

University of Notre Dame
Department of Theology

Catechesis in a Culturally Diverse Church

July 7 – 25, 2014

3:15 – 5:45 pm

Classroom TBD

Syllabus

As of May 19, 2014

Professor: Hosffman Ospino, PhD
ospinoho@bc.edu
Phone: Contact Theology Department

Office hours: TBD
Other times by appointment

Course Description

Catechesis “is called to bring the power of the Gospel into the very heart of culture and cultures” (*Catechesi Tradendae*, n. 53). Because catechesis does not occur in a vacuum, Christian educators and evangelizers must remain constantly attentive to the dynamics of culture that either facilitate or hinder the process of passing on the faith. In the United States... 55% of all Catholics under the age of eighteen are Hispanic; Asians are the fastest-growing group in the Church; 40% of Catholic parishes offer services in at least one language other than English; popular culture and global cultural trends seem to be more influential among American Catholic youth than their families and congregations; secularism continues to make major inroads. What kind of catechesis is required to meet these realities? Through the use of text analysis, case studies, and class discussion this course explores important intercultural approaches to catechesis and evangelization. The course aims at developing intercultural competencies that will empower religious educators, pastoral leaders, and theologians to better serve in today’s Church.

Required Books

1. USCCB, Secretariat for Cultural Diversity in the Church, *Building Intercultural Competence for Ministers*. Washington, DC. USCCB, 2012. ISBN: 978-1601373014.
2. All other articles and essays will be available via Electronic Reserve at the University of Notre Dame library system – Instructions will be given on the first day of classes.

Goals

This course invites and prepares students to...

1. Develop intercultural sensibilities as they engage in practices of religious education and ministry in culturally diverse contexts
2. Become familiar with contemporary theological, sociological and pedagogical categories related to the relationship between faith and culture
3. Engage in conversations that will allow them to be more effective in ministry with Catholics of different cultural and linguistic backgrounds
4. Integrate their own cultural experiences into their ministerial praxes
5. Assess contemporary practices of catechetical ministry and envision initiatives that respond to the challenges and opportunities for sharing the Catholic tradition amidst cultural diversity

6. Explore what embodiments of culture in their own contexts can lead to a better understanding of being in relationship with God and others
7. Creatively design pedagogical and pastoral models that build on cultural awareness

Requirements and Assessment

- 30% Attendance and thoughtful participation in class. Clear evidence that you read the materials for each meeting. Conscious preparation of group assignments.
- 40% Two reflection papers [*see appendix #1*]
- 30% Final Paper [*see appendix #2*]

Course Policies

- 1. Class Attendance.** The success of your learning experience largely depends on your commitment to being in class every day. Students are expected to be on time. Papers must build on the insights gained in each class, course readings, and personal research. If for some reason you are unable to attend class, please communicate with Professor Ospino via E-mail.
- 2. Academic Integrity Policy.** *Plagiarism* is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Penalties at the University of Notre Dame range from a grade penalty to dismissal from the University. To avoid plagiarism, any use of another's words or ideas must be fully cited. If in the original wording, quotation marks or blocked, indented quotations must be used. For more information regarding plagiarism and other violations of academic integrity, please consult the Department of Theology's academic policies.
- 3. For Students with Disabilities.** If you have a disability and will be requesting accommodations for this course, please inform Professor Ospino at the beginning of the course or prior if possible. He will assist with all possible accommodations in light of the university's policy. Advance notice and appropriate documentation are required for accommodations.
- 4. Non-Biased and Inclusive Language Policy.** In accordance with the *Chicago Manual of Style* and generally accepted contemporary canons of scholarship the expectation is to use bias-free language in academic writing. This also applies to spoken interactions. When referring to individual persons or populations, gender-inclusive language should be used sensibly. If gender-inclusive language leads to incorrect statements, whether culturally, socially or theologically, it should not be used. Derogatory language to refer to any population, people with disabilities, or someone espousing a different religious, political or ideological affiliation should be avoided. Use your best judgment or consult as necessary. Professor Ospino will offer orientation as needed.
- 5. Writing Assignments in a Language Other than English.** Students interested in writing any of the assignments for weeks 1 and 2 in Spanish are welcome to do so. Standard requirements, style guidelines, and grading rubrics apply to all work submitted in Spanish.

- 6. Communications.** In case that I need to communicate with students outside of class, I will do so via E-mail. Please make sure to check you're the email address provided by the university (or any other E-mail address that you suggest at the beginning of the course) at least once a day.
- 7. Openness and Respect.** This class is a privileged space to share your own ideas, pastoral experience, and your own scholarship as well as to learn from others and from the materials studied. Because all questions and contributions are important, they will help us to achieve a greater understanding of the topics in discussion. Should you happen to disagree with any aspect of the class or have a different perception in some respect, please remain open and respectful at all times. This is the climate where the great majority of ideas destined to change history are born.

Part 1

Catechesis and Culture: Theoretical Foundations

July 7: Faith and Culture in Conversation: Paradigms
<p>Pontifical Council for Culture, <i>Towards a Pastoral Approach to Culture</i>, 1999. Ns. 1 to 24. Available online: http://www.vatican.va/roman_curia/pontifical_councils/cultr/documents/rc_pc_pc-cultr_doc_03061999_pastoral_en.html</p> <p>In class presentation on H. Richard Niebuhr's <i>Christ and Culture</i> paradigms (no reading assigned)</p>
July 8: The Evolving Understanding of Culture
<p>Lakeland, Paul, <i>Postmodernity: Christian Identity in a Fragmented Age</i>, 1-38. Minneapolis: Fortress Press, 1996.</p> <p>Tanner, Kathryn, <i>Theories of Culture: A New Agenda for Theology</i>, 1-58. Minneapolis, MN: Fortress Press, 1997.</p>
July 9: Inculturation and Interculturality
<p>Gallagher, Michael Paul, <i>Clashing Symbols: An Introduction to Faith and Culture</i>, 115-128. New and Revised Edition. New York, NY: Paulist Press, 2003.</p> <p>Espín, Orlando. "Intercultural Thought." In <i>An Introductory Dictionary of Theology and Religious Studies</i>, edited by Orlando O. Espín and James B. Nickoloff. Collegeville, MN: Liturgical Press, 2007.</p>
July 10: Discerning Culture Theologically
<p>Arbuckle, Gerarld, <i>Culture, Inculturation, Theologians: A Postmodern Critique</i>, 121-151. Collegeville, MN: Liturgical Press, 2010.</p> <p>Gallagher, Michael Paul, <i>Clashing Symbols: An Introduction to Faith and Culture</i>, 41-74. New and Revised Edition. New York, NY: Paulist Press, 2003.</p>

July 11: The Magisterium on Culture, Evangelization, and Catechesis

All readings are available online at www.vatican.va

Vatican II, *Gaudium et Spes*. Section: #s 53-62 (chapter II)

Paul VI, *Evangelii Nuntiandi*, 1975. Section: #s 17-24

John Paul II, *Catechesi Tradendae*, 1979. Section: #s 51-61

John Paul II, *Ecclesia in Africa*, 1995. Section: #s 30-71

John Paul II, *Ecclesia in America*, 1999. Section: #s 13-25; 66-74

Pope Francis, *Evangelii Gaudium*, 2013. Section: #s 52-75

Part 2

The U.S. Culturally Diverse Context

July 14: U.S. Catholicism and The Question of Pluralism

Massa, Mark, *The American Catholic Revolution: How the '60s Changed the Church Forever*, 1-14. New York, NY: Oxford, 2010.

George, Francis, *The Difference God Makes: A Catholic Vision of Faith, Communion, and Culture*, 3-76. New York, NY: Crossroad, 2009.

July 15: U.S. Catholicism and Cultural Diversity

USCCB, *National Directory for Catechesis, Chapter 1*

Phan, Peter C. and Diana Hayes, eds. *Many Faces, One Church: Cultural Diversity and the American Catholic Experience*, 1-47. Lanham, MD: Rowman & Littlefield, 2004.

U.S. Hispanic Catholicism as a Case Study

Note: As scholars, pastoral leaders, and religious educators we must remain aware of the various cultural realities that shape the U.S Catholic Experience in our day. In this part of the course we focus primarily on the U.S. Hispanic experience, not to the exclusion of other cultural and ethnic experiences but as a practical way to explore more deeply one reality that is transforming deeply Catholicism in the United States. 71 percent of the growth of the Catholic population in the U.S. since 1960 is due to the Hispanic presence. Currently 40 percent of all Catholics in the country are Hispanic; so are nearly two thirds of Catholics under the age of eighteen. What we learn from the reflection about Hispanic Catholicism and culture can help us develop appropriate cultural sensibilities to serve all cultural groups in our diverse Church.

July 16: The Hispanization of U.S. Catholicism

Matovina, Timothy. *Latino Catholicism: Transformation in America's Largest Church*, 1-41. Princeton, N.J.: Princeton University Press, 2011.

Ospino, Hosffman, *Hispanic Ministry in Catholic Parishes: A Summary Report of Findings from the National Study of Catholic Parishes with Hispanic Ministry* (May 2014). Available online: http://www.bc.edu/content/dam/files/schools/stm/pdf/2014/HispanicMinistryinCatholicParishes_2.pdf

July 17: How Experience and Social Location Shape the Catechetical Task

Elizondo, Virgilio, "A Bicultural Approach to Religious Education." In *In Beyond Borders: Writings of Virgilio Elizondo and Friends*, edited by Timothy Matovina, 62-71. Maryknoll, NY: Orbis, 2000.

Ospino, Hosffman, "Catechesis, Diversity, and Culture: The Importance of (Re)Definitions" *New Theology Review*, 21, n. 1 (February 2011): 5-19.

Ospino, Hosffman, "Hispanic Ministry, Faith Formation, and Evangelization," in *Hispanic Ministry: Present and Future*, edited by Hosffman Ospino. Miami, FL: Convivium Press, 2010.

July 18: The Faith of the People as a Building Block for Catechesis

Goizueta, Roberto S., *Caminemos Con Jesús: Toward a Hispanic/Latino Theology of Accompaniment*, 18-76. Maryknoll, NY: Orbis Books, 1995.

Ospino, Hosffman, "Popular Catholicism and the New Evangelization." *Pastoral Liturgy*, 45, n. 4 (July/August 2014): *forthcoming*.

July 21: The Story, Our Stories: The Catechizing Power of Cultural and Religious Narratives

Ospino, Hosffman, "Religious Education and the Communal Shaping of a Christian Social Consciousness: The Testimony of César Chávez." *Religious Education* Vol. 108, issue 4 (July-September 2013): 403-417.

Ospino, Hosffman, "Unveiling the Human and the Divine: The Revelatory Power of Popular Religiosity Narratives in Christian Education." *Religious Education*, Vol. 102 Issue 3 (June 2007): 328-339.

Pineda-Madrid, Nancy, *Suffering and Salvation in Ciudad Juárez*, 97-121. Minneapolis, MN: Fortress Press, 2011.

**Part 3
Necessary Conversations**

July 22: Catechesis and Race

Hess, Mary, "White Religious Educators and Unlearning Racism: Can We Find a Way?" *Religious Education*, Vol. 93, Issue 1 (1998): 114-129.

Massingale, Bryan N., *Racial Justice and the Catholic Church*, 1-42. Maryknoll, NY: Orbis Books 2010.

Moy, Russell G., "American Racism: The Null Curriculum in Religious Education." *Religious Education*, Vol. 95, Issue 2 (July 2000): 120-133.

Recommended:

McIntosh, Peggy, "White Privilege: Unpacking the Invisible Knapsack." *Peace and Freedom* (July/August 1989).

Shafer, Peter, "The Heart, Not the Face: A Civil-War-Era Tale and the Persistent Challenge of Race in Religious Education." *Religious Education*, Vol. 104, Issue 4 (July 2009): 406-419.

July 23: Sharing Faith in an Increasingly Secularized World

Funk, Cary and Greg Smith, "Nones" on the Rise: One-in-Five Adults Have No Religious Affiliation. Washington, D.C.: Pew Research Forum, 2012. Available online: <http://www.pewforum.org/files/2012/10/NonesOnTheRise-full.pdf>

Ratzinger, Joseph, "Difficulties in Teaching the Faith Today." In Joseph Ratzinger, *Handing on the Faith in an Age of Disbelief*, 65-82. San Francisco, CA: Ignatius Press, 2006.

Taylor, Charles, "Religion Is Not the Problem: Secularism & Democracy." *Commonweal* (February 25, 2011): 17-21.

July 24: Intercultural Competencies for Catechesis – Final Papers (Part 1)

Parsons, Eileen Carlton and Steven Wall, "Unpacking the Critical in Culturally Relevant Pedagogy." In Lisa Schrerff and Karen Spector, eds., *Culturally Relevant Pedagogy: Clashes and Confrontations*. Lanham, MD: Rowman and Littlefield, 2011, 15-34.

USCCB, Secretariat for Cultural Diversity in the Church, *Building Intercultural Competence for Ministers*. Washington, DC. USCCB, 2012.

Based on the size of the class, each student will have approximately 10 minutes to share with the class an overview of the research associated with her/his final essay. The presentation is to respond to the following two questions: 1) Why is the topic relevant? 2) What are the most interesting insights emerging from your research and analysis?

July 25: Final Papers (Part 2) – Closing Remarks

Based on the size of the class, each student will have approximately 10 minutes to share with the class an overview of the research associated with her/his final essay. The presentation is to respond to the following two questions: 1) Why is the topic relevant? 2) What are the most interesting insights emerging from your research and analysis?

Appendix #1

Weekly Reflection Paper (Weeks 1 and 2)

Week 1

Write a 2,000 word publishable article (about four pages, single-spaced) for a Catholic magazine in the United States. Your title: **Catechesis and Culture: Do Catholics Understand the Relationship?** Take the essay in any direction you desire. Draw from the readings explored in the first week and your own research. Use footnotes. Be creative, persuasive, and dynamic. Your argument must be clear. Avoid technical jargon. Think about the article you would like to read in your favorite Catholic magazine.

Audience: Readers with college-level education; pastoral agents in high level of pastoral leadership (pastoral associates, DREs, clergy, theologians, Catholic school teachers, etc.).

Due date: Saturday, July 11th, 2014 before noon (via E-mail)

Week 2

Write a 2,000 word lecture/presentation (about four pages, single-spaced) to be delivered as a keynote at the annual meeting of a ministerial organization of catechetical leaders in the United States. The title of your presentation: **Catechesis in an Increasingly Hispanic Church.** Develop the lecture/presentation in in any direction you desire drawing from the readings explored in the first and second weeks and your own research. Use footnotes. Be creative, persuasive, and dynamic. Your argument must be clear. Avoid technical jargon. Think about the keynote you would like to hear at the annual meeting of your guild.

Note: If you desire, you may focus your lecture/presentation on the experience of a different cultural group with a large population within the Church in the United States: Euro-American Catholics, African-Americans, Asians-Americans, or Native-Americans –or any ethnic subgroup within any of these groups. Consult with Professor Ospino early in the week in case that you need assistance focusing the assignment.

Audience: Catechetical leaders in dioceses, Catholic schools, colleges, and parishes.

Due date: Saturday, July 18th, 2014 before noon (via E-mail)

Specific Directions

Adhere to the word limit; font size no larger than 12 (Times New Roman); conventional margins; good grammar and syntax (please proofread your essays before submitting them); clear ideas (do not develop too many arguments). For your bibliographical references use *The Chicago Manual of Style*. Explore resources beyond the materials read for class.

Appendix #2

Final Paper

This is a more formal essay that requires research, critical analysis, and standard citation of resources.

Catechizing in a culturally diverse Church: A Case Study

Choose a topic that you think needs to be explored as you reflect on the relationship between catechesis and culture in the U.S. diverse/pluralistic context. Select the topic based on your *educational and ministerial passion* as well as your *academic interests*. You can return to one of the topics studied in class and approach it from a different perspective or explore a new topic (e.g., the use of social media in catechesis, catechesis and popular culture in a diverse society, the impact of religious pluralism on the faith formation of Catholic college students, intergenerational and intercultural challenges to catechesis in culturally diverse parishes, etc.) Incorporate the materials read and discussed in class as much as possible. Add your own research.

In case that you have difficulties focusing the essay, contact Professor Ospino no later than July 21st.

The in-class short presentation about your research counts as part of the grade for this paper.

Specific Directions

- Seven pages (strict limit)
- Double space
- Font size no larger than 12 (Times New Roman)
- Conventional margins
- Good grammar and syntax (please proofread your essay before submitting it)
- Clear ideas (do not develop too many arguments)
- Bibliographical references
 - Cite your sources using *The Chicago Manual of Style*
 - Minimum 15 footnotes
 - Engage at least ten different bibliographical resources
 - Use journals and books (ND has a access to a great collection of electronic resources)
 - Explore resources beyond the fields of ministry and theology as appropriate (e.g., education, sociology, history, etc)
 - Check resources available in the media, recent research studies, scholarly works (articles and essays), and ministerial resources (e.g., diocesan papers, faith formation programs, national initiatives led by bishops or ministerial organizations, etc.).
 - If using statistics, make sure they are recent.

Due date: Saturday, July 26th, 2014 by noon (via E-mail)

Appendix #3
Grading Scale for All Essays

Student name: _____

Category	Points	Points Obtained
1. Clarity of the argument	10	
2. Depth of the argument	10	
3. Creativity	10	
4. Relevance to the questions and concerns of the catechetical world	10	
5. Engagement of course materials and conversations	10	
6. Evidence of research beyond class materials	10	
7. Accessibility	10	
8. Theological insightfulness	10	
9. Pastoral and cultural sensibility	10	
10. Good grammar and syntax	10	
	100	

A	95-100 points	B-	75-80 points
A-	90-95 points	C+	70-75 points
B+	85-90 points	C	65-70 points
B	80-85 points	C-	60-65 points

If an assignment receives less than 60 points (the equivalent to a letter grade below C-), it will be considered unacceptable for a graduate level course and the student will be asked to repeat it.

Comments: