



CHMN525
HISPANIC-AMERICAN CULTURE AND CHALLENGES
SOUTHWESTERN UNION, OCTOBER 27-31
Fall 2019

Alfonso Valenzuela

En esta clase se analizarán los elementos más sobresalientes en la cultura hispanoamericana con el propósito de estudiar sus características más peculiares y ver cómo se puede ministrar más efectivamente a los hispanos en los Estados Unidos.

CLASS & CONTACT INFORMATION

| | |
|-------------------------|--|
| Class location: | Southwestern Union/Oklahoma Conference of Seventh-day Adventists 4735 NW 63rd Street Oklahoma City, OK 73132 |
| Class time/day: | Sunday 6-9:30 pm. Monday-Thursday—8am to 6pm : 1 hr noon break |
| Credits offered: | 03 credits |
| Course Website: | learninghub.andrews.edu |
| Instructor: | Alfonso Valenzuela |
| Telephone: | (909)353-5323 |
| Email: | vale@andrews.edu |
| Office location: | TBD |
| Office hours: | Email appointments/ Write or call for questions regarding the course. |

COURSE PREREQUISITES

Prerequisites:

1. Reading—500 pages (30 hours minimum) from the books and articles below. Submit a one-page report on key concepts you learned.
2. Select an article on Hispanic Culture. This article will be read in front of the class for discussion.

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 (**October 27, 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 **October 27, 2019**.
- The student's 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.
- Development of a project to teach church members on the Latino culture in the United States. The project will be instructional and contextualized to the culture and needs of the congregation. The project will be reported in a 20 page paper with the following sections: 1) Title page. 2) Table of Contents. 3) Introduction. 4) Foundations of the Adventist Church—content should be biblical and should integrated current literature on the subjects. 5) Description of the project—including implementation plans or implementation narrative—if the project is implemented. 5) Conclusion. 6) Appendixes that may include promotional materials and Power Point slides (6 slides per page).
- 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 **January 27, 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.

COURSE MATERIALS

Libros de texto:

1. Daniel A. Rodriguez, *A Future for the Latino Church: Models for multilingual, multigenerational Hispanic congregations*. IVP Academic, 2011.
2. Manuel Ortiz, *The Hispanic Challenge, Opportunities Confronting the Church*. Intervarsity Press, 1994.
3. Edwin Hernandez, “The Browning of Adventism”. *Spectrum*. (se adquiere escribiendo al instructor).

Books and articles:

Davis, Kenneth G. & Yolanda Tarango. Bridging Boundaries: The Pastoral Care of U.S. Hispanic. Univ. of Scranton Press, 2000.

Augenbraum, Harold y Stavans, Illan, Growing Up latino. Houghton Mifflin Co., 1993.

Jimenez, Francisco, Breaking Through. Houghton Mifflin Co., 2002.

Shorris, Earl, Latinos: A Biography of the People. W.W. Norton & Co. 2001.

Gonzalez, Juan, Harvest of Empire: A History of Latinos in America. Penguin USA, 2001.

Suro, Roberto, Strangers Among Us: Latinos' Lives in a Changing America. Vintage Books, 1999.

Morales, Ed, Living in Spanglish: The Search for Latino Identity in America. LA Weekly Books, 2002.

Delgado, Richard y Jean Stefancic, The latino/a Condition: A Critical Reader. N.Y. University Press, 1998.

Suarez-Orozco, Marcelo M., ed. Latinos: Remaking America. University of California Press, 2002.

Fox, Geoffrey E., Hispanic Nation: Culture, Politics, and the Construction of Identity. University of Arizona Press, 1997.

Davila, Arlene, Latinos Inc.: The Marketing and Making of a People. University of California, 2001.

Reyes, José A. The Hispanics in the United States: A Challenge and an Opportunity for the Church. White Wing Publications, 1991.

El estudiante debe escribir al professor solicitando una lista de artículos relacionados con la clase.

Otros links de artículos de la Historia de la Cultura Hispana:

http://es.wikipedia.org/wiki/Cultura_de_Espa%C3%B1a
http://es.wikipedia.org/wiki/Historia_de_Am%C3%A9rica
http://es.wikipedia.org/wiki/Choque_cultural_en_las_misiones_espa%C3%B1olas_en_California <http://culturitalia.uibk.ac.at/hispanoteca/Landeskund>

REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

COURSE OVERVIEW

OUTCOMES

Program Learning Outcomes (PO)

1. To understand the basic dynamics of Latino culture in the United States
2. Have a basic knowledge of the history of Hispanics in the United States
3. Understands the historical–theological development of the Adventist Church.
4. Understand the major cultural influences in the Latino Christian Church
5. Description and discussion on how to present the Gospel to Latinos in the United States

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

1. Basic knowledge of the Hispanic American Culture and its influence in the USA
2. Learn the history of the Latino culture in the USA
3. Learn the major expressions of the Latino culture, its expressions and challenges

TOPICS AND ASSIGNMENTS

| | Day | Class Topic | Assignments Due Dates |
|------------|-------------------------|---|---|
| Oct | October 27, 2019 | <ul style="list-style-type: none"> Completar 30 horas de lectura de los libros requeridos. | Preparar en PowerPoint un capítulo de los libros o artículo para ser presentado en clase |
| | SUNDAY: 27 | Registration, syllabus review, and course introduction | Entrega de los informes de lecturas del pre-intensivo y presentación del capítulo en powerpoint. |
| | MONDAY 28 | Meaning of the terms Hispanic, Church, Christianity and Latino Definición de cultura; La Biblia y la cultura; El ministro y la cultura; La cultura Hispana; El hombre Latino; La mujer Latina; La familia Latina | <i>Devotional.</i> Presentación del capítulo en powerpoint. Presentación oral ante la clase sobre temas de importancia de las lecturas -15 min/aprox. (3 to 5 students) |
| | TUESDAY 29 | <ol style="list-style-type: none"> Políticas de inmigración Términos culturales La importancia de estar culturalmente entrenado y competente | <i>Devotional.</i> Presentación oral ante la clase sobre temas de importancia de las lecturas -15 min/aprox. (3 to 5 students) |
| | WEDNESDAY 30 | No todos los latinos comen tacos. La diversidad Latina. La situación en Latinoamérica. El problema migratorio. El Hispano en USA. La aculturización; El Norte | <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) |

| | | | |
|-----|----------------|---|--|
| Oct | THURSDAY 31 | La Iglesia Hispana en USA. “The Browning of Adventism”. El estudio AVANCE. Los hispanos de segunda generación. Encuesta a segunda generación. Reflexiones finales. | <i>Devotional.</i> Presentación del Proyecto de la clase Consideraciones finales. Repaso de los requisitos finales del curso. |
| Jan | 27 | 90 days after the first day of class | Final project is due today The 20-page project report is due at midnight today. (Jan 27). This day, students should post in the <i>Learning Hub</i> and an electronic MSW document to: vale@andrews.edu |
| Feb | 27 | 120 days after the first day of class | Late assignments receive no more than a B by midnight on this day. |
| Mar | 27 | 150 days after the first day of class | Late assignments receive no more than a C by midnight this day. |
| Apr | 19 | 172 days after the first day of class | 172 days from the first day of class. Students who have not completed all intensive requirements by this date will receive an F and will need to repeat the class. |

ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign 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 tardies are equal to one absence.

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters’ degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters’ (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

| | | Professional Masters’ Programs | |
|--|--|---------------------------------------|----------------|
| | | 2 Credits | 3 Credits |
| Instructor Contact Hours | Face to Face Instructional Time | | 45 hrs |
| | | | |
| Independent Learning Activities | Name of Assignment #1 Pre-Intensive Reading | | 30 hrs |
| | Name of Assignment #2 20-page project/paper | | 60 hrs |
| | | | |
| Total Hours: | | | 135 hrs |

Note. In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

Submission of Assignments

Assignments are to be turned in on Learning Hub before the dates indicated in the Course Overview--Above.

Late Submissions

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 50 of possible points%--for this course, see penalties posted on the *Course Overview Table*. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

ABOUT YOUR INSTRUCTOR

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 Riverside Spanish SDA Church and teaches at the Loma Linda and Andrews Universities on a regular basis.

OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, 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. A record of academic integrity violations is maintained by the University Student Academic Integrity Council.

Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

1. **Academic Dishonesty** includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
 - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
 - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly 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
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Academic Accommodations

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

2. Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

1. Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with Learning Hub.

| | | |
|--|---|----------------|
| Username and password assistance | helpdesk@andrews.edu | (269) 471-6016 |
| Technical assistance with Learning Hub | dilit@andrews.edu | (269) 471-3960 |
| Technical assistance with your Andrews account | http://andrews.edu/hdchat/chat.php | |

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.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu.

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

| | | | | | |
|---------|-----------|--------|-----------|----------|-----------|
| 95-100% | A | 80-84% | B | 65-69% | C |
| 90-94% | A- | 75-79% | B- | 60-64% | C- |
| 85-89% | B+ | 70-74% | C+ | 55-59% | D |
| | | | | 58-Below | F |

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed or when the final assignment is not submitted within the dates indicated in the Course Overview Table.

ASSIGNMENT RUBRIC

Rubric for Assessing Project Plans

Student _____

| Criteria | (5) Exceptional | (4) Proficient | (3) Satisfactory | (2) Emerging | (1) Unsatisfactory | Score |
|----------------------------|--|--|---|--|--|--------------|
| Title Page | Includes: 1) institution’s name, 2) title, 3) name of the course, 4) course period, 5) name of the student, 6) date submitted, 7) follows AU Standards for Written work (AUSWW). Has no errors | Misses 1 of the 7 components | Misses 2 of the 7 components | Misses 3 components | Misses more than 3 components | |
| Introduction | The introduction is engaging, states the main topic and purpose of the paper, and previews the structure of the paper | Introduction states the main topic and purpose of the paper and previews its structure | States the main topic and purpose of the paper, but does not adequately preview its structure | The introduction states the main topic but lacks a purpose and a preview of its structure | There is no clear introduction or main topic and the structure of the paper is missing | |
| Project Description | Project is described in detail. Protocols to be followed are presented. Specific aspects of the organization, implementation, and evaluation are offered. Meets paper length requirements | Project is well described. Some details regarding protocols, organization, implementation, and evaluation of the project are missing. Meets length | Project is satisfactorily described and meets paper length | Project is poorly described and does not meet number of pages. | The report misses entire sections of the project description. Does not meet paper length. | |
| Organization | Report provides a table of contents, and is organized using different subhead levels, following AUSWW. Subheadings are exceptionally well-worded and reflect upon the main subject. Exceeds all organizational specifications stated in the syllabus | Table of contents and subheading levels follow AUSWW Standards. Subtitles reflects upon the subject, but wording can be improved. | Paper provides a table of contents and is organized using different subheading level. However, does not follow AU standards of written work | Paper provides first level headings, but headings do not clearly reflect upon the subject. No table of contents. Does not follow all specifications stated in the syllabus and AUSWW | Does not provide a table of contents and is not divided under headings and subheadings. Does not follow organizational specifications stated in the syllabus and AUSWW | |
| Format/Style | All texts and references follow specifications from AUSWW. Syntax and semantics are outstanding. Models language and | Consistently follows AUSWW with minor flaws. Syntax and semantics are very good. No major errors in style | Consistently follows all AUSWW format. Syntax and semantics are good. Few errors in style | Inconsistently follows some AUSWW. Syntax and semantics are poor | Does not follow AUSWW. Syntax and semantics are deficient | |

| | | | | | | |
|-------------------|---|---|---|---|---|--|
| | style. No errors in punctuation, spelling, and sentence formation | | | | | |
| Conclusion | Conclusion is engaging and provides an outstanding overview of the project and personal reflections on projected implementation. Exceeds expectations | Conclusion restates the purpose, gives a good summary, and provides personal opinions about the outcome | Conclusion restates the purpose and satisfactorily summarizes results Lacks personal reflection on projected implementation | Conclusion attempts to summarize the thrust of the project, but is ambiguous. Lacks personal reflection | Conclusion fails to summarize and to express personal reflection on the project | |

