TR 654:

INTRODUCTION to HISPANIC MINISTRY

Credit Hours: 3

A graduate level course for students at the M.A./S.T.B./M.Div. level.

Scheduled class meetings: Tuesday-Thursday 3:35-4:50

Classrooms: Tuesday: 106 McGivney; Thursday: LL015 McGivney

Instructor contact information:
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Coordinator: Hispanic/Latino Programs
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Office Hours: Wednesday, 1:30-2:30 and by appointment: e-mail: ford@cua.edu

Knowledge of Spanish is helpful, but not required, for this course.

Course Description:

This ministry-oriented course will discuss the following dimensions of Hispanic Ministry:
[2] Hispanic Ministry as cross-cultural experience: cultures of context and content;
[3] Pueblo/comunidad: immigrants: *internacionales e indocumentados*, *generación Ñ*;
[4] sacramental ministry: *Bautismo, Misa, Primera Comunión, Bodas, Unción de enfermos*;
[6] *pastoral de conjunto*: grupos de oración, *comunidades de base, lo cotidiano*;

Instructional Methods:

[1] lectures (ordinarily on Tuesday) and [2] class discussions (ordinarily on Thursday);

Course Goals:

The goals of this are to develop:
[1] an understanding of the richness and complexity of the Hispanic community;
[2] a familiarity with Hispanic culture and piety;
[3] initial preparation for ministry with the Hispanic community.

Goals for Student Learning:

At the end of this course, each student should have:
[1] a better understanding of the Hispanic community (*actualidad hispana*);
[2] a basic ability to administer the sacraments and sacramentals *latinamente*. 
Course Requirements:

The basic requirement of the course is the preparation of a ministry-portfolio that includes:

1. **A list of focus questions:** For the weekly discussion (ordinarily on Thursday), each student should present a focus question (ministry-concern) based on the topic of the week; after discussion at the seminar, each student should write a brief assessment (approximately 300 words/one page) indicating how the question has been answered and whether the question should be explored further; the questions/answers should then become part of the student’s portfolio, for review at the end of the semester.

2. **Book reports/presentations:** Two book reports are required; the first, chosen from section 1 of the reading list below, will be discussed at the seminar on January 30; the second report, chosen from section 2 of the reading list will be discussed at the seminar on February 27; a third report, chosen from section 3, 4, or 5, will be discussed after the spring break. These book reviews (approximately 1000 words) should not be summaries of the book’s contents, but a contextual analysis relevant to the student’s past, present or prospective ministry. Instead of a third book report, students may opt to present a bilingual homily or short catechesis.

3. **Site visit/Ministry report:** During the second part of the semester, each student is to present a report either on a current ministry with the Hispanic community or a site visit; in the latter case, a student should pick a site that will be a “growth-experience”; the site may be a worship-experience (e.g., *via crucis*), a lecture about the Hispanic community, participation in a Hispanic forum, volunteer service in the Hispanic community, etc. Insofar as possible, the student should be a participant, rather than a spectator during the visit. For the written report (approximately 1000 words), which will be shared in class, please describe the following:
   - Expectations: Your expectations prior to the Visit
   - Encounter: What took place / what you saw / what you experienced (positive/negative)
   - Event: What was the most memorable aspect?
   - Experience: What did you learn from the visit that can be used in your ministry?

4. **Ministerial Templates:** This section should include at least three “templates” for various ceremonies (e.g., quinceañeras, bodas, velorios) for Hispanic ministry. This section should also include at least one of the following sections: instruction (catachesis), sacramental preparation, bilingual homily, etc. Sample templates will be distributed to the class as models for personal development.

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Readings:

1. **Hispanic Experience** (read one of the following):
2. **History of the Hispanic Presence** (read one of the following):
   [1e] National Council of Catholic Bishops,  
   - *Prophetic Voices* (1986)  
   - *Hispanic Ministry at the Turn of the New Millennium* (1999)  

3. **Hispanic Preaching** (read one of the following):

4. **Hispanic Worship**

5. **Hispanic Bible Study**
Blackboard:
Announcements, course materials, current news items, etc. will be posted on Blackboard.

E-Mail Group:
Students are encouraged to e-mail comments or questions to the instructor (ford@cua.edu).
For e-mails related to this class, please use «yo soy» in the heading.

Expectations and policies:
Punctuality is expected as a courtesy to all members of the class.
Cell phones should be turned off during class.

Resources for Student Assistance:
Students needing any type of accommodation based on the impact of a disability should contact the instructor privately during the first week of class to discuss specific needs.
Students with documented disabilities should also contact Disability Support Services (at 202 319-5211, Room 207 Pryzbyla Center) to request reasonable accommodations.
For information about the services and policies of the Disability Support Center, please visit its website: http://disabilitysupport.cua.edu.

Grading:
The grade for the course depends on participation in the class, especially in the discussions, and on the quality of the portfolio; thus, it is important that each student start assembling a ministry-oriented portfolio from the beginning of the semester.
The University grading system is available at http://policies.cua.edu/academicundergrad//gradesfull.cfm#II for undergraduates and http://policies.cua.edu/academicgrad//gradesfull.cfm#iii for graduate students.
Reports of grades in courses are available at the end of each term on http://cardinalstation.cua.edu.

Academic honesty:
Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student’s own work, cheating, and fabrication. The basic University procedures related to Student Academic Dishonesty are as follows (http://policies.cua.edu/academicundergrad/integrityprocedures.cfm):
“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”
The complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals are available at http://policies.cua.edu/academicundergrad/integrity.cfm and http://policies.cua.edu/academicundergrad/integrity.cfm.