

# CHIS 674-111

## Development of Seventh-day Adventist Theology

Fall Semester 2023 (MAPM)

*Denis Kaiser, Ph.D.*

### SYNOPSIS OF THE COURSE

#### CLASS & CONTACT INFORMATION

|                              |  |                                       |
|------------------------------|--|---------------------------------------|
| <b>Course Schedule:</b>      | Classes:   | Sep 17–21 (Sunday thru Thursday)      |
|                              | Post-work:   | Sep 22 – Dec 14                       |
| <b>Class Meetings:</b>       | Sunday:  | 5:00 pm – 8:00 pm                     |
|                              | Monday – Thursday:   | 8:00 am – 12:50 pm, 2:00 pm – 5:50 pm |
| <b>Course Site:</b>          | North Pacific Union Conference<br>Mt Hood Room (also known as the downstairs boardroom)<br>5709 N. 20th Street<br>Ridgefield, WA 98642 |                                       |
| <b>Course Website:</b>       | <a href="http://learninghub.andrews.edu">learninghub.andrews.edu</a>   |                                       |
| <b>Instructor Telephone:</b> | (269) 471-3542   |                                       |
| <b>Instructor Email:</b>     | <a href="mailto:denis@andrews.edu">denis@andrews.edu</a>   |                                       |

#### 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 |
|----------------------|---|--|----------------|
| <b>Pre-Intensive</b> |   | 1. Watch Video <i>The Midnight Cry</i><br>2. Read Knight, <i>A Search for Identity</i> | CLO 1, 2       |
| Sep 17               | <b>Introduction:</b><br>Syllabus and Overview<br>History of Adventist Historiography<br>Presuppositions, Methods, and Sources   | 3. Reading Report on Knight, <i>A Search for Identity</i>                              | CLO 1, 2       |
| Sep 18               | <b>Millerite Adventism (1833-1844):</b><br>Historical and Religious Background<br>William Miller's Story<br>Interpretation of Biblical Prophecy<br>The Seventh-day Sabbath<br>Conditional Immortality<br>Disappointment and Aftermath | 4. Review Source Materials, pp. 1-46   | CLO 1, 2       |

| Date                  | Topic  | Assignment Due                                     | CLOs Addressed |
|-----------------------|--|--|----------------|
| Sep 19                | <b>Sabbatarian Adventism (1844-1863):</b><br>The Heavenly Sanctuary Motif<br>The Seventh-day Sabbath<br>The Phenomenon of Spiritual Gifts<br>The Three Angels' Message<br>Views on Law and Gospel<br>The Rise of Spiritualism<br>A Theodicy of Love  | 5. Review Source Materials, pp. 47-90              | CLO 1, 2       |
| Sep 20                | <b>Seventh-day Adventism (1863-1915):</b><br>The Church, Its Ministries, and Its Finances<br>Health Message and Adventist Faith<br>The Three Angels' Message and the Gospel<br>The Nature of God<br>Ellen White and Inspiration<br><br><b>Seventh-day Adventism (1915-1960):</b><br>Modernism and Fundamentalism, Creation and Inspiration<br>Eschatological Conflicts and World Mission | 6. Review Source Materials, pp. 91-194             | CLO 1, 2       |
| Sep 21                | Theological Education<br>Soteriology and Ecclesiology<br>Adventists and Evangelical Protestants<br><br><b>Seventh-day Adventism (1960-2020):</b><br>Views on Salvation<br>Heavenly Sanctuary in Daniel & Revelation<br>Misunderstandings of the Prophetic Gift<br>Doctrine of God, Antitrinitarianism to Theism<br><br><b>Conclusion:</b><br>Final Exam Review                           | 7. Review Source Materials, pp. 195-267            | CLO 1, 2       |
| <b>Post-Intensive</b> |  |  |                |
| Sep 22 – Dec 14       | Preparation for the Final Exam<br>Final Exam   | 8. Read Burt, <i>CHIS674</i><br>9. Take Final Exam | CLO 1-3        |
| Dec 3                 |  | 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 for the paper copy and PDF or of \$10.70 for the PDF only (includes sales tax) through the shop (<http://www.centerforadventistresearch.org/>) of the Center for Adventist Research (code **CARBooks2022**).

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](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](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](http://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 |
| <b>Instructor Contact Hours</b>        | <b>Face to Face Instructional Time</b>      |                                | 39 hrs    |                            |           |
|  | <b>Videos</b>                               |                                | 6 hrs     |                            |           |
| <b>Independent Learning Activities</b> | <b>Reading required course material</b>     |                                | 30 hrs    |                            |           |
|  | <b>Reviewing source materials</b>           |                                | 15 hrs    |                            |           |
|  | <b>Preparation and taking of final exam</b> |                                | 10 hrs    |                            |           |
|  | <b>Research Report</b>                      |                                | 30 hrs    |                            |           |
| <b>Total</b>                           |   |                                | 135 hrs   |                            |           |

## SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

|  |  |
|--|--|
| Average reading speed:   | 15-20 pages/hour for light reading not to be tested on<br>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: <a href="http://www.cte.rice.edu/workload/">www.cte.rice.edu/workload/</a> |  |

## 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 |
|---|-----------|
| <b>Reading Report:</b> 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 September 17, 2023.  | 20 %      |
| <b>Research Report:</b> 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:<br><br>(1) Current relevance of the subject in the region of the student.<br>(2) Identify underlying reasons/presuppositions for the criticism.<br>(3) Propose strategies to meet those presuppositions and solve the conflict.<br>(4) Trace the development of the doctrine/teaching in the history of the Seventh-day Adventist Church.<br><br>The research report shall conform to the sections and follow the citation guidelines (see Appendix 4). The research report is due by December 3, 2023. | 40 %      |
| <b>Final Exam:</b> 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](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](mailto: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.

The use of computers in class is prohibited, except in the first row for those who want to take digital class notes. Since the course information is available in the required textbooks and additional notes can be written in the outline handbook, there is no actual need to make use of a computer in this class. 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               | <a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>                      | (269) 471-6016 |
| Technical assistance with Learning Hub         | <a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>                              | (269) 471-3960 |
| Technical assistance with your Andrews account | <a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a> |                |

### **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](http://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

|  | <b>Excellent (4)</b>  | <b>Good (3)</b>  | <b>Fair (2)</b>  | <b>Poor (1)</b>   | <b>Unsatisfactory (0)</b>             |
|--|---|--|--|---|---------------------------------------|
| <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.                        |
| <b>Total Points</b>  | <b>20 Points</b>  | <b>15 Points</b>   | <b>10 Points</b>   | <b>5 Points</b>   | <b>0 Points</b>                       |

## 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.

## APPENDIX 5: PROGRAM LEARNING OUTCOMES

### 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." Unpublished book chapter, Berrien Springs, MI, May 2020.

\_\_\_\_\_. *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. The book is available at a cost of \$35.99 for the hardback copy through the shop (<http://www.centerforadventistresearch.org/>) of the Center for Adventist Research ("Shop" -> "Publication Purchases"), or at a cost of EUR 26.90 for the PDF only through the Adventist Book Center in Austria (<https://www.adventistbookcenter.de/trust-and-doubt-download.html>).

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