



LATM 221: HISTORY and MISSION in LATINA/O PERSPECTIVE

**SCU Graduate Program in Pastoral Ministry
Winter, 2025**

**Instructor: Vince Olea, D.Min, Email: volea@scu.edu
Cell Phone: (559) 930-1718 Office Hours: By Appointment**

I. COURSE DESCRIPTION AND AIMS

This 4 Unit course explores the colonial and postcolonial history of the Americas, and the role of the Catholic Church in this history. It examines the dynamics of the colonial encounter and the ambivalence of identity in the borderlands (the *nepantla*), with emphasis on generational identity for Latinx peoples in the United States. This course probes pastoral issues related to cultural identity, migration, acculturation stressors, historical trauma, resiliency, language, and generational distinctions in cultural/faith expressions, and considers Hispanic theological contributions, methods and practices, in light of these cultural realities.

LATM 221 is a required course in the Latina/o Ministry emphasis (an elective for other students).

LATM 221 emphasizes two learning outcomes: **Pastoral Proficiency** and **Diversity Fluency**. By completing this course, students will demonstrate:

A) Pastoral Proficiency:

Familiarity with ministerial practices in various manifestations of church life, expressed in concrete pastoral applications which include discernment, compassion, and ministries of accompaniment.

B) Diversity Fluency:

Awareness of and critical engagement with how one's own culture influences ministry, and then to engage in ministries that build the community of Christ and are sensitive to and respectful of all cultures and traditions, and individuals who vary by race, ethnicity, gender, sexual orientation, and dynamics of wealth, poverty, and power.

II. COURSE ORGANIZATION

This course will navigate through five primary areas of study: 1. Sixteenth Century Catholicism and the colonization of Latin America; 2. Our Lady of Guadalupe and the spread of Catholicism; 3. Immigration and the border experience; 4. The faith expressions and theological themes emerging from the generations of Hispanic peoples, including cultural identity, popular religiosity, Latina feminist theology, *lo cotidiano*, *napantla*, *mestizaje*, the preferential option for the poor, conscientization, relationality, and language; 5. US Catholic Hispanic peoples and the accompaniment of the Church today, including the conciliar documents from the Conferences of Latin American Bishops.

This course will apply learned Hispanic theological themes to historical realities as well as to the current ministerial circumstances of students, in order to better understand and serve the people of our communities today. This course will employ an adapted See-Judge-Act methodology, evolving from Latin America in the 1950s.

III. CLASS FORMAT and REQUIREMENTS

1. Classes will include lectures, discussions, videos, and student presentations.
2. Emphasis will be on students raising questions, presenting material, making connections with current social and religious issues, challenging assumptions, and imagining new ways to look at and act in their world.
3. Students are required to complete student led discussions and one major presentation. Students are also required to complete a 10-12 page research paper. *The rubrics and guidelines for the research paper and student presentations will be provided.*
4. In order 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 and on-line sources. Your paper submissions must consist of your own writing, and any direct quotations or paraphrasing from other works must be properly cited.

IV. REQUIRED READINGS

Vincent Olea, *But I Don't Speak Spanish: A Narrative Approach to Ministry with Young People*. (New York, NY: Paulist Press, 2019)
[available for free as eBook on SCU library site]

Fray Bartolomé De Las Casas, *A Short Account of the Destruction of the Indies*
(Universal Classics, 2019)

CAMINO: In addition to articles, sections taken from the following books:

Virgilio Elizondo, *La Morenita: Evangelizer of the Americas*. (San Antonio, TX: MAAC, 1980)

Gustavo Gutierrez, *A Liberation of Theology: History, Politics, and Salvation*.
(Maryknoll, NY: Orbis Books, 1973).

Allan Figueroa Deck, *The Second Wave: Hispanic Ministry and the Evangelization of Cultures*. (New York, NY: Paulist Press, 1989)

Ada Maria Isasi-Diaz, *La Lucha Continues: Mujerista Theology*.
(New York, NY: Orbis Books, 2004)

Paulo Freire, *Pedagogy of the Oppressed*. (New York, NY: Continuum, 1970); *Education for Critical Consciousness*. (New York, NY: Continuum, 1974)

John Frederick Schwaller, *The History of the Catholic Church in Latin America: From Conquest to Revolution and Beyond* (New York, NY: New York University Press, 2011)

V. CLASS PARTICIPATION (Policy on attendance, tardiness, assignments).

1. 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.

2. 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.

3. Attendance for all Saturday classes is required, and students will be allowed ONE excused Wednesday class. Absences of two or more may result in deductions to a student's final grade. For unavoidable absences, speak to me in advance, if possible.

4. Repeated tardiness to class may affect final grade.

5. 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)

6. 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 and the sense of fairness necessary to maintain academic standards.

VI: 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.

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, 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 LATM 221

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 **never 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.

VII. EVALUATION AND GRADING

Final grades will be determined by the total points from:

1. Class participation (30 points)
2. Class led discussions (15 points)
3. Paper Presentation (20 points)
4. Final Paper (35 points)

GRADING:

A/A- grade 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.

B plus, B grade 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

B-, C plus, C grade 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