

CHIS 674-116

Development of Seventh-day Adventist Theology

Spring Semester 2024 (MAPM)

Denis Kaiser, Ph.D.

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Course Schedule:	Classes:	Mar 3–7 (Sunday thru Thursday)
	Post-work:	Mar 8 – May 2
Class Meetings:	Sunday:	5:00 pm – 8:00 pm
	Monday – Thursday:	8:00 am – 12:50 pm, 2:00 pm – 5:50 pm
Course Site:	Southeastern California Conference Office RCCI room (located on the first floor, just off the lobby area) 11330 Pierce Street Riverside, CA 92513-1990	
Course Website:	learninghub.andrews.edu	
Instructor Telephone:	(269) 471-3542	
Instructor Email:	denis@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: 2, 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: Delivers effective biblically based sermons. Demonstrates proper biblical interpretation skills. Understands the historical-theological development of the Adventist Church. Capable of training church members for evangelism. Demonstrates an understanding of how to empower church members for leadership. Capable of reaching specific social groups.

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.
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-Intensive		1. Watch Video <i>The Midnight Cry</i> 2. Read Knight, <i>A Search for Identity</i>	CLO 1, 2
Mar 3	Introduction: Syllabus and Overview History of Adventist Historiography Presuppositions, Methods, and Sources	3. Reading Report on Knight, <i>A Search for Identity</i>	CLO 1, 2
Mar 4	Millerite Adventism (1833-1844): Historical and Religious Background William Miller's Story Interpretation of Biblical Prophecy The Seventh-day Sabbath Conditional Immortality Disappointment and Aftermath	4. Review Source Materials, pp. 1-46	CLO 1, 2

Date	Topic	Assignment Due	CLOs Addressed
Mar 5	Sabbatarian Adventism (1844-1863): The Heavenly Sanctuary Motif The Seventh-day Sabbath The Phenomenon of Spiritual Gifts The Three Angels' Message Views on Law and Gospel The Rise of Spiritualism A Theodicy of Love	5. Review Source Materials, pp. 47-90	CLO 1, 2
Mar 6	Seventh-day Adventism (1863-1915): The Church, Its Ministries, and Its Finances Health Message and Adventist Faith The Three Angels' Message and the Gospel The Nature of God Ellen White and Inspiration Seventh-day Adventism (1915-1960): Modernism and Fundamentalism, Creation and Inspiration Eschatological Conflicts and World Mission	6. Review Source Materials, pp. 91-194	CLO 1, 2
Mar 7	Theological Education Soteriology and Ecclesiology Adventists and Evangelical Protestants Seventh-day Adventism (1960-2020): Views on Salvation Heavenly Sanctuary in Daniel & Revelation Misunderstandings of the Prophetic Gift Doctrine of God, Antitrinitarianism to Theism Conclusion: Final Exam Review	7. Review Source Materials, pp. 195-267	CLO 1, 2
Post-Intensive			
Mar 8 – May 2	Preparation for the Final Exam Final Exam	8. Read Burt, <i>CHIS674</i> 9. Take Final Exam	CLO 1-3
Apr 22		10. Research Report	CLO 1-3

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.

COURSE MATERIALS

Required Course Materials

Burt, Merlin D. *CHIS674: Development of Seventh-day Adventist Theology [Class Outlines]*. 5th ed. Berrien Springs, MI: Center for Adventist Research, 2019. The class outlines are available at a cost of \$37.10 + \$6.00 shipping (for the paper copy and PDF, code **AdventistHistory.2023**) or \$10.60 (for the PDF only; code **CARBooks2022**) through the shop (<http://www.centerforadventistresearch.org/>) of the Center for Adventist Research.

Knight, George R. *A Search for Identity: The Development of Seventh-day Adventist Beliefs*. Adventist Heritage Series. Hagerstown, MD: Review and Herald, 2001. The book is available at a cost of \$12.99 for the paper copy through the shop of the Adventist Book Center (<https://adventistbookcenter.com/a-search-for-identity.html>).

Knight, George R., comp. *Source Materials for CHIS674: The Development of Seventh-day Adventist Theology*. Rev. and enl. ed. Berrien Springs, MI: Seventh-day Adventist Theological Seminary, 2010. The source materials are available as a PDF on LearningHub.

Mohan, T. N., prod. *The Midnight Cry! William Miller and the End of the World* (DVD). 1994.
AU Press: https://universitypress.andrews.edu/store/Religion/Andrews-University-Press/The-Midnight-Cry%21-%28DVD%29/Book/2_208.action
YouTube: https://www.youtube.com/watch?v=6ae_iCOGxyo

Recommended Course Materials

Damsteegt, P. Gerard. *Foundations of the Seventh-day Adventist Message and Mission*. Reprint. Berrien Springs, MI: Andrews University Press, 1988.

Knight, George R. *William Miller and the Rise of Adventism*. Nampa, ID: Pacific Press, 2010.

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

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 history the acquisition of the beliefs of this denomination as a sign of apostasy, others perceive it as a 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 ministry, you will most likely be confronted with criticism against, extremes of, or erroneous interpretations of some of those beliefs and/or teachings. It is the goal of this class to equip future church workers with helpful background information and needed research skills that can be applied to various historical-theological issues.

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	
		2 credits	3 credits	2 credits	3 credits
Instructor Contact Hours	Face to Face Instructional Time		39 hrs		
	Videos		6 hrs		
Independent Learning Activities	Reading required course material		30 hrs		
	Reviewing source materials		15 hrs		
	Preparation and taking of final exam		10 hrs		
	Research Report		30 hrs		
Total			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
Reading Report: Students will read Knight's <i>In Search for Identity</i> and watch the video <i>The Midnight Cry</i> (see p. 4) prior to the beginning of the class meetings and prepare a simple reading report of the items that they have read and the time they have spent in reading/watching those items (see Appendix 2). That reading report shall be submitted by March 3, 2024.	20 %
Research Report: Students will choose a particular Adventist doctrine/teaching that is currently discussed and where the history of that doctrine/teaching plays a crucial role for the tensions. The research report shall have substance and contain several sections: <ul style="list-style-type: none"> (1) Current relevance of the subject in the region of the student. (2) Identify underlying reasons/presuppositions for the criticism. (3) Propose strategies to meet those presuppositions and solve the conflict. (4) Trace the development of the doctrine/teaching in the history of the Seventh-day Adventist Church. The research report shall conform to the sections and follow the citation guidelines (see Appendix 4). The research report is due by April 22, 2024.	40 %
Final Exam: A final cumulative examination will be administered online. The exam will cover the lectures of the entire course and the readings. It will take 2 hours and has 2 parts—(1) an automatized part with 27 questions (multiple choice, true/false, matching); and (2) an essay-part asking for 3 shorter essays and 1 longer essay. Please consult the Final Exam Review Sheet (see LearningHub).	40 %

* 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.

ABOUT YOUR INSTRUCTOR

Denis Kaiser, a native of Germany, is Associate Professor of Church History in the Seventh-day Adventist Theological Seminary at Andrews University.

He earned a Dipl.-Finw. (FH) from the Fachhochschule für öffentliche Verwaltung und Rechtspflege in Güstrow (Germany) and worked for the tax administration in Rostock and later for the Hessische Zentrale für Datenverarbeitung at Wiesbaden. When he experienced God's call to ministry, he left government employment and went to Seminar Schloss Bogenhofen (Austria) where he earned a B.Th. He subsequently went to the Seminary at Andrews University and earned a M.A. in Religion with an emphasis in Theological Studies and Church History, and a Ph.D. in Religion with emphasis in Adventist Studies and Historical Theology.



He taught as a contract teacher for the Department of Church History for five years, and since 2017 he has been teaching fulltime in the Department of Church History. He is a specialist in the history of Adventist theology, Ellen G. White studies, and issues of biblical hermeneutics. He has published more than a hundred popular and academic articles, book chapters, and book reviews. Most recently, he has published the book *Trust and Doubt: Perceptions of Divine Inspiration in Seventh-day Adventist History* (2019). Besides writing publications, he has also been engaged in editorial work. Thus, he has served as annotation project editor for *The Ellen G. White Letters & Manuscripts with Annotations*, vol. 2, 1860-1863, subeditor for the "History of Theology and Ethics" section of the *Encyclopedia of Seventh-day Adventism*, and co-editor of the *Oxford Handbook of Seventh-day Adventism*.

He enjoys hiking in the mountains as well as discovering and learning new things. He is married to Angelika Kaiser, a trained teacher of several modern and ancient languages, and has two daughters.

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

Use of Artificial Intelligence Programs

You may use AI programs, such as ChatGPT, to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Any plagiarism or other form of cheating will be dealt with severely under relevant Andrews University policies.

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	dilit@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 3: RESEARCH REPORT

	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Unsatisfactory (0)
<i>Description of the current relevance of the topic</i>	Clearly and concisely describes the current situation in the student's region.	Satisfactorily describes the current situation in the student's region.	Satisfactorily describes the current situation, yet not in the student's region.	Current situation is poorly explained and unclear.	No submission. OR Section is missing.
<i>Description of three underlying theological, hermeneutical and/or philosophical issues</i>	Clearly and concisely identifies three relevant theological underlying issues.	Only two underlying theological issues are clearly and concisely identified. OR Only two satisfactory underlying theological issues are present.	Only one underlying theological issue is clearly and concisely identified. OR Only one satisfactory underlying theological issue is present.	Some issues are present but poorly identified and unclear.	No submission. OR Section is missing.
<i>Description of strategies to solve the issues</i>	Clearly and concisely establishes and explains three strategies that directly address and solve the three underlying theological issues.	Only two strategies are clearly and concisely established and explained. OR Only two satisfactory strategy are present.	Only one strategy is clearly and concisely established and explained. OR Only one satisfactory strategy is present.	Strategies are poorly explained and unclear.	No submission. OR Section is missing.
<i>Outline of the development of the doctrine/ teaching in the history of the Seventh-day Adventist Church</i>	Balanced presentation of relevant information that clearly supports the purpose. Accurate, lucid, thoughtful, in-depth analysis of the topic.	Information is directly related to the purpose. Good and accurate analysis of the topic.	Information is only partly related to the purpose. Some analysis of the topic; largely accurate.	Information is somewhat disconnected from the purpose. Analysis is somewhat vague or confused.	No Submission. OR Section is missing.
<i>Communication and Language</i>	Uses language appropriately and articulately. All sentences, paragraphs and sections follow logical sequencing and structure. No more than one or two spelling, grammatical or style mistakes in the project.	Uses language appropriately and articulately. Most sentences, paragraphs and sections follow logical sequencing and structure. Averages no more than one spelling, grammatical, or style mistake per page.	Generally well written, but sometimes lacks purpose or relevance to the topic. Sentences, paragraphs and sections often lack logical sequencing and structure. Averages up to three spelling, grammatical, and/or style mistakes per page.	Poorly written, lacks purpose or relevance to the topic. Sentences, paragraphs and sections rarely follow logical sequencing and structure. Averages six or more spelling, grammatical, and/or style mistakes per page.	No submission.
Total Points	20 Points	15 Points	10 Points	5 Points	0 Points

APPENDIX 4: 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.

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 6: 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.

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.

Holbrook, Frank B., ed. *Doctrine of the Sanctuary: A Historical Survey (1845-1863)*. Daniel and Revelation Committee series, Vol. 5. Silver Spring, MD: Biblical Research Institute, 1989.

Höschele, Stefan. *From the End of the World to the Ends of the Earth: The Development of Seventh-day Adventist Missiology*. Nürnberg, Germany: Verlag für Theologie und Religionswissenschaft, 2004.

Kaiser, Denis. "Historiography and the New Adventist History: A Historian's Perspective." In *The Word: Searching, Living, Teaching*, vol. 2, ed. Artur A. Stele, 279–99. Silver Spring, MD: Biblical Research Institute, 2022.

_____. *Trust and Doubt: Perceptions of Divine Inspiration in Seventh-day Adventist History*. Schriften der Forschung – Historische Theologie. Vol. 3. St. Peter am Hart, Austria: Seminar Schloss Bogenhofen, 2019.

_____. "Early Sabbatarian Adventists on Immortality and Hell." Unpublished book chapter, Berrien Springs, MI, January 2020.

_____. "Understanding the Trinity: A Doctrine I Used to Doubt." *Adventist Review*, July 2018, 32–37.

_____. "Ellen White's Role in Biblical Interpretation: A Survey of Early Seventh-day Adventist Perceptions." *Reflections* [Newsletter of the Biblical Research Institute], October 2017, 1–6.

_____. "Friendly Fire: George I. Butler's Theory of Degrees of Inspiration." *Ellen White Issues Symposium* 13 (2017): 55–72.

_____. "The Biblical Sanctuary Motif in Historical Perspective." In *Scripture and Philosophy: Essays Honoring the Work and Vision of Fernando Luis Canale*, ed. Tiago Arrais, Kenneth Bergland, and Michael W. Younker, 174–193. Berrien Springs, MI: Adventist Theological Society Pub., 2016.

_____. "Setting Apart for the Ministry: Theory and Practice in Seventh-day Adventism (1850–1920)." *Andrews University Seminary Studies* 51, no. 2 (2013): 177–218.

_____. "Guilt by Association: Why Sabbatarian Adventists Rejected O. R. L. Crosier's Interpretation of the *Tāmîd* in Dan 8." *Journal of Asia Adventist Studies* 16, no. 1 (2013): 33–49.

_____. "The Reception of Ellen G. White's Trinitarian Statements by Her Contemporaries (1897-1915)." *Andrews University Seminary Studies* 50, no. 1 (2012): 25–38.

Knight, George R. "Adventist Theology, 1844-1994." *Ministry*, August 1994, 10–13, 25.

_____, comp. and ed. *1844 and the Rise of Sabbatarian Adventism: Reproductions of Original Historical Documents*. Washington, DC: Review and Herald, 1994.

_____. *Angry Saints: Tensions and Possibilities in the Adventist Struggle Over Righteousness by Faith*. Hagerstown, MD: Review and Herald, 1989.

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

Maxwell, C. Mervyn. *Magnificent Disappointment: What Really Happened in 1844 . . . and Its Meaning for Today*. Boise, ID: Pacific Press, 1994.

Moon, Jerry. "The Adventist Trinity Debate, Part 1: Historical Overview." *Andrews University Seminary Studies* 41, no. 1 (2003): 113–129.

_____. "The Adventist Trinity Debate, Part 2: The Role of Ellen G. White." *Andrews University Seminary Studies* 41, no. 2 (2003): 275–293.

Nam, Julius. "Questions on Doctrine and M. L. Andreasen: The Behind-the-Scenes Interactions." *Andrews University Seminary Studies* 46, no. 2 (2008): 229–244.

_____. "Reactions to the Seventh-day Adventist Evangelical Conferences and Questions on Doctrine, 1955–1971." Ph.D. dissertation, Andrews University, 2005.

Pöhler, Rolf J. *Dynamic Truth: A Study of the Problem of Doctrinal Development*. Adventistica: Studies in Adventist History and Theology – New Series, vol. 3. Friedensau: Theologische Hochschule Friedensau, 2020.

Poirier, Tim. "Ellen White's Trinitarian Statements: What Did She Actually Write?" *Ellen White and Current Issues Symposium* 2 (2006): 18–40.

_____. "Sources Clarify Ellen White's Christology." *Ministry*, December 1989, 7–9.

Timm, Alberto R. "The Sanctuary and the Three Angels' Messages, 1844-1863: Integrating Factors in the Development of Seventh-day Adventist Doctrines." Ph.D. dissertation, Andrews University, 1995.

Whidden, Woodrow W., Jerry Moon, and John W. Reeve. *The Trinity: Understanding God's Love, His Plan of Salvation, and Christian Relationships*. Hagerstown, MD: Review and Herald, 2002.

_____. *E. J. Waggoner: From the Physician of Good News to Agent of Division*. Hagerstown, MD: Review and Herald, 2008.

White, Ellen G. *The Great Controversy between Christ and Satan: The Conflict of the Ages in the Christian Dispensation*. Nampa, ID: Pacific Press, 2005.

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