**Caring with the Oppressed *Latinamente***

**Iliff School of Theology**

Spring Quarter 2020

Online (Synchronous; Tuesdays, 1:00-3:00 PM via Zoom / Asynchronous via Canvas)

Rev. Dr. Rubén Arjona

## [rarjona@iliff.edu](mailto:rarjona@iliff.edu)

Office hours: I-404, by appointment

**Course Description**

This course explores Latinx perspectives on the understanding and practice of care with oppressed individuals and communities. Close attention is given to the relevance of Liberation Theology for pastoral care. Other relevant topics include pastoral accompaniment, community and family, and the notions of mestizaje and lo cotidiano (daily life experience).

Although this course may offer insights on how to provide spiritual/pastoral care to Latinx communities, the main purpose of the course is to deepen intercultural awareness by reflecting on how caregiving is practiced within Latinx communities. What might be distinctive about the practice of spiritual and pastoral care within Latinx communities? In what ways does Liberation Theology influence Latinx understandings and practices of care? What might caregivers in the U.S. context learn from the embodiment of pastoral theology in Latin America? Based on the insights and experiences of Latinx theologians and literary scholars, these are some of the questions that Pastoral Care *Latinamente*seeks to answer.

**Learning Goals**

1. Students will become familiar with a variety of Latinx theologies and approaches to pastoral/spiritual caregiving.
2. Students will deepen their intercultural competency by demonstrating empathic understanding of Latinx contexts and theological perspectives.
3. Students will further articulate their theologies of care by incorporating into their own understandings and practices of leadership and ministry Latinx insights for spiritual and pastoral care.

**Required Texts**

Boff, L. & C. Boff (1987). *Introducing Liberation Theology.* Maryknoll, NY: Orbis Books.

Castillo, A. (2016). *Black Dove: Mamá, Mi'jo, and Me.* New York: Feminist Press.

Isasi-Díaz, A. M. (2004). *La Lucha Continues: Mujerista Theology.*Maryknoll, NY: Orbis Books.

Romero, O. (2018). *The Scandal of Redemption: When God Liberates the Poor, Saves Sinners, and Heals Nations.* Walden, NY: Plough Publishing House.

Tamez, E. (2006). *Bible of the Oppressed.* Eugene, OR: Wipf & Stock. [You may also purchase the 1982 edition by Orbis Books].

**Other required readings**

**\*This text is available on Canvas as PDF (under “Files” tab).**

**\*\*This text is available electronically through Iliff’s library.**

Althaus-Reid, M. (2004). Popular Anti-Theologies of Love. In *The Queer God* (pp. 113-132). New York: Routledge.\*\*

Anzaldúa, G. (2007). La conciencia de la mestiza: Towards a New Consciousness. In *Borderlands La Frontera: The New Mestiza* (pp. 99-113). San Francisco: Aunt Lute.\*

Aponte, E. D. (2012). *¡Santo! Varieties of Latino/a Spirituality*. Maryknoll, NY: Orbis.\*\*

Arjona, R. (2018). You Are My Friends: Pastoral Care with Young Mexican Men. *Pastoral Psychology,* *67*, 589-610.\*\*

Baltodano, S. (2002). Pastoral Care in Latin America. *American Journal of Pastoral Counseling, 5*, 191-224.\*

Elizondo, V. P. (1995). *Mestizaje* as a Locus of Theological Reflection. In *Mestizo Christianity: Theology from the Latino Perspective* (pp. 5-27). Maryknoll, NY: Orbis.\*

Goizueta, R. S. (1995). *Hacia Una Teología de Acompañamiento:* The Preferential Option for the Poor and the Proper Place of Theology. In *Caminemos con Jesús: Toward a Hispanic/Latino Theology of Accompaniment* (pp. 173-211). Maryknoll, NY: Orbis.\*

Gonzalez, M. A. (2012). When We Don’t Choose Our Friends: Friendship as a Theological Category. *Theology Today* 69, 189-196.\*\*

Martell-Otero, L. I., Z. Maldonado Pérez, & E. Conde-Frazier (2013). *Latina Evangélicas: A Theological Survey form the Margins.* Eugene, OR: Cascade Books.\*\*

Pineda, A. M. (1995). Pastoral de Conjunto. In *Mestizo Christianity: Theology from the Latino Perspective* (pp. 125-131). Maryknoll, NY: Orbis.\*

Sobrino, J. (2004). The Crucified God & Primordial Saintliness. In *Where Is God? Earthquake, Terrorism, Barbarity, and Hope* (pp. 49-105). Maryknoll, NY: Orbis.\*

**Course Requirements**

1. **Class Attendance and Participation.** Please make every effort to participate in the synchronous component of the course (via Zoom). If you need to miss a Zoom session, please inform the instructor by email. Participation entails doing the assigned readings in time and coming to class with questions and insights to enrich our discussion of the class materials. Participation also implies the readiness to listen attentively and respectfully to the insights and comments of other students, even when we might disagree with them.
2. **Short Paper and Class Leadership.** Once in the quarter, each student will take responsibility for initiating the discussion of the assigned reading(s). In preparation for the class, write a paper of approximately 6 double-spaced pages in which you present some of the key issues and questions in response to the week’s reading(s). In addition to rehearsing some of text author’s (authors’) arguments, *be sure to include your own ideas relative to the author’s positions, for example, areas of agreement and disagreement, how the material impacts you personally, and what might be the implications of the material for pastoral/spiritual care and counseling.* On the day of your class leadership, you will facilitate discussion based on your paper and the readings of the week. You may prepare a few questions to guide the discussion or incorporate any other pedagogical tool that might help us engage the topic of the day. To help class participants prepare for discussion, please upload your paper on Canvas by 7:00 PM on the day before your presentation.

**Assessment:**

|  |  |
| --- | --- |
|  | **Short Paper (20 points)** |
| 0-8 | *Comprehension of the authors’ viewpoints*  Demonstrated understanding of the assigned readings. Included references to the authors’ works. |
| 0-8 | *Critical interaction*  Demonstrated the ability to critically reflect on the authors’ viewpoints and integrate them with their personal and/or vocational concerns. |
| 0-4 | *Mechanics and proofreading*  Demonstrated attention to grammatical precision and spelling accuracy. |
|  | **Class leadership (10 points)** |
| 0-10 | Distributed paper on time and facilitated discussion in creative and engaging ways. |
|  | **Total for this assignment (30 points possible)** |

1. **Final Journal or Paper.**

**Option A. Reading Journal.** A reading journal of approximately 12 to 14 pages (double-space, 12-point font, Times New Roman or similar). The journal should include your reflections/comments on the readings of seven weeks (you may focus on one text per week). Your reflections might include, for example, areas of agreement/disagreement and insights that you found particularly helpful for your personal or vocational self-understanding. Your journal may also include poems, songs, paintings or any other artistic expressions evoked by the readings. *If you choose this option, try to write your reflections weekly (rather than waiting until the end to write all your journal entries).*

**Option B.** **Integrative Paper.** An integrative paper of approximately 12 to 14 pages (double-space, 12-point font, Times New Roman or similar, APA style) based on some of the required readings and outside works. The paper should articulate your understanding and appropriation of a topic related to the texts and themes of the course.

**Assessment:**

|  |  |
| --- | --- |
|  | **Final Paper (40 points)** |
| 0-15 | *Comprehension of class materials*  The student cited class readings, discussions, lectures, videos and other class materials. The student demonstrated his/her/their understanding of the authors’ viewpoints. |
| 0-20 | *Critical interaction and creativity*  The student demonstrated the ability to critically reflect on the authors’ viewpoints and integrate them with his/her/their personal and/or vocational concerns in creative ways.  The student used himself/herself/themselves instrumentally (James Dittes). |
| 0-5 | *Mechanics and proofreading*  The student demonstrated attention to grammatical precision and spelling accuracy. Sources were cited consistently in APA style. |

**Grading**

|  |  |
| --- | --- |
| Zoom attendance and Canvas participation | 30% |
| Short paper and class leadership | 30% |
| Reading Journal or Final Paper | 40% |
| **Total** | **100%** |

**Grading Scale**

|  |  |
| --- | --- |
| A | 97-100 |
| A- | 93-96 |
| B+ | 89-92 |
| B | 85-88 |
| B- | 81-84 |
| C+ | 77-80 |
| C | 73-76 |
| C- | 69-72 |
| D+ | 65-68 |
| D | 61-64 |
| D- | 57-60 |
| F | 0-59 |

**Schedule**

|  |  |
| --- | --- |
| ***Date*** | ***Topic(s) and Required Readings*** |
| Week 1  3/24 | **Introduction: Why Pastoral Care *Latinamente*?** |
| Week 2  3/31 | **Latin American Liberation Theology**  Boff & Boff, *Introducing Liberation Theology* (entire book) |
| Week 3  4/7 | **Perspectives on Latinx Pastoral Care**  Baltodano, Pastoral Care in Latin America  Goizueta, *Hacia Una Teología de Acompañamiento:* The Preferential Option for the Poor and the Proper Place of Theology  Pineda, Pastoral de Conjunto |
| Week 4  4/14 | ***La Biblia:* Resource for Pastoral Care**  Tamez, *Bible of the Oppressed* (entire book)  Conde-Frazier, Evangélicas Reading Scriptures: Readings from Within and Beyond the Tradition (ch. 5 in *Latina Evangélicas*) |
| Week 5  4/21 | **Radical *Acompañamiento* of the Poor: Romero, Sobrino, Ellacuría**  Romero, *The Scandal of Redemption* (entire book)  Sobrino, The Crucified People & Primordial Saintliness (chapters 4 & 5 in *Where is God?*) |
| Week 6  4/28 | **The Holy Spirit and Other *Santos***  Maldonado Pérez, Martell-Otero, and Conde-Frazier, Dancing with the Wild Child: *Evangélicas* and the Holy Spirit  Althaus-Reid, Popular Anti-Theologies of Love (ch. 7 in *The Queer God*)  Aponte, Santo and Spirituality and Santo: Beyond the Usual Expectations (chs. 1 & 2 in *¡Santo! Varieties of Latino/a Spirituality*) |
| Week 7  5/5 | **Mestizaje and Mulatez**  Elizondo, *Mestizaje* as a Locus of Theological Reflection  Isasi-Díaz, A New Mestizaje/Mulatez: Reconceptualizing Difference (ch. 5 in *La Lucha Continues*)  Anzaldúa, La conciencia de la mestiza: Towards a New Consciousness |
| Week 8  5/12 | **Lo Cotidiano**  Isasi-Díaz, *Lo Cotidiano:* Everyday Struggles in Hispanas/Latinas’ Lives (ch. 6 in *La Lucha Continues*)  Martell-Otero, From *Satas* to *Santas*: *Sobrajas* No more: Salvation in the Spaces of the Everyday (chapter 3 in *Latina Evangélicas*).  Aponte, Rhetoric and Traditions (ch. 5 in *¡Santo! Varieties of Latino/a Spirituality)* |
| Week 9  5/19 | **La Familia**  Castillo, *Black Dove* (entire book)  Choose one of the following:  Isasi-Díaz, *Identifícate con Nosotras:* A *Mujerista* Christological Understanding (ch. 12 in *La Lucha Continues*)  Maldonado Pérez, The Trinity *es y son familia* (ch. 4 in *Latina Evangélicas*)  Aponte, Rituals in the Passages of Life (ch. 4 in *¡Santo! Varieties of Latino/a Spirituality*) |
| Week 10  5/26 | **Friendship**  Arjona, You Are My Friends: Pastoral Care with Young Mexican Men  Gonzalez, When We Don’t Choose Our Friends: Friendship as a Theological Category |

**Policies and Services** (see the “Policies and Services” tab on Canvas).