

SEVENTH-DAY ADVENTIST  
THEOLOGICAL SEMINARY

CHIS674-118  
**DEVELOPMENT OF  
SDA THEOLOGY**  
*September 30-October 4, 2018*

*Dr. Trevor O'Reggio*



**Andrews  
University**  
Seek. Affirm. Change.

# Andrews University

CHIS674

## DEVELOPMENT OF SDA THEOLOGY

SEPTEMBER 30-OCTOBER 4, 2018

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### GENERAL CLASS INFORMATION

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Class acronym: CHIS674  
Class name: Development of SDA Theology  
Semester & year: Fall 2018  
Class location: Burman University, Canada  
Class time/day: Sunday 6 p.m. – 8 p.m.  
Mon. – Thurs. 8 a.m. -12:30 p.m.; 1:30 p.m. – 6 p.m.

Credits offered: 3

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### INSTRUCTOR CONTACT DETAILS

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Instructor: Trevor O'Reggio, PhD  
Telephone: 269.471.3572, ofc  
Email: [toreggio@andrews.edu](mailto:toreggio@andrews.edu)  
Office location: Seminary Hall, N328  
Office hours: By appointment

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### BULLETIN CLASS DISCRIPTION

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Origin and subsequent modification of characteristic Seventh-day Adventist teachings in such areas as the Sabbath, sanctuary, atonement, covenants, creation, conditional immortality, worship, typology, eschatology, Christology, and righteousness by faith. Prerequisite: CHIS570 or equivalent.

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## SYLLABUS REVISION STATEMENT

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The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

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## MAPM PROGRAM OUTCOMES

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

1. Delivers effective biblically based sermons.
  2. Demonstrates proper biblical interpretation skills.
  3. Understands the historical–theological development of the Adventist Church.
  4. Capable of training church members for evangelism.
  5. Demonstrates an understanding of how to empower church members for leadership.
  6. Capable of reaching specific social groups.
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## CLASS OBJECTIVES

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### The objectives of this class are:

- Knowledge – upon successful completion of this course the student will:
  1. Know the historical theological development of major SDA doctrines
  2. Understand the various stages of Adventist theology since its inception
  3. Be familiar with the historical context that gave rise to Adventist theology
  4. Provide an understanding of the contemporary theology tensions in Adventism in light of their historical roots
- Skills–upon successful completion of this course the student will:
  1. Learn the Adventist hermeneutics that undergirds its theology
  2. Read, understand and critique primary sources of Adventist theology
  3. Research, evaluate and analyze major theological ideas of Adventism.
- Attitudes, Values and Commitments–upon successful completion of this course the student will:
  1. Foster an attitude towards Adventism that is both courteous and critical.
  2. Value the significance of Adventist theology to the mission of the church.
  3. Appreciate the work of the founders of Adventism and their role in establishing the theology of the church
  4. Commit to emulate the spirit of the founders of Adventism in advancing the work of Gospel.

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**TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY**

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**Required:**

1. Knight, George. *A Search for Identity: The Development of Seventh-day Adventist Beliefs* Hagerstown, MD: Review and Herald, 2000. (pp. 216)
2. Burt, Merlin D. *CHIS 674 Development of Seventh-day Adventist Theology* class outlines; The link to purchase the book for Development of SDA Theology (pp.209) is: [https://secure.touchnet.net/C20366\\_ustores/web/classic/store\\_cat.jsp?STOREID=9&CATID=18&SINGLESTORE=true](https://secure.touchnet.net/C20366_ustores/web/classic/store_cat.jsp?STOREID=9&CATID=18&SINGLESTORE=true)  
The system will ask for a code. Enter EGWS17-LH for online classes or EGWS17 for on-campus or InMinistry classes when prompted.
3. Knight, George Source Materials for CHIS 674; can be accessed through the course on Learning Hub.

**Recommended:**

1. P. Gerard Damsteegt. *Foundations of the Seventh-day Adventist Message and Mission*. Berrien Springs, MI: Andrews University Press, 1977.

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**PRE-INTENSIVE REQUIREMENTS**

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1. Read *A Search for Identity: The Development of Seventh-day Adventist Beliefs* by George Knight in preparation for the class:
  - a. Write a three-page summary of the book
  - b. **DUE September 30, first day of class.**
2. View the video *The Midnight Cry: William Miller and the End of the world*. Pacific Press Publishing, 2009.
  - a. You can find the video at Andrews University Press (<https://universitypress.andrews.edu/catalog.php?key=183>) or Adventist Book Center (<https://www.adventistbookcenter.com/midnight-cry.html>)
  - b. Write a two-page reaction on video.
  - c. **DUE Thursday October 4.**

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**REQUIREMENTS DURING COURSE INTENSIVE**

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1. Class lectures
2. Final exam.
  - a. **October 4, last day of class.**

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**POST-INTENSIVE COURSE REQUIREMENTS**

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1. Project: Prepare 3 PowerPoint presentations with slides and script on the development of Adventist teachings on the topics discussed in class

For Example:

- Sabbath
- State of the dead
- Sanctuary atonement
- Tithing

2. **DUE December 13, end of Fall semester**

**Intensive Class Schedule**

<b>Intensive Class Schedule</b>			
<b>Schedule for class meetings: [Date]</b>			
			Running total
Sunday	6-8 p.m.	2 hours	2
Monday	8:00-12:30 p.m.	4.5 hours	11
	1:30-6:00 p.m.	4.5 hours	
		9	
Tuesday	8:00-12:30 p.m.	4.5 hours	20
	1:30-6:00 p.m.	4.5 hours	
		9	
Wednesday	8:00-12:30 p.m.	4.5 hours	29
	1:30-6:00 p.m.	4.5 hours	
		9	
Thursday	8:00-12:30 p.m.	4.5 hours	38
	1:30-6:00 p.m.	4.5 hours	
		9	
Pre/Post-session	Guest lectures to be viewed on-line	7 hours	45
		7	

**Credit-Hour Definitions**

A professional 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments.

***Estimated Time for this Class:***

<b>Estimated Time for this Class—MAPM--3 credit (135 hours)</b>		
Class Lectures face to face	38	45 hours total
Pre/Post Online	7	
<b>Independent Completion of Assignments</b>		
Reading	36	
Book Summary	20	
Video Reaction	2	
Power Point Presentation	30	
Final Exam	2	
<b>Total Hours</b>	<b>135 hours</b>	

***GUIDELINES FOR SPECIFIC ASSIGNMENTS:***

<b>GUIDELINES FOR SPECIFIC ASSIGNMENTS</b>	
Average reading speed:	15-20 pages/hour for light reading not to be tested on
	10-15 pages/hour for heavy reading for exams or Bible Commentaries
Writing time:	2.5 – 3 hours/double spaced page, from start to finished product
Reflective Writing Assignment:	0.5 hour per page

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**GRADING CRITERIA AND COURSE ASSESSMENT ITEMS**

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**Criteria for Grades**

A =	95-100	B =	80-84	C =	65-69
A- =	90-94	B- =	75-79	C- =	60-64
B+ =	85-89	C+ =	70-74	D =	45-59

**Late Submission**

The following penalties will be applied for late submission of assessment items:  
ALL papers or assignments MUST be turned in on time in order to get full credit.  
LATE PAPERS WILL NOT BE ACCEPTED for full credit. See also In-ministry late policy

**Other Guidelines**

List any other guidelines relevant to assessment you may wish to disclose to the student.

1.	Book summaries	50 points
2.	Final exam	100 points
3.	Power Point Presentation	50 points
4.	Video reaction	20 points
	<b>Total</b>	<b>220 points</b>

**PORTFOLIO**

	<b>Competencies Addressed</b>	<b>Assessment Methods</b>	<b>Portfolio Artifacts</b>
3.	<i>Developing Theologian</i>		
B	Demonstrates advanced understanding of Adventists history, theology doctrines and lifestyles	Power point presentation Final Examination Book summaries	Book summaries Class notes and handouts Project paper Final Examination
G	Engages in biblical and theological reflection as the basis for ministry	Power point presentation Final exam	Book summaries Class notes and handouts Power point presentation



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## CLASS POLICIES

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### **Classroom Seating**

To facilitate the instructor in learning each student's name, please select a permanent seat (for at least the first half of the semester) in the classroom.)

### **Disability Accommodations**

If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.)

### **Late Submission of Assessment**

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

Assignments 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)

### **Emergency Protocols**

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout the 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.

### **Other Policies**

ABSOLUTELY no food or drink is allowed in the classroom.

There are NO make up quizzes.

ALL assignments are expected to be turned on the due date.

Please note in the calendar the withdraw and add/drop dates for classes.

### **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*

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**OUTLINE OF TOPICS AND ASSIGNMENTS**

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COURSE OUTLINE	READINGS
	Search for Identity = SI Sourcebook = SBook
1. Background of Adventist Theology –up to 1844	SI, Chapter 1-3
A. Historical and theological roots of Millerism	
B. William and his call to service	Sbook, p. 1-29
C. Millerite Sabbatarianism	
D. 1844 Disappointment and the division of Millerite Adventism	Sbook, p 30-56
II. The Development of Sabbatarian Theology	SI, Chapter 4
–What is Adventist in Adventism, 1844-1866	
A. Sanctuary and the Atonement	Sbook, p. 89
B. The Rise of Sabbatarianism	Sbook, p. 57-90
C. The Sealing Message	
D. The Shut Door view	
E. The Role of Spiritual Gifts and the Great Controversy theme	Sbook, p. 91-141
F. Church Organization and Tithing	
III. Theological Conflicts and Refocusing	SI, Chapter 5
–What is Christian in Adventism, 1886-1919	
A. Minneapolis Conference	Sbook, p. 142-168
B. Adventist’s Understanding of the Trinity & the Divinity of Christ	Sbook, p. 169-194
C. Fundamentalism versus Modernism	Sbook, p. 226-228
D. The Kellogg Crisis	
E. The 1919 Bible Conference	Sbook, p. 195-228
F. The Human Nature of Christ	
IV. Theological Unity and Retrenchment	SI, Chapter 6
–What is fundamentalist about Adventism, 1920-1950	
A. Theology of M. L. Andreasen	Sbook, p. 229-241; 259-268
V. Theological Divisions within Adventism 1950–Present	SI, Chapter 7-9
A. Evangelical Conferences, 1955-1956	Sbook, p. 242-258
B. Publication of Questions on Doctrines	
C. Desmond Ford crisis	

# APPENDIX 1

## CRITERIA FOR ASSESSMENT GUIDELINES

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### **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 demonstratable competency has been observed.

## **EXTRA CURRICULAR ACTIVITIES**

- You cannot be graded on the type of paper you could have turned in if you had had more time.
- You cannot be graded or given credit in this class on extra-curricular activities you may be involved in.
- It is unreasonable to expect a better grade because you are a nice person or are friends with the lecturer.
- It is unreasonable to demand a good grade because you believe you have been called by God, and thus, should automatically be given good grades despite poor performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

## **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 plagiarising 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.