



CHIS 680

History of the Sabbath and Sunday

Summer 2025
Abner F. Hernandez, PhD

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

| | |
|------------------------------|---|
| Class location: | Columbia Union North American Division of Seventh-day Adventists 9705 Patuxent Woods Dr. Columbia, MD 21046 |
| Class meeting times: | July 14-17, 2025. Monday to Thursday 8:00–12:00 am; 1:00–6:00 pm. |
| Course Website: | learninghub.andrews.edu |
| Instructor Telephone: | 269-213-1840 |
| Instructor Email: | abnerh@andrews.edu |
| Office location: | SEM N329 |
| Office hours: | By zoom and appointment |

BULLETIN DESCRIPTION OF COURSE

A historical and theological study of the extensive primary sources and issues concerning Sabbath and Sunday, with due attention to related matters.

Un estudio histórico y teológico de las extensas fuentes y temas primarios sobre el sábado y el domingo con atención a temas relacionados.

Credits: 3

COVID-19 GUIDELINES AND ACCOMMODATIONS

Because we are teaching and learning during a pandemic, instructors will make every reasonable effort to accommodate students' needs. Communication is key for a successful semester. Please be in contact with your instructor if any situation arises that interferes with your learning.

Additionally, we ask the following from you, our students:

1. Do not physically attend class if you are exhibiting symptoms to COVID-19. Reach out to your instructor immediately to work out the details on how you can continue learning remotely.
2. Follow your teachers' instructions and policies for camera, microphone, and software use if this course has remote learning experiences.
3. Commit to creating a safe classroom environment which precludes posting class materials (including links to unlisted videos or clips of videos removed from context) to social media or other forums. Disparaging faculty and classmates on social media or in virtual spaces is a breach of Christian ethics and the Andrews University community agreement.

PROGRAM & COURSE LEARNING OUTCOMES

Program Learning Outcomes (PO)

MA in Pastoral Ministry (MAPM) 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.
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1. Demostrar habilidades para la interpretación y aplicación de las enseñanzas bíblicas.
 2. Aplicar principios éticos en el contexto del ministerio adventista 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. A knowledge of the history of the Sabbath and Sunday worship and doctrine/Un conocimiento de la historia de la adoración y la doctrina del sábado y domingo.
2. Understand the origin of theological ideas supporting the introduction of an alternative day of worship in Christianity/Una comprensión del origen de las ideas teológicas para sostener la introducción de un día alternativo de adoración en el cristianismo.
3. Discern the current theological trends and debates on increasing the sanctity of the Sunday/Discernir las tendencias y debates teológicos actuales con el objetivo de incrementar la santidad del domingo.
4. Create a Christian esteem for the groups and persons that have preserved the Sabbath truth during the history of Christianity/Crear una actitud de aprecio por aquellos grupos y personas que han cuidado y preservado la verdad del sábado durante la historia del cristianismo.

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

| Date | Topic | Assignments Due | CLOS Addressed |
|--------------------------|--|-----------------|----------------|
| Monday, July 14, 2025. | 1- Syllabus and introduction to the course. Análisis del plan de clase y introducción al curso. 2- Sabbath in Early Judaism 3- From Sabbath to Sunday in Early Christianity: Historical Review | Reading report | |
| Tuesday, July 15, 2025 | 1- The Sabbath and Sunday in the Medieval Church/El sábado y el domingo en la iglesia del medioevo. a- Celtic Sabbath keepers: Columba of Iona. b- The Great Schism (1054 d.C.) and the Sabbath. c- Waldensians. d- Rome and the Sunday during papal supremacy. | | |
| Wednesday, July 16, 2025 | 1- The Sabbath and Sunday in the Reformation and post-Reformation/El sábado y el domingo en la Reforma. a- Luther and Calvin on the Sabbath and Sunday. b- The Anabaptist preacher on the Sabbath. c- The Puritan Sabbath-Sunday. | | |
| Thursday 17, 2025 | 1- The Sabbath and Sunday in Modern Christianity/El sábado y el domingo en el cristianismo moderno. a- Seventh-day Baptists. b- Ephrata community. c- Seventh-day Adventists. d- Sunday laws. e- Apostolic Letter: <i>Dies Domine</i> , John Paul II. 2- A theological synthesis of the Sabbath doctrine/Una síntesis teológica de la doctrina del sábado. | | |

| | | | |
|--|--------------------------------|--|--|
| <p>Monday, September 15, 2025.</p> | <p>Trabajo Post-Intensivos</p> | <p>Final project: Paper is due today/Proyecto final: Investigación debe ser entregado hoy para la media noche. Students should post in <i>LearningHub</i> the final paper. The video should be send to the professor's email/Los estudiantes deben subir el documento de la investigación a <i>LearningHub</i>. El video debe ser enviado al correo electrónico del profesor. Students failing to submit the final Project for this day will receive a final F/Los estudiantes que fallen en someter el proyecto final para esta fecha recibirán una F como grado final</p> | |
|--|--------------------------------|--|--|

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.

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*

COURSE MATERIALS

Required Course Materials

Bacchiocchi, Samuele. *From Sabbath to Sunday: A Historical Investigation of the Rise of Sunday Observance in Early Christianity*. Rome: The Pontifical Gregorian University Press, 1977.

Recommended Course Materials

Andrews, John Nevins. *History of the Sabbath*. 3rd edition. Bruston, NY: Teach Services, 1998.

Strang, Kenneth, ed. *The Sabbath in Scripture and History*. Washington, D.C.: Review and Herald, 1982.

Preble, Thomas M. *Showing that the Seventh-day Should Be Observed as the Sabbath Instead of the First Day; 'According to the Commandment.'* Nashua: Murray & Kimball, 1845.

Tonstad, Sigve K. *The Lost Meaning of the Seventh-day*. Berrien Springs, MI: Andrews University, 2009.

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

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 | |
|--|---|--------------------------------|-----------|
| | | 2 Credits | 3 Credits |
| Instructor Contact Hours | Face to Face Instructional Time | | 45 hrs |
| Independent Learning Activities | Reading required course material/Lectura | | 35 hrs |
| | Written Assignments/Trabajos escritos | | 55 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 |
|---|------------------|
| Before the intensive/Antes del intensivo: 1. Reading: Master professional students (MAPMin) taking 3 credits are required to Bacchiocchi, Samuele. <i>From Sabbath to Sunday: A Historical Investigation of the Rise of Sunday Observance in Early Christianity</i> (223 pages) The student will read and submit a critical report. Due Monday, July 14, 2025 | 30% |
| During the intensive/Durante el intensivo 1- Punctual and daily attendance to all lectures is required/Asistencia puntual y diaria a todas las clases es requerida. | 20% |

| | |
|--|-------------|
| <p>After the intensive/Después del intensivo</p> <p>1- Research: Paper/Investigación: The student will prepare a paper on an aspect of the history of the Sabbath and Sunday in the Christian history. Prepare a neat of 10-12 pages, typed double space. Utilize at least 10 primary and secondary sources from a range of peer reviewed journals and books; supports arguments with sufficient evidence that reflects an awareness of multiple views. Follow the Andrews University, <i>Standards of Written Work</i> 12th edition. Berrien Springs: School of Graduate Studies and Research, 2010 and the Standard citation manual Kate L. Turabian, <i>A Manual for Writers of Research Papers, Thesis, and Dissertations</i> 7th edition. Chicago: The University of Chicago Press, 2007. El estudiante preparará una investigación sobre un aspecto de la historia del sábado y el domingo en el cristianismo. Prepare un documento de 12 a 15 páginas a dos espacios. Utilice al menos 10 fuentes primarias y secundarias de revistas académicas y libros. Suporte su argumento con suficiente evidencias que reflejen un conocimiento de los diferentes puntos de vistas sobre el tópico. Siga las reglas de <i>Standards of Written Work</i> 12th edition. Berrien Springs: School of Graduate Studies and Research, 2010 y el manual de normas del sistema Turabian, Nancy W. de Vyhmeister, <i>Manual de investigación teológica</i>, Miami: Vida, 2009. Due: Monday, September 15, 2025.</p> | 50% |
| TOTAL | 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

Written work should be electronically submitted in Learning Hub, learninghub.andrews.edu/login/index.php

Late Submission

- 1- Assignments submitted late will automatically receive a five-point deduction.

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*

ABOUT YOUR INSTRUCTOR

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 and professor of theology in Cuban Union, and he is currently serving as a professor of historical and systematic theology at Montemorelos University, Mexico. He is happily married to Keila Diaz and they have two sons, Abner Jasiel and Andy Josías.



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

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.

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 | 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 | 83-86% | B | 73-76% | C |
| 90-94% | A- | 80-82% | B- | 70-72% | C- |
| 87-89% | B+ | 77-79% | C+ | 0-69% | F |

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 F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

Guidelines for research article

PRELIMINARY CONSIDERATIONS

Writing something just for a grade is a waste of time. Try to come up with questions that you have and that are not really reflected in the studies of other people. Research and write it with the goal in mind to use the material for a publication later on. You may not think that you have the talent of writing but constant practice sharpens a skill and eventually it will become easier for you to write something that is publishable. Put high standards for yourself and write your paper in a way that you can later use it in at least three different ways: first, an academic paper presentation; second, an academic article; and third, a popular article and a church presentation. Note: It is always easier to turn thorough, in-depth research into a popular presentation; the opposite is much more difficult and time-consuming.

BEFORE YOU WRITE

Acquaint yourself with the author guidelines of the periodical or journal where you want to submit your article. The first impression sets the tone for the relationship, even for future attempts to get something published. If the editors see that your article does not conform to their author guidelines, they will quickly know that you did not familiarize yourself with their guidelines (unprofessional). Remember: You want to publish something in their journal; they can lay down the rules. Further, before you submit something, give it to someone who can polish the language. Bad language is a reason for rejection. It gives the impression that the article does not have a good quality. Give it to honest and candid friends in order to receive constructive criticism.

ARTICLE STRUCTURE

The following structure applies to any article, book chapter, and presentation. In academic articles the structure is clearer whereas in popular articles it is more subtle although still existent. Knowing about these structures will not only help you in writing an article but also in reading more efficiently articles written by others.

1. TITLE OF THE ARTICLE

Your title should give an idea on what the article is about. Articles often carry merely a descriptive title. That may be quite boring. If you want to, you may place an illustrative statement or a catch phrase before your descriptive title.

2. INTRODUCTION

The funnel: Start broad and end narrow. With your first 1-2 sentences you want to lead into the general subject of the article, and you want to attract the reader's attention and hook him. Therefore, these sentences must be interesting and broad. Then you give, for example, an overview over the research that others have done on the subject and what has not been done yet. At the end of the funnel you state your thesis (what you will find), your purpose (what you will do), OR your "itinerary" (the individual "stations" of your study). This statement is important for the reader to know where you will be heading with him/her and what they have to expect. This should not be longer than 0.5-1.5 pages. It is here that your readers decide whether they continue to read or switch to something else.

3. ARTICLE BODY

Create different sections for the different arguments that support your thesis or for the different topics that you address. The beginning of a section should give an idea of what the reader has to expect from that section—for example, mentioning the subsections in the beginning, possibly preceded by a rationale why these are important or needed. Begin your standard paragraphs with a topic sentence so that the reader knows what the paragraph is about. Present your weakest argument first. Lead up to the strongest argument, which is the last in the body of your essay, whether your points are sentences or paragraphs. Illustrate your arguments with facts and examples, in vivid and lively language. Discuss the conclusions of other scholars and agree or disagree with them based on your findings. At the beginning of your topic sentence (in a paragraph or section) you should have a brief transitional touch to connect it with the previous paragraph or section. A few words on sources, something editors will look for: Sources in diverse languages (English, French, German, Spanish, Latin, etc.); different types of sources (books, academic articles, chapters in edited volumes, dissertations); and sources from different times (from old to recent publications). Why this might be helpful? It will give the editor the impression that you have explored your field and consulted all kinds of sources.

4. SUMMARY/CONCLUSION

The inverted funnel: Start narrow and end broad. In the beginning, reword/rephrase your thesis, purpose, or itinerary because, by that point, your reader may not remember any more what you were actually trying to show. You briefly summarize your findings, the high points, your insights and discoveries. Do not go into too much details and avoid introducing new data. Then, you become broader again. What does that mean for your field in general? What are the implications and ramifications? At the end, you may bring a clincher—the deciding argument. It will be your final sentence and last word. Here, you may bring the reader back to the beginning of the article and thus have an inclusio. That is often nice.

FINAL THOUGHTS

You do not have to follow these structural guidelines slavishly. With practice it will become more natural and flow more easily. Remember: The attention of the reader is usually decreasing after a few pages. Thus, your appeal should increase, especially towards the end. Scholars who are aware of this structure of writing do not just write like this, they also read articles with this structure in mind. You glance at the introduction, particularly its thesis or purpose sentence (What is the article about? Where will the author travel?). You fly over the section headings (How did the author travel?). You read the conclusion (What did the author find or conclude?). This may happen in less than 5 minutes. Then the readers know what the article is about, and they may decide to look closer at certain sections or not. Time is precious, there is an abundance of new information forcing itself on the reader, and a quick look decides whether he will actually read or not read your article.

FURTHER READING

Baker, Sheridan. *The Practical Stylist*. 2nd ed. New York: Thomas Y. Crowell Co., 1969.
Lambert, Nathaniel M. *Publish and Prosper: A Strategy Guide for Students and Researchers*. New York: Routledge, 2014.

Rubric for Research Article

| Criteria | Does not meet standard ≤ 79% | Good 80-89 % | Exceeds standard 90-100 % | Grade |
|---|--|--|---|-------------|
| Introduction | Unclear and convoluted introduction | Introduction states main topic but does not adequately preview the paper | Introduction is brief, clear, and engaging. It overviews the topic and states the topic | /5 |
| Content | Information is disconnected from the purpose and argument. | Information is only partly related to the purpose. Some historical analysis | Balance presentation of relevant information that clearly support the argument and purpose | /45 |
| Historical sources | Few historical sources and evidences to support the arguments | Relates the material to other significant and pertinent information about the topic. Arguments are supported to relevant information and gives evidence of research in relevant historical sources | Relates the 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 | /20 |
| Organization-structural development of the narrative | The document is not logically organized. Ideas frequently cannot identify a line of reasoning and loses interest | 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 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 | /15 |
| Conclusion | Conclusion is confusing, does not restate purpose, is incomplete or unfocused, and introduces new information | Conclusion restates purpose, summarizes the paper and states the main conclusions | Conclusion is engaging, restates the purpose, concisely summarizes the pater and clearly states the main conclusions | /5 |
| Style, mechanics, citations | Numerous errors, few cited works, incorrect formatting. Citations are presented with inconsistent formatting | Few errors in spelling, capitalization or formatting. Headings and subheadings are generally clear | No errors in spelling, capitalization or formatting. Citations are presented in the correct format | /10 |
| TOTAL | | | | /100 |

Selected bibliography:

Andreasen, Niels-Erik A. *The Old Testament Sabbath: A Tradition Historical Investigation*. Montana: SBL, 1992.

_____. *Rest and Redemption: A Study of the Biblical Sabbath*. Berrien Springs, MI: Andrews University Press, 1978.

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.

Bacchiocchi, Samuelle. *Anti-Judaism and the Origin of Sunday*. Rome: Pontifical Gregorian University Press, 1975.

_____. *The Sabbath in the New Testament*. Berrien Springs, MI: Biblical Perspectives, 1988.

_____. *Reposo divino para la inquietud humana: Estudio teológico sobre la actualidad del mensaje del sábado*. Roma: Universidad Pontificia Gregoriana, 1980.

_____. *The Sabbath under Crossfire*. Berrien Springs, MI: Biblical Perspective, 1998.

Bates, Joseph. *The Seventh Day Sabbath, A Perpetual Sign*. 1946.

Bates, Joseph. *The Seventh Day Sabbath, A Perpetual Sign*, 1947.

Branson, Roy (ed). *Festival of the Sabbath*. Takoma Park, MD: Association of Adventist Forums, 1985.

Brattston, David W. T. *Sabbath and Sunday among the Earliest Christians: When was the Day of Public Worship?* S.l.:Resource Publications, 2014.

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.

Christopher, John Donato (ed.). *Perspectives on the Sabbath: 4 Views*. B&H Academic, 2011.

Coffman, Carl. “The Practica of Beginning the Sabbath in America,” *Andrews University Seminary Studies*, 3.1 (1965): 9-17.

Damsteegt, P. Gerard. *Foundations of the Seventh-day Adventist Message and Mission*. Berrien Springs, MI: Andrews University Press, 1995. [pages 135–148]

- Dederen, Raoul, ed. *Handbook of Seventh-day Adventist Theology*. Silver Spring, MD: General Conference of SDA, 2000.
- Du Preez, Ron. *Judging the Sabbath: Discovering What Can't Be Found in Colossians 2:16*. Berrien Springs, MI: Andrews University Press, 2008.
- Johns, Warren L. *Dateline Sunday, U.S.A: The story of Three and a Half Centuries of Sunday-law Battles in America*. Mountain View, CA: Pacific Press Publishing Association, 1967.
- 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.
- _____, ed. *1844 and the Rise of Sabbatarian Adventism*. Hagerstown, MD: Review and Herald, 1994.
- Kubo, Sakae. *God Meets Man: A Theology of the Sabbath and Second Advent*. Nashville, TN: Southern Publishing Association, 1978.
- Liechty, Daniel. *Sabbatarianism in the Sixteenth Century: A Page in the History of the Radical Reformation*. Berrien Springs, MI: 1993.
- MacCarty, Skip. *In Granite or Ingrained?: What the Old and New Covenants Reveal about the Gospel, the Law, and the Sabbath*. Berrien Springs, MI: Andrews University Press, 2007.
- Maxwell, C.M.; K. Strand; S. Bacchiocchi. "La observancia del sábado y del domingo en la iglesia primitiva 1,2,3." *Ministerio Adventista*, julio- agosto 1977.
- Morgan, Douglas. "Observadores del sábado en el siglo XVIII", *Ministerio Adventista*, enero-febrero 1996, 20-23.
- Odom, Robert Leo. *Sabbath and Sunday in Early Christianity*. Washington, D.C.: Review and Herald Publishing Association, 1987.
- Odom, R. L. "The Sabbath in the Great Schism of A.O. 1054." *Andrews University Seminary Studies*. 1(1963): 74-80.
- O'Hare, Terrence D. *The Sabbath Complete: And the Ascendency of First-day Worship*. Eugene, OR: Wipf & Stock Publishers, 2011.
- Preble, Thomas M. *Showing that the Seventh-day Should Be Observed as the Sabbath Instead of the First Day; 'According to the Commandment.'* Nashua: Murray & Kimball, 1845.

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.

Tonstad, Sigve, K. *The Lost Meaning of the Seventh-day*. Berrien Springs, MI: Andrews University Press, 2009.

Weiss, Herold, *A Day of Gladness: The Sabbath Among the Jews and Christians in Antiquity*. Madison, WI: University of Wisconsin Press, 2003.

For additional books and articles, see also the Seminary Library Portal at <http://libguides.andrews.edu/religion> .