

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

CHIS674
DEVELOPMENT OF SEVENTH-
DAY ADVENTIST THEOLOGY
Summer 2019

Abner F. Hernández



Andrews
University
Seek. Affirm. Change.

Andrews University

Institute of Hispanic Ministry

CHIS674 DEVELOPMENT OF SEVENTH-DAY ADVENTIST THEOLOGY SUMMER2019

GENERAL CLASS INFORMATION

Class acronym: CHIS674
Class name: Development of Seventh-day Adventist Theology
Class location: Columbia Union, 5427 Twin Knolls Rd., Columbia, Maryland, 21045.
Class time/day: July 28 – August 1, 2019. Sunday 6:00–9:00 pm and Monday to Thursday 8:00–12:00 am; 1:00–6:00 pm.
Credits offered: 3

INSTRUCTOR CONTACT

Instructor: Abner F. Hernandez, MA, PhD Candidate
Telephone: 269-213-1840
Email: abnerh@andrews.edu

COURSE DESCRIPTION

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.

Origen y modificaciones subsecuentes de las enseñanzas adventistas características, en áreas tales como el sábado, el santuario, la expiación, pactos, creación, inmortalidad condicional, adoración, tipología, escatología y justificación por la fe.

COURSE MATERIALS

Required:

Hanna, Martin, John Reeve, and Darius Jankiewicz, eds. *Salvation: Contours of Adventist Soteriology*. Berrien Springs, MI: Andrews University Press, 2018.

Knight, George R. *Nuestra identidad: Origen y desarrollo*. Doral, FL: Asociación Publicadora Interamericana, 2007.

Recommended:

Adams, Roy. *El santuario*. Miami, FL: Asociación Publicadora Interamericana, 1998.

Goldstein, Clifford. *1844: Hecho simple*. Miami, FL: Asociación Publicadora Interamericana, 1997.

Heppenstall, Edward. *Salvación sin límites*. Mexico, D.F.: GEMA Editores, 2009.

LaRondelle, Hans, *Christ Our Salvation: What God does for Us and in Us*. Mountain View, CA: Pacific Press Publishing Association, 1980.

Timm, Alberto R. *El santuario y el mensaje de los tres ángeles: factores integradores en el desarrollo de las doctrinas de la Iglesia Adventista del Séptimo Día*. Lima, Perú: SALT y Escuela de Posgrado, Universidad Peruana Unión, 2004.

OUTCOMES

Program Learning Outcomes (PO)

MA in Pastoral Ministry (MAPMin) English & Spanish Program Outcomes

1. Demonstrate proper biblical interpretation skills and application of biblical teachings.
 2. Apply ethical principles in the context of the Seventh-day Adventist ministry.
 3. Understand the historical-theological development of major SDA doctrines.
 4. Prepare and deliver effective expository and prophetic sermons.
-
1. Demostrar habilidades para la interpretación y aplicación de las enseñanzas bíblicas.
 2. Aplicar principios éticos en el contexto del ministerio adventistas del séptimo día.
 3. Entender el desarrollo histórico-teológico de las principales doctrinas adventistas.
 4. Preparar y entregar con efectividad sermones expositivos y proféticos.

Student Learning Outcomes (SLO) The student should be able to:

1. Ability to formulate, using a critical thinking, a personal position regarding the major SDA doctrines.
 2. Ability to critically evaluate and intellectually discuss different aspects of the SDA doctrines and theology.
 3. Ability to explore and interpret historical written documents.
 4. Ability to understand the principal theological trends within SDA Christian tradition.
 5. Ability to communicate effectively oral and written.
 6. Independency of criterion and initiative.
-
1. Mostrar habilidad de formular, a través del razonamiento crítico, una posición personal acerca de las doctrinas y teología adventista.
 2. Poseer habilidad de evaluar críticamente y discutir intelectualmente diferentes aspectos y puntos de vista acerca de las doctrinas y teología adventista.
 3. Poseer habilidad de explorar minuciosamente el significado de los documentos escritos.
 4. Entender las principales corrientes teológicas en la tradición cristiana adventista.

5. Demostrar habilidades efectivas de comunicación oral y escrita.
6. Tener independencia de criterio e iniciativa.

TOPICS AND ASSIGNMENTS

Day	Date	Class Topic	Assignments Due
1	7/28/19	<ol style="list-style-type: none"> 1- General introduction to the course topics and orientation about the class requirements. 2- Historical-theological background of Seventh-day Adventist movement. <ol style="list-style-type: none"> 1- Conociéndonos: Introducción al curso; comentarios al plan de clases y distribución de tareas. 2- Antecedentes históricos-teológicos del movimiento adventista. 	<p>Read/Leer:</p> <ol style="list-style-type: none"> 1- George R. Knight, “Adventist Theology 1844 to 1994” <i>Ministry</i> August 1994. <p>Reading report due (all books and articles) Reporte de lectura completado (todos los artículos y libros) Come to class prepare to discuss and share the knowledge acquired by the readings Venga a clases preparado para discutir y compartir el conocimiento adquirido por medio de la lectura</p>
2	7/29/19	<ol style="list-style-type: none"> 1. Historical-theological development of: <ol style="list-style-type: none"> a- Seventh-day Adventist prophetic interpretation. b- The sanctuary doctrine and the pre-advent judgment. c- The Sabbath. d- The nature of humans: Conditional Immortality. e- Spirit of Prophecy: Ellen G. White prophetic ministry. 1. Desarrollo histórico de: <ol style="list-style-type: none"> a- Interpretación profética adventista. b- La doctrina del santuario. c- El sábado. d- La naturaleza del hombre: Inmortalidad condicional. e- Espíritu de profecía: El ministerio profético de Ellen G. White. 	<p>Read/Leer:</p> <ol style="list-style-type: none"> 1- William Miller, “Miller’s Rules of Bible Interpretation.” 2- Jack Blanco, “The Historicist Interpretation of Prophecy: Its Present Relevance in the Light of the Holy Spirit,” <i>Journal of the Adventist Theological Society</i> 2/2 (1991): 67–80. 3- Abner F. Hernandez, “Adventist Eschatological Identity and the Interpretation of the Time Periods of Daniel 12:11–12,” <i>Andrews University Seminary Student Journal</i> 1/1 (2015): 65–84.

3	7/30/19	<p>1- Historical-theological development of the Doctrine of Revelation-Inspiration: a- Scripture. b- Ellen G. White Writings.</p> <p>2- Hermeneutical approaches in Seventh-day Adventist History.</p> <p>1- Desarrollo histórico teológico de la doctrina de revelación y inspiración. a- Scripture. b- Escritos de Ellen G. White.</p> <p>2- Métodos hermenéuticos en la historia de los Adventistas del Séptimo Día.</p>	<p>Read/Leer:</p> <p>1- C. Mervin Maxwell, “A Brief History of Adventist Hermeneutics,” <i>Journal of the Adventist Theological Society</i> 4/2 (1993): 209–226.</p>
4	7/31/19	<p>1- Historical-theological development of the Doctrine of Salvation: a- Sin. b- Conversion. c- Justification by Faith. d- Sanctification/perfection. e- Assurance of salvation.</p> <p>2- Atonement.</p> <p>1- Desarrollo histórico teológico de la doctrina de la salvación. a- Pecado. b- Conversión. c- Justificación por fe. d- Santificación y perfección. e- Seguridad de la salvación.</p> <p>2- Expiación.</p>	<p>Read/Leer:</p> <p>1- Ellen G. White, “Christ Our Righteousness,” MS21, Diary Entry, Feb 27, 1891.</p> <p>2- Richard Rice, “Sanctification and Perfection: Another Look,” <i>Ministry</i>, June 1984.</p>
5	8/1/19	<p>1- Historical-theological development of the Doctrine of God: a- Trinity. b- Christology.</p> <p>1- Desarrollo histórico teológico de la doctrina de Dios: a- Trinidad. b- Cristología.</p>	<p>Read/Leer:</p> <p>1- Merlin Burt, “History of Seventh-day Adventist Views on the Trinity,” <i>Journal of the Adventist Theological Society</i> 17/1 (Spring 2006): 125–139.</p> <p>2- Tim Portier, “Sources Clarify Ellen G. White’s Christology,” <i>Ministry</i>, December 1989.</p>

6	August/Agosto 1, 2019	Trabajo Pre-Intensivo 1. Please, come to class prepare to share your findings. Por favor, venga a clase preparado para compartir sus descubrimientos.	Comparison Essay is due today by midnight/Ensayo comparativo debe ser entregado hoy para la media noche. Students should post in <i>LearningHub</i> and electronic document/Los estudiantes deben subir el documento electrónico a <i>LearningHub</i> .
7	November/ Nov 25, 2019	Trabajo Post-Intensivo 2.	Final project: Paper or seminars is due today/Proyecto final: Investigación o seminarios debe ser entregado hoy para la media noche. Students should post in <i>LearningHub</i> and electronic document/Los estudiantes deben subir el documento electrónico a <i>LearningHub</i> .
8	Diciembre/ December 23, 2019	Late submission/Entrega atrasada – First opportunity/Primera oportunidad.	Late final assignments submission/Entrega atrasada de asignaciones. Late submission receives no more than a B by midnight on this day.
9	Enero/ January 22/2020	Late submission/Entrega atrasada – Second opportunity/Segunda oportunidad.	Late final assignments submission/Entrega atrasada de asignaciones. Late submission receives no more than a C by midnight on this day.
10	Febrero/ February 13, 2020	Late submission/Entrega atrasada – Final opportunity/Oportunidad final	≈172 days from the first day of class. Students who have not complete all intensive requirements by this day will receive a DN and will need to repeat the class/ ≈172 días desde el primer día de clase. Los estudiantes que no hayan completado todos los requisitos para esta fecha recibirán una F y necesitarán tomar la clase nuevamente.

GRADING AND ASSESSMENT

Credit-Hour Definitions/Horas de trabajo requeridas por crédito:

A professional 3-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments. For this course, the instructor estimates that this total of 135 hours will be distributed in the following activities/Un curso profesional de 3 créditos tomados en el Seminario Teológico Adventista en Andrews University require un total de 135 horas de clases presenciales, lecturas, y trabajos escritos. Para este curso, el instructor estima que estas 135 horas serán distribuidas entre las siguientes actividades:

- | | |
|--|----------------|
| • Class Lectures during the Intensive/Clases presenciales: | 30 hours/horas |
| • Reading/Lectura: | 40 hours/horas |
| • Written Assignments/Trabajos escritos: | 65 hours/horas |

135 hours

Other Guidelines: Description of the Requisites:

1- The successful completion of this course require the complete fulfillment of the following assignments/Completar exitosamente este curso requiere terminar en su totalidad las siguientes asignaciones:

- | | |
|--|-----|
| a- Reading Report/Reporte de lectura. | 20% |
| b- Comparison essay on two books or articles/Ensayo comparativo de dos libros o artículos. | 25% |
| c- Theological-Historical Chronological Diagram/Diagrama cronológico teológico y histórico | 40% |
| d- Seminar on the sanctuary/Seminario sobre el santuario | 15% |

Total	100%
--------------	-------------

Antes del Intensivo:

1. **Reading/Lecturas:** The student will completely read the required books and articles. Then, the student, in the first day of the class, will provide a report using the attached model. El estudiante leerá completamente los libros y artículos requeridos antes. El primer día de clases el alumno entregará un reporte de la lectura usando el modelo adjunto. **Due/Completado, Sunday/Domingo 28 July/Julio, 2019.**

2. ***Comparison Essay/Ensayo Comparativo:*** The student will prepare a short essay (5–7 pages typed double space) analyzing and comparing the contributions of two books or articles on any Seventh-day Adventist doctrine written by two different authors. The student should highlight the thesis of the authors, the main biblical and theological arguments, similarities and differences of the documents. Students are required to come to class prepared to share their findings. El estudiante preparará un corto ensayo (5–7 páginas) analizando y comparando las contribuciones de dos libros o artículos sobre cualquier doctrina bíblica escritos por dos diferentes autores. El estudiante debe subrayar la tesis de los autores, los principales argumentos bíblicos y teológicos, y las similitudes y diferencias de los documentos. Se requiere que los estudiantes vengan a clase preparados para compartir sus descubrimientos. **Due/Completado, Thursday/Jueves 1 August/Agosto, 2019.**

Después del Intensivo:

3. ***Theological-Historical Timeline/Línea de tiempo teológica-histórica:*** The student will prepare a theological-historical timeline on one aspect of SDA theology or doctrine. In the timeline, the student will include the main actors, the main ideas, and the date or time frame of the historical development of the doctrine. El estudiante preparará una línea de tiempo teológica-histórica de un concepto teológico o doctrina Adventista del Séptimo Día. **Due/Completado, Lunes/Monday November/Noviembre 25, 2019**
4. ***Seminar/Seminario:*** The student will prepare one seminar on the historical-theological development, biblical evidences, and the importance of the sanctuary doctrine for the church today. Prepare a word document with the seminar as well as a power point presentation with the main points of your seminar. It is expected that this seminar will later be presented to the local church as part of the celebration of October 22. Cada alumno preparará un seminario sobre el desarrollo histórico teológico, las evidencias bíblicas, y la importancia de la doctrina del santuario para la iglesia en la actualidad. Se espera que estos seminarios sean presentados en la iglesia local como parte de la conmemoración del 22 octubre. **Due/Completado, Friday/viernes December/diciembre 20, 2019**

Assignment Submission

1. Written work should be submitted to the class site in LearningHub. (<https://learninghub.andrews.edu/>)
2. Todos los trabajos de clases deben someterse al portal de la clase en LearningHub. (<https://learninghub.andrews.edu/>)

Late Submission

- 1- There is a five point deduction for late submission of all reading and written assignments.
- 2- Todos los trabajos entregados después de la fecha límite recibirán una penalidad de 5 puntos.

RUBRIC FOR ASSESSING TERM PAPERS

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 writing Standards	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 previews its structure	The introduction states the main topic but lacks a purpose and a preview of the structure	There is no clear introduction. Key introduction elements are missing	
Content	Content is focused, ideas are well developed, and transitions are used to enhance ideas. Each paragraph has thoughtful supporting sentences. Meets paper length requirements	Content is focused. Good transitions. Paragraph development is present. Meets paper length requirements	Content is focused. Transitions are deficient. Paragraph development is present but not perfected. Meets paper length requirements	Content is not well focused. Transitions and paragraphs are weak. Does not meets paper length requirements	Deviates from the main topic, no transitions, and paragraphs fail to develop a main idea. Does not meets paper length requirements	
Organization	Paper provides a table of contents, is organized using different subhead levels, & follows AUSWW. Subheadings are exceptionally well-worded and reflect upon the main subject. Exceeds expectations	Table of contents and subheading levels follow AUSWW Standards. Subtitles reflects upon the subject but wording need can be improved.	Paper provides a table of contents and is organized using subheading levels. However, does not follow AU standards of written work	Subheadings do not clearly reflect upon the subject. No table of contents. Does not follow all specifications stated in the syllabus and AUSWW	Does not have subhead levels and a table of contents. Does not follow organizational specifications stated in the syllabus and AUSWW	
Format/Style	All text and references follow AUSWW specifications. Syntax and semantics are outstanding. Models language and style. Exl punctuation,	Follows consistently AUSWW with minor flaws. Syntax and semantics is very good. No major errors in style	Follows AUSWW consistently. Syntax and semantics are good. Few errors in style	Follows AUSWW inconsistently. Syntax and semantics is poor	Does not follow AUSWW. Syntax and semantics are deficient	

	spelling, and sentence formation					
Investigation	Exceeds the quantity and quality of sources related to the subject. Sources are updated—past ten years. Reference list provided	Number of sources is good, updated, and relevant to the course. Reference list provided	Number of sources is good and relevant to the course, but outdated. Reference list provide	Number of sources is good but outdated and minimally related to the subject. No reference list	Number of sources used is deficient, outdated, and not related to the subject	
Conclusion	Conclusion is engaging and provides an outstanding overview of the investigation and personal reflections on the outcome. Exceeds expectations	Conclusion restates the purpose, gives a good summary, and provides personal opinions about the outcome	Conclusion restates the purpose and summarizes results Lacks personal reflection on the outcome	Conclusion attempts to summarize results but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the investigation	

RUBRIC—CLASS PERCENTAGE BY CRITERIA

Professor _____

Criteria	(5) Exceptional	(4) Proficient	(3) Satisfactory	(2) Emerging	(1) Unsatisfactory
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 writing Standards	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 previews its structure	The introduction states the main topic but lacks a purpose and a preview of the structure	There is no clear introduction. Key introduction elements are missing
Content	Content is focused, ideas are well developed, and transitions are used to enhance ideas. Each paragraph has thoughtful supporting sentences. Meets paper length requirements	Content is focused. Good transitions. Paragraph development is present. Meets paper length requirements	Content is focused. Transitions are deficient. Paragraph development is present but not perfected. Meets paper length requirements	Content is not well focused. Transitions and paragraphs are weak. Does not meet paper length requirements	Deviates from the main topic, no transitions, and paragraphs fail to develop a main idea. Does not meet paper length requirements
Organization	Paper provides a table of contents, is organized using different subhead levels, &	Table of contents and subheading levels follow AUSWW Standards.	Paper provides a table of contents and is organized using subheading levels.	Subheadings do not clearly reflect upon the subject. No table of contents. Does	Does not have subhead levels and a table of contents. Does not follow

	follows AUSWW. Subheadings are exceptionally well-worded and reflect upon the main subject. Exceeds expectations	Subtitles reflects upon the subject but wording need can be improved.	However, does not follow AU standards of written work	not follow all specifications stated in the syllabus and AUSWW	organizational specifications stated in the syllabus and AUSWW
Format/Style	All text and references follow AUSWW specifications. Syntax and semantics are outstanding. Models language and style. Exl punctuation, spelling, and sentence formation	Follows consistently AUSWW with minor flaws. Syntax and semantics is very good. No major errors in style	Follows AUSWW consistently. Syntax and semantics are good. Few errors in style	Follows AUSWW inconsistently. Syntax and semantics is poor	Does not follow AUSWW. Syntax and semantics are deficient
Investigation	Exceeds the quantity and quality of sources related to the subject. Sources are updated—past ten years. Reference list provided	Number of sources is good, updated, and relevant to the course. Reference list provided	Number of sources is good and relevant to the course, but outdated. Reference list provide	Number of sources is good but outdated and minimally related to the subject. No reference list	Number of sources used is deficient, outdated, and not related to the subject
Conclusion	Conclusion is engaging and provides an outstanding overview of the investigation and personal reflections on the outcome. Exceeds expectations	Conclusion restates the purpose, gives a good summary, and provides personal opinions about the outcome	Conclusion restates the purpose and summarizes results Lacks personal reflection on the outcome	Conclusion attempts to summarize results but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the investigation
Class Percentage					

CLASS POLICIES

Disability Accommodations

If you qualify for accommodation under the American Disabilities Act, please 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”.

AU Bulletin

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. The syllabus notifies students of the attendance requirements.

AU Bulletin

Teacher Tardiness

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean”.

AU Bulletin

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 tardies 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”.

AU Bulletin

Excused Absences

“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”.

AU Bulletin

Academic Integrity

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another's work as one's own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically 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 (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. 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

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses".

AU Bulletin

Reading Report /Modelo para el informe de lectura

CHIS674 Development of SDA Theology/Desarrollo de la Doctrina Adventista

Reading Report/Reporte de Lectura

Professor/Profesor: _____

Student/Alumno: _____

Book/Article/Libro/Artículo	Author/Autor	Date/Fecha	Hours/Horas

I certify that the information is true and accurate/Yo certifico que la información contenida en este informe es verdadera y precisa.

Firma: _____

Fecha: _____

INSTRUCTOR PROFILE

Born in Puerto Padre, Cuba, Abner holds a Ph.D. in church history and systematic theology. He wrote his dissertation on “The Doctrine of Prevenient Grace in Jacobus Arminius Theology.” An ordained minister of the Seventh-Day Adventist Church, his main interests include Reformation and post-Reformation history and theology, the theological thinking of Jacobus Arminius, and the development of Adventist theology from the perspective of Seventh-day Adventist theologians.

Abner served as a local pastor in Cuban Union, and he has also served as a professor of theology at Cuban Adventist Theological Seminary and Montemorelos University, Mexico. He is happily married to Keila Diaz and they have two sons, Abner Jasiel and Andy Josías.



Selected bibliography:

Adams, Roy. *El santuario*. Miami, FL: Asociación Publicadora Interamericana, 1998.

_____. *La naturaleza de Cristo: Su relación con el pecado, la justicia, y la perfección*. Buenos Aires, Argentina: Asociación Casa Editora Sudamericana, 2003.

Asociacion Ministerial de la Asociacion General de los Adventistas del Septimo Dia. *Creencias de los Adventistas del Septimo Dia: Una Exposicion Biblica de 28 Doctrinas Fundamentales*. Boise, ID: Publicaciones Interamericanas, Pacific Press, 1988.

Burt, Merlin. “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.” PhD Diss. Andrews University, 2002.

Casali, Víctor. *Historia de las doctrinas adventistas*. Brasilia: Ediciones SALT, 1991.

Damsteegt, P. Gerard. *Foundations of the Seventh-day Adventist Message and Mission*. Berrien Springs, MI: Andrews University Press, 1995.

Dederen, Raoul, ed. *Handbook of Seventh-day Adventist Theology*. Silver Spring, MD: General Conference of SDA, 2000.

Duffield, Ron. *The Return of the Latter Rain: A Historical Review of Seventh-day Adventist History from 1844 through 1891*. Dixie, WA: By the author, 2010.

Goldstein, Clifford. *1844: Hecho simple*. Miami, Fl: Asociación Publicadora Interamericana, 1997.

_____. *Graffiti in the Holy of Holies*. Nampa, Idaho: Pacific Press, 2003.

- Heppenstall, Edward. *Salvación sin límites*. Mexico, D.F.: GEMA Editores, 2009.
- Holbrook, Frank B. ed. *Doctrine of the Sanctuary: A Historical Survey*. Daniel and Revelation Committee Series, vol. 5. Silver Spring, MD: Biblical Research Institute, General Conference of SDA, 1989.
- Kidder, Joe. "Creeds and Statements of Belief in Early Adventist Thought." *Andrews University Seminary Studies* 47, no. 1 (2009): 101-116.
- Knight, George R. *A Search for Identity: The Development of Seventh-day Adventist Beliefs*. Hagerstown, MD, Review and Herald, 2000.
- _____. *Nuestra identidad: Origen y desarrollo*. Doral, FL: Asociación Publicadora Interamericana, 2007.
- _____. *Sin and Salvation: God's Works For and In Us*. Hagerstown, MD: Review and Herald, 2008.
- _____. *Millennial Fever and the End of the World: A Study of Millerite Adventism*. Boise, ID: Pacific Press, 1993.
- _____. ed. *1844 and the Rise of Sabbatarian Adventism*. Hagerstown, MD: Review and Herald, 1994.
- _____. *A User-Friendly Guide to the 1888 Message*. Hagerstown, MD, Review and Herald, 1998.
- _____. *William Miller and the Rise of Adventism*. Nampa, ID: Pacific Press, 2010.
- LaRondelle, Hans, *Christ Our Salvation: What God does for Us and in Us*. Mountain View, CA: Pacific Press Publishing Association, 1980.
- Maxwell, C. Mervyn. *Magnificent Disappointment: What Really Happened in 1844 . . . and Its Meaning for Today*. Boise: Pacific Press, 1994.
- Moore, A. Leroy. *Adventism in Conflict: Resolving the Issues that Divide Us*. Hagerstown, MD: Review and Herald, 1995.
- Núñez, Miguel Angel. *Cristología: Descubriendo al Maestro*. México: Fortaleza Ediciones, 2011.
- _____. *La verdad progresiva: Desarrollo histórico de la teología adventista*. Lima, Perú: Fortaleza Ediciones, 2007.
- Olson, Robert W. *101 preguntas acerca del santuario y Elena G. de White*. Coral Gables, FL: Asociación Publicadora Interamericana.
- Pöhler, Rolf J. "Change in Seventh-day Adventist Theology: A Study of the Problem of Doctrinal Development." Th.D. dissertation, Andrews University, 1995.

- Rasi, Humberto M. and Nancy J. Vyhmeister. *Always Prepared: Answers to Questions about Our Faith*. Nampa, ID: Pacific Press, 2012.
- Reid, George W. *Entender las Sagradas Escrituras: El enfoque adventista*. Mexico, D.F.: GEMA Editores, 2009.
- Rodríguez, Ángel Manuel., ed. *Toward a Theology of the Remnant*. Silver Springs, MD: Biblical Research Institute, 2009.
- Shea, William H. *Selected Studies on Prophetic Interpretation*. Daniel and Revelation Committee Series, vol. 1. Silver Spring, MD: Biblical Research Institute, GC of SDA, 1982.
- Timm, Alberto R. *El santuario y el mensaje de los tres ángeles: factores integradores en el desarrollo de las doctrinas de la Iglesia Adventista del Séptimo Día*. Lima, Perú: SALT y Escuela de Posgrado, Universidad Peruana Unión, 2004.
- Waggoner, E. J. *Christ and His Righteousness*. Boise, ID: Pacific Press, 1988.
- _____. *Las buenas nuevas: Estudios en Gálatas*. Paris, OH: Glad Tidings Publishers, 1993.
- Wallenkamp, Arnold Valentin. *Lo que todo adventista debe saber sobre 1888: Una vision panorámica de los acontecimientos y problemas que hicieron que el Congreso de la Asociación General celebrado en Minneapolis fuera tan importante en nuestra historia eclesiastica*. México: Asociación Publicadora Interamericana, 1989.
- _____. *Lo que todo cristiano debe saber acerca de la justificación por la fe*. Buenos Aires: Asociacion Casa Editora Sudamericana, 1989.
- Whidden, Woodrow, Jerry Moon, and John Reeve. *The Trinity: Understanding God's Love, His Plan of Salvation, and Christian Relationships*. Hagerstown, MD: Review and Herald, 2002.
- Whidden, Woodrow W. *Ellen White on Salvation: A Chronological Study*. Hagerstown, MD: Review and Herald, 1995.
- _____. *Ellen White on the Humanity of Christ: A Chronological Study*. Hagerstown, MD: Review and Herald, 1997.
- _____. *The Judgment and Assurance: The Dynamics of Personal Salvation*. Hagerstown, MD: Review and Herald, 2012.
- White, Ellen G. *The Great Controversy*. Nampa, ID: Pacific Press Publishing Association, 2011.
- _____, *Early Writings of Ellen G. White*. Washington, D.C.: Review and Herald, 1945.