualities practiced by Latinos and Latinas and then proceed topically looking at popular Catholicism, the Latino celebration of the sacraments, Marian devotion (especially to Our Lady of Guadalupe), New Ecclesial Movements (especially the Charismatic Renewal and the Neo-Catechumenal Way, Mainline Latino Protestant spirituality, and Latino Pentecostalism.

An emphasis will be placed on personal appropriation of the material covered by means of weekly postings to the course's Blackboard Discussion Board. See the appendix to the syllabus for directions on how to access Blackboard. There is also an online manual of Blackboard's features located in the Tools section that new users should consult. PowerPoint presentations of the salient points of the readings are provided to help the students in this task. These and other course materials, such as the syllabus, course announcements, etc. will be posted on the course website on Blackboard.

Course Objectives

1. Use tools of cultural, social and theological analysis in the interpretation of Latino culture and its relationship to the Christian tradition.
2. Demonstrate the relationship between Latino spiritual traditions and one's spiritual development.
3. Minister effectively to Latino populations through an understanding of Latino spirituality.

Course Requirements

- Completion of the reading assignment for each week, and preparedness to discuss it. To facilitate these tasks, students will be required to submit weekly contributions based on the assigned reading to the Discussion Board on Blackboard. See below under Grading for details.
- Completion of a final examination, project or research paper. Students who obtain a cumulative grade of an A- (89.5%>) on their weekly reflections are exempt from the final evaluation
- Doctoral students are required to do a twenty to twenty-five page research paper in lieu of the final evaluation.
- Unless otherwise noted below, students should purchase the following books for the course. Articles may be found online on the course's Blackboard site. All books are also on reserve in the library at Rose Hill:
 - Edwin David Aponte, *¡Santo!: Varieties of Latino/a Spirituality* (Maryknoll, NY: Orbis Books, 2012) ISBN: 978-1-57075-964-2
 - Patrick Brankin, *Bilingual Ritual of Hispanic Popular Catholicism* (New Hope, KY: New Hope Publications, 2002) ISBN: 1-892875-16-0 (Optional Reading)
 - Carlos F. Cardoza-Orlandi, "Qué Lindo Es Mi Cristo: The Erotic Jesus/ Christ in the Caribbean, Latin America, and Latino/a Protestant Christian Music," in Harold J. Recinos and Hugo Magallanes, eds. *Jesus in the Hispanic Community: Images of Christ from Theology to Popular Religion* (Louisville, KY: Westminster John Knox Press, 2009), pp. 157-170 ISBN: 978-0-664-23428-7 (On Blackboard)
 - Elizabeth Conde-Frazier, "Hispanic Protestant Spirituality," in José David Rodríguez and Loida I. Martell-Otero, eds. *Teología en Conjunto: A Collaborative Hispanic Protestant Theology*

(Louisville, KY: Westminster John Knox Press, 1997), pp. 125-145
ISBN: 0-664-25665-1 (On Blackboard)

- Allan Figueroa Deck, “Where the Laity Flourish” from *America*, Vol. 195 No. 4, August 14, 2006. (On Blackboard)
- James Empereur, S.J. and Eduardo Fernandez, S.J., *La Vida Sacra: Contemporary Hispanic Sacramental Theology* (Lanham, MD: Rowman & Littlefield, 2006) ISBN: 978-0-7425-5157-2 or 0-7425-5157-1
- Orlando O. Espín, *The Faith of the People: Theological Reflections on Popular Catholicism* (Maryknoll, NY: Orbis Books, 1997) ISBN: 1-57075-111-0
- Vincent Gragnani, “A Symphony of Church Life” from *America*, Vol. 195 No. 4, August 14, 2006. (On Blackboard)
- Tony Hanna, “Three Movements Examined,” in Tony Hanna, *New Ecclesial Movements* (Staten Island, N.Y.: Alba House, 2006), pp. 33-100 ISBN: 0-8189-0996-X (On Blackboard)
- Timothy Matovina, “Parishes and Apostolic Movements,” (Chapter 4) in *Latino Catholicism: Transformation in America’s Largest Church* (Princeton University Press, 2011) ISBN: 9780691139791 (On Blackboard)
- Jeanette Rodríguez, *Our Lady of Guadalupe: Faith and Empowerment among Mexican-American Women* (Austin: University of Texas Press, 1994) ISBN: 0-292-77062-6
- Arlene Sánchez-Walsh, *Latino Pentecostal Identity: Evangelical Faith, Self, and Society*. (New York: Columbia University Press, 2003) ISBN: 0-231-12732-4

Grading

- Final evaluation (Final exam, Project, or Research Paper): 30% of the final course grade. (Course Objectives 1, 2 &3)
 - For the final exam, the student will be given a selection of compare/contrast essay questions from which he or she will choose two. The student will write a 5 page double-spaced typed answer (maximum length) for each of the two questions chosen.
 - The project or research paper requires previous approval, which should be procured during the week stipulated on the syllabus by submitting a description of the paper or project by email or meeting with the professor in person. Late submissions will not be accepted and students will then take the final exam.
 - Projects may include a variety of media, from podcasts, videos, PowerPoint presentations for a class, the pastoral plan for a retreat, etc. Examples of past final evaluations are provided on Blackboard under Final Exam, etc.

- Research papers should be between ten to fifteen double-spaced typed pages, and will consistently follow one of the manuals of style accepted by the GSRRE and listed in the Student Handbook. Doctoral students are required to do a twenty to twenty-five page research paper in lieu of the final evaluation.
- All final evaluations are to be emailed to the professor by the stipulated dated. Late submissions will be penalized in the grading. The professor will acknowledge the receipt of the paper or project by return email. The professor will return final evaluations by emails with comments. Please submit all final evaluations in a PDF document so that comments may be made to the body of your text.
- Students who obtain a cumulative grade of an A- (89.5%>) on their weekly reflections are exempt from the final evaluation.
- Weekly Posts: 50% of the final course grade (Course Objectives 1, 2 &3)
 - Informed, creative and courteous engagement throughout the semester on the course's Blackboard Discussion Board is required. See the guidelines for posts in Appendix 2 for more information on these weekly posts.
 - Each student's weekly major and minor contributions will receive a composite grade that will be averaged at the end of the semester and account for fifty percent of the course grade. Quality of participation will trump the quantity of contributions by the student in determining the weekly grade.
 - The grade for the weekly contributions will usually be given the Thursday morning on which the minor posts are due.
 - Students who obtain a cumulative grade of an A (94.5%>) on their weekly reflections are exempt from the final evaluation.
- Journal: 20% of the final course grade (Course Objective 2)
 - At least once during the semester students are required to step back from their weekly assignments and reflections and consider the big picture of their learning during the course. They are asked to engage in recapitulation, a venerable facet of Ignatian pedagogy, that has one reflect about his or her experience and learning in the course.
 - In this way students are given an opportunity to go deeper in their learning by reflecting on how their mind has changed, how they have seen themselves grow during the course, and to share this with the instructor and their fellow students. These in turn have the opportunity to respond to these more personal and holistic reflections and offer their feedback to the students to keep the conversation and the learning going at a deeper level than is afforded by the weekly assignments.
 - The more posts a student makes, either reflection on their learning experience or responding to the posts of other students, the better their grade for this piece of the evaluation system of the course.

- o The grade given in the final week of the course will be out of 10 points.
- Blog: Extra-credit and part of the class participation grade. (Course Objectives 1 & 3)
 - o Jesus is ever in the news, and while that news is sometimes very interesting and relevant to the focus of this course, it may not easily fit into the reflections of a given week. To facilitate information and discussion about contemporary Latino-related events, students are encouraged to post interesting and relevant news on the course blog.
 - o While this is not a required assignment, students who post and comment regularly will be given extra-credit for their efforts. An extra grade will be added to the class participation grade.
 - o This extra class participation grade will be out of 10 points and given in the final week of the course.
- GSRRE Grading System and Equivalents:

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|-----|---|--------|---------|----|
| 4.0 | Outstanding | 95%> | 9.5-10 | A |
| 3.7 | Excellent | 90-94% | 9-9.4 | A- |
| 3.3 | Very Good | 87-89% | 8.7-8.9 | B+ |
| 3.0 | Good | 83-86% | 8.3-8.6 | B |
| 2.7 | Above Average | 80-82% | 8-8.2 | B- |
| 2.3 | Average | 77-79% | 7.7-7.9 | C+ |
| 2.0 | Satisfactory | 73-76% | 7.3-7.6 | C |
| 1.7 | Passing but less than Satisfactory | 70-72% | 7-7.2 | C- |
| 0.0 | Failure | <69% | <6.9 | F |
| INC | Postponement of the final exam, until date stipulated on the GSRRE calendar. Written permission from the GSRRE Dean and professor required. | | | |

Note on Disabilities

Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of Fordham University. If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, course work, or assessment of the object of this course, you may be entitled to accommodations. Please schedule an appointment to speak with someone at the Office of Disability Services (Rose Hill - O'Hare Hall, Lower Level, x0655 or at Lincoln Center – Room 207, x6282).

Schedule of Classes, Assignments and Readings

Week of:

1/18: Overview: the Varieties of Latin@ Spiritualities

Reading: Aponte, *¡Santo!*

Students are required to post an introduction of themselves on the Introductions Forum of the Discussion Board by **9am on Monday 1/18**.

The Major Post for this week's reading will be due by **9am on Tuesday, 1/19 and the minor posts by 9am on Thursday, 1/21**. This pattern will continue for subsequent weeks.

1/25: Popular Catholicism

Reading: Espín, *The Faith of the People*

2/1: Latinos and the Sacraments I

Reading: Empeureur and Fernández, *La Vida Sacra*, Chapters 1-4

2/8: Latinos and the Sacraments II

Reading: Empeureur and Fernández, *La Vida Sacra*, Chapters 5-7

Week 4: Proposals due for those desiring to do a final project or research paper by 9am Friday 2/12.

2/15: Our Lady of Guadalupe and other Latino Marian Devotions

Reading: Rodriguez, *Our Lady of Guadalupe*

Brankin, *Bilingual Ritual of Hispanic Popular Catholicism* (optional)

2/22: Latinos and New Ecclesial Movements

Reading: Allan Figueroa Deck, "Where the Laity Flourish",

Vincent Gagnani, "A Symphony of Church Life," Tony Hanna, "Three Movements Examined," Timothy Matovina, "Parishes and Apostolic Movements" (On Blackboard)

2/29: Mainline Latino Protestant Spirituality

Reading: Carlos F. Cardoza-Orlandi, "*Qué Lindo Es Mi Cristo: The Erotic Jesus/Christ in the Caribbean, Latin America, and Latino/a Protestant Christian Music*," and Elizabeth Conde-Frazier, "Hispanic Protestant Spirituality," (On Blackboard)

3/7: Latino Pentecostalism

Reading: Arlene Sánchez-Walsh, *Latino Pentecostal Identity: Evangelical Faith, Self, and Society*.

There will be no minor posts required for this week so that students may concentrate on completing their final evaluations.

Final Exam, Paper and Projects due by 9am Monday March 14th

A.M.D.G.

Appendix One

Student and New User Guide to Fordham Blackboard Courses

In order to access Fordham's Blackboard site, you must direct your web browser to the following address:

<http://fordham.blackboard.com/>

Note: There is no "www" in this address.

Then:

1. Click on the Login button located at the left of the screen.
2. After you press the Login button, the Welcome Screen will appear requesting your Username and Password.
3. Your username is your Lotus Notes E-mail username, or everything before the @ sign. For example, if your email address is jsmith@fordham.edu, your username is jsmith.
4. Your password is your four digit Oasis pin #. We do not use Social Security numbers. If you have forgotten your password, try the last 4 digits of your home zip code or call the help desk at extension 3999, or click on the "Forgotten Password" link and follow the instructions. Note: changing your password in Lotus, Oasis or anywhere else does not change your password in Blackboard or vice versa.

Welcome Page

Once you have logged into Fordham University's Blackboard site, you will be greeted with a Welcome Page. It will identify you by your first name and the Course(s) in which you are participating.

To enter a course in which you are enrolled: Under the area labeled, "My Courses", click on the hyperlink to your course.

Generally you will enter your desired course through the Announcements Page of the course. Any announcements posted by the professor will be displayed on this page as the course progresses. If there is more than one announcement posted on this page, simply scroll down the screen.

Editing Personal Information

Users manage personal data and privacy settings from the Personal Information page found on the left side of the Welcome Page in the Tool Box. The **Edit Personal Information** option allows you to control the information that appears in your account's profile. You can change the values in fields, populate empty fields, or remove information from fields. The fields with a red asterisk must be included. *Note: Please change your e-mail address here to the one you use most regularly.* This will ensure timely communication.

The **Change Password** option manages your account password in Blackboard ONLY and not in Lotus Email, etc..

The **Set Privacy Option** manages your profile in the User Directory. Individuals may choose to make information available through the User Directory/Class roster, and control what information will be displayed.

To receive notifications of new postings within any course to your Email account or cell phone, go to the **TOOLS** menu and **NOTIFICATIONS** and follow the instructions there to set your preferences.

Appendix Two

Guidelines for Major and Minor Posts

Claudio M. Burgaleta, S.J.

Major Posts (Course Objectives 1, 2 & 3)

- One major post should be made by 9am on Tuesdays each week for online courses, for on campus courses the posting on Blackboard will be before each week's class. Tardiness will be penalized. Major posts should be no more than 500 words or two double-spaced typed pages, and answer only one reflection question in the forum. Please write the topic of your question in the subject line on Blackboard.
- It is best to write the post in a word-processing program and then cut and paste them into Blackboard. Please make sure that paragraphs are set off from each other on Blackboard so that the post does not all run together.
- Answer the major post in two parts. The first part of the post will answer the question as fully as possible giving evidence that you have done the reading and understood it by using your own words in formulating an answer. There is no need to cite sources other than the readings. The second part of the post will give your opinion on the subject that you have written, citing examples and giving reasons for your opinion. In this part you may focus on the impact of the issue on your life, your ministry, the world or Church at large.
- The genre of the post is an essay. Think in paragraphs, thesis statements, and the development of an argument with examples and reasons. Bullet-point answers that resemble notes are not acceptable. Please proofread and spell-check your answer before posting. Clarity of expression will be considered in the grading.

Minor Posts (Course Objectives 1, 2 & 3)

- Two minor posts should be made by 9am on Thursdays each week. Tardiness will be penalized. Minor posts should be no more than 250 words or one double-spaced typed page, and respond to two major posts by your classmates for that week.
- It is best to write the post in a word-processing program and then cut and paste them into Blackboard. Please make sure that paragraphs are set off from each other on Blackboard so that the post does not all run together.
- The objective of the minor point is to engage the thought of your classmate as expressed in his or her major post for the week. Simply disagreeing or agreeing with the major post is not sufficient. In the minor post you may point out some lacuna in the major post's argument and supplement it with relevant information, you may respectfully agree or disagree with the opinion expressed in the major post and provide examples and reasons for that agreement or disagreement. Try to carry the conversation forward by providing insightful feedback in so far as you are able to do so. By insightful feedback I mean observations that in disagreeing or agreeing point out a dimension or aspect of the topic under discussion that the author of the major post did not consider in his or her major post. These insights may be drawn from other reading you have done, life and ministry experiences, etc.
- The genre of the post is an essay. Think in paragraphs, thesis statements, and the development of an argument with examples and reasons. Bullet-point answers that resemble notes are not acceptable. Please proofread and spell-check your answer before posting. Clarity of expression will be considered in the grading.