CHIS 668

SEMINAR IN CHURCH STATE THOUGHT

March 25-29, 2012

Professor Nicholas P. Miller

InMinistry Center Intensive
MA in Pastoral Ministry
In our life today the Church and the State are the only two social organisms making a claim to universal loyalty. Therefore, the relation between Church and State is the greatest subject in the history of the West.” — Emil Brunner

“We as a people have not accomplished the work which God has committed to us. . . . It is our duty, as we see the signs of approaching peril, to arouse to action. Let none sit in calm expectation of the evil, comfort themselves with the belief that this work must go on because prophecy has foretold it, and that the Lord will shelter his people. We are not doing the will of God if we sit in quietude, doing nothing to preserve liberty of conscience. Fervent, effectual prayer should be ascending to heaven that this calamity may be deferred until we can accomplish the work which has so long been neglected. Let there be more earnest prayer; and then let us work in harmony with our prayers.” —Ellen White, Testimonies, vol. 5, pp. 713, 714..

GENERAL CLASS INFORMATION

Class acronym: CHIS 668
Class name: Seminar in Church/State Thought
Time: March 25-29, 2012
Class location: Southwestern Adventist University
Keene, TX

Class Time:
- Sunday: - 6:30 - 8:30 PM
- Monday - Wednesday: 8:30 - 12:30; 1:30-4:30
- Thursday - 8:30 - 12:30
- Thursday Afternoon: Exam, 2:30 - 4:30 PM

Credits offered: 3
INSTRUCTOR CONTACT DETAILS

Instructor: Nicholas P. Miller, Associate Professor of Church History  
Phone number: Cell 574-274-5207  
Email: Nicholas@andrews.edu; nmiller@freedom-law.com  
Address: Andrews University Seminary  
4145 E. Campus Circle Drive  
Berrien Springs, MI 49104

BULLETIN CLASS DESCRIPTION

This seminar will explore the reformation foundations, post-reformation historical development, and the American legal context of religious liberty and church/state relations. It will do so in the context of Adventist theological concerns, especially the priesthood of believers and the sanctuary doctrine. The course will involve book reviews/critiques, a final written exam, and a post-intensive practical component where students will draft letters, petitions or other advocacy documents for actual submission to newspapers, web pages, or public officials in relation to current issues of church and state.

CLASS OBJECTIVES

The primary objectives of this class are to:

This class has four primary goals and objectives:
1) To develop knowledge of the reformation backgrounds and foundations of Protestant thought regarding religious liberty.

2) To gain a basic overview of the history of the development of religious liberty in the west since the time of the reformation.

3) To gain a basic knowledge of the American experience and constitutional system in relation to religious liberty, and its development to the present day.

4) To learn how to integrate Adventist theology, including gospel principles and the sanctuary message, to use religious liberty as an outreach and advocacy tool to share these spiritual principles with other Christians and the larger community.
TEXTBOOKS AND OTHER MATERIALS


Articles – All by Nicholas Miller – available on Libertymagazine.org, look under “Archives” and search for “Nicholas Miller.”


COURSE ASSESSMENT ITEMS

A. The reading of the assigned books and articles as set forth below.
B. Written reports on each book and article as explained under procedures below.
C. The successful completion of the final examination.
D. The development of two advocacy projects regarding current issues of church/state concern, to be undertaken after the intensive session.

I. Procedures

A. BEFORE THE BEGINNING OF THE INTENSIVE:


   a. The material in these books covers the rise and development of religious liberty from the reformation to the present.
   b. Students are to write a 2 or 3 page report for each volume. The report should not be just a summary, but a critical engagement with the book. After a brief summary of the main points and argument, record what you agreed with and found helpful, and then what you disagreed with and why.
   c. The report should be neatly typed.
d. The **REPORT IS DUE** at the first **Sunday evening meeting at 6:30 pm**. Reports not turned in at 6:30 sharp will be discounted. **Please be on time for the Sunday evening meeting.**

e. Apart from the reports, familiarity with the books will help give context to the lectures and provide the student with the ability to interact meaningfully in class discussion.

2. The reading of the articles from Liberty magazine.
   
a. These articles fill in some of the gaps found in the books, and provide further insights on the development of church/state thought of particular interest to Adventists.
   b. For each article, write a one-page reaction that summarizes the main points and insights that you found of particular use.
   c. These four, smaller reports are also **DUE AT THE SUNDAY EVENING MEETING**.

3. The reading of the Great Controversy sections. A separate report is not required for these sections, but you should reference the sections in your other reports. Read the Great Controversy sections in parallel with your reading from the other history books, so you can compare and contrast the materials. How does Ellen White’s view of the events of history support or differ from those of the other authors we are reading? Work such observations into your other reports.

**B. DURING THE INTENSIVE:**

1. Turn in the two reading reports and the four reaction papers on the articles at 6:30 Sunday evening.
2. Attend all scheduled meetings.
3. Evenings should be used to study for the final examination. In fact, evenings and lunch periods are the only times that you will have for preparation, since the examination will be given a few short hours after the completion of the final class period on Thursday. The class notes should be studied each evening. This course is being taught as an intensive and the schedule is intensive. You should schedule about 10-15 hours of preparation for the exam during the week of the intensive.
4. Take the final exam on Thursday afternoon from 2:30 - 4:30 p.m.
   a. The examination will consist of one essay question (supplied with this syllabus) and 30 objective questions.
   b. The examination will cover the material presented in class along with the material in the articles.
   c. The examination will be evaluated in the following manner:
      - Essay question - 50%
      - Objective questions - 50%
   d. No examination will be scheduled late except for dire emergencies.
   e. Final exam essay question

**NOTE:** This is a thematic question. I do not expect comprehensive answers in the sense that they will cover all the details. Your answer should highlight the organizing principles and the outline of the class as it treats the development of religious liberty and its interaction with Adventist theology. You have about 60 minutes for this answer.
Exam Question:

Describe briefly the competing views within the early reformation groups on religious freedom, and identify those that Adventists most strongly associate with. Then, briefly describe the three competing views of truth, morality and freedom that characterize the modern period (from the late-17th century to the present). Conclude by describing how Adventist theology, including the doctrine of the sanctuary, helps respond to the concerns of these competing views, and their varying attempts to strike balances between truth, morality, and freedom.

B. AFTER THE INTENSIVE:

Two options, one for pastoral scholars, the other for pastoral activists. You can choose either a:

1. Written assignment – write a seven or eight page paper on some topic of religious liberty concern, either historical, or of current interest, in a format that could be acceptable for publishing in either Liberty or Ministry magazines. It could address some historical figure or event, e.g., Luther, or Calvin, or the Protest of the Princes, or the French Revolution, and describe the religious liberty lessons for today. Or it could deal with a question of current concern, such as tax support for religious ministries, gay rights and marriage, or prayer by public officials. The assignment must be POSTMARKED BY AUGUST 31, 2012, and also email me a copy. I will provide feedback, and you can consider submitting the article to a relevant magazine for publication.

   Or;

2. Advocacy assignment – write two kinds of advocacy pieces, opinion letter, editorial, blog piece, letter to legislator or representative, on a letter of current church/state concern. They should be one to two pages in length, and copies should be sent to me and to the actual addressee of the piece, whether it be newspaper, magazine, public official, or web-site. Do two different kinds of advocacy. In other words, if your first project is a letter to your congressman, then make the next one a short editorial or letter to your local newspaper, or a blog piece that you can post on the internet. Public speeches outside of church count (no sermons or other presentations to Adventist church groups), but send me an outline or text of the speech and when or where it happened. These assignments also must be postmarked by August 31, 2012.
Grading – The grade in the class will be based on the following standards:

- Reading Reports & discussion participation: 25%
- Final Test: 50%
- Final Project(s): 25%

The letter grade received will be based on the following scoring criteria:

- 93-100%: A
- 90-92%: A-
- 87-89%: B+
- 83-86%: B
- 80-82%: B-
- 77-79%: C+
- 73-76%: C
- 70-72%: C-
- 60-69%: D

Late Submission
The following penalties will be applied for late submission of assessment items:

- Assessments received by due date: (possible A grade)
- Delay up to 60 days: (no better than an A- grade)
- Delay up to 90 days: (no better than a B+ grade)
- Delay up to 120 days: (no better than a B grade)
- Delay up to 150 days: (no better than a C grade)

Class Attendance
“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. Whenever the number of absences exceeds 10% 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.”

Andrews University Bulletin 2010, page 29-30

Academic Integrity
Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another’s work as one’s own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

“Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation,
receipt of a reduced or failing grade with or without notation of the reason on the transcript, 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.”

Andrews University Bulletin 2010, page 30

INSTRUCTOR PROFILE

Professor Miller has degrees in theology (Pacific Union College), law (Columbia University), and history,
and recently completed his Ph.D in American Religious History at the University of Notre Dame. He
specializes in the history of church and state, the Protestant Reformation, and American church thought.
His dissertation was entitled “The Religious Roots of the First Amendment: Dissenting Protestantism and
the Separation of Church and State,” and it has been accepted for publication as a book by the Oxford
University Press. Dr. Miller has published numerous articles on church history, church and state, and
creation and evolution, in scholarly journals and popular publications.

He is married to Leanne, a pediatrician who practices part-time in Niles, MI, and is the father of Patrick (13), Kelli (12) and Nicole (3). In his spare
time he enjoys exercise (basketball and soccer being the preferred modes),
mountaineering, playing the trumpet, and anything to do with the ocean
(snorkeling, scuba diving, surfing).
APPENDIX 1

CRITERIA FOR ASSESSMENT GUIDELINES

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfils the criteria stipulated above 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 applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their 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 centre, the academic process can provide an opportunity for a student to significantly improve their performance.

FAIL

The Fail grade is given when very limited or no demonstrated competency has been observed.
**Plagiarism**

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarizing the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

**Language and Grammar**

There is an expectation that a person who holds a Master’s qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.