

HISPANIC SUMMER PROGRAM/PROGRAMA HISPANO DE VERANO  
XXIV SESSION/XXIV SESIÓN  
JUNE 16 THROUGH JUNE 29, 2012 / 16 AL 29 DE JUNIO DEL 2012  
SEMINARIO EVANGÉLICO DE PUERTO RICO  
San Juan, Puerto Rico

***Teología y Pastoral en conjunto: Latin@' Theologies of Ministry in Context***

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Catholic Theological Union, Chicago

2:15-5:35 pm

Course Website: <https://sites.google.com/site/enconjuntohsp/>

*(Access only for students registered for this course.)*

**COURSE DESCRIPTION/DESCRIPCIÓN DEL CURSO:**

Among the insights of Latin@ theologies is that the place of theology and our theologizing is in the daily (lo cotidiano). This perspective insures a mutual relationship of accountability between theology and ministry, one described in Spanish as teología y pastoral en conjunto. Demographics indicate that Latin@s currently constitute the largest and fastest growing population in U.S. Christian denominations. Therefore this course provides a foundational understanding of theologies emerging from Latin@ perspectives and explores their implications for ministry in US Hispanic contexts.

**GOALS OF THIS COURSE/OBJETIVOS DE ESTE CURSO:**

**Student success in this course is manifest in the ability to:**

1. Identify, articulate, critically and theologically reflect on historical and contemporary contexts of Latin@/Hispanic communities.
2. Identify, articulate, critically and theologically reflect on methods and themes found in the scholarship of an ecumenical selection of Latin@ theologians.
3. Identify, articulate, critically and theologically reflect on teachings and ministerial practices of their own denomination as it specifically relates to US Hispanic communities.
4. Formulate and articulate a theology of ministry integrating insights from Latin@ theologies.
5. Work respectfully and collaboratively (en conjunto) with peers in an ecumenical academic environment.

**GRADING CRITERIA/CRITERIOS DE EVALUACIÓN:**

Student performance [in written, oral, online, and peer teaching/learning community formats] will be assessed on the basis of the following criteria:

1. Content (i.e. quality of the material in the submission; clarity of thought; clarity in organization of ideas; integration of sources learned through course notes, research and readings; demonstration of ability to support one's position; demonstration of facility with a variety of methods and sources in Latin@ theologies and pastoral

- practice; accuracy in articulating the perspectives/positions of others/sources/resources.)
2. Communication (i.e. presentation of ideas, research, content, etc. in written, oral, online, and peer teaching/learning community formats; includes style--grammar, spelling; proper citation of sources; following directions, honoring word counts; ability to connect with respective audiences; use of media, use of technology; facility to communicate effectively in oral and written expressions, etc.)
  3. Critique (i.e. ability to identify strengths and limitations of ideas/positions presented by self and/or others; attention to what is missing in the positions/ideas of self and/or others; attention to the contexts out of which positions/ideas arise, including one's own context; ability to distinguish amongst a variety of positions and methods; ability to identify, explain and utilize one's own sources and methods; recognizable and sustainable development of one's own theological and ministerial perspective.)
  4. Conjunto (i.e. participates in a collaborative and respectful manner with others in ecumenical environment; contributes to peer teaching/learning community process in active, equitable and responsible manner; demonstrates accountability to peer learning community.)

### **GRADED ASSIGNMENTS/TRABAJOS:**

(See appendices at the end of this syllabus for complete details regarding assignments and for grading grid. The final grade is calculated out of 100 points; each assignment's earned point value is added together for cumulative course grade.)

1. *Situating Ministerial Identity*: Grade value 10 points
2.  *Blogging con l@s teólog@s*  (3 posts on course website): Grade value 15 points each = 45 points total
3. *Reading Across Contexts* (group presentation related to site visit): Grade value 20 points
4. *Informing Ministry Position Paper*: Grade value 25 points DUE BY 10 JULY 2012
5. Thoughtful Online Responses to Classmates' Online Postings: Grade value extra credit, 1-5 points available per blog post.

### **REQUIRED READINGS/LECTURAS OBLIGATORIAS**

#### Required Books:

Carmen Nanko-Fernández, *Theologizing en Espanglish: Context, Community and Ministry*, Orbis Books, 2010.

Required Digital Articles from [Electronic Journal of Hispanic/Latino Theology](http://www.latinotheology.org): *Electronic Journal of Hispanic/Latino Theology*, available online at [www.latinotheology.org](http://www.latinotheology.org), contains archived issues as well as recent content. Students may purchase a subscription for 2 days access at \$10 and download the following course texts, or purchase a year subscription at \$28 for ongoing access.

1. Gary Riebe-Estrella, S.V.D. "Latinos and Theological Education," available in the archives of the *Electronic Journal of Hispanic/Latino Theology* [Volume 4 Number 3] February 1997, <http://www.latinotheology.org/> **THIS ARTICLE IS TO BE READ BEFORE ARRIVING FOR CLASS IN PUERTO RICO.**
2. Gilberto Cavazos-González, "'You don't pay me enough:' La Salvadora Kenotica in U.S. Film and Television," *Journal of Hispanic/Latino Theology* (09/02/2008) <http://www.latinotheology.org/> (02/14/2009) [http://www.latinotheology.org/2009/la\\_salvadora\\_kenotica](http://www.latinotheology.org/2009/la_salvadora_kenotica)
3. Gilberto Cavazos-González, "La cotidianidad divina: a Latin@ Method for Spirituality," *Journal of Hispanic/Latino Theology* (09/02/2008) <http://www.latinotheology.org/>
4. Neomi DeAnda, "¡Dame chisme! dame chocolate! Reflections on God, Life and Gossip in Telenovelas," *Journal of Hispanic/Latino Theology* <http://www.latinotheology.org/> (02/14/2009) <http://www.latinotheology.org/2009/God-in-Telenovelas>
5. Cecilia González-Andrieu "Theological Aesthetics and the Recovery of Silenced Voices," *Journal of Hispanic/Latino Theology* (09/02/2008) <http://www.latinotheology.org/>
6. Ada María Isasi-Díaz, "Lo Cotidiano: A Key Element of Mujerista Theology," available in the archives of the *Electronic Journal of Hispanic/Latino Theology* Volume 10 Number 1 August 2002, <http://www.latinotheology.org/>
7. Juan Francisco Martínez, "Ecclesiology a lo mestizo/a y mulato/a: What Happens to Church When We Move latinamente Beyond Inherited Ecclesiologies?" *Journal of Hispanic/Latino Theology* (12/10/2007) <http://www.latinotheology.org/>

Required Digital Articles available online at no cost:

- Elizabeth Conde-Frazier, "Doing Theology," in *Common Ground Journal* 1:2 (2004) <http://commongroundjournal.org/volnum/v01n02.pdf>
- Farid De La Ossa Arrieta, "Shining Light in the Bus," <http://www.care2.com/c2c/share/detail/11370>
- Luis G. Pedraja, "Testimonios and Popular Religion in Mainline North American Hispanic Protestantism," <http://www.livedtheology.org/pdfs/pedraja.pdf>
- Harold J. Recinos, "Loud Shouts Count," [http://www.ptsem.edu/uploadedFiles/School\\_of\\_Christian\\_Vocation\\_and\\_Mission/Institute\\_for\\_Youth\\_Ministry/Princeton\\_Lectures/Recinos-Loud.pdf](http://www.ptsem.edu/uploadedFiles/School_of_Christian_Vocation_and_Mission/Institute_for_Youth_Ministry/Princeton_Lectures/Recinos-Loud.pdf)
- Interview with Gary Riebe-Estrella, "When World's Collide: Culture clashes coming to a parish near you," in *U.S. Catholic* (December 2004) 24-28. <http://www.uscatholic.org/church/2010/06/when-worlds-collide-culture-clashes-parish>

- Luis Rivera-Pagán, "Pastoral Theology in a Post-Colonial Context: Some Observations from the Caribbean," *Perspectivas/Occasional Papers* (Fall 2007), 14. (Originally a lecture given in San Juan, Puerto Rico on June 14, 2007 at the Society for Pastoral Theology Conference.) Available online at [http://www.ptsem.edu/uploadedFiles/HTI/Home\\_Page/Perspectivas/2007%20Fall.pdf](http://www.ptsem.edu/uploadedFiles/HTI/Home_Page/Perspectivas/2007%20Fall.pdf)

Required Readings, with copyright clearance, posted on course website:

- Orlando Espín, "Popular Religion as an Epistemology (of Suffering)," *Journal of Hispanic/Latino Theology* (November 1994) 55-78,
- José Irizarry, "Lost in Translation: The Challenges and Possibilities of Ecumenical Dialogue," *New Theology Review* (November, 2008) 38-47.
- Gary Riebe-Estrella, "Pueblo and Church," in *From the Heart of Our People: Latino/a Explorations in Catholic Systematic Theology*, Orlando O. Espín and Miguel H. Díaz, eds., (Marknoll, NY: Orbis Books, 1999), 172-188.

## **RECOMMENDED READINGS/LECTURAS RECOMENDADAS**

Orlando O. Espín, ed., *Building Bridges, Doing Justice: Constructing a Latino/a Ecumenical Theology* (Maryknoll, NY: Orbis Books, 2009).

Orlando O. Espín and Miguel H. Díaz, eds., *From the Heart of Our People: Latino/a Explorations in Catholic Systematic Theology* (Maryknoll, NY: Orbis Books, 1999).

Orlando O. Espín and Gary Macy, eds. *Futuring Our Past: Explorations in the Theology of Tradition* (Maryknoll, NY: Orbis Books, 2006).

Eduardo C. Fernandez, *Mexican-American Catholics* (Rahwah, NJ: Paulist Press, 2007).

Jose David Rodriguez and Loida I. Martell-Otero, eds., *Teologia en Conjunto: A Collaborative Hispanic Protestant Theology* (Westminster John Knox Press, 1997).

Héctor E. Sierra-López, "Towards a Spanish-speaking Caribbean, Postcolonial, Macro-ecumenical, and Trans-pastoral Practical Theological Method," [Journal of Pastoral Theology](#), 17 no 2 Fall 2007, 57-81.

Paul Wilkes, "Parishes with Pull" *US Catholic* (July 23, 2008)<http://www.uscatholic.org/church/2008/07/parishes-with-pull>

## COURSE SCHEDULE/CALENDARIO DEL CURSO

### FIRST WEEK/PRIMERA SEMANA

#### First Monday 6/18 – Primer Lunes 18/6

Theme/Tema: *Situating Ministry*

Ministry entails the accompaniment of particular communities, in particular contexts at particular times. Those who minister are shaped by any number of socially located influences and factors. While much attention is paid to the formation of ministers, it is equally important to attend to the social matrices that inform the development of ministerial identities.

Required Reading Due in Class TODAY/Lecturas obligatorias:

Gary Riebe-Estrella, S.V.D. "Latinos and Theological Education," available in the archives of the *Electronic Journal of Hispanic/Latino Theology* [Volume 4 Number 3] February 1997, <http://www.latinotheology.org/> THIS ARTICLE IS TO BE READ BEFORE ARRIVING FOR CLASS IN PUERTO RICO.

Carmen Nanko-Fernández, *Theologizing en Espanglish: Context, Community and Ministry* (Maryknoll, NY: Orbis Books, 2010), Introduction IS TO BE READ BEFORE ARRIVING FOR CLASS IN PUERTO RICO.

#### First Tuesday 6/19 – Primer Martes 19/6

Theme/Tema: *Situating Ministry*

Ministry entails the accompaniment of particular communities, in particular contexts at particular times. Therefore it becomes necessary to develop skills that allow ministers to “read” their respective contexts effectively.

Required Reading Due in Class TODAY/Lecturas obligatorias:

Elizabeth Conde-Frazier, "Doing Theology," in *Common Ground Journal* 1:2 (2004) <http://commongroundjournal.org/volnum/v01n02.pdf>

*Theologizing en Espanglish*, Chapter 6, pp. 77-86.pp. 21-37.

Assignments Due today/Asignaciones a entregar hoy:

*Situating Ministerial Identity*: Grade value 10 points. Oral format.

#### First Wednesday 6/20 – Primer Miércoles 20/6

Theme/Tema: *Theology y Ministry: Relationships and Images*

The relationship between theology and ministry has been articulated and imaged in a variety of ways. These variations are explored. Latin@' theologians/ministers articulate this relationship in terms of a mutual accountability between theology and ministry. In Spanish, this relationship is articulated as *teología y pastoral en conjunto*.

Required Reading Due in Class TODAY/Lecturas obligatorias:

*Theologizing en EspanGLISH*, Chapter 2, pp. 21-37.

Farid De La Ossa Arrieta, "Shining Light in the Bus,"

<http://www.care2.com/c2c/share/detail/11370>

Cecilia González-Andrieu "Theological Aesthetics and the Recovery of Silenced Voices," *Journal of Hispanic/Latino Theology* (09/02/2008)

<http://www.latinotheology.org/>

### **First Thursday 6/21 – Primer Jueves 21/6**

Theme/Tema: *Ecclesiology y Ministry*

There is a relationship between how a community understands itself as "church" and the pastoral activity that arises from that understanding. Latin@' theologians/ministers propose a variety of images for such an understanding drawn on lived experiences of *latinidad*.

Required Reading Due in Class TODAY/Lecturas obligatorias:

*Theologizing en EspanGLISH*, Chapter 1, pp. 1-20.

Gary Riebe-Estrella, "Pueblo and Church," in *From the Heart of Our People: Latino/a Explorations in Catholic Systematic Theology*, Orlando O. Espín and Miguel H. Díaz, eds., (Marknoll, NY: Orbis Books, 1999), 172-188. Located on course website.

Juan Francisco Martínez, "Ecclesiology a lo mestizo/a y mulato/a: What Happens to Church When We Move latinamente Beyond Inherited Ecclesiologies?" *Journal of Hispanic/Latino Theology* (12/10/2007) <http://www.latinotheology.org/>

Assignments due today/Asignaciones a entregar hoy:

*Blogging con l@s teólog@s*, post #1:

*Imaging the Relationship Between Theology and Ministry.*

Grade value 15 points, online format.

## **First Friday 6/22 – Primer Viernes 22/6**

Theme/Tema: *Ecclesiology y Ministry*

There is a relationship between how a community understands itself as “church” and the pastoral activity that arises from that understanding. Latin@’ theologians/ministers propose a variety of images for such an understanding drawn on lived experiences of latinidad.

Required Reading Due in Class TODAY/Lecturas obligatorias:

*Theologizing en Espanglish*, Chapter 3, pp. 38-50.

Gary Riebe-Estrella, "Pueblo and Church," in *From the Heart of Our People: Latino/a Explorations in Catholic Systematic Theology*, Orlando O. Espín and Miguel H. Díaz, eds., (Marknoll, NY: Orbis Books, 1999), 172-188.

Juan Francisco Martínez, “Ecclesiology a lo mestizo/a y mulato/a: What Happens to Church When We Move latinamente Beyond Inherited Ecclesiologies?” *Journal of Hispanic/Latino Theology* (12/10/2007)  
<http://www.latinotheology.org/>

## **SECOND WEEK/SEGUNDA SEMANA**

### **Second Monday 6/25 – Segundo Lunes 25/6**

Theme/Tema: *Re-sourcing Ministry Latinamente—Lo cotidiano*

Among the insights of Latin@’ theologies is the role of daily lived experience (lo cotidiano) as source, ground and context for theologizing. This recognition reinforces the relationship of teología y pastoral en conjunto.

Required Reading Due in Class TODAY/Lecturas obligatorias:

Gilberto Cavazos-González, “La cotidianidad divina: a Latin@ Method for Spirituality,” *Journal of Hispanic/Latino Theology* (09/02/2008)  
<http://www.latinotheology.org/>

Ada María Isasi-Díaz, "Lo Cotidiano: A Key Element of Mujerista Theology," available in the archives of the *Electronic Journal of Hispanic/Latino Theology* Volume 10 Number 1 August 2002, <http://www.latinotheology.org/>

*Theologizing en Espanglish*, Chapter 8, pp. 110-119.

Assignments due today/Asignaciones a entregar hoy

*Blogging con l@s teólog@s*, post #2: *Contextualizing Church*  
Grade value 15 points, online format.

## **Second Tuesday 6/26 – Segundo Martes 26/6**

Theme/Tema: *Re-sourcing Ministry Latinamente—Forgotten/Ignored Stories*

FIELD TRIP: Viejo San Juan (no afternoon class on campus)

Puerto Rico is the site of the first Christian encounter in what becomes the United States of America, with its constellation of states and territories. This reality is often neglected in the history of Christianity in the USA. Class will meet this morning at the Church of San José, the oldest site of Christian worship in the states and territories that constitute the USA.

Required Reading Due in Class TODAY/Lecturas obligatorias:

Luis Rivera-Pagán, “Pastoral Theology in a Post-Colonial Context: Some Observations from the Caribbean,” *Perspectivas/Occasional Papers* (Fall 2007), 14. (Originally a lecture given in San Juan, Puerto Rico on June 14, 2007 at the Society for Pastoral Theology Conference.) Available online at [http://www.ptsem.edu/uploadedFiles/HTI/Home\\_Page/Perspectivas/2007%20Fall.pdf](http://www.ptsem.edu/uploadedFiles/HTI/Home_Page/Perspectivas/2007%20Fall.pdf)

*Theologizing en Espanglish*, Chapter 4, pp. 51-60.

Assignments due today/Asignaciones a entregar hoy: (MEET IN VIEGO SAN JUAN\_

*Reading Across Contexts*: In peer learning communities, students will explore the Church of San José and assigned sections of Viejo San Juan.

## **Second Wednesday 6/27 – Segundo Miércoles 27/6**

Theme/Tema: Re-sourcing Ministry Latinamente: Lengua Matters

La comunidad latina is incredibly diverse including but not limited to race, ethnicity, nationality, socio-economic status, educational attainment, political affiliation. These factors impact ministry in particular contexts. One area of significance is the role of language in daily lived experience. In Latin@' contexts this emerges as both a theological and ministerial matter.

Required Reading Due in Class TODAY/Lecturas obligatorias:

*Theologizing en Espanglish*, Chapter 5, pp. 61-76.

José Irizarry,” “Lost in Translation: The Challenges and Possibilities of Ecumenical Dialogue,” *New Theology Review* (November, 2008) 38-47.

Interview with Gary Riebe-Estrella, "When World's Collide: Culture clashes coming to a parish near you," in *U.S. Catholic* (December 2004) 24-28.



## **Second Thursday 6/28 – Segundo Jueves 28/6**

Theme/Tema: *Re-sourcing Ministry Latinamente: lo popular*

Among the insights of Latin@' theologies is the role of daily lived experience (lo cotidiano) as source, ground and context for theologizing. One area that has often been dismissed is the role of popular religious expression. Latin@' theologies take seriously these expressions and practices as sources of theologizing.

Required Reading Due in Class TODAY/Lecturas obligatorias:

Orlando Espín, "Popular Religion as an Epistemology (of Suffering)," *Journal of Hispanic/Latino Theology* (November 1994) 55-78,

Luis G. Pedraja, "Testimonios and Popular Religion in Mainline North American Hispanic Protestantism," <http://www.livedtheology.org/pdfs/pedraja.pdf>

Assignments due today/Asignaciones a entregar hoy:

*Reading Across Contexts*

Grade value 20 points, Peer Learning Community In-Class Presentations format.

## **\*Second Friday 6/29 – Segundo Viernes 29/6**

**(last day of classes: all classes in the 8:15 to 11:35 am slot)\***

Theme/Tema: *Re-sourcing Ministry Latinamente: lo popular*

Among the insights of Latin@' theologies is the role of daily lived experience (lo cotidiano) as source, ground and context for theologizing. One area that has often been dismissed is the role of popular culture. More recent Latin@' theologies take seriously these expressions and practices as sources of theologizing.

Required Reading Due in Class TODAY/Lecturas obligatorias:

Choose ONE of the following:

Neomi DeAnda, "¡Dame chisme! dame chocolate! Reflections on God, Life and Gossip in Telenovelas," *Journal of Hispanic/Latino Theology*

<http://www.latinotheology.org/> (02/14/2009)

<http://www.latinotheology.org/2009/God-in-Telenovelas>

Gilberto Cavazos-González, "'You don't pay me enough:' La Salvadora Kenotica in U.S. Film and Television," *Journal of Hispanic/Latino Theology* (09/02/2008)

<http://www.latinotheology.org/> (02/14/2009)

[http://www.latinotheology.org/2009/la\\_salvadora\\_kenotica](http://www.latinotheology.org/2009/la_salvadora_kenotica)

Harold J. Recinos, "Loud Shouts Count,"  
[http://www.ptsem.edu/uploadedFiles/School\\_of\\_Christian\\_Vocation\\_and\\_Mission/Institute\\_for\\_Youth\\_Ministry/Princeton\\_Lectures/Recinos-Loud.pdf](http://www.ptsem.edu/uploadedFiles/School_of_Christian_Vocation_and_Mission/Institute_for_Youth_Ministry/Princeton_Lectures/Recinos-Loud.pdf)

*Theologizing en Espanglish*, Chapter 7, pp. 87-109.

Assignments due today/Asignaciones a entregar hoy

*Reading Across Contexts:*

Grade value 20 points, Peer Learning Community In-Class Presentations format.

*Blogging con l@s teólog@s*, post #3:

*Re-Sourcing My Theology of Ministry Latinamente.*

Grade value 15 points, online format.

**\*FINAL ASSIGNMENT DUE 10 JULY**

***Informing Ministry Position Paper Reading across Contexts***

Grade value 25 points, written format submit as attachment in e-mail to [cnanko@ctu.edu](mailto:cnanko@ctu.edu)

## APPENDIX A: GRADED ASSIGNMENTS

**Each assignment addresses one or more of the stated course objectives and gives students opportunities to further develop particular pastoral skills necessary for effective ministry. The variety of assignments reflects appreciation for differences in learning styles.**

### 1. *Situating Ministerial Identity*

**DUE: Tuesday, 19 June 2012**

**Course Objective: #4.** Formulate and articulate a theology of ministry integrating insights from Latin@ theologies.

**Rationale:** Naming influences of one's social location allows the student to reflect theologically on the relationship between ministry and identity and the medium encourages creativity in thinking beyond text.

**Ministerial Skill:** Ministry entails facility as a communicator in public venues. Preaching and teaching in particular are enhanced by a minister's ability to be a creative and engaging storyteller.

**Format:** Individual oral presentation, 4-5 minutes.

**Instructions:** **Wear to class one** visible item of clothing (hat, t-shirt, sweatshirt, sweater, shoes,) or jewelry, etc. that you consider to be among your favorites. Choose something that is NOT obviously religious [e.g. a cross, religious habit, bible, etc.] Prepare an oral presentation of 4-5 minutes:

describe in detail the article you chose to wear, and why this article matters to you [i.e. in what way is your chosen article important to you, why is it significant]

describe in concrete terms how this article reflects your identity [i.e. what specifically about you is communicated by this chosen article, e.g. your personality, your family, your ethnic/cultural heritage, etc.]

describe how that part of your identity is reflected in your current understanding of ministry and theology [i.e. in what way is the part of your identity represented by your article related to how you think about and do ministry and theology]

describe one strength and one limitation this aspect of your identity reveals about your approach to ministry and theology

**Grade Value: 10 points**

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## 2. Blogging con l@s teólog@s (3 posts on course website)

**Course Objective:** # 2. Identify, articulate, critically and theologically reflect on methods and themes found in the scholarship of an ecumenical selection of Latin@ theologians.  
#3. Identify, articulate, critically and theologically reflect on teachings and ministerial practices of their own denomination as it specifically relates to US Hispanic communities.

**Rationale:** Encourages student to articulate developing theological vision of ministry, in conversation with social location, context as well as theological sources engaged through course readings and presentations.

**Ministerial Skill:** Ministry in the 21<sup>st</sup> century requires facility with multiple media. Developing an ability to communicate effectively and creatively online is expected in contemporary ministerial settings.

**Format:** Online submission (written, though other online formats are possible with permission), 300-500 words, or 2-3 minutes visual clip.

**Instructions:** Each blog post is guided by a particular question. Be sure that your post integrates the course material, especially the readings.

### **Blog #1: *Imaging the Relationship Between Theology and Ministry***

**Due: Thursday 21 June 2012**

Guiding Question: In light of your studies in this course to date, describe how you understand and image the relationship between theology and ministry.

Be sure to integrate insights learned from course readings and material; cite sources properly. Include an image that best illustrates your understanding of the relationship between theology and ministry. In order to include the image, you may upload image attachments to the course web site with your assignment; if you do not have a photo/picture you may reference where one can be accessed on the web by providing a hyperlink in your blog.

**Grade Value: 15 points**

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### **Blog #2: *Contextualizing Church***

**Due: Monday 25 June 2012**

Guiding Question: In light of your studies in this course on ecclesiology, describe how your denomination or Christian community understands itself as “church.” Reference, where appropriate, any significant teachings or ecclesial statements from your denomination/community that addresses ecclesiology. Your post should help

those who are not of your denomination/community to understand how your denomination/community understands itself as “church.” Feel free to incorporate hyperlinks, images, etc.

**Grade Value: 15 points**

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**Blog #3: *Re-Sourcing My Theology of Ministry Latinamente***

**Due: Friday 29 June 2012**

Guiding Question: In light of your studies in this course, describe what insights from Latin@’ theologies you would use in your ongoing development of your theology of ministry.

Be sure to integrate insights learned from course readings and material; cite sources properly.

**Grade Value: 15 points**

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**3. *Reading Across Contexts*** (group presentation related to site visit)

**DUE: Site Visit Viego San Juan, Tuesday 26 June;**

**Group Presentations due Thursday and Friday 28-29 June 2012**

**Course Objective:** #1. Identify, articulate, critically and theologically reflect on historical and contemporary contexts of Latin@/Hispanic communities.

#5. Work respectfully and collaboratively (en conjunto) with peers in an ecumenical academic environment.

**Rationale:** Puerto Rico is the site of the first Christian encounter in what becomes the United States of America, with its constellation of states and territories. This reality is often neglected in the history of Christianity in the USA. Historical context influences the development of ministry and shapes theological perspectives. By working en conjunto, in ecumenical peer learning communities, students share a common experience yet recognize in their engagement how varied their socially located perspectives can be.

**Ministerial Skill:** Contemporary ministry requires the critical skill of being able to read and interpret contexts. Ministry also entails the ability to work collaboratively, even amidst differences.

**Format:** Group presentation in class, 20 minutes per peer learning community. Multi-media encouraged.

**Instructions:** In their peer learning communities, students will meet in Viego San Juan in the morning. (No class in the afternoon). Each peer learning community will receive specific sites to explore as well as a guide sheet.

**Grade value 20 points**

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**5. *Informing Ministry Position Paper Reading Across Contexts***

**DUE: 10 July 2012, submit as attachment in e-mail to [cnanko@ctu.edu](mailto:cnanko@ctu.edu)**

**Course Objective: #1.** Identify, articulate, critically and theologically reflect on historical and contemporary contexts of Latin@/Hispanic communities.

**#3.** Identify, articulate, critically and theologically reflect on teachings and ministerial practices of their own denomination as it specifically relates to US Hispanic communities.

**#4.** Formulate and articulate a theology of ministry integrating insights from Latin@ theologies.

**Rationale:** As Hispanic populations change the demographics of our Christian churches, there is a need to critically assess what is being accomplished in ministries and in the training of ministers. This requires attention to the scholarship and insights of Latin@' theologians and ministers.

**Ministerial Skill:** Contemporary ministry requires abilities to assess and analyze pastoral situations critically; propose pastoral direction and/or recommendations; communicate clearly in written formats.

**Format:** Position paper, written, 8 pages, 12pt New Times Roman font. Style sheet will be distributed in class.

**Instructions:** Choose ONE (1) of the 2 options below:

- a. The leadership of your denomination is seeking to determine the future direction of your church in terms of its relationship with Hispanic communities. You have been asked to provide a position paper on the current state of ministry with Latin@ communities in your church. You were chosen because of your knowledge of Latin@' theologies and your ability to assess and analyze pastoral situations. Your report is to include an assessment and analysis of the current state of ministry with Latin@s; reflect insights from Latin@' theologies; propose no more than 3 specific pastoral recommendations for the leadership to consider.

OR

- b. The leadership of your academic institution/seminary is seeking to determine the future direction of the school in terms of its preparation of ministers with Hispanic communities. You have been asked to provide a position paper on the

current state of the institution's theological education with respect to Latin@'s. You were chosen because of your knowledge of Latin@' theologies and your ability to access and analyze pastoral situations. Your report is to include an assessment and analysis of the current state of theological education and ministry formation with respect Latin@'s; reflect insights from Latin@' theologies; propose no more than 3 specific pastoral recommendations for the leadership to consider.

**Grade value 25 points.**

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## APPENDIX B: GRADING GRID

Grades are based on the accumulation of points totaling 100.

	<p><b>A = 94-100, excellent, met all course expectations</b>, demonstrates superb grasp of content and ability to recognize, substantially evaluate and critique positions, strengths/limitations of self and others; communicates well in all formats; follows all directions; work demonstrates adequate preparation; timely completion of assignments; demonstrates initiative; works well collaboratively; proficient in critical analysis.</p>	<p><b>A- = 89-93, excellent, met all course expectations</b>, demonstrates good grasp of content and ability to recognize, evaluate and critique positions, strengths/limitations of self and others; communicates well in all formats; follows directions; work demonstrates adequate preparation; timely completion of assignments; demonstrates degree of initiative; works well collaboratively; proficient in critical analysis.</p>
<p><b>B+ = 84-88, good, above average, met most course expectations</b>, demonstrates grasp of content and ability to recognize, evaluate and critique positions, strengths/limitations of self and others; communicates adequately in all formats; follows directions; work demonstrates preparation; timely completion of assignments; works well collaboratively; demonstrates ability in critical analysis.</p>	<p><b>B = 79-83, good, above average-average, met most course expectations</b>, demonstrates grasp of content and ability to recognize, evaluate and critique positions' strengths/limitations of self and others; communicates adequately in all formats; follows most directions; works well collaboratively; demonstrates ability in critical analysis. Quality of work <u>in need</u> of consistency, organization, improvement and/or timely completion with a greater level of preparation.</p>	<p><b>B- = 78-74 average, met some course expectations</b>, demonstrates some grasp of content and some ability to recognize, evaluate and critique positions, strengths/limitations of self and others; communicates adequately in some formats; follows some directions; ; works adequately in collaborative context; demonstrates some ability in critical analysis. Quality of work <u>in need of</u> consistency, organization, improvement and/or timely completion with a greater level of preparation.</p>
<p><b>C = 70-73, below average, minimally met few course expectations</b>, demonstrates limited grasp of content and little ability to recognize, evaluate and critique positions, strengths and limitations of self and others; communicates inadequately in most formats; quality of work is inconsistent, lacks attention to details, fails to fully follow directions; work in most formats <u>lacks</u> clarity of thought and organization demonstrates <u>minimal</u> evidence of preparation and is often turned in late if at all.</p>	<p><b>D =69-65, work unacceptable, did not meet course expectations</b> demonstrates no grasp of content and lacks ability to recognize, evaluate and critique positions' strengths and limitations; work lacks evidence of preparation and is turned in late if at all.</p>	<p><b>F = 64 and below, failure, work unacceptable, did not meet course expectations</b>, neglected attention to directions and/or HSP academic policies; academic dishonesty [e.g. plagiarism], lack of attention to detail, failed to demonstrate grasp of content, lacked clarity and organization, assignments incomplete or not turned in, etc.</p>