

CONSORTIUM
of Adventist Colleges & Universities

SYLLABUS



AU: HIST 404 Adventist Heritage
Summer 2019

AU: HIST 404 Adventist Heritage

Consortium of Adventist Colleges and Universities

Self-Paced Full Term Courses

This is a Self-Paced Full Term course which follows the Andrews semester schedule. Self-Paced Full Term courses have four important dates: 1) a start date, 2) a midterm completion date, 3) a final completion date, and 4) a course completion date. Please note that all module prior to the midterm must be completed BEFORE the midterm and all modules between the midterm and final must be completed BEFORE the final.

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and cancellations	sderegister@andrews.edu	(269) 471-6323
Bookstore	https://www.andrews.edu/bookstore	
Technical assistance with LearningHub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	andrews.edu/hdchat/chat.php	
Exam requests	sdeexams@andrews.edu	(269) 471-6566
Student Services Support & FAQ	www.andrews.edu/distance/students/	
Any other questions: sde@andrews.edu , (800) 782-4769 or (269) 471-6570		

Part 1: Course Information

Course Description

Andrews University

A study of the background and development of the Seventh-day Adventist denomination from its beginnings in the Millerite Movement to its present global impact.

Course Prerequisites

Andrews University

None

Course Learning Outcomes

- Become familiar with the basic outline of Seventh-day Adventist history, including important individuals, events, and beliefs.
- Understand the major trends and developments in Seventh-day Adventist history, particularly doctrinal and organizational development, worldwide expansion, and relationships with both the “outside” religious and secular world.
- Identify the role that Ellen G. White played in shaping the institutional church and Adventist doctrine, including the relationship of Adventists to her writings since her death in 1915.

Required Text/Material

Schwarz, Richard W., and Floyd Greenleaf. *Light Bearers: A History of the Seventh-day Adventist Church*. Nampa: Pacific Press, 2000. ISBN: 9780816317950.

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course. This course has 12 assignments and 2 exams; so it is recommended that you budget about 9.5 hours for studying and preparing for each assignment or exam. Suggested schedule(s) to accomplish this work are included in this syllabus.

Part 2: Course Methods and Delivery**Methods of Instruction**

Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, short open book quizzes on the readings, interactions with the instructor via blogs, and two exams. Regular participation in the course is essential to good performance.

Course/Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here:

<https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Assignments 1-12 (50% of the final grade)

Each of the assignments 1-8 consist of three parts:

1. Knowledge Check – true and false and multiple-choice questions. You can use your textbook during these assignments.
2. Short Answer Questions – fill –in the blank and essay questions. You can use your textbook during these assignments.
3. Short Essays –There are several short essay questions during each assignment. You can use the book while doing the questions. Many of the questions have a character of notes or a journal and can be filled in during your reading.

Short Essay Rubric

Criteria	Excellent	Acceptable	Substandard
Length	Concise, with every sentence counting; stays close to the word limit; Not too long or too short	Fairly concise; stays close to the word limit; Not extremely long or short.	Excessively long or short.
Style	Is easy to follow. Written simply and clearly. Covers the topic neatly without veering off. Main points are clear and few.	Is usually easy to follow, written simply and clearly, and stays on topic without veering off. There may be a few too many points or a confusing sentence or two.	Veers off topic. It is difficult to follow main points or grasp writer's meaning in large sections of the work. Writing is disorganized. There may be overly complex language and/or sentences are used.
Accuracy	Writing shows that student knows the material taught and can apply it accurately in a new situation.	Writing shows that student knows much of the material taught and can usually apply it accurately in a new situation.	Writing displays a failure to understand, recall, or apply much of the material in new situations.
References	Quotes used are short and used sparingly to directly support an idea. All quotes are correctly referenced.	Occasionally uses too many short quotes. Most quotes are correctly referenced; a few mistakes may be made in some references.	Quotes bible or text-book extensively or uses incorrect referencing.
Personal Comments	Narrative and description is kept to the minimum needed for analysis. Personal reflections are not long winded or "preachy."	Narrative and description are a bit too lengthy. Personal reflections are sometimes long winded or "preachy."	Too much narrative or description at the expense of analysis. Personal reflection accounts for more than 50% of material. (Exceptions are made for assignments specifically requesting primarily personal reflection.)
Depth/ Analysis	In-depth discussion of all points; Evident that much thought has been put into the subject matter and writing. Conflicting perspectives are known, considered, and discussed. Counter-arguments are consistently anticipated and refuted.	In-depth discussion of most points; Evident that some thought has been put into the writing. Most conflicting perspectives are known and are usually considered and discussed. Some counter- arguments are anticipated and refuted.	Writing has been thrown together, lack of evidence of thoughtfulness. Much Fluff and Fillers. Many Platitudes. Main points stand alone with no consideration or fair treatment of alternative perspectives.
Grammar/ Language Usage	Writing is clear and precise, not vague or ambiguous. Uses accurate grammar, syntax, spelling, capitals, and punctuation. No text abbreviations.	The writing is usually clear. There may be a few grammatical or syntactical mistakes.	Poor and inaccurate English grammar, syntax, spelling, capitals, and/or punctuation are pervasive. Major errors in editing, use of slang, non-conversational contractions, or texting abbreviations.
Sentences	Every sentence counts. All sentences have subjects and verbs. No run-on or incomplete sentences.	Most sentences count and have subjects and verbs. No more than one run-on or incomplete sentence present.	Sentences are sloppy. Several incomplete, run-on, or rambling sentences present.
Paragraphs	Paragraphs are neat and separated with no more than one main point per paragraph.	Paragraphs are separated, usually with only one main point per paragraph.	Paragraphs run together without regard to individual points being made. Structure is random.

Your Schedule

In LearningHub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within LearningHub AND discipline yourself to make regular progress.

Exams

Both Midterm and Final exam are worth 25% of your final grade. They are composed of short and long essay as well as identification questions. You will have two hours to take the exams. During my years of teaching, I have found it helpful to give students the exact essay questions that they will be asked to write on their exam. This approach offers you the opportunity to focus your study by determining the main points that you want to make and identifying the best evidence to support those points. You will need to prepare for each of the study questions, however, because you do not know which ones will appear on the exam. The questions can be found in the Midterm and Final Exam reviews. You are allowed 120 minutes to complete both the midterm exam and the final exam. You must bring your photo ID to the exams. The midterm and final exam will each be worth 25% of your grade.

All exams in this course require proctoring. Students living outside of the United States must schedule their exams to be proctored online through the Testing Center. Students living in the United States may choose online or local proctoring. Appointments for proctoring in or online through the Testing Center are set up online at calendly.com/sde-exams/online.

For local proctoring, complete the exam request form linked in the course space to enter proctor information. Please do so two weeks before each exam deadline to allow adequate time for proctor approval. Approved local proctors include university, college or school faculty and teachers, student service workers, advisors, counselors and librarians, as well as educational, military, and workplace testing centers. Have the proctor's full name, position/title, employer name, phone and email available to fill in on the exam request form.

Note that an exam code is never released to the student, and cannot be sent to a proctor who has the same address as the student unless the address is known to be that of a school or mission facility. All students must present photo identification at the start of each exam session.

If you cannot take your exam by the deadline date, email specific reasons and your recovery plan to your instructor before the deadline. Your exam cannot be proctored after the exam deadline without email or phone approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). The Testing Center will then work with a local proctor if needed.

No exam is returned to the student. Instructor feedback on exams prior to the final exam will be provided to aid studying for future exams.

For more details on taking exams and how online proctoring works, please see www.andrews.edu/distance/students/exams.html

Schedule with start, midterm, final and completion dates in **RED**.

Modules/Dates	Lessons	Readings	Assignments
Intro	Introduction & Orientation	Orientation Writing Expectations	Submit: Schedule Tell About Me Academic Honesty
1 May 13 - 19	Lesson 1: Revivalism and the Millerite Movement	L.1	Assignment 1
2	Lesson 2: The Rise of Seventh-day Adventism	L.2	Assignment 2
3	Lesson 3: An Expanding Vision	L.3	Assignment 3
4	Lesson 4: Legalism and Righteousness by Faith	L.4	Assignment 4
5	Lesson 5: Mission Expansion	L.5	Assignment 5
6	Lesson 6: Reorganization for a new Century	L.6	Assignment 6
7	Midterm Exam Review		
8 June 16 – 20	MIDTERM EXAM (Midterm Exams needs to due Thursday, June 20, by 11:59pm)		
9	Lesson 7: New Instructions and Methodologies	L. 7	Assignment 7
10	Lesson 8: Meeting Changing Times	L.8	Assignment 8
11	Lesson 9: Rethinking the Faith	L.9	Assignment 9
12	Lesson 10: Manifesting a Social Conscience	L.10	Assignment 10
13	Lesson 11: The Globalization of the Church	L.11	Assignment 11
14	Lesson 12: Responding to Dissent and Debate	L.12	Assignment 12
15	Semester Review & Closing Reflections		
16 July 28 -August 1	FINAL EXAM (Final Exams needs to be due by Thursday August 1, by 11:59pm)		

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
50	Assignments
25	Midterm Exam
25	Semester Exam
100	Total Percent Possible

Viewing Grades in LearningHub

- Click into the course.
- Click on the **Grades** link in the Settings Box to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/msc/moodle/public/incompletes.html>.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commit to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

Part 6: Bibliography

Although each of the chapters of *Light Bearers* identifies books and articles for further reading, the following short bibliography includes books that I believe are essential for anyone studying Adventist history. Relatively few major works have been published on Adventism outside North America; thus, this bibliography emphasizes the American church. Nonetheless, should you wish to read beyond the textbook, these works provide a good starting point for developing a deeper knowledge and understanding of the Seventh-day Adventist Church.

Bull, Malcolm and Keith Lockhart. *Seeking a Sanctuary: Seventh-day Adventism and the American Dream* (San Francisco: Harper & Row, 1989). Written from a British perspective, this volume examines Adventism as an American subculture.

Damsteegt, P. Gerard. *Foundations of the Seventh-day Adventist Message and Mission* (Grand Rapids, MI: William B. Eerdmans Publishing Company, 1977; reprint, Berrien Springs, MI: Andrews University Press, 1988).

The author provides a detailed description of the early development of Seventh-day Adventist theology, emphasizing its developing concept of mission.

Greenleaf, Floyd. *The Seventh-day Adventist Church in Latin America*, 2 vols. (Berrien Springs, MI: Andrews University Press, 1992).

Probably the first thorough study of Adventist history outside North America, this work provides an encyclopedic survey.

- Knight, George R. From 1888 to Apostasy: The Case of A. T. Jones (Hagerstown, MD: Review and Herald Publishing Assn., 1987).*
Knight writes a readable study of the controversial Adventist minister, concentrating on Jones's role in the 1888 righteousness by faith message and its aftermath.
- —. *Millennial Fever and the End of the World (Boise, ID: Pacific Press Publishing Assoc., 1993).*
This popularly written volume offers the best available introduction to the history of the Millerite movement.
- Morgan, Douglas. *Adventism and the American Republic: The Public Involvement of a Major Apocalyptic Movement (Knoxville: The University of Tennessee Press, 2001).*
Based on the Adventist Heritage author's doctoral dissertation, this book examines Seventh-day Adventist institutional responses and developing position regarding church-state issues.
- Numbers, Ronald L. *The Creationists: The Evolution of Scientific Creationism (New York: Alfred A. Knopf, 1992).*
Although not only about Seventh-day Adventists, this volume examines in detail the development of the denomination's position regarding the evolution-creation debate and its influence on the scientific creationist movement.
- Numbers, Ronald L. and Jonathan M. Butler. *The Disappointed: Millerism and Millenarianism in the Nineteenth Century (Bloomington, IN: Indiana University Press, 1987).*
This collection of essays examines from a variety of angles the Millerite movement and its relationship with American society.
- Schwarz, Richard W., John Harvey Kellogg, M.D. (Nashville, TN: Southern Publishing Assn., 1970; reprint, Berrien Springs, MI: Andrews University Press, 1981). Largely organized topically, this volume tells the story of the man who shaped the early medical work of the church.
- Valentine, Gilbert M. *The Shaping of Adventism: The Case of W. W. Prescott (Berrien Springs, MI: Andrews University Press, 1992).*
This biography examines life and work of an influential educator, editor, and author in late nineteenth- and early twentieth-century Adventism.
- Weeks, Howard B. *Adventist Evangelism in the Twentieth Century (Washington, D. C.: Review and Herald Publishing Assn., 1969).*
Based on a doctoral dissertation, this book tells the story of the major figures and developing techniques in Adventist evangelism during the first half of the twentieth century.
- White, Arthur L. *Ellen G. White, 6 vols. (Washington, D. C.: Review and Herald Publishing Assn., 1982-86).*
This multi-volume biography provides little in the way of interpretation and analysis, but gives a detailed narrative of Ellen White's life.