

CHIS674

DEVELOPMENT OF SEVENTH DAY
ADVENTIST THEOLOGY

March 12-16, 2017

Dr. Merlin D. Burt

MAPM Intensive SECC Office, Riverside, CA

GENERAL CLASS INFORMATION

Class acronym: CHIS674
Class name: Development of SDA Theology
Semester & year: Spring 2017
Class location: Southeastern California Conference Office
Class time/day: **5:00 – 7:00 pm, Sunday**
8:00 – 12:00 pm, 1:00 – 6:00pm, Monday - Thursday
Credits: 3

BULLETIN CLASS 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. Prerequisite: CHIS570 or equivalent.

This course is a study of the development of the doctrines and teachings of the Seventh-day Adventist Church. Special attention will be given to initial core distinctive beliefs and subsequent progressive developments with attention to new doctrines, teachings, and important theological adjustments.

INSTRUCTOR CONTACT DETAILS

Professor: Merlin D. Burt, PhD
Phone: (269) 471-3209, office
(269) 473-2838, home (please do not call before 8:00 A.M. or after 9:00 P.M.)
Email: burtclasses@andrews.edu (Please include the *course number* in each correspondence)
Office location: Center for Adventist Research, James White Library, 1st Floor
Office hours: By appointment

Alternate Contact: Heidi Magesa, Project and Event Manager
269.471.3986, office
burtclasses@andrews.edu (Please include the *course number* in each correspondence)

LearningHub downloads: learninghub.andrews.edu (login with your AU account information)

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INSTRUCTOR PROFILE



Merlin D. Burt is founding director of the integrated Center for Adventist Research at Andrews University. He is also director of the White Estate Branch Office and professor of Church History at the Seventh-day Adventist Theological Seminary. He has been with the Ellen G. White Estate since 1993.

Previous to his present position he served for ten years as director of the Loma Linda University White Estate Branch Office, as chair of Archives and Special Collections, and with the Faculty of Religion at Loma Linda University.

Dr. Burt received his Ph.D. from the Andrews University Seventh-day Adventist Theological Seminary in 2003. His dissertation examined the development and integration of the Sabbath, sanctuary, and Ellen White's role in Sabbatarian Adventism between 1844 and 1849.

He has published numerous articles and chapters and has served variously as a speaker, editor, and organizer of various conferences and symposiums. He is author of *Adventist historical Places: New York and New England*; is in the process of writing a textbook on the development of Seventh-day Adventist theology; and is editor of *Understanding Ellen White*, a book published by Pacific Press for the Ellen G. White Estate on Ellen White Issues.

Previous to his academic and administrative appointments, Dr. Burt served in the United States as a pastor in Ohio and California. He is married to Sarah, and together they have two grown sons and a daughter. They also have two grandchildren. Dr. Burt's hobbies include collecting Adventist-related materials and woodworking. His passion is for Seventh-day Adventists to connect God's leading in the past to a personal living Christian experience.

COURSE MATERIALS

Required

1. Burt, Merlin D., "Development of Seventh-day Adventist Theology Outline Syllabus." This Outline Syllabus functions as a textbook and should be carefully studied.
2. Burt, Merlin D., comp, "Source Materials for CHIS674: The Development of Seventh-day Adventist Theology," 2006. Can be acquired in electronic form. This is only for reference. You are not required to read this material.
3. Knight, George. *William Miller and the Rise of Adventism*. Nampa, ID: Pacific Press, 2010. You should spend only a maximum of about 10 hours reading/reviewing this book. The purpose of examining this book is to provide a level of familiarity with the Millerite movement.
4. Burt, Merlin D. "The Historical Background, Interconnected Development, and Integration of the

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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). You should spend only a maximum of about 15 hours reading/reviewing this book. The purpose of examining this book is to provide a level of familiarity with the beginning of Sabbatarian Adventism.

COURSE MATERIALS (Cont.)

Recommended for optional background reading

1. Knight, George R. *A Search for Identity: The Development of Seventh-day Adventist Beliefs*. Hagerstown, MD: Review and Herald, 2000.
2. P. Gerard Damsteegt. *Foundations of the Seventh-day Adventist Message and Mission*. Berrien Springs, MI: Andrews University Press, 1977.

CLASS POLICIES

Assessment Submission

All written work should be submitted electronically, through LearningHub (learninghub.andrews.edu).

Late Submission

1. LearningHub will automatically reject late submissions. If you miss the deadline, please email a copy to the professor at burtclasses@andrews.edu.
2. The following penalties will be applied for late submission of assessment items:
 - a. ALL assignments MUST be turned in on time in order to get full credit.
 - b. LATE ASSIGNMENTS WILL NOT BE ACCEPTED for full credit. Late assignments will be REDUCED 10% PER WEEK UP TO THE TIME OF THE FINAL EXAMINATION. No credit for late assignments will be given after February 28, 2017.

Incomplete grade (I)

An incomplete grade indicates that the student's work is incomplete because of illness or unavoidable emergency circumstances and not because of excessive class load, negligence, or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued. The 2015-2016 incomplete fee is \$34. The university does not allow a DN or DG for MDiv students taking distance learning classes.

An I may be given when the instructor and the student agree to terms stated in an Incomplete Contract. The I is given to a student when the major portion of the work for the course has been completed. The contract states (1) the remaining work to be completed, (2) a plan with timelines for completion of the work, (3) the time limit, and (4) the grade the student will receive if the work is not completed by the agreed-upon time.

Ordinarily, an I shall be removed during the following semester. However, an I contracted in the spring semester may be extended to the autumn semester. Any request for an extension of time beyond the

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contracted time shall be made in writing before the end of the contracted date and approved by the dean of the college/school in which the course is offered. The number of I's on a student's record affects the student's class and workload.

Disability Accommodations

If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

Academic Integrity

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another's work as one's own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the *Andrews University Bulletin 2010*, page 30.

"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." *Andrews University Bulletin 2010*, page 30.

Examination Proctoring

Exams must be supervised by a school or community official, such as a teacher, librarian, registrar, or pastor, who is not related to the student. The student must state clearly on the exam request the professional status, job title, or any other qualifications of the supervisor that will aid the testing department in the approval process. If a student is enrolled in another school while taking university courses, the exam should be taken under the direction of that school's registrar or testing department. An exam cannot be sent to a supervisor who has the same address as the student unless the address is known to be that of a school, mission facility, etc.

If you are attending a college or university, you must use the testing center at that institution.

All university students must present photo identification to their supervisors before taking exams unless the examiner personally knows the student being tested.

All exam scheduling requests need to be sent two weeks in advance to the Distance Learning Center at dliit@andrews.edu.

No exam is returned to the student or supervisor. Test grades are sent to a student, by a professor's administrative assistant, as soon as the exam is graded. Feedback from the instructor for midterm exams can provide information for studying for future exams.

Language and Grammar

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. Tips for success include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout the 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.

REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

BROADER COURSE OBJECTIVES

The objectives of this class are:

1. Knowledge – upon successful completion of this course the student will:
 - a. Understand the Millerite theological background to Seventh-day Adventist (SDA) doctrines.
 - b. Know the historical theological development of major SDA doctrines.
 - c. Understand the various stages of Adventist theology since its inception.
 - d. Provide an understanding of the contemporary theology tensions in Adventism in light of their historical roots.

2. Skills–upon successful completion of this course the student will:
 - a. Be able to critically analyze, understand and evaluate Seventh-day Adventist teachings, in the context of their historical development.

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- b. Read, understand and critique primary sources of Adventist theology.
 - c. Research, evaluate and analyze major theological ideas of Adventism.
 - d. Develop methods to present Adventist theological development.
3. Attitudes, Values and Commitments – upon successful completion of this course the student will:
- a. Foster an attitude towards Adventism that is both courteous and critical.
 - b. Value the significance of Adventist theology to the mission of the church.
 - c. Appreciate the developmental nature of God’s leading to a greater understanding of Bible truth.
 - d. Appreciate the work of the various founders of Adventism and their role in establishing the theology of the church.
 - e. Recognize the role that Ellen G. White and the Bible played in the development of SDA theology.
 - f. Commit to emulate the spirit of the founders of Adventism in advancing the work of Gospel.

GUIDELINES AND ANNOUNCEMENTS

1. The student is responsible to know all material presented in the *CHIS674: Development of Seventh-day Adventist Theology* outline textbook and lectures.

OUTLINE OF TOPICS AND ASSIGNMENTS

Outline of Class (see Lecture Outlines PDF on LearningHub):

- | | |
|--|-----------------------|
| <p>1. Millerite Background of Adventist Theology – up to 1844</p> <ul style="list-style-type: none"> a. Historical and theological roots of Millerism b. William and his call to service c. Millerite Distinctives d. Millerite Conditionalism and Sabbatarianism | <p>Outlines 1-4</p> |
| <p>2. The Emergence of Sabbatarian Adventism- 1844 to 1850</p> <ul style="list-style-type: none"> a. 1844 Disappointment and the division of Millerite Adventism b. Bridegroom Adventism and the Atonement <ul style="list-style-type: none"> i. The Rise of Sabbatarianism ii. Linking the Sabbath and Sanctuary iii. Sabbath Conferences and the Sealing Message iv. The Shut Door view | <p>Outlines 5-11</p> |
| <p>3. Developing Movement and Organization- 1850 to 1888</p> | <p>Outlines 12-14</p> |

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- a. Time to Begin the Sabbath
- b. The Role of Spiritual Gifts and the Great Controversy theme
- c. Church Organization and Tithing

- 4. A New Focus on Christology and Salvation- 1888 to 1915
 - a. 1888 and the Law in Galatians Controversy
 - b. Adventist's Understanding of the Trinity & the Divinity of Christ
 - c. The Human Nature of Jesus

Outlines 15-17
Outline 18

- 5. Theological Conflicts and Refocusing on Unity and Mission
 - a. Fundamentalism versus Modernism
 - b. The 1919 Bible Conference
 - c. Theology of M. L. Andreasen and Questions on Doctrines
 - d. Desmond Ford Crisis, Sanctuary, and Ellen G. White

LEARNING OUTCOMES

Program Learning Outcomes (PO)

Masters of Divinity (MDIV) Program Outcomes

1. Demonstrate advanced understanding of Christian history; Seventh-day Adventist history; theology and practice; and the influence of Ellen G. White on Adventist history, theology, and lifestyle.

Student Learning Outcomes (SLO)

The student should be able to:

1. Know the theological origins of Adventist theology.
2. Examine primary sources of Adventist theology.
3. Explain the historical theological development of major SDA doctrines.

GRADING CRITERIA AND COURSE ASSESSMENT

Criteria for Grades

A =	95-100	B =	80-84	C =	65-69
A- =	90-94	B- =	75-79	C- =	60-64
B+ =	85-89	C+ =	70-74	D =	45-59

Late Submission

The following penalties will be applied for late submission of assessment items: ALL papers or assignments MUST be turned in on time in order to get full credit. LATE PAPERS WILL NOT BE ACCEPTED for full credit. See also In-ministry late policy.

Other Guidelines

List any other guidelines relevant to assessment you may wish to disclose to the student.

- | | |
|--|-------------------------|
| 1. Two-page Book Reviews | 40 points (20 pts each) |
| 2. Primary Source Selection | 20 points |
| 3. Final exam | 100 points |
| 4. Primary Source Statement of Review | 20 points |
| 5. <u>Primary Source Research and Report</u> | <u>125 points</u> |
| TOTAL | 305 points |

CRITERIA FOR ASSESSMENT

Primary Source Research Report Grading Guide

Parts of Paper	Points Possible	Points Given	Comments
Overview of Document Content	36 points (12 for each)		
Implications for Seventh-day Adventist Theological Development	36 points (12 for each)		
Earlier or Later Theological Development	15 points (5 for each)		
Biblical Critique	24 points (8 for each)		
Correct Spelling and Grammar	14 points		
TOTAL POSSIBLE	125 points		

PRE-CLASS REQUIREMENTS

Two-page Book Summaries

20 points

- A. Download and read/review the required materials. The definition of read/review means that you spend serious time working through the content of the book but not necessarily reading everything. The reading is for background to prepare you for the class presentations. The books to read/review are:
- *William Miller and the Rise of Adventism*. Nampa, ID: Pacific Press, 2010. (20 pts.)
 - Burt, Merlin D. "The Historical Background" (Ph.D. dissertation, Andrews University, 2002). (20 pts.)

Write a two-page summary for each of the books. These summaries should be submitted through LearningHub. DUE March 12, 2017, the first day of class.

- Learning Outcome #3-B
- Demonstrates advanced understanding of Adventist history, theology, doctrines, and lifestyle.
- Description
- Identify central issues, and understand historical- theological development of SDA beliefs
- Evidence
- Book summaries

DURING CLASS REQUIREMENTS

A. Lecture and In-class Learning

- Learning Outcome #3-B
- Demonstrates advanced understanding of Adventist history, theology, doctrines, and lifestyle.
- Description
- Identify central issues, and understand historical- theological development of SDA beliefs
- Evidence
- Final Exam Thursday, March 16, 2017.

B. Primary Source Selection

20 points

Submit an electronic copy of the three (3) primary sources you have chosen to study should be submitted through LearningHub. See page 11 for a listing of the Primary Source Documents. DUE Thursday, March 16, 2017.

POST-CLASS REQUIREMENTS

- C. *READING: Primary Source Reading/Review* 20 points
 Review each source in “Source Materials for CHIS674: The Development of Seventh-day Adventist Theology,” 2006. (See page 11.) For the purposes of this class, “review” is defined as examining the material conceptually and not necessarily reading the material in detail. Assessment will be determined by report and by examination. Up to three points per examination will be from the primary source materials. Review report stating that the sources have been examined will be due by the time of the final examination and should be submitted through LearningHub. DUE August 10, 2017.
- Learning Outcome #3-G
 - Engages in Biblical and theological reflection as the basis for ministry.
 - Description
 - Demonstrates clear argumentation of specific aspects of SDA historicaltheological development
 - Evidence
 - Electronic and/or paper Project
- D. *PROJECT: Primary Source Research and Report* 125 points
 The student will select three primary sources from the following source materials contained in the class Source Syllabus. A list identifying the three selected primary sources should be submitted through LearningHub. A 3-to-5-page report of each of the three sources for a total of 9 to 15 pages (typed and double spaced) should include an overview of the content, implications for Seventh-day Adventist theology including connections to later theological development, and a Biblical critique. A minimum “C” grade for the paper/research is required to pass the class. See grading rubric on page 8. DUE August 10, 2017.

PORTFOLIO

	Competencies Addressed	Assessment Methods	Portfolio Artifacts
3	<i>Developing Theologian</i>		

B	Demonstrates advanced understanding of Adventists history, theology doctrines and lifestyles	Primary Source Research Report Final Examination Book summaries	Book summaries Class notes and Outline Syllabus Primary Source Research Report Final Examination
G	Engages in biblical and theological reflection as the basis for ministry	Primary Source Research Report Final exam	Book summaries Class notes and Outline Syllabus Primary Source Research Report

PRIMARY SOURCE DOCUMENTS

Select three (3) primary source documents and write a 3 to 5-page report including an overview of the content, implications for Seventh-day Adventist theology including connections to later theological development, and a Biblical critique.

1. *William Miller's Apology and Defense*, 1845.
2. Miller, William, *Letter to Joshua V. Himes, on the Cleansing of the Sanctuary*, 1842.
3. Fitch, Charles, *Come Out of Her My People*, 1843.
4. Hale, Apollos and Turner, Joseph, "Has not the Savior Come as Our Bridegroom?" *The Advent Mirror*, Jan. 1845.
5. Crosier, O. R. L., *Day-Dawn*, March 26, 1845.
6. Crosier, O. R. L., *Day-Star*, Feb. 7, 1846.
7. "Hiram Edson Manuscript Fragment."
8. Preble, T. M., *A Tract Showing that the Seventh Day Should Be Observed as the Sabbath*, 1845.
9. Bates, Joseph, *The Seventh Day Sabbath, a Perpetual Sign*, 1846.
10. Bates, Joseph, *The Seventh Day Sabbath, a Perpetual Sign*, 1847.
11. Bates, Joseph and White, Ellen G., *A Vision*, April 7, 1847
12. White, James, "The Third Angel's Message," *Present Truth*, April 1850.
13. White, Ellen G., MS #24, 1888, "Looking Back on Minneapolis."
14. The Bible Conference of 1919 Bible Conference Minutes, *Spectrum*, vol. 10, no. 1.
15. Andreasen, M. L., "The Last Generation," from *The Sanctuary Service*, 1947.
16. Unruh, T. H. "The Seventh-day Adventist Evangelical Conferences from 1955-1956," in *Adventist Heritage*, Winter 1977.
17. Andreasen, M. L., "Letters to the Churches," Letter #1"
18. Other sources directly related to the topics covered in the class may be chosen with the Professor's approval