

CHIS 674-038

Development of Seventh-day Adventist Theology

Spring Semester 2022
(Northern New England Extension Site)

Samuel Pagán, Ph.D.

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Warren Auditorium at the Northern New England Conference office, Westbrook, Maine
Class meeting times:	March 6 – March 10, 2022: Sunday: 5 p.m. – 8 p.m. Monday – Thursday: 8 a.m. – 12:30 p.m.; 2 p.m. – 6 p.m.
Post-work time:	March 11 – May 5, 2022
Course Website:	learninghub.andrews.edu
Instructor Telephone:	+1 (269) 815-6450
Instructor Email:	pagan@andrews.edu

BULLETIN DESCRIPTION OF COURSE

The origins, development, and integration of the Adventist theological foundations starting from the Second Advent Awakening and Millerite movement to the present, emphasizing such doctrines as the Sabbath, sanctuary, Three Angels' Message, conditional immortality, Trinity, Christology, and righteousness by faith.

Credits: 3

Prerequisite(s): CHIS 504, or CHIS 570 and CHIS 571, or equivalent.

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:

- MAPM: Conduct effective research for teaching and ministry. Practice a biblically grounded approach to scholarly inquiry. Articulate theology and research in terms of Seventh-day Adventist beliefs and practice. Demonstrate understanding of biblical studies, theology, and religious history within the Seventh-day Adventist church.

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

1. Explores the nuances of particular historical periods and topics in Christian history and, more specifically, in the history of the Adventist movement, applying the resulting understandings to contemporary life and issues (NAD MDiv, MAPM SLO)
2. Understands and clearly communicates the complex progression of Adventist beliefs and teachings.
3. Demonstrates the ability to evaluate different approaches and interpretations of the history of Adventist theology.

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
Pre-course March 4-5	See https://youtu.be/6ae_iCOGxyo . More information on Learninghub.andrews.edu	Mohan, T. N. <i>“The Midnight Cry! William Miller and the End of the World.”</i>	
March 6	Syllabus and Course Overview Introduction: History of Adventist Historiography Millerite Movement (1830–1844): Background of Millerite Adventism William Miller’s Story and Calling in 1833 Millerite Doctrinal Distinctives	Reading Reports: G. Knight, “A Search for Identity,” and “End Time Events.”	
March 7	Millerite Sabbatarianism (until 1844) Millerite Conditionalism Fall 1844 Disappointment and Dividing of Adventism Sabbatarian Adventism (1844–1863): Demise of Bridegroom Adventism and O. R. L. Crosier on the Heavenly Sanctuary and Extended Atonement (1845-1846)	Kyle Portbury, <i>“Tell The World: The Inspiring Story of The Seventh-</i>	

Date	Topic	Assignment Due	CLOs Addressed
	Millerite Sabbatarian Developments in 1845 Linking the Sabbath and Sanctuary (1846-1847)	<i>Day Adventist Church.</i>	
March 8	Evangelistic Sabbath Conferences (1848-1849) The Sealing Message (1849) The Shut Door for Millerites and Ellen White Time to Begin the Sabbath (1846-1855) The Three Angels' Message in Adventist History Role of Spiritual Gifts and the Great Controversy Theme Church Organization: Systematic Benevolence and Tithing		
March 9	<i>Seventh-day Adventism (1863–1940):</i> The Law in Galatians and Righteousness by Faith The Human Nature of Christ The Trinity Fundamentalism versus Modernism 1919 Bible Conference & Inspiration views	Fernanado Canale, <i>"From Unity to Division."</i>	
March 10	<i>Seventh-day Adventism (1940 to 2021):</i> 1950s Evangelical Conferences & <i>Questions on Doctrine</i> Adventism's 1970s Identity Crisis The Righteousness by faith & Sanctuary debate Hermeneutics, Gender Roles & Ordination Issues	Tihomir Lazic, <i>"Adventism at the Crossroads."</i>	
March 11 - 14	Take-Home	Final Exam	
March 18	Post-work Period	Primary Source Report	
April 28	Post-work Period	Research paper	
May 5	End of Post-work Period		

COURSE MATERIALS

Required Course Materials

Books:

Knight, George R. *A Search for Identity: The Development of Seventh-day Adventist Beliefs*. Adventist Heritage Series. Hagerstown, Md.: Review and Herald, 2001.

_____. *End Time Events and the Last Generation: The Explosive 1950s*. Nampa, ID: Pacific Press Publishing Association, 2018.

Online Video Links:

Canale, Fernanado. *From Unity to Division*. vimeo, 2020. <https://vimeo.com/430082761>.

Lazic, Tihomir. *Part 02: Adventism at the Crossroads*. YouTube, 2019.

<https://www.youtube.com/watch?v=dBcznrAFNKQ>.

Mohan, T. N. *The Midnight Cry! William Miller and the End of the World*. DVD, Religious. Andrews University Press, 1994. See https://youtu.be/6ae_iCOGxyo.

Portbury, Kyle. *Tell The World: The Inspiring Story of The Seventh-Day Adventist Church*. DVD, Religious. General Conference of Seventh-day Adventists, 2016. See <https://youtu.be/nH2r0J5VbL4>.

Recommended Course Materials

Knight, George R. *From 1888 to Apostasy: The Case of A. T. Jones*. 1888 Centennial Series. Washington, D.C.: Review and Herald, 1987.

_____. *Ellen White's Afterlife*. Nampa, ID: Pacific Press, 2019.

_____. *William Miller and the Rise of Adventism*. Nampa, Idaho: Pacific Press Publishing Association, 2011.

Campbell, Michael W. *1919: The Untold Story of Adventism's Struggle with Fundamentalism*. Nampa, ID: Pacific Press, 2019.

MORE ABOUT THE COURSE

We all deal with existential questions about our existence and purpose. The same is true for the church. Whether you are a new convert, an ordinary church member, or a church worker, at some point you will face the question of the *raison d'être* of the Seventh-day Adventist Church. Various people will offer different answers to the questions of who we are and why we believe what we believe. While some view the acquisition history of the beliefs of this denomination as a sign of apostasy, others perceive it as providential growth. In this class, students will follow and examine the historical development of various Adventist doctrines and teachings. At some point in your life and/or ministry, you may have been confronted with criticism against some of those beliefs and/or teachings, or extremes views, or erroneous interpretations of them. It is the goal of this class to equip future church workers with helpful historical background information and needed research skills to aid them when addressing questions related to historical-theological issues in the church.

TIME EXPECTATIONS FOR THE COURSE

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

- **Courses for professional masters' degrees (e.g. MDiv, MAYYAM, MAPM)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MAR) 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' Programs	
		3 credits		
Instructor Contact Hours	Face to Face Instructional Time	37 hrs		
	Instructor-Directed Activities	8 hrs		
Independent Learning Activities	Reading required course material	20 hrs		
	Primary Source Report	10 hrs		
	Preparing for and taking the final exam	15 hrs		
	Research paper	45 hrs		
Total Hours:		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/

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: 50 points</p> <p>Students will read the required course materials listed above (page 3-4), which includes (1) George R. Knight's <i>A Search for Identity</i>, and (2) George R. Knight's <i>End Time Events and the Last Generation: The Explosive 1950s</i>. Assessment will be determined by submitting a Reading Report for each book that contains a one-paragraph summary of each chapter and two or three points that stood out for you in your reading. The</p>	15%

<p>Reading Report should be submitted as one document through LearningHub by March 6, 2022.</p>	
<p>Video Report: 20 points</p> <p>Following the course schedule above, watch the four (4) assigned videos by their due date, and report your critical feedback on Learninghub.andrews.edu by March 10, 2022.</p>	<p>10%</p>
<p>Final Exam: 50 points</p> <p>A final exam will be given on Friday, March 11, 2022, at 8:00 am. The take-home exam will cover the lectures of the entire course and the readings. The exam will consist of several essays that require analysis, synthesis, evaluation, and application. Students must upload their exam on learning hub the following Monday, March 14, by 6:00 pm.</p>	<p>30%</p>
<p>Primary Source Report: 50 points</p> <p>Students will choose and read five (5) primary sources from the primary Source Materials (See LearningHub). Then students will write a statement for each source read indicating (a) the title and page numbers that you read, (b) and how, in your opinion, does this document contribute to a better understanding of Adventist beliefs and/or mission. An electronic copy of the primary source report (5 reports) should be submitted as one document through //learninghub.andrews.edu/ by March 18, 2022.</p>	<p>15%</p>
<p>Research paper: 60 points</p> <p>Students shall choose a doctrine or teaching, read original documents on their topic from the Adventist “Source Material,” and write a Research paper of 15-20 pages (typed and double-spaced). The purpose of the paper is to trace the theological development of a selected doctrine/teaching within the Seventh-day Adventist movement. The paper should reflect and include, at least, the following three parts: (1) Historical development of the doctrine/teaching; (2) the implications of the doctrine/teaching and ideas for modern Seventh-day Adventist theology; and (3) a biblical evaluation of the doctrine/teaching (What Bible texts support the doctrine/teaching? Does the Bible go beyond the current fundamental teachings? How can it be clarified)? (See Appendix 2)</p> <p>Assessment will be based on the rubric in <u>Appendix 2</u>. Possible topics maybe:</p> <ol style="list-style-type: none"> 1. The Sabbath as Seal/Sign 2. The Heavenly Sanctuary ministry/Day of Atonement since 1844 3. The prophetic gift as viewed by the pioneers 4. The Trinity 5. The Personality of the Holy Spirit 6. 1888 and Righteousness by faith 7. The Human Nature of Christ 8. M. L. Andreasen and Last Generation Theology 9. The 1957 and Questions on Doctrine views 10. The Full Divinity of Christ 11. Eschatology/Prophetic Interpretation, etc. <p>The Research paper should be submitted through LearningHub.andrews.edu by April 28, 2022</p>	<p>30%</p>

Total 230 Points	100%
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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.

(The AU Bulletin states that: “An Incomplete (I) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.” DGs are not an option for most types of courses.)

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. Late submissions are not accepted if no request for extra time accompanied by a valid reason was made in advance with the professor.

Class Time Management

Due to the time constraints of a five-day intensive course, we will approach the teaching of the class in the following way. The professor will give 50-minute lectures. After each segment there will be a quick 10-minute break. Since students’ questions and interaction contribute to the course learning outcomes (CLO), all questions relating to the lectures are welcomed. For general questions the professor can be reached by email and/or the Learning Hub interface.

ABOUT YOUR INSTRUCTOR

Samuel Pagán De Jesús is a Latin-American of Puerto Rican ancestry. Though he grew up in Lancaster, PA, his teenage years were spent in Puerto Rico. After graduating with a BA in Theology from the Universidad Adventista de las Antillas (UAA), Puerto Rico, he returned to the United States in 1993 where he then pastored in bilingual and multicultural settings for a few years. In 1999 he earned a Master of Divinity from the Seventh-day Adventist Theological Seminary of Andrews University (AU). After pastoring and church planting he returned to AU in 2011 to pursue a PhD in Historical Theology. During this time, he has served as adjunct professor for the Interamerican Adventist Theological Seminary (SETAI) program in Jamaica, Mexico, and Cuba, for Griggs University School of Distance Education and the Seventh-day Adventist Theological Seminary (SDATS), in Berrien Springs, MI. He has written various papers addressing Adventist theological issues, and contributed to the publication of *Enseñanzas Bíblicas de la Fe Adventista* with a chapter entitled *El Milenio y el Fin del Pecado*. He enjoys researching the 19th and 20th-century American evangelical movement as it relates to modern and post-modern Christianity in general and Adventism in particular. He has given dozens of church seminars on Adventist theological and historical developments. He is currently a PhD (ABD) candidate in Historical Theology. His dissertation compares 1970s Adventist



scholar Desmond Ford with evangelical renowned scholar F. F. Bruce on the topic of justification by faith and the implications for Seventh-day Adventists' understanding of righteousness by faith.

Samuel is married to Carmen Escarfullery (IT Support Specialist) and they have an adult daughter, Keren (PhD in Bioethics) married to Ryan Tanguay (DDS), and their first grandson, baby Isaac. Other than biking, singing, and taking long walks, the Pagáns enjoy their two furry friends, Levi and Tweety.

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 tardiness are equal to one absence.

“Regular attendance at all classes, laboratories and other academic appointments is required of each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.”

Andrews University Bulletin 2020-2021, page 22

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

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 tardiness 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.”

Andrews University Bulletin 2020-2021, page 23

Excused Absence

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher.”

Andrews University Bulletin 2020-2021, page 23

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.

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.”

Andrews University Bulletin 2020-2021, page 22

Use of Electronics

Students are not permitted to record class lectures and/or seminary courses for any reason. **Laptop Computers:** As a learning tool, Laptop computers are permitted in class strictly for taking notes, not for playing games, emailing, or surfing the internet. If such an activity is detected, the repeated offender may have his/her final grade lowered by half a grade.

Mobile Phones

Students are strongly encouraged to switch off their mobile phones during the lecture, as ringing and movement disrupt the class. Walking out during class lecture to take a phone call is strictly prohibited.

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. The **Learning Hub** is the interface for this class before, during and after the five-day intensive week course. It's important that students get familiar with it and periodically check for updated information regarding class requirements.

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

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: ASSIGNMENT RUBRIC OF RESEARCH PAPER

Criteria Category		Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Absent (0)	Score
10 %	Introduction	Introduction is engaging, states main topic and clearly previews the paper.	Introduction states main topic and adequately previews the paper.	Introduction states main topic but does not adequately preview the paper.	Introduction does not state main topic and does not adequately preview the paper.	Unclear and convoluted introduction.	No introduction	____ / 10
5 %	Purpose or Thesis	Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking.	The purpose is stated and is succinct, clear and has more than one sentence.	The purpose is stated but is not succinct, not very clear and has more than one sentence.	The purpose is not clearly stated or not easily understandable.	The purpose is not stated and/or unintelligible.	No purpose given	____ / 5
10 %	Content	Balanced presentation of relevant information that clearly supports the purpose. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Information is directly related to the purpose. Good analysis of the topic. Reader gains profitable insight.	Information is only partly related to the purpose. Some analysis of the topic. Reader gains some insight.	Information is somewhat disconnected from the purpose. Analysis is somewhat vague or confused. Reader gains little insight.	Information is disconnected from or unrelated to the purpose. Analysis is vague or confused. Reader gains no insight.		____ / 10
10 %	Use of Sources	Relates 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 of thoughtful and discriminating research in relevant and representative sources.	Relates the material to other significant and pertinent information about the topic. Arguments are well supported by references to relevant information and gives evidence of thoughtful research in relevant sources.	Relates the material to other significant and pertinent information about the topic. Arguments are supported by references to relevant information and gives evidence of research in relevant sources.	Some references to significant materials or other relevant information about the topic. Arguments are sometimes supported by references to relevant information and give some evidence of research in relevant sources.	Few references to significant materials or other relevant information about the topic. Arguments are seldom supported by references to relevant information and give little evidence of research in relevant sources.	No references to sources	____ / 10
5 %	Citations	All cited works are presented in the correct format with no errors.	Cited works are presented in mostly correct format. Few inconsistencies.	Cited works are presented in mostly correct format. Inconsistencies are evident.	Few cited works with inconsistent formatting.	Very few cited works with inconsistent formatting.	No citations	____ / 5

Criteria Category		Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Absent (0)	Score
10 %	Organization & Structural Development of Ideas	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.	Ideas are arranged logically to support the purpose, flowing smoothly from one to another and linked to each other. The reader can follow the line of reasoning.	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 often not arranged in a logical way, and often fail to make sense together. The reader is not always clear about the writer's intentions.	The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest.		____ / 10
5 %	Conclusion	Conclusion is engaging, restates purpose, concisely summarizes the paper and clearly states the main conclusions.	Conclusion restates purpose, summarizes the paper and states the main conclusions.	Conclusion only vaguely refers to purpose. Main ideas and conclusions are somewhat logically arranged.	Conclusion does not refer to purpose. Main ideas and conclusions are not logically arranged.	Conclusion is confusing, does not restate purpose, is incomplete or unfocused, and introduces new information.	No conclusion	____ / 5
5 %	Mechanics	No errors in spelling, capitalization or formatting. Clear headings and subheadings.	Few errors in spelling, capitalization or formatting. Headings and subheadings are generally clear.	Some errors in spelling, capitalization or formatting. Headings and subheadings are generally clear.	Frequent and distracting errors in spelling, capitalization and formatting.	Numerous and distracting errors in spelling, capitalization and formatting.		____ / 5

Total (____ / 60)

APPENDIX 3: CITATION GUIDELINES FOR FOOTNOTE REFERENCES

Always give all bibliographic information at the first occurrence of an item. When the item appears afterwards, you should abbreviate the reference by referring only to the surname, title, and page number. If the item appears alone in a footnote and it appears again in the next footnote, you can write “ibid.,” and give the page number.

Book

Katie Kitamura, *A Separation* (New York: Riverhead Books, 2017), 25.

Sharon Sassler and Amanda Jayne Miller, *Cohabitation Nation: Gender, Class, and the Remaking of Relationships* (Oakland: University of California Press, 2017), 114.

Chapter in an Edited Book

Mary Rowlandson, “The Narrative of My Captivity,” in *The Making of the American Essay*, ed. John D’Agata (Minneapolis: Graywolf Press, 2016), 19–20.

Edited Book

John D’Agata, ed., *The Making of the American Essay* (Minneapolis: Graywolf Press, 2016).

Thesis or Dissertation

Guadalupe Navarro-Garcia, “Integrating Social Justice Values in Educational Leadership: A Study of African American and Black University Presidents” (PhD diss., University of California, Los Angeles, 2016), 44.

Journal Article

Ashley Hope Pérez, “Material Morality and the Logic of Degrees in Diderot’s *Le neveu de Rameau*,” *Modern Philology* 114, no. 4 (2017): 874.

News or Magazine Article

Farhad Manjoo, “Snap Makes a Bet on the Cultural Supremacy of the Camera,” *New York Times*, March 8, 2017, <https://www.nytimes.com/2017/03/08/technology/snap-makes-a-bet-on-the-cultural-supremacy-of-the-camera.html>.

Vinson Cunningham, “You Don’t Understand: John McWhorter Makes His Case for Black English,” *New Yorker*, May 15, 2017, 85.

Personal Communication

Sam Gomez, Email message to author, August 1, 2017.

Unpublished Correspondence

Ellen G. White to W. C. White, March 11, 1894, Letter 123, 1894, Ellen G. White Correspondence File, Ellen G. White Estate, Silver Spring, MD.

Unpublished Manuscripts

Ellen G. White, "Title," March 11, 1894, Manuscript 123, 1894, Ellen G. White Manuscript Collection, Ellen G. White Estate, Silver Spring, MD.

APPENDIX 4: PROGRAM LEARNING OUTCOMES

MASTERS PROGRAMS

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

APPENDIX 5: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

Burt, Merlin D. "The "Shut Door" and Ellen White's Visions." In *The Ellen G. White Letters & Manuscripts with Annotations*, vol. 1, 1845-1859, eds. Timothy L. Poirier et al., 41–61. Hagerstown, MD, Nampa, ID: Ellen G. White Estate, 2014.

_____. "The History of the Seventh-day Adventist Views on the Trinity." *Journal of the Adventist Theological Society* 17, no. 1 (2006): 125–139.

_____. "The Historical Background, Interconnected Development, and Integration of the Doctrines of the Sanctuary, the Sabbath, and Ellen G. White's Role in Sabbatarian Adventism from 1844 to 1849." Ph.D. dissertation, Andrews University, 2002.

Campbell, Michael W. *1919: The Untold Story of Adventism's Struggle with Fundamentalism*. Nampa, ID: Pacific Press, 2019.

Dick, Everett N. *William Miller and the Advent Crisis*. Berrien Springs, MI: Andrews University Press, 1994.

Douglass, Herbert. *Messenger of the Lord: The Prophetic Ministry of Ellen G. White*. Nampa, ID: Pacific Press, 1998.

Evans, Paul M. "A Historical-Contextual Analysis of the Final-Generation Theology of M. L. Andreasen." Ph.D. dissertation, Andrews University, 2010.

Fortin, Denis, and Jerry Moon, eds. *The Ellen G. White Encyclopedia*. Hagerstown, MD: Review and Herald, 2013.

Gaustad, Edwin S., ed. *The Rise of Adventism: Religion and Society in Mid-nineteenth-century America*. New York: Harper and Row, 1974.

Goldstein, Clifford. *Graffiti in the Holy of Holies*. Nampa, ID: Pacific Press, 2003.

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