

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

CHMN567
HISPANIC-AMERICAN CHURCH HISTORY
SPRING 2019



Andrews University

CHMN567
HISPANIC-AMERICAN CHURCH HISTORY
SPRING SEMESTER 2019
(January 20-24)

GENERAL CLASS INFORMATION

Class location: Southern Union (515 Harley Lester Lane, Apopka, FL 32703)
Class time/day: Sunday 6-9:30 pm. Monday-Thursday—8am to 6pm : 1 hr noon break
Credits offered: 3 credits

INSTRUCTOR CONTACT

Instructor: Alfonso Valenzuela
Telephone: (909)353-5323
Email: vale@andrews.edu
Office location:
Office hours:
Email appointments/ Write or call for questions regarding the course.

COURSE DESCRIPTION

“La iglesia Cristiana hispana en Norteamérica, en el contexto mayor de la historia de la cristiandad en Latinoamérica a partir del siglo XVI” (Seminary Bulletin)

COURSE MATERIALS

Required Reading:

1. González, Juan. *Harvest of Empire: A History of Latinos in America*. Viking, 2000.
2. González, Justo. *Nuestra fe: A Latin American Church History Sourcebook*.
3. Martínez, Juan Francisco. *The Story of Latino Protestants in the United States*.
4. Sánchez, Daniel. *Realidades Hispánicas Que Impactan América: Implicaciones para Evangelización y Misiones*. Cadena de Sembrar Iglesias, 2006.
5. Sandoval, Moisés. *On the Move: A History of the Hispanic Church in the United States*. Orbis Books, 2006.
6. Vázquez, Manuel. *La historia aún no contada: 100 años de adventismo*. Pacific Press, 2006.

Recommended Reading

- Reyes, José A. *The Hispanic in the United States: A Challenge and an Opportunity for the Church*. White Wing Publications, 1991.
- Sandoval, Moisés, ed. *Fronteras: A History of the Latin American Church in the USA Since 1513*. Mexican American Cultural Center, 1993.
- Vega, José J. *El Hispano Americano: Su Historia y Aportación al Desarrollo y Engrandecimiento de los EE.UU.* Tomo I y II. S.C.L. La Prensa, 1991.

OUTCOMES

Program Learning Outcomes (PO)

1. Familiarizar al estudiante con la historia religiosa del pueblo latino en los Estados Unidos.
2. Identificar las raíces indígenas, ibéricas, africanas y anglosajonas que dan forma a la experiencia religiosa del latino.
3. Describir los eventos que contribuyen a la cosmología cristiana después de la llegada de los españoles hasta el presente.
4. Tratar de percibir cómo el cristianismo católico latinoamericano se desarrolló en la cultura norteamericana de corte mayormente protestante.
5. Analizar la historia de la iglesia adventista hispana en los Estados Unidos.
6. Describir maneras en las que se puede presentar el evangelio con más efectividad a la comunidad latina en Norteamérica.

Student Learning Outcomes (SLO) The student should be able to

1. Familiarizarse durante el curso, particularmente, con el PO 1, 2, 5 y 6.
2. Redescubrir sus raíces Latinas con tal de celebrar con orgullo su identidad.
3. Ahondar en la historia adventista hispana en Norteamérica y su legado de dedicación y sacrificio.
4. Armarse con estrategias y una visión clara para confrontar los desafíos de evangelizar a la comunidad hispana de Norteamérica, dentro de los paradigmas de cambios del siglo 21.

TOPICS AND ASSIGNMENTS

	Day	Class Topic	Assignments Due Dates
Jan	August 2018 to Jan 20, 2019	<ul style="list-style-type: none"> • Completar 30 horas de lectura de los libros requeridos. 	Preparar en powerpoint un capitulo de los libros requeridos para ser presentado en clase
	SUNDAY: 20	<ul style="list-style-type: none"> • Contenido del Sílabo de esta clase • Introducción del Curso: <ol style="list-style-type: none"> 1. Historia 2. Iglesia 3. Latino 	Entrega de los informes de lecturas del pre-intensivo y presentación del capitulo en powerpoint. Esta asignación representa un 30% de la calificación final
	MONDAY 21	<i>Las Raíces de la de la Iglesia Latina:</i> <ol style="list-style-type: none"> 1. El mundo del Indio 2. El mundo Ibérico 3. El mundo Africano 4. El mundo Anglo-sajón 	<i>Devotional.</i> Presentación del capitulo en powerpoint. Presentación oral ante la clase sobre temas de importancia de las lecturas -15 min/aprox. (3 to 5 students)
	TUESDAY 22	<i>El Cristianismo en los Estados Unidos:</i> <ol style="list-style-type: none"> 1. Misiones Católicas 2. Misiones Protestantes 	<i>Devotional.</i> Presentación oral ante la clase sobre temas de importancia de las lecturas -15 min/aprox. (3 to 5 students)
	WEDNESDAY 23	<i>El Adventismo Hispano en Norteamérica</i> <ol style="list-style-type: none"> 1. Sus Orígenes 2. Su Desarrollo 3. Sus Desafíos <i>Necesidades que Enfrenta la Iglesia en E.U.</i> <ol style="list-style-type: none"> 1. Síntesis de Deiros 2. Síntesis de Ortiz 3. Síntesis de Vázquez 	<i>Devotional.</i> Proyecto final de la clase. Presentación oral ante la clase sobre temas de importancia de las lecturas -15 min/aprox. (3 to 5 students)

Jan	THURSDAY 24	<i>Estrategias para Alcanzar a los Latinos en los Estados Unidos:</i> 1. Católicos 2. Sectas 3. Pentecostales 4. Adventistas 5. Otros: No-Afiliados	<i>Devotional.</i> Presentación del Proyecto de la clase Consideraciones finales. Repaso de los requisitos finales del curso.
April	20		Final project is due today The 20-page project report is due at midnight today. (April 20). This day, students should post in the <i>Learning Hub</i> and an electronic MSW document to: vale@andrews.edu
May	20		Late assignments receive no more than a B by midnight on this day (May 20).
June	20		Late assignments receive no more than a C by midnight this day (June 20).
July	10		172 days from the first day of class. Students who have not completed all intensive requirements by July 10, 2018 will receive a DN and will need to repeat the class.

GRADING AND ASSESSMENT

Credit-Hour Definitions

A professional 3-credit course taken at the Seventh-day Adventist Theological Seminary require a total of 135 hours of course lectures, reading requirements and written assignments:

- Pre-Intensive Reading Report 30 hours
- Class Lectures and Guided Studies 45 hours
- Post-Intensive Project Report 60 hours
- **Total 135 hours**

Criteria for Grades

A. Pre-Intensive Requirements—30 points

A total of 30 hrs. from the recommended list -1 point per hour read –up to 30 hrs.

This report is due in the first day of class (**January 20, 2019**). **There is a 6 point deduction for late submission of this report**

- Leer las **30 horas** de los libros requeridos y recomendados. De tener dificultad en obtener algunos de estos libros, favor de recurrir a la bibliografía para complementar su lectura. Siga la siguiente instrucción:
 - Entregar al profesor un informe de lectura (evaluación crítica) de 2 páginas por cada libro leído.
 - Seleccionar un tema de la lectura, que te fue de mucho beneficio, y venir preparado para compartirlo con tus compañeros en una presentación oral de 10 min/aprox ante la clase.
 - La primera página del informe debe incluir la siguiente información:
 - (a) Nombre del estudiante
 - (b) Fecha de entrega
 - (c) Autor y título del libro
 - (d) Número de horas y páginas leídas
- *En la segunda página : Impresiones personales de la lectura
- The reading report is due on **January 20, 2019**.
 - The students presentations will be scheduled the first day of class (**10 hours** of directed studies).

B. During the Intensive Requirements—45 points

- Punctual attendance at all classes is required
- Students exceeding 10% of total course appointments will need a written excuse from the dean’s office.
- Absences not due to illness also need written approval from the dean’s office.

C. Post-Intensive Requirement—60 points

- Presentar una monografía de 20 páginas documentando la historia de la iglesia principal de tu distrito. La misma será evaluada por su (a) Contenido, (b) Organización, (c) Formato, (d) Investigación.
- Organización de la monografía:
 1. Front page
 2. Tabla de contenido
 3. Cap I =La Ciudad: (a) Generalidades (b) Los hispanos
 4. Cap II =El Adventismo: (a) Iglesias e instituciones en el área
 5. Cap III =La Iglesia: (a) Inicios/ pioneros (b) Desarrollo (c) Desafíos
 6. Conclusión
 7. Apéndice
 8. Bibliografía
- The Project will be graded following the criteria of the “Rubric for Assessing Project Plans”. The report should follow *Andrews University Standards for Written Work* available at the following site:

<http://www.andrews.edu/grad/documents/andrews-university-standards-for-written-work-as-of-october-2011.pdf>).

- Este requisito cuenta por **40 puntos** del puntaje total y deberá enviársele al profesor en un archivo electrónico (MSWord) antes **ABRIL 20, 2019** a la media noche y subido a LearningHub.
- Trabajos que se entreguen tarde serán penalizados. La tabla anterior (Topics and Assignments) presenta en detalle el tipo de penalidad que se dará a las tareas que se entregue tarde. Es importante que el alumno tome en cuenta las rechas establecidas en la tabla. Lo más recomendable es que el alumno de la clase de baja (drop the class) si no puede entregar las asignaciones a tiempo.

Assessment Summary	Points
Pre-Intensive Requirements	30
During-Intensive Requirements	30
Special projects during class	10
Post-Intensive Requirements	<u>30</u>
Total	100

Passing Grades

Passing grades should be C or above, based on the following percentages:

Percentage	Grade	GPA	Comment
95 - 100%	A	4.00	Excellent
90 - 94%	A-	3.67	Very Good
87 - 89%	B+	3.33	Good
83 - 86%	B	3.00	Fair
80 - 82%	B-	2.67	Passing
77 - 79%	C+	2.33	Non-Passing
73 - 76%	C	2.00	Non-Passing
70 - 72%	C-	1.67	Non-Passing
60 - 69%	D	1.00	Unacceptable

CLASS POLICIES

Classroom Seating

In order to facilitate learning everyone's name, please select a permanent seat until instructed otherwise.

Disability Accommodations

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Late Assignment Submission

All late assignments incur the penalties specified under the heading Grading and Assessment.

Additional Policies

During the preaching practicum, when students preach a sermon before their peer, the classroom door will be closed to avoid distractions to the preacher. Once closed, students will not be allowed into the classroom until the sermon ends.

Examinations

"Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time." *AU Bulletin*

Class Attendance

Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements. *AU Bulletin*

Teacher Tardiness

"Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean." *AU Bulletin*

Class Absences

"Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardiest are equal to one absence. Registered students are considered

class members until they file a Change of Registration form in the Office of Academic records.”
AU Bulletin

Excused Absences

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher.” *AU Bulletin*

Academic Integrity

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.” *-AU Bulletin*

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is

important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

INSTRUCTOR PROFILE

Alfonso Valenzuela has established a career as a professor, pastor, and author in the Seventh-day Adventist Church. His expertise in the area of marriage and family life has made him a sought-after authority and speaker in this field.

He has lectured in several countries, including Spain, Russia, England, Africa, South America, Puerto Rico, Mexico and all over the United States. He received a Bachelors in Theology from Montemorelos University, a Masters of Divinity degree from Andrews University, and a Masters in Psychology from National University. He has also attained a Doctor of Ministry (D.Min.) and a Doctor of Philosophy degree (Ph.D.) from Fuller Theological Seminary.

In addition to the dozens of articles he's written for various publications, he has written several books on marriage, family and preaching. He was a pastor and youth leader for several years in Los Angeles. He taught Counseling and Marriage and Family Studies at the Seventh-day Adventist Theological Seminary, Andrews University, for almost twenty years.

He has served as Vice-Chairman of the Tulare County Mental Health Board of the State of California; he is nationally certified in Family Wellness and served as the senior pastor in the Loma Linda Campus Hill Seventh-day Adventist Church in California. Currently, he is the Pastor of the San Bernardino Spanish SDA Church and teaches at the Loma Linda and Andrews Universities on a regular basis.

BIBLIOGRAPHY

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- Espinosa, Gastón, Virgilio Elizondo, Jesse Miranda. *Latino Religions and Civic Activism in the United States*. Oxford University Press, 2005.
- Fernández-Shaw, Carlos M. *La presencia española en los Estados Unidos*. Facts on File, 1992.
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- Reyes, José A. *The Hispanic in the United States: A Challenge and an Opportunity for the Church*. White Wing Publications, 1991.
- Sánchez, Daniel R. *Realidades Hispánicas Que Impactan América: Implicaciones para Evangelización y Misiones*. Cadena de Sembrar Iglesias, 2006.
- Sandoval, Moisés. *On the Move: A History of the Hispanic Church in the United States*. Orbis Books, 2006.
- Sandoval, Moisés, ed. *Fronteras: A History of the Latin American Church in the USA Since 1513*. Mexican American Cultural Center, 1983.
- Sepúlveda, Ciro. *Ellen White on the Color Line: The Idea of Race in a Christian Community*. Biblos, 1997.

- Vázquez, Manuel. *La historia aún no contada: 100 años de adventismo hispano*. Pacific Press, 2000.
- Vega, José J. *El Hispano Americano: Su Historia y Aportación al Desarrollo y Engrandecimiento de los EE.UU.* Tomo I y II. S.C.L. La Presna, 1991.
- Zinn, Howard. *La otra historia de los Estados Unidos (Desde 1492 hasta hoy)*. Siete Cuentos Editorial, 2001.