



CHIS 674-132

Development of Seventh-day Adventist Theology

Fall Semester 2022

Christie Chui-Shan Chow, PhD

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	North American Division, 9705 Patuxent Woods Dr. Columbia, MD 21046
Class meeting times:	October 17–20, 2022 Monday – Thursday: 8 AM – 12:30 PM; 2 PM– 6:00 PM
Course Website:	learninghub.andrews.edu
Instructor Telephone:	347-515-2884
Instructor Email:	christiechu@andrews.edu

BULLETIN DESCRIPTION OF COURSE

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

Credits: 3

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

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

- MAPM: Conduct effective research for teaching and ministry. Practice a biblically grounded approach to scholarly inquiry. Articulate theology and research in terms of Seventh-day Adventist beliefs and practices. Demonstrate an understanding of the development of the Adventist Church in the areas of biblical studies, theology, and religious history. Capable of reaching out to 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-course	Millerite movement	Watch Youtube video: Mohan, T. N. "The Midnight Cry: William Miller and the End of the World." https://www.youtube.com/watch?v=6ae_iCOGxyo Two-page reflection (Due date: Oct 1)	CLO 1, 2
	Seventh-day Adventist Identity	Knight, <i>A Search for Identity</i>	CLO 1, 2

Date	Topic	Assignment Due	CLOs Addressed
		Book report (Due date: Oct 15)	
Oct 17	Syllabus and Course Overview Introduction: History of Adventist Historiography Presuppositions, Methodologies, and Sources	Written report 1 Kaiser, "Early Sabbatarian Adventist on Immortality and Hell." Concept map/sketchnote 1 Due date: Oct 17	CLO 1, 2
Oct 17	Millerite Adventism (1833-1844) Historical and Religious Background William Miller Interpretation of Biblical Prophecy Disappointment and Division of Adventism Bridegroom Adventism Millerite Sabbatarianism Conditional Immortality The Rise of Spiritualism Meet the Pioneers: James White & George Storrs	Written report 2 Land, "At the Edge of Holiness." Concept map/sketchnote 2 Due date: Oct 17	CLO 1, 2
Oct 18	Sabbatarian Adventism (1844-1863) Open and Shut Door Heavenly Sanctuary and Extended Atonement (1845-1846) Linking the Sabbath and Sanctuary (1846-1847) Evangelistic Sabbath Conferences and Sealing Message (1848-1849) Time to Begin the Sabbath (1846-1855) The Three Angels' Message Role of Spiritual Gifts	Written report 3 Kaiser, "1888 and the Matchless Charms of Christ." https://www.adventistworld.org/1888-and-the-matchless-charms-of-christ/ Concept map/sketchnote 3 Due date: Oct 18	CLO 1, 2

Date	Topic	Assignment Due	CLOs Addressed
	Meet the Pioneers: Rachel O. Preston & O. R. L. Crosier		
Oct 19	<p>Seventh-day Adventism (1860s-1910s) Church Organization: Systematic Benevolence and Tithing Theological Development and Global Mission The Law in Galatians and Righteousness by Faith (1888 Minneapolis debate) Trinity Human Nature of Jesus and Divinity of Christ</p> <p>Meet the Pioneers: J. H. Waggoner & E. J. Waggoner</p>	<p>Written report 4</p> <p>Nam, "Questions on Doctrine and M. L. Andreasen: The Behind-the-Scenes Interaction."</p> <p>Concept map/sketchnote 4</p> <p>Due date: Oct 19</p>	
Oct 20	<p>Seventh-day Adventism (1920s-1940s) 1919 Bible Conference and Inspirations Fundamentalism and Modernism</p> <p>Seventh-day Adventism (1940s-present) 1950s Questions on Doctrine Perfectionism, M. L. Andreasen & Last Generation Theology Adventist Identity</p> <p>Meet the Pioneers: William W. Prescott & Ellen White</p>		CLO 1, 2
Post-work	Primary Source Report	Due date: Nov 6	CLO1-3
	Research Presentation	Due date: Nov 20	CLO1-3

COURSE MATERIALS

Required Course Materials

Books

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

Burt, Merlin D. *CHIS674: Development of Seventh-Day Adventist Theology [Outline Textbook]*. 5th ed. Berrien Springs, MI: Center for Adventist Research, 2019. (Optional)

Journal Articles and other Materials:

Land, Gary. "At the Edges of Holiness: Seventh-day Adventism Receives the Holy Ghost, 1892-1900." *Fides et Historia* 33, no. 2 (2001): 13–30.

Mohan, T. N. "The Midnight Cry: William Miller and the End of the World."
https://www.youtube.com/watch?v=6ae_iCOGxyo

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

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

Kaiser, Denis. "Early Sabbatarian Adventist on Immortality and Hell," unpublished book chapter.

Kaiser, Denis. "1888 and the Matchless Charms of Christ." *Adventist World*, published online, December 1, 2019. <https://www.adventistworld.org/1888-and-the-matchless-charms-of-christ/>

Recommended Course Materials

Damsteegt, P. G. *Foundations of the Seventh-day Adventist Message and Mission*. Grand Rapids, MI: Eerdmans, 1977; reprint ed., Berrien Springs: Andrews University Press, 2005.

Knight, George R. *Millennial Fever and the End of the World: A Study of Millerite Adventism*. Boise, ID: Pacific Press Publishing Association, 1993.

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

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 providential growth. In this class, students will follow and examine the historical development of various Adventist doctrines and teachings. At some point in your life and/or ministry, you 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

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		
3 Credits		
Instructor Contact Hours	Face to Face Instructional Time	34 hrs
	Other Instructor-Directed Activities	6 hrs
Independent Learning Activities	Daily written reports	15 hrs
	Book Report	20 hrs
	Primary Source Reports	20 hrs
	Research Presentation	40 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.

*Please use 12-point font, 1-inch margins, and double-space in your written assignments. Include page numbers and your personal information in the upper left-hand corner of the paper. All assignments must be submitted via the LearningHub at Andrews.edu.com.

Assignment Description	Weighting
<p>Pre-Course reflection paper: Students will watch Mohan, T. N. "The Midnight Cry: William Miller and the End of the World"</p> <p>https://www.youtube.com/watch?v=6ae_iCOGxyo) and write a 2-page reflection by responding to this question: <u>how does the advent stories inform your ministry to your family, your neighbor, and the group(s) that you are called to minister?</u> Due on Oct 1, 2022.</p> <p>File name of this assignment: your full name-video reflection, example: ChristieChow-video reflection</p>	10%
<p>Meet the Pioneers: Read the five bios (see LearningHub) and prepare for class discussion.</p>	5%
<p>Book Report: Students will read George Knight, <i>A Search for Identity: The Development of Seventh-day Adventist Beliefs</i> and write a book report. Your report <u>must include summaries of each chapter, assessments of the argument(s) in at least three chapters, and discussions of how you would apply these arguments in your ministry.</u> Due on Oct 15, 2022.</p> <p>File name of this assignment: your full name-book report, example: ChristieChow-book report</p>	20%

<p>Four Daily Written Reports: Students will read all the articles assigned for each class period and write a report on each article. The report will include <u>a brief summary of the author's argument(s)</u> and a reflection on how the argument(s) may inform your ministry practice. Due dates refer to Course Overview above.</p> <p>File name of this assignment: your full name-daily report number, example: ChristieChow-daily report1, ChristieChow-daily report2, etc.</p>	20%
<p>Post-class reflection: Students will draw concept maps or sketchnotes to visualize what they learn on each meeting day. Submit in class.</p>	5%
<p>Primary Source Report: Students will choose and read 4 sources from the primary Source Book (see LearningHub). Students will write a brief summary for each source material indicating (a) the title and page numbers that you read, (b) and how this document may contribute to a better understanding of Adventist beliefs and/or mission. Due on Nov 6, 2022.</p> <p>File name of this assignment: your full name-primary source, example: ChristieChow-primary source</p>	20%
<p>Post-Course Research Presentation: Students will choose a particular topic that traces the history of a doctrine/teaching and then read at least 2 primary sources and 3 secondary sources on that topic (refer to the bibliography in this syllabus). The research report shall present an awareness of multiple views and have a clear argument. Your submitted assignment shall have two components:</p> <ol style="list-style-type: none"> (1) A neat written presentation of 10-12 pages; (2) An accompanying at least 5 PowerPoint presentation with illustrations to support the written presentation. Due on November 20, 2022. <p>File name of this assignment: your full name-research presentation, example: ChristieChow-research presentation</p>	20%
Total	100%

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

Assignments are to be turned in via LearningHub. Please refer to Course Overview above for specific due dates.

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

A native of Hong Kong, Christie Chui-Shan Chow joined the Andrews Seminary as a contract professor in 2019. She has taught at the Chinese Adventist Seminary and continues to contribute to its online courses. She attended the University of St. Andrews in Scotland for theological training and earned a first-class honors bachelor of divinity degree. She was on full scholarship to do Ph.D. studies in Religion and Society at the Princeton Theological Seminary, where she obtained her doctoral degree in 2015.



In 2021, Christie published *Schism: Seventh-Day Adventism in Post-Denominational China* (University of Notre Dame Press). She is the first female researcher to combine ethnography and history to investigate the Seventh-Day Adventist movement in contemporary China. She has published a number of peer-reviewed articles and book chapters. Her work on Chinese Adventism appears in the *Journal of the Royal Asiatic Society*, *Journal of World Christianity*, *Social Sciences and Missions*, *Frontiers of History in China*, and *Exchange*. In addition, she co-edits the *Oxford Handbook of Seventh-day Adventism*.

OTHER COURSE-RELATED POLICIES

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 tardiness are equal to one absence. Registered students are considered class members until they file a Change of Registration form in the Office of Academic Records.

Excused Absence

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

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

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

No recording or streaming is permitted in seminary courses. Laptop computers are permitted in class strictly for taking notes, not for playing games, emailing, or surfing internet. If such an activity is detected, the repeated offender may have her/his final grade lowered by half a grade.

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 LearningHub hosts this course online. Your LearningHub 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	
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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 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 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 C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

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

APPENDIX 2: CITATION GUIDELINES AND 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,” *The 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,” *The New Yorker*, May 15, 2017, 85.

Personal Communication

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

Unpublished Correspondence

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

Unpublished Manuscripts

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

APPENDIX 3: BIBLIOGRAPHY OF BOOKS & RESOURCES

- Bull, Malcolm, and Keith Lockhart. *Seeking A Sanctuary: Seventh-day Adventism and the American Dream*. 2d ed. Bloomington and Indianapolis, IN: Indiana University Press, 2007.
- Burt, Merlin D., comp. Source book for CHIS 674– Development of Seventh-day Adventist Theology, 2021. (Short version).
- . “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.
- . “History of Seventh-day Adventist Views on the Trinity.” *Journal of the Adventist Theological Society* 17, no. 1 (2006): 125–139.
- Campbell, Michael W. *1919: The Untold Story of Adventism's Struggle with Fundamentalism*. Nampa, ID: Pacific Press, 2019.
- . *1922: The Rise of Adventist Fundamentalism*. Nampa ID: Pacific Press Publishing Association, 2022.
- Damsteegt, P. G. *Foundations of the Seventh-day Adventist Message and Mission*. Grand Rapids, MI: Eerdmans, 1977; reprint ed., Berrien Springs: Andrews University Press, 2005.
- Dick, Everett N. *William Miller and the Advent Crisis*. Berrien Springs, MI: Andrews University Press, 1994.
- Evans, Paul M. “A Historical-Contextual Analysis of the Final-Generation Theology of M. L. Andreasen.” Ph.D. dissertation, Andrews University, 2010.
- Fortin, Denis. “I Have Had to Adjust My View of Things” — Lessons from the 1919 Bible Conference.” *Spectrum*, December 26, 2019. <https://spectrummagazine.org/views/2019/i-have-had-adjust-my-view-things-lessons-1919-bible-conference>
- 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.
- 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. *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 Adventist on Immortality and Hell,” unpublished book chapter.

———. “1888 and the Matchless Charms of Christ.” *Adventist World*, published online, December 1, 2019. <https://www.adventistworld.org/1888-and-the-matchless-charms-of-christ/>

———. “Friendly Fire: George I. Butler’s Theory of Degrees of Inspiration.” *Ellen White Issues Symposium 13* (2017): 55–72.

———. “Guilt by Association: Why Sabbatarian Adventists Rejected O. R. L. Crosier’s Interpretation of the Tāmīd 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. *End Time Events and the Last Generation: The Explosive 1950s*. Nampa, ID: Pacific Press Publishing Association, 2018.

———. *A. T. Jones: Point Man on Adventism’s Charismatic Frontier*. Hagerstown, MD: Review & Herald, 2011.

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

———. *Millennial Fever and the End of the World: A Study of Millerite Adventism*. Boise, ID: Pacific Press Publishing Association, 1993.

———. *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*. Washington, D.C.: Review and Herald, 1987.

Land, Gary. “At the Edges of Holiness: Seventh-day Adventism Receives the Holy Ghost, 1892-1900.” *Fides et Historia* 33, no. 2 (2001): 13–30.

———, ed. *Adventism in America: A History*. Revised Edition. Berrien Springs, MI: Andrews University Press, 1998.

———. *The World of Ellen G. White*. Hagerstown, MD: Review and Herald Publishing Association, 1987.

Mohan, T. N. “The Midnight Cry: William Miller and the End of the World.”

https://www.youtube.com/watch?v=6ae_iCOGxyo

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

Rowe, David L. *God's Strange Work: William Miller and the End of the World*. Grand Rapids, MI: William B. Eerdmans Pub. Co., 2008.

Whidden, Woodrow. *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.

Wilson, Brian C. *Dr. John Harvey and the Religion of Biologic Living*. Bloomington and Indianapolis, IN: Indiana University Press, 2014.

Online Sources:

<http://www.egwritings.org>

<http://www.ellenwhite.org>

<https://adventistdigitallibrary.org>

<https://www.adventistarchives.org>

<https://encyclopedia.adventist.org>

<https://digitalcommons.andrews.edu>

For additional books and articles, see also the Seminary Library Portal at

<http://libguides.andrews.edu/religion> .

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