



CHIS680 History of the Sabbath and Sunday

Summer 2026

Gluder Quispe (PhD)

CLASS & CONTACT INFORMATION

Class location:	Atlantic Union – 479 Main Street, Westbrook, ME
Class meeting dates:	June 14-18, 2026
Class meeting times:	Sun—6:00 pm-9:30 pm; Mon-Thur—8 am to 6:00 pm (lunch 12-1:30 pm)
Course Website:	learninghub.andrews.edu
Instructor Tel.:	(503) 437 2376
Instructor Email:	gluder@andrews.edu
Office hours:	By appointment

BULLETIN DESCRIPTION OF COURSE

“A study of the origin and development of Sabbath and Sunday through history and theology, meaning, and significance in the light of the Old and New Testaments.”

PROGRAM & COURSE LEARNING OUTCOMES

This degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. The Learning Outcome primarily addressed in MAPM Program are:

1. Understands to the light of the Bible, the origin of the Sabbath observation and the fourth commandment of the Decalogue.
2. Understands the origins and reasons for the introduction of an alternative day of rest and worship, according to historical evidence.
3. Evaluates the observance of Sunday and Sabbath according to the light of the teaching of the Bible as God's Word.
4. Trains church member of the biblical teaching, fundamentals, principles, aims and purpose of the Sabbath institution.
5. Creates a positive attitude to the benefits of Sabbath observance for man and society.

The students will be able identify the historical trajectory of Sabbath observance in the Old Testament, in the Inter-testamentary period, and in the Christian era, and also they will keep the Sabbath according to Scripture's teaching, motivating to others to do the same.

COURSE OVERVIEW

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

Date	Topic	Assignment Due	CLOs Addressed
06/12/26	<ul style="list-style-type: none"> • Reading report 	30 hours from the required books below—Prior to the intensive (30 points of the final grade). <i>Ten-point deduction</i> for late reading assignments.	CLO 5
06/14/26	<ul style="list-style-type: none"> • Syllabus review • Course introduction • The Sabbath in the Old Testament 	<i>Devotional.</i> Small group discussions on reading and student participation in the whole class is required.	CLO 5
06/15/26	<ul style="list-style-type: none"> • The Sabbath in the Pentateuch • The Sabbath in Genesis • The Sabbath in Exodus • The Sabbath in Leviticus • The Sabbath in Numbers • The Sabbath in Deuteronomy • The Sabbath in Prophetic Literature • The Sabbath in Historical Literature • The Sabbath in the Inter-testamentary Rabbinic period 	<i>Devotional.</i> Small group discussions on reading and student participation in the whole class is required.	CLO 5
06/16/26	<ul style="list-style-type: none"> • The Sabbath and Sunday in the New Testament • The Sabbath and Sunday in the Gospels • The Sabbath and Sunday Acts • The Sabbath and Sunday in the Epistles of Paul • The Sabbath and Sunday in Revelation 	<i>Devotional.</i> Small group discussions on reading and student participation in the whole class is required.	CLO 5

Date	Topic	Assignment Due	CLOs Addressed
06/17/26	<ul style="list-style-type: none"> • The Sabbath and Sunday in the Christian Church • The Sabbath and Sunday in Early Church • The Sabbath and Sunday in the Middle Ages • The Sabbath and Sunday in the Modern Age 	<i>Devotional.</i> Small group discussions on reading and student participation in the whole class is required.	CLO 5
06/18/26	<ul style="list-style-type: none"> • The Sabbath and Sunday in the New World • The Sabbath and the Adventists • The Sabbath and Sunday and the man of today • The Sabbath and Sunday prophetic perspective 	<i>Devotional.</i> Small group discussions on reading and student participation in the whole class is required. Exam	CLO 5
08/18/26		Final project is due today (August 18, 2026). By midnight, this day, students should post in the <i>LearningHub</i> a 20-page electronic MSW document with the final project. Project will be graded according to the rubric included in this syllabus and get an A . After this day no more work will be received and the grade will be F	

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.

COURSE MATERIALS

Required Reading –Read 30 hours from the from at least two of the following books

- Andrews, John Nevins, *History of the Sabbath*. Brushton, NY: TEACH Services, 1998.
- Davidson, Richard. *A Love Song for the Sabbath*. Washington, D.C.: Review and Herald Publishing Association, 1988.
- Herschel, A. J. *El Shabbat y el hombre moderno*. Traducción del inglés por Eugenia Lublin. Buenos Aires, Editorial Paidós, 1964.
- Strand, Kenneth A. (ed.). *The Sabbath in Scripture and History*. Washington, D.C.: Review and Herald Publishing Association, 1982.
- Bediako, Daniel and Muller Ekkehardt (eds.). *The Sabbath in the Old Testament and the Intertestamental Period: Implications for Christians in the Twenty-First Century*. Silver Spring, MD: Biblical Research Institute, 2021.
- Mueller, Ekkehardt and Muller, Eike (eds.). *The Sabbath in the New Testament and in Theology: Implications for Christian in the Twenty-First Century*. Silver Spring, MD: Biblical Research Institute, 2023.

Recommended Reading

- Bacchiocchi, Samuelle. *Anti-Judaism and the Origin of Sunday*. Rome: Pontifical Gregorian University Press, 1975.
- _____. *Reposo divino para la inquietud humana: Estudio teológico sobre la actualidad del mensaje del sábado*. Roma: Universidad Pontificia Gregoriana, 1980.
- _____. *The Sabbath in the New Testament*. Berrien Springs, MI: Biblical Perspectives, 1988.
- _____. *The Sabbath under Crossfire*. Berrien Springs, MI: Biblical Perspective, 1998.
- Du Preez, Ron. *Judging the Sabbath: Discovering What Can't Be Found in Colossians 2:16*. Berrien Springs, MI: Andrews University Press, 2008.
- Goldstein, Clifford. *Una pausa renovadora: Lo que el don Divino del Sábado puede significar para usted*. Oshawa, Ontario, Canadá: Pacific Press Publishing Association, 1993.
- Kubo, Sakae. *God Meets Man: A Theology of the Sabbath and Second Advent*. Nashville, TN: Southern Publishing Association, 1978.
- MacCarty, Skip. *In Granite or Ingrained?: What the Old and New Covenants Reveal about the Gospel, the Law, and the Sabbath*. Berrien Springs, MI: Andrews University Press, 2007.
- Odom, Robert Leo. *Sabbath and Sunday in Early Christianity*. Washington, D.C.: Review and Herald Publishing Association, 1987.
- Quispe, Gluder. *Grandes temas de la Biblia*. Lima: Imprenta de la Universidad Peruana Unión, 2002.
- Strand, Kenneth A. (ed.). *El sábado en las Escrituras y en la historia*. Colombia: IADPA y GEMA, 2014.
- Tonstad, Sigve K. *The Lost Meaning of the Seventh-day*. Berrien Springs, MI: Andrews University Press, 2009.

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

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

- **Courses for academic masters' (e.g. MAPM) degree** include 15 instructor contact hours, and 45 hours of independent learning activities per credit.

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

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>Pre-Intensive reading report. 30 hours from the required books above—Report due June 12, 2026 (see pages 13, 14) before sundown—two days prior to the beginning of the intensive. The report consists of one page with the following information:</p> <ul style="list-style-type: none"> • Name of the student, • Number of hours read, and • Author and titles of books from which the student invested her/his 30 reading hours—two books minimum. Six points deduction to all reading-reports submitted late. 	30 points
<p>Exam - the topics emphasized in the classes.</p>	20 points
<p>Final paper/project—20 pages. The topic for the project must deal with issues associated to the contents of the course and must be approved by the professor. Student must select and submit to the professor an outline of the project during the intensive. Final paper due August 18, 2026. See page 14.</p> <ul style="list-style-type: none"> • The paper/project will need the following sections: 1) Title page. 2) Table of Contents. 3) Introduction. 4) At least three Chapters, minimum of 20 authors—EGW counts as one author. 5) Conclusion. 6) Bibliography—Only sources used for the research. • This report should have a title page and a table of contents following <i>AU Standards for Written work:</i> (http://www.andrews.edu/GRAD/style.html). • This report is due on March 31, 2025 by noon. Late submission of this report will be penalized according to the submission dates specified in the Topics and Assignments table, above. • A sample report will be given during intensive. • Note: The final report must be submitted through our Learning Hub in ONE MSW file. 	50 points
<p>Total points</p>	100 points

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

Gluder Quispe, Ph.D. (Andrews University, Berrien Springs, Michigan, USA) is working in in the Oregon Conference. He was president of the Peruvian Union University after being dean of School of Theology and School of Graduate, Director of Research and Director of Ellen G. White Reseach Center in Peru. He teaches Adventist Studies and New Testament courses in Peru, Argentina, Brasil, (at Seminario Adventista Latinoamericano de Teología since 2000); Mexico (at SETAI in 2010 - now) and United States (at Institute Hispanic Ministry since 2009). He has written many scholar articles and twelve books, such as *The Apocalypse in Seventh-day Adventist Interpretation*; *El Apocalipsis en el adventismo*; *Identidad Adventista: Historia, teología y mission*; *Legado adventista*; *El Remanente y los disidentes*; *Grandes temas de la Biblia*; *Identidad Adventista: Historia, Teología y Mission*.

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 Learning Hub.

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

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	

INFORME DE LECTURA

(Número: ____)

Apellido y Nombre: _____ Fecha: _____ Nota: _____

Título del libro: _____

Nombre del autor: _____

Horas de lectura: _____

Resume en una oración la lectura:

Escriba en una oración algo nuevo que aprendió de la lectura:

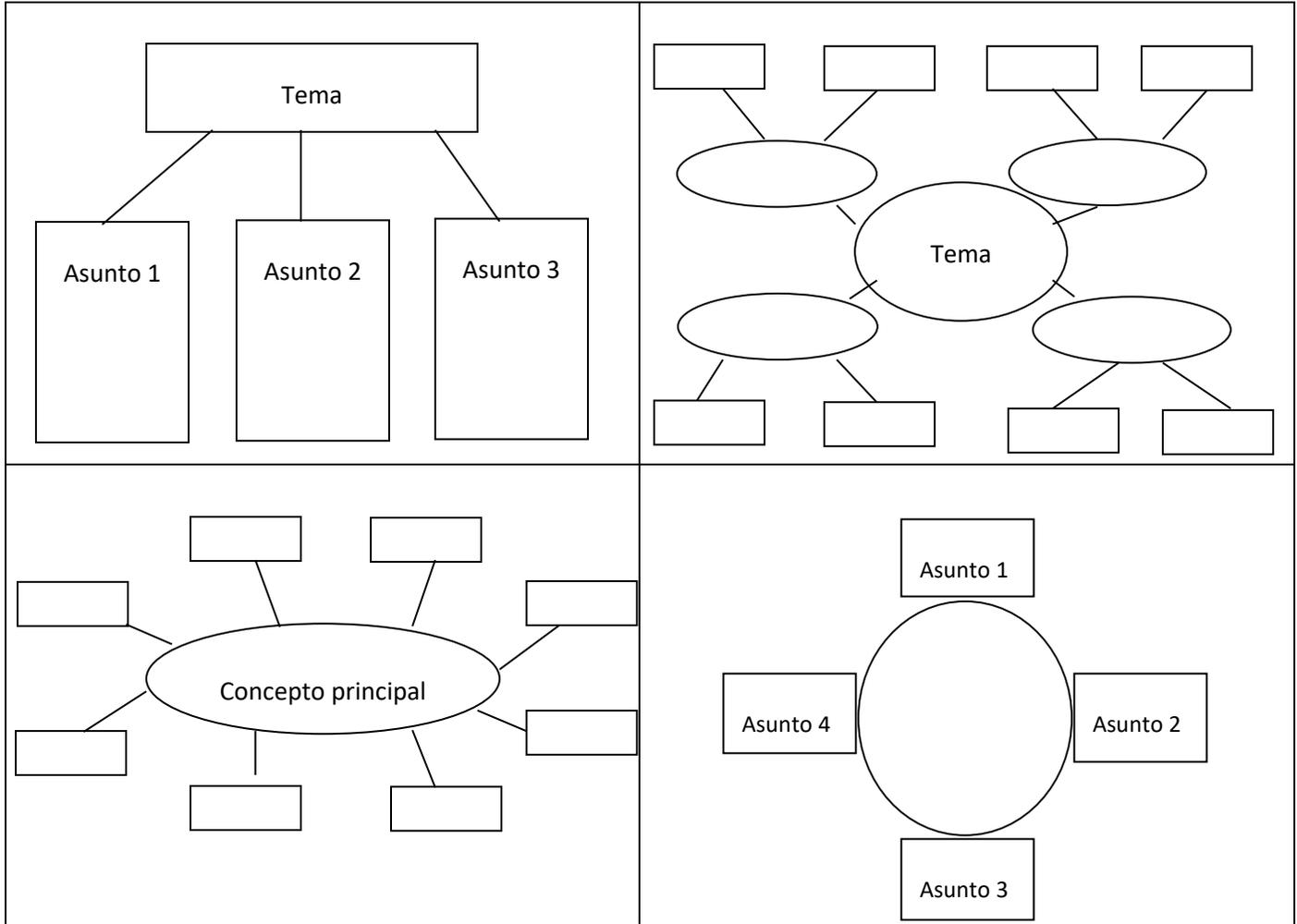
Escriba en una oración en qué punto Ud. no está de acuerdo con el autor y/o qué faltó resaltar:

Respecto a la lectura: ¿Qué tema le gustaría investigar más?

Haga una evaluación del uso de fuentes (primarias y secundarias) que usó el autor:

Escriba en dos párrafos un resumen de la lectura. Cada párrafo debe tener no menos de tres oraciones ni más de cinco.

Bosqueje su información en un mapa conceptual (puede usar los siguientes modelos u otros):



Ahora bosqueje su información dibujando un mapa conceptual, el estudiante debe de firmar escribiendo el número de horas invertidas en este informe:

FIRMA: (Sin la firma el reporte no es válido)

FECHA:

RUBROS DE EVALUACIÓN DE UN PAPER

Nro	RUBROS	ESPECIFICACIONES	PUNTAJE
1.	PLATEAMIENTO DEL PROBLEMA	<ul style="list-style-type: none"> • Hay coherencia entre la declaración del trasfondo, declaración del problema, propósito, justificación, y metodología. Además, la conclusión responde al planteamiento del problema (16-20). • Uno de los elementos no encaja con el planteamiento del problema (11-15). • Dos elementos no encajan con el planeamiento del problema (6-10). • No hay coherencia clara en el planteamiento del problema (1-5). 	20
2.	ESTRUCTURA DEL PAPER	<ul style="list-style-type: none"> • El bosquejo del paper tiene lógica de acuerdo al planteamiento del problema (16-20). • Uno de los capítulos no responde al planteamiento del problema (11-15). • Dos de los capítulos no responde al planteamiento del problema (6-10). • El bosquejo no responde al planteamiento del problema (1-5). 	20
3.	ARGUMENTACIÓN	<ul style="list-style-type: none"> • Existe sustento académico claro en los párrafos (16-20). • Uno a tres párrafos no sigue la ilación de la argumentación (11-15). • Más de cuatro párrafos desentonan la lógica del trabajo académico (6-10). • No hay argumentos suficientes para sustentar su trabajo de investigación (1-5). 	20
4.	FUENTES	<ul style="list-style-type: none"> • Usó más de 20 fuentes primarias (16-20) • Usó entre 15 a 19 fuentes primarias (11-15). • Usó entre 10 a 14 fuentes primarias (6-10). • Usó menos de 9 fuentes primarias (1-5). 	20
5.	FORMATO	<ul style="list-style-type: none"> • Sigue el formato <i>AU Standards for Written work</i> que tiene 4 errores (16-20). • Tiene entre 5 a 8 errores de formato (11-15). • Tiene entre 9-12 errores de formato (6-10). • Tiene más de 13 errores de formato (1-5). 	20
		TOTAL	100