

## CHIS 567

# HISPANIC-AMERICAN CHURCH HISTORY

## SPRING 2021

*Alfonso Valenzuela*

“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)

### CLASS & CONTACT INFORMATION

<b>Class location:</b>	Via Zoom informacion en <a href="https://learninghub.andrews.edu/">https://learninghub.andrews.edu/</a>
<b>Class meeting dates:</b>	Marzo 28 - Abril 1, 2021
<b>Class meeting times:</b>	Sunday 6:00 pm; Monday - Thursday 11:00 am - 2:00 pm (EST).
<b>Course Website:</b>	LearningHub <a href="https://learninghub.andrews.edu/">https://learninghub.andrews.edu/</a>
<b>Instructor Tel.:</b>	(909)353-5323
<b>Instructor Email:</b>	<a href="mailto:vale@andrews.edu">vale@andrews.edu</a>
<b>Office hours:</b>	Appointments upon request

### COURSE PREREQUISITES

#### Prerequisites:

1. Reading report—500 pages (30 hours minimum) from the books listed below. Submit a three-page evaluation of the material read indicating the number of hours and pages read from the required reading. The report should be submitted electronically on the LearningHub and to the professor’s email in a MSWord document by the *first day of class*.
2. *Late submission penalties*. Pre-intensive assignments are due the first day of class (**March 28, 2021**). Late submissions of these assignments are penalized with a 5-point deduction, each.

#### During the intensive:

**Class attendance.** Students will need to spend 45 fifty-minute periods during the intensive with the professor. Participants who miss four class periods without a written consent from the seminary Dean (Dr. Jiri Moskala), will have to repeat the course.

**Collective learning.** During the intensive students will have time to work with peers in small groups to prepare 20-minute presentations on topics related to the class

### Post-Intensive Requirements

1. **Final project.** 50 hours of study, with the following options: **1)** Write a fifteen-page paper on a text or a topic agreed upon in class; **2)** A different project in consultation with the instructor. The projects or reports are due 90 days after the first day of class—**June 28, 2021**
2. The project will be graded based on the Project Rubric at the end of this document and should have the following parts: **1) title page; 2) table of contents; and 3) appropriate content subheadings.** The final project paper must be submitted electronically in a MSWord document following the *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>
3. This final assignment is due on **June 28, 2021**, before midnight.
4. Late submission of this assignment is penalized with a 10-point deduction.

## COURSE MATERIALS

### Required Reading:

1. Chao-Romero, Robert. *Brown Church: Five Centuries of Latina/o Social Justice, Theology, and Identity*. IVP Academic, 2020.
2. Fernandez-Armesto, *Our America: A Hispanic History of the United States*. W.W. Norton & Company. 2014.
3. González, Juan. *Harvest of Empire: A History of Latinos in America*. Viking, 2000.
4. Martinez, Juan Francisco. *The Story of Latino Protestants in the United States*. Eerdmans, 2018.
5. Sánchez, Daniel. *Realidades Hispánicas Que Impactan América: Implicaciones para Evangelización y Misiones*. Cadena de Sembrar Iglesias, 2006.
6. Sandoval, Moisés. *On the Move: A History of the Hispanic Church in the United States*. Orbis Books, 2006.
7. 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.
- Díaz-Stevens, Ana María, Anthony M Stevens-Arroyo. *Recognizing the Latino Resurgence in U.S. Religion*. Westview Press, 1998.

- 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.
- Furst, Renata. *Rut, Esdras, Nehemías y Ester*. Augsburg Fortress, 2009.
- González, Juan. *Harvest of Empire: A History of Latinos in America*. Viking, 2000.
- González, Justo. *Mañana: Christian Theology from a Hispanic Perspective*. Abingdon Press, 1990.
- Hanson, Victor Davis. *Mexifornia: A State of Becoming*. Encounter Books, 2003.
- Hernández, Edwin I., Milagros Peña. *Emerging Voices, Urgent Choices: Essays on Latino/a Religious Leadership (Religion in the America Series, v.4)* Brill Academy Publishers, 2006.
- Land, Gary. *Adventism in America: A History*. Andrews University Press, 1998.
- Maldonado, David, Jr. *Protestantes/ Protestants: Hispanic Christianity Within Mainline Traditions*. Abingdon Press, 1999.
- Matovina, Timothy, Gerald E. Poyo. *!Presente!: U.S. Latino Catholics from Colonial Origins to the Present*. Orbis Books, 2000.
- Maynard-Reid, Pedrito. *Diverse Worship: African-American, Caribbean & Hispanic Perspectives*. Inter-Varsity, 2000.
- Novas, Himilce. *Everything You Need to Know About Latino History*. A Plume Book, 1998.
- Ortíz, Manuel. *The Hispanic Challenge*. Inter-Varsity, 1993.
- Pérez, Arturo, Consuelo Cavarrubias, Edward Foley. *Así Es: Historia de Espiritualidad Hispana*. The Liturgical Press, 1994.
- 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 Hispanas 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

## 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

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

#### **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:**

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.

Date	Topic	Assignment Due	CLOs Addressed
<b>Sunday</b> <b>Marzo 28,</b> <b>2021</b>	Completar <b>30 horas de lectura</b> de los libros requeridos <ul style="list-style-type: none"> <li>• Contenido del Sílabo de esta clase</li> <li>• Introducción del Curso: <ol style="list-style-type: none"> <li>1. Historia</li> <li>2. Iglesia</li> <li>3. Latino</li> </ol> </li> </ul>	<b>Entregar reportes de lectura en el Hub</b> <a href="https://learninghub.andrews.edu/">https://learninghub.andrews.edu/</a> Entrega de los informes de lecturas del pre-intensivo. Esta asignación representa un 30% de la calificación final	
<b>Monday</b> <b>Marzo 29</b>	Las Raíces de la de la Iglesia Latina: <ol style="list-style-type: none"> <li>1. El mundo del Indio</li> <li>2. El mundo Ibérico</li> <li>3. El mundo Africano</li> <li>4. El mundo Anglo-sajón</li> </ol>	Devotional. Presentación oral ante la clase sobre temas de importancia de las lecturas -15 min/aprox. (3 to 5 students).	
<b>Tuesday,</b> <b>Marzo 30</b>	El cristianismo en los Estados Unidos: <ol style="list-style-type: none"> <li>1. Misiones Católicas</li> <li>2. Misiones Protestantes</li> </ol>	Devotional. Presentación oral ante la clase sobre temas de importancia de las lecturas -15 min/aprox. (3 to 5 students) Small group discussion and collaborative learning sessions.	
<b>Wednesday,</b> <b>Marzo 31</b>	El Adventismo Hispano en Norteamérica <ol style="list-style-type: none"> <li>1. Sus Orígenes</li> <li>2. Su Desarrollo</li> <li>3. Sus Desafíos</li> </ol> Necesidades que Enfrenta la Iglesia en E.U. <ol style="list-style-type: none"> <li>1. Síntesis de Deiros</li> <li>2. Síntesis de Ortiz</li> <li>3. Síntesis de Vázquez</li> </ol>	Devotional. Proyecto final de la clase. Presentación oral ante la clase sobre temas de importancia de las lecturas -15 min/aprox. (3 to 5 students) Small group discussion and collaborative learning sessions.	
<b>Thursday,</b> <b>Abril 1</b>	Estrategias para Alcanzar a los Latinos en los Estados Unidos: <ol style="list-style-type: none"> <li>1. Católicos</li> <li>2. Sectas</li> <li>3. Pentecostales</li> </ol>	Devotional. Presentación del Proyecto de la clase Consideraciones finales. Repaso de los requisitos finales del curso.	

Date	Topic	Assignment Due	CLOs Addressed
	4. Adventistas 5. Otros: No-Afiliados		
<b>Junio 28</b>		<b>Final project is due today: Junio 28, 2021.</b> The project must be posted on LearningHub and Email an electronic MSW document before midnight to: vale@andrews.edu.	
<b>Julio 29</b>		Late assignments receive no more than a <b>B</b> by midnight on this day: <b>Julio 29, 2021</b>	
<b>Agosto 29</b>		Late assignments receive no more than a <b>C</b> by midnight this day: <b>Agosto 30, 2021.</b>	
<b>Septiembre 19</b>		<i>172 days from the first day of class,</i> Students who have not completed all intensive requirements by <b>September 19, 2021</b> will receive an <b>"F"</b> 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
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time</b>		<b>45 hrs</b>
<b>Independent Learning Activities</b>	<b>Name of Assignment #1 Pre-Intensive Reading</b>		<b>30 hrs</b>
	<b>Name of Assignment #2 20-page project/paper</b>		<b>60 hrs</b>
<b>Total Hours:</b>			<b>135 hrs</b>

**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

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 and Mira Loma Bilingual 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.

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](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](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

### **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**

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	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

### **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](http://www.learninghub.andrews.edu).*

## APPENDIX 1: INTERPRETING LETTER GRADES

### **Letter Grades and Percentages**

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

### ***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 \_\_\_\_\_

<b>Criteria</b>	<b>(5) Exceptional</b>	<b>(4) Proficient</b>	<b>(3) Satisfactory</b>	<b>(2) Emerging</b>	<b>(1) Unsatisfactory</b>	<b>Score</b>
<b>Title Page</b>	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	
<b>Introduction</b>	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	
<b>Project Description</b>	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.	
<b>Organization</b>	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	
<b>Format/Style</b>	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					
<b>Conclusion</b>	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	

