

CHIS 659-130

History of Selected Doctrines: Writings of Ellen G. White

Spring Semester 2024

Abner F. Hernandez, PhD

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Southwestern Union, Oklahoma Conference, 4735 NW 63 rd Street, Oklahoma City, OK, 73132.
Class meeting times:	March 24-28, 2024 – Sunday 6-9 pm; Monday to Thursday 8 am -12m and 1-6 pm
Course Website:	learninghub.andrews.edu
Instructor Telephone:	269-213-1840 – Use WhatsApp
Instructor Email:	abnerh@andrews.edu
Office location:	SEM N329
Office hours:	Arranged

BULLETIN DESCRIPTION OF COURSE

The foundational interpretative issues and correct research methods relating to Ellen G. White's prophetic ministry with attention to key issues that impact the Seventh-day Adventist Church.

Las cuestiones interpretativas fundamentales y los métodos correctos de investigación relacionados con el ministerio profético de Elena G. de White con atención a las cuestiones claves que impactan a la Iglesia Adventista del Séptimo Día.

Credits: 3
Prerequisites (s): CHIS571 or equivalent

COVID-19 GUIDELINES AND ACCOMMODATIONS

Because we are teaching and learning during a pandemic, instructors will make every reasonable effort to accommodate students' needs. Communication is key for a successful semester. Please be in contact with your instructor if any situation arises that interferes with your learning.

Additionally, we ask the following from you, our students:

1. Do not physically attend class if you are exhibiting symptoms or believe you may have been exposed to COVID-19. Reach out to your instructor immediately to work out the details on how you can continue learning remotely.
2. Follow your teachers' instructions and policies for camera, microphone, and software use if this course has remote learning experiences.
3. Commit to creating a safe classroom environment which precludes posting class materials (including links to unlisted videos or clips of videos removed from context) to social media or other forums. Disparaging faculty and classmates on social media or in virtual spaces is a breach of Christian ethics and the Andrews University community agreement.

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession.

MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes

1. Demonstrate proper biblical interpretation skills and application of biblical teachings.
2. Apply ethical principles in the context of the Seventh-day Adventist ministry.
3. **Understand the historical-theological development of major SDA doctrines.**
4. Prepare and deliver effective expository and prophetic sermons.
1. Demostrar habilidades para la interpretación y aplicación de las enseñanzas bíblicas.
2. Aplicar principios éticos en el contexto del ministerio adventista del séptimo día.
3. **Entender el desarrollo histórico-teológico de las principales doctrinas adventistas.**
4. Preparar y entregar con efectividad sermones expositivos y proféticos.

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

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

1. Analyzes the contributions of Ellen G. White and the issues surrounding her life and teachings and formulate appropriate responses. Analizar las contribuciones de Elena G. de White y las cuestiones que rodean su vida y enseñanzas y formula respuestas apropiadas. (NAD MDiv SLO)
2. Demonstrates the ability to use hermeneutical principles in the interpretation of Ellen G. White's writings. Demostrar la capacidad de utilizar principios hermenéuticos en la interpretación de los escritos de Elena de White (NAD MDiv SLO)

COURSE OVERVIEW

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

Date	Topic	Assignments Due	Weekly Reading	CLOS Addressed
March 24, 2024	Introduction: Syllabus EGW – Prophetic Gift in the Bible (El don profético en la Biblia) Prophetic Gift in the History of the Christian Church. (El don profético en la Historia del Cristianismo)			CLO1
March 25, 2024	EGW’s Visions and Inspiration (Visiones e inspiración de EGW) EGW’s writings and the Bible (Los escritos de EGW y la Biblia) Hermeneutics of EGW Writings (Hermenéutica)			CLO1
March 26, 2024	EGW and the formation of her writings (EGW y la formación de sus escritos) EGW and Literary Sources (EGW y las fuentes literarias) EGW and modern science (EGW y la ciencia moderna)			CLO1

March 27, 2024	EGW and the Health Message (EGW y el mensaje de salud) EGW's Theological Explorations: Soteriology, Ecclesiology, Eschatology. (EGW exploraciones teológicas: Salvación, Ecclesiología, Escatología)			CLO1, 2
March 28, 2024	The Formation and Work of the Ellen G. White Estate (La formación y trabajo del White Estate) Ellen G. White as a Redemptive Change Agent in Adventist Life (EGW como agente de cambio redentivo en el estilo de vida adventista)	Student Group' presentations: Project		CLO1, 2
June 27, 2024	Final Letter and Manuscript Project Due!			
July 25, 2024			Late final-assignment submission receives no more than a B by midnight on this day.	CLO1, 2
August 22, 2024			Late final assignment submission receives no more than a C by midnight on this day.	CLO1, 2
September 12, 2024			172 days from the first day of the class. Students who have not completed all intensive requirements will receive an F. This grade will negatively affect the overall GPA of the student, will stain the student's academic record, and may impede the pursue of post-graduate education.	CLO1, 2

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.

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 tardies 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

COURSE MATERIALS

Required Course Materials

Fortin, Denis, Abner F. Hernandez, Davide Sciarraba eds., *Por qué creemos en Elena G. White y el Espíritu de Profecía*. Ciudad México, México: GEMA, 2017.

Recommend Books for Further Reading

Burt, Merlin D. *GSEM 534: Issues in Ellen White Studies* (Outline Textbook). Berrien Springs, MI: Center for Adventist Research, 2016. The outline textbook is available only through the Center of Adventist Research at a cost of \$37.10 (includes sales tax). Only for information. It is not required to buy it.

Douglas, Herbert E. *Messenger of the Lord: The Prophetic Ministry of Ellen G. White*. Nampa, Idaho: Pacific Press, 2000. (Selected chapters)

Thompson, Alden, *Escape from the Flames: How Ellen G. White Grew from Fear to Joy—and Helped Me to Do It Too*. Nampa, Idaho: Pacific Press, 2005.

Denis Fortin and Jerry Moon, *The Ellen G. White Encyclopedia*. Hagerstown, MD: Review and Herald, 2013. (Selected chapter)

Burt, Merlin D., ed. *Understanding Ellen G. White: The Life and Work of the Most Influential Voice in Adventist History*, Nampa, ID: Pacific Press, 2015.

A series of articles provided for specific topics, see daily class schedule.

Recommended Course Materials

Ellen G. White Writings: Comprehensive Research Edition, CD-ROM. You can download the Ellen White letter & manuscript infobase here (<http://ellenwhite.org/content/letters-and-manuscripts-collection>). You need to move the downloaded file into the following folder in your computer: C: Estate > Research 2008 > Folio > Books. Every time you open the application and want to see the letters and manuscripts, you need to click on “File” and “Open” and then choose the file “LtMs.nfo.” You can search and browse the letters and manuscripts there. If you do not have the CD-Rom but you have a smart phone, you can download the mobile device application Ellen White Writings 2 for free on iTunes. Or, you may access the writings of Ellen White on the White Estate website: egwwritings.org and <https://m.egwwritings.org/en/folders/2> Click on “Library” on the left side. Check AND uncheck “EGW Writings.” Then check “Letters & Manuscripts.” You can search for specific documents (for example, “Lt 1, 1861” or “Ms 5, 1892”) but you need to make sure to use quotation marks because otherwise it will search for all kinds of things where 1892 and 5 and ms appears. You can further browse through the documents (structure of the collection: choose a decades, choose a year, choose between Letters and Manuscripts, choose a single item).

Poirier, Timothy L., Kenneth H. Wood, and William A. Fagal, eds. *The Ellen G. White Letters & Manuscripts with Annotations*. Vol. 1, 1845-1859. Hagerstown, MD: Ellen G. White Estate / Review and Herald, 2014 [ISBN: 9780828027892]. The annotations to Ellen White’s letters and manuscripts can also be accessed in one other way. You can look at the individual documents on the Ellen White Writings website. Go to <https://egwwritings.org/> and click on “Library” on the left side, then “EGW Writings,” then “Letters & Manuscripts,” then “Annotated,” then “1EGWLM - The Ellen G. White Letters & Manuscripts: Volume 1,” then “Ellen G. White Letters and Manuscripts (1845-1859).” Then choose a year and a document. You see red numbers and when you hover the cursor over them, a window will open up and show you an annotation with background information. Many of the names are blue, which means that you can click on the name and a biographical sketch on that person will open up.

White Estate Digital Resource Center: <http://drc.whitestate.org>. This website contains documents and answers that the Ellen G. White Estate has given in response to all kinds of questions over a period of more than one hundred years (scans of original correspondence and emails of the last thirty years). You can search for such documents by way of entering keywords.

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

MORE ABOUT THE COURSE

Everyone who is going to work in some capacity for the church will one day encounter either disruptive criticism against Ellen White or blatant misuse of her writings. This course assumes that you are already acquainted with her life and writings, and it will therefore deal specifically with specific issues that are illustrative of many similar issues that you may encounter. Students will get the opportunity to study published and unpublished documents of Ellen White and collaborate in developing concepts and answers relative to those issues. Thus, it is the goal of the class to equip future church workers with specific principles of Ellen White hermeneutics and practical skills to apply those principles in varying situations.

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		Academic Masters' and Doctoral Programs	
		2 Credits		2 Credits	
Instructor Contact Hours	Face to Face Instructional Time	24 hrs		24 hrs	
	Other Instructor-Directed Activities	4 hrs		0 hrs	
Independent Learning Activities	Reading Report	20 hrs		32 hrs	
	Letters Research Report	25 hrs		25 hrs	
	Research paper/Seminar	17 hrs		40 hrs	
Total Hours:		90 hrs		120 hrs	

SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

Average reading speed: 15-20 pages/hour for light reading not to be tested on

10-15 pages/hour for heavy reading for exams

Writing time: 2.5 – 3 hours/double spaced page, from start to finished product

Reflective Writing Assignment: 0.5 hour per page

An Online Assignment Load Calculator is available at: www.cte.rice.edu/workload/

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
<p>Reading Report: Students are required to read (1) Fortin, Denis, Abner F. Hernandez, Davide Sciarraba eds., <i>Por qué creemos en Elena G. White y el Espíritu de Profecía</i>. Ciudad México, México: GEMA, 2017, in preparation for the respective topics. The student will report the reading using the form provided in this syllabus.</p> <p>Los estudiantes deben leer el libro de texto requerido en preparación para los tópicos que se discutirán en clases. Los estudiantes reportarán la lectura usando el modelo provisto en este sílabo.</p> <p>Due, Thursday March 28, 2024.</p>	30%
<p>1. Letters and Manuscripts Research Report: Students will choose one letter and one manuscript from Ellen White’s writings. To better understand the chosen letter and manuscript, use the background information in the annotations in Ellen G. White’s <i>Letters & Manuscripts with Annotations</i>, vol. 1, 1845-1859 This assignment will help students in learning how to find those unpublished documents, how to search in them, and to become acquainted with the various natures of those documents. This experience will be helpful in dealing with various issues in practical Ellen White hermeneutics. To report your findings, follow the form provided by the professor in the Learning Hub.</p> <p>Los estudiantes elegirán una carta y un manuscrito de los escritos de Elena de White. Para comprender mejor la carta y el manuscrito elegidos, utilice la información básica de las anotaciones en <i>Cartas y Manuscritos con anotaciones de Elena G. de White</i>, vol. 1, 1845-1859 Esta tarea ayudará a los estudiantes a aprender cómo encontrar esos documentos inéditos y familiarizarse con las diversas naturalezas de los mismos. Esta experiencia será útil para abordar diversos temas de la hermenéutica práctica de Elena de White. Para informar sus hallazgos, siga el formulario proporcionado por el profesor en Learning Hub.</p> <p>2. Due, June 27, 2024</p>	30%
<p>1. Group Project: The students are to engage in a comprehensive analysis of documents that present critical perspectives on various aspects of Ellen G. White's studies, writings, theology, and life. In this assignment, you are</p>	40%

<p>expected to go beyond a superficial examination and delve into the depths of critical thinking and rigorous scholarship. Your objective is to construct a persuasive and well-supported presentation that critically evaluates the apologetic aspects surrounding Ellen G. White.</p> <p>a. The professor will identify and provide a range of documents related to the course topics that offer critical perspectives on Ellen G. White.</p> <p>b. The students will conduct an in-depth analysis of the selected documents, critically evaluating their content, arguments, and sources employing critical thinking skills to engage with conflicting viewpoints, complex historical contexts, and challenging theological (hermeneutical, ethical, etc.) issues.</p> <ul style="list-style-type: none"> - Identify the credibility, biases, and scholarly rigor of the authors and sources. - Develop well-reasoned arguments that addresses the strengths and weaknesses of the sources drawing upon evidence, counterarguments, and alternative interpretations. - Utilize a wide range of scholarly resources, including primary and secondary sources, to support your analysis and arguments. - Prepare a final document to present in class. Demonstrate effective written and oral presentation skills. Foster an environment of constructive dialogue and intellectual rigor during the presentation. <p>Los estudiantes deben participar en un análisis integral de documentos que presentan perspectivas críticas sobre varios aspectos de los estudios, escritos, teología y vida de Elena de White. En esta tarea, se espera que vaya más allá de un examen superficial y profundice en los aspectos esenciales usando pensamiento crítico y la erudición rigurosa. Su objetivo es construir una presentación persuasiva y bien sustentada que evalúe críticamente los aspectos apologeticos que rodean a Elena de White.</p> <p>a. El profesor identificará y proporcionará una variedad de documentos relacionados con los temas del curso que ofrecen perspectivas críticas sobre Elena de White.</p> <p>b. Los estudiantes llevarán a cabo un análisis en profundidad de los documentos seleccionados, evaluando críticamente su contenido, argumentos y fuentes, empleando habilidades de pensamiento crítico para abordar puntos de vista conflictivos, contextos históricos complejos y cuestiones teológicas desafiantes (hermenéuticas, éticas, etc.).</p> <p>c. Identificar la credibilidad, los sesgos y el rigor académico de los autores y fuentes.</p> <p>d. Desarrollar argumentos bien razonados que aborden las fortalezas y debilidades de las fuentes basándose en evidencia, contraargumentos e interpretaciones alternativas.</p> <p>e. Utilice una amplia gama de recursos académicos, incluidas fuentes primarias y secundarias, para respaldar sus análisis y argumentos.</p> <p>f. Elaborar un documento final para presentar en clase. Demostrar habilidades efectivas de presentación oral y escrita. Fomentar un</p>	<p>Classroom Activity</p>
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<p>ambiente de diálogo constructivo y rigor intelectual durante la presentación.</p> <p>- (Due date: To be completed in the classroom during the intensive week – Para ser completada durante la semana de clases)</p>	
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* For grading rubrics that specify grading criteria in more detail, see Appendices.

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

Written work should be electronically submitted in Learning Hub, learninghub.andrews.edu/login/index.php

Late Submission

- 1- Assignments submitted late will automatically receive a five-point deduction.

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*

ABOUT YOUR INSTRUCTOR

Born in Puerto Padre, Cuba, Abner holds a Ph.D. in church history and systematic theology. He wrote his dissertation on “The Doctrine of Prevenient Grace in Jacobus Arminius Theology.” An ordained minister of the Seventh-Day Adventist Church, his main interests include Reformation and post-Reformation history and theology, the theological thinking of Jacobus Arminius, and the development of Adventist theology from the perspective of Seventh-day Adventist theologians.



Abner served as a local pastor and professor of theology in Cuban Union, and he is currently serving as a professor of historical and systematic theology at Montemorelos University, Mexico. He is happily married to Keila Diaz and they have two sons, Abner Jasiel and Andy Josías.

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

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.

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 LearningHub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@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

Insert the grade scale used for this course. For example:

94-100%	A	80-84%	B	65-69%	C
90-93%	A-	75-79%	B-	60-64%	C-
85-89%	B+	70-74%	C+	55-59%	D

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.

APPENDIX 2: ASSIGNMENT RUBRIC(S)

Reading Report

CHIS624 Issues on Ellen G. White

Reading Report

Student: _____

Book/Article	Author	Reading Date	Reading Hours

I certify that the information is true and accurate

Signature: _____

Date: _____

Rubrics for assignments (Paper, written part of group project)

Criteria	Does not meet standard ≤ 79%	Good 80-89 %	Exceeds standard 90-100 %	Grade
Introduction	Unclear and convoluted introduction	Introduction states main topic but does not adequately preview the paper	Introduction is brief, clear, and engaging. It overviews the topic and states the topic	/5
Content	Information is disconnected from the purpose and argument.	Information is only partly related to the purpose. Some historical analysis	Balance presentation of relevant information that clearly support the argument and purpose	/45
Historical sources	Few historical sources and evidences to support the arguments	Relates the material to other significant and pertinent information about the topic. Arguments are supported to relevant information and gives evidence of research in relevant historical sources	Relates the material to other significant and pertinent information about the topic, at a level that includes considerable synthesis and analysis. Arguments are supported with ample references and gives evidence	/20
Organization-structural development of the narrative	The document is not logically organized. Ideas frequently cannot identify a line of reasoning and loses interest	Ideas are arranged in a somewhat logical way, although occasionally fail to make sense together. The reader is fairly clear about the writer's intentions	Ideas are well arranged logically to directly support the purpose, flowing smoothly from one to another and clearly linked to each other. The reader can easily follow the line of reasoning	/15
Conclusion	Conclusion is confusing, does not restate purpose, is incomplete or unfocused, and introduces new information	Conclusion restates purpose, summarizes the paper and states the main conclusions	Conclusion is engaging, restates the purpose, concisely summarizes the pater and clearly states the main conclusions	/5
Style, mechanics, citations	Numerous errors, few cited works, incorrect formatting. Citations are presented with inconsistent formatting	Few errors in spelling, capitalization or formatting. Headings and subheadings are generally clear	No errors in spelling, capitalization or formatting. Citations are presented in the correct format	/10
TOTAL				/100

Note: Specific rubrics for students presenting a script, stories, or a painting will be discussed individually with the instructor.

APPENDIX 3: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

Selected bibliography:

- Aamodt, Terrie D., Gary Land, and Ronald L. Numbers, eds. *Ellen Harmon White: American Prophet*. New York: Oxford University Press, 2014.
- Baker, Delbert W. *The Unknown Prophet*. Rev. and updated ed. Hagerstown, MD: Review and Herald, 2013.
- Brand, Leonard, and Don S. McMahon. *The Prophet and Her Critics*. Nampa, ID: Pacific Press, 2005.
- Burt, Merlin D. “The Historical Background, Interconnected Development, and Integration of the Doctrine of the Sanctuary, the Sabbath, and Ellen G. White’s Role in Sabbatarian Adventism from 1844–1849.” Ph.D. dissertation, Andrews University, 2002.
- A Critique of the Book Prophetess of Health*. Washington, DC: Review and Herald, 1976.
- Douglass, Herbert E. *Messenger of the Lord: The Prophetic Ministry of Ellen G. White*. Nampa, ID: Pacific Press, 1998.
- Fagal, William A. *101 Questions About Ellen White and Her Writings*. Nampa, ID: Pacific Press, 2010.
- Fortin, Denis. “The Theology of Ellen G. White.” In *The Ellen G. White Encyclopedia*, ed. Jerry Moon and Denis Fortin, 241–286. Hagerstown, MD: Review and Herald, 2013.
- Kaiser, Denis. “Trust and Doubt: Perceptions of Divine Inspiration in Seventh-day Adventist History (1880–1930).” Ph.D. dissertation, Andrews University, 2016.
- Knight, George R. *Ellen White’s Afterlife*. Nampa, ID: Pacific Press, 2019.
- _____. “Ellen G. White’s Writings.” In *The Ellen G. White Encyclopedia*, ed. Jerry Moon and Denis Fortin, 121–140. Hagerstown, MD: Review and Herald, 2013.
- _____. “The Relationship between Ellen White’s Authority and the Authority of the Bible in Adventism.” *Ellen White Issues Symposium* 9 (2013): 35–55.
- _____. *Myths in Adventism: An Interpretative Study of Ellen White, Education, and Related Issues*. 1985, Reprint; Hagerstown, MD: Review and Herald, 2009.
- _____. *Reading Ellen White: How to Understand and Apply Her Writings*. Hagerstown, MD: Review and Herald, 1997.
- Lake, Jud, and Jerry Moon. “Current Science and Ellen White: Twelve Controversial Statements.” In *The Ellen G. White Encyclopedia*, ed. Jerry Moon and Denis Fortin, 214–240. Hagerstown, MD: Review and Herald, 2013.
- _____. *Ellen White Under Fire: Identifying the Mistakes of Her Critics*. Nampa, ID: Pacific Press, 2010.
- Land, Gary. *The World of Ellen G. White*. Washington DC: Review and Herald, 1987.

- Levterov, Theodore N. *The Development of the Seventh-day Adventist Understanding of Ellen G. White's Prophetic Gift, 1844-1889*. American University Studies: Series 7, Theology and Religion. Vol. 347. Frankfurt am Main et al: Lang, 2015.
- McMahon, Don S. *Acquired or Inspired? Exploring the Origins of the Adventist Lifestyle*. Victoria, Australia: Signs Publishing Company, 2005.
- Morgan, Kevin L. *White Lie Soap: For Removal of Lingering Stains on Ellen White's Integrity as an Inspired Writer*. Berrien Springs, MI: Honor Him Publishers, 2012.
- Moskala, Jiří. "Can a Prophet Err?" *Ellen White Issues Symposium* 9 (2013): 39–59.
- _____. "The Phenomenon of Prophecy and Role of Prophets in the Old Testament Compared with the Ministry of Ellen G. White." *Ellen White Issues Symposium* 7 (2011): 6–38.
- Nichol, Francis D. *Ellen G. White and Her Critics*. Washington, DC: Review and Herald, 1951.
- Poirier, Timothy L. "Archival Resources and Finding Aids." In *The Ellen G. White Encyclopedia*, ed. Jerry Moon and Denis Fortin, 141–147. Hagerstown, MD: Review and Herald, 2013.
- Olson, Robert W. *101 Questions on the Sanctuary and Ellen White*. Washington, DC: Ellen G. White Estate, 1981.
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