



# CHIS674, Development of SDA Theology

Spring 2021

*Trevor O'Reggio, PhD*

## SYNOPSIS OF THE COURSE

### CLASS & CONTACT INFORMATION

<b>Class location:</b>	Southern Union/Forest Lake SDA Church, Apopka, Florida
<b>Class meeting times:</b>	Feb 14-18 <sup>th</sup> . <b>Sunday: 5pm -7pm,</b> Monday – Thursday: <b>8am-12pm; 1:30 pm-6pm</b>
<b>Course Website:</b>	learninghub.andrews.edu
<b>Instructor Telephone:</b>	office 269-471-3572, cell 2692407649
<b>Instructor Email:</b>	toreggio@andrews.edu
<b>Office location:</b>	Seminary Building N 328
<b>Office hours:</b>	By Appointments

### BULLETIN DESCRIPTION OF COURSE

*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.*

### PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

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.

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:

- 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:
  5. Learn the Adventist hermeneutics that undergirds its theology
  6. Read, understand and critique primary sources of Adventist theology
  7. Research, evaluate and analyze major theological ideas of Adventism.
- Attitudes, Values and Commitments–upon successful completion of this course the student will:
  8. Foster an attitude towards Adventism that is both courteous and critical.
  9. Value the significance of Adventist theology to the mission of the church.
  10. Appreciate the work of the founders of Adventism and their role in establishing the theology of the church
  11. Commit to emulate the spirit of the founders of Adventism in advancing the work of Gospel.

## COURSE OVERVIEW

### COURSE MATERIALS

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#### **Required Course Materials**

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]*. Berrien Springs, MI: Center for Adventist Research, 2019.

The class outlines are available at a cost of \$37.10 for the paper copy and PDF or of \$10.70 for the PDF only (includes sales tax) through the shop

(<http://www.centerforadventistresearch.org/>) of the Center for Adventist Research (code eStudent2020).

The code is case sensitive. If you continue to experience difficulties, please contact Heidi at [heidim@andrews.edu](mailto:heidim@andrews.edu).

3. Knight, George Source Materials for CHIS 674; can be accessed through the course on Learning Hub.

### **Recommended Course Materials**

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

For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

### **PRE-INTENSIVE COURSE 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 February 14<sup>th</sup>. 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 February 14<sup>th</sup>.**

### **REQUIREMENTS DURING THE INTENSIVE**

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1. Class lectures-attendance required.

### **POST-INTENSIVE COURSE REQUIREMENTS**

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1. **Take home exam due on Feb 28<sup>th</sup>.**
2. 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

### 3. DUE April 30<sup>th</sup>. 2021

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
Feb 14 <sup>th</sup> .	Summary	Text book summary/video	CLO 1, 2, 3, 4
Feb 28 <sup>th</sup> .	Exam	Take home exam	CLO 1-3, 7
April 30 <sup>th</sup> .	Power Point Presentations	Completion of three power p0int presentations and presenting one in the church	CLO 1-4, 7-11

### MORE ABOUT THE COURSE

*CHIS. 674 is designed to trace the theological development of the unique teachings of the seventh-day Church. It is hope that this course will strengthen your faith in the prophetic mission of the Seventh-day Adventist Church*

#### COURSE OUTLINE

#### READINGS

Search for Identity = SI  
 Sourcebook = SBook  
 Merlin Burt =BM

1. Background of Adventist Theology –up to 1844
  - A. Historical and theological roots of Millerism
  - B. William and his call to service
  - C. Millerite Sabbatarianism
  - D. 1844 Disappointment and the division of Millerite Adventism
  
- II. The Development of Sabbatarian Theology
  - What is Adventist in Adventism, 1844-1866
  - A. Sanctuary and the Atonement
  - B. The Rise of Sabbatarianism
  - C. The Sealing Message
  - D. The Shut Door view

SI, Chapter 1-3,  
 BM, pp 5-34, 43-50

Sbook, p. 1-29

Sbook, p 30-56

SI, Chapter 4

BM, PP-51-139  
 Sbook, p. 89  
 Sbook, p. 57-90

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	BM, PP 140-195
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	

## 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		
3 Credits		
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time</b>	36 hrs
	<b>Other Instructor-Directed Activities</b>	9 hrs
<b>Independent Learning Activities</b>	<b>Book Summaries</b>	20 hrs
	<b>PowerPoint Presentation</b>	30 hrs
	<b>Reading</b>	36 hrs
	<b>Video Reaction</b>	2 hrs
	<b>Final Exam</b>	2 hrs
<b>Total Hours:</b>		135 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/](http://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.

<b>Assignment Description</b>	<b>Weighting</b>
1. Book Summary/video	100
2. Final exam	100
3. PowerPoint Presentation	100

\* 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**

Assignments are to be turned in on Learning Hub before the beginning of the class period at which they are due (unless otherwise announced).

### **Late Submission**

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. 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.

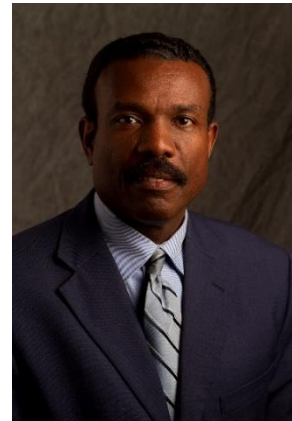
### **Resubmission of Assignments**

In order to facilitate maximum learning, students who receive a poor grade on the final project & presentation may resubmit the assignment one additional time. Resubmissions will be worth up to 80% of the original total possible score.

## **ABOUT YOUR INSTRUCTOR**

Trevor O'Reggio is professor of Church History, Religious Education and Discipleship at the Seventh-day Adventist Theological Seminary at Andrews University. After spending 15 years in pastoral ministry, he earned a PhD in

History from the University of Chicago in 1997 and a DMin in Marriage and Family from Gordon-Conwell Seminary in Boston. He has authored several books and articles. He teaches primarily Reformation history, American religious history and courses in marriage and family. He enjoys cycling, walking and swimming.



## OTHER COURSE-RELATED POLICIES

### **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.

### **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](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](mailto: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	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

### **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](http://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

#### ***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: PROGRAM LEARNING OUTCOMES

### 1. MA in Pastoral Ministry (MAPM)

- 1) Deliver effective biblically-based sermons
- 2) Demonstrate proper biblical interpretation skills
- 3) Understand the historical-theological development of the Seventh-day Adventist Church
- 4) Exhibit capability for training church members for evangelism
- 5) Demonstrate an understanding of how to empower church members for leadership
- 6) Exhibit capability for reaching specific social groups