

CHIS 574-038

History of Seventh-day Adventist Theology

Fall Semester 2025 (MAPM)

Denis Kaiser, Ph.D.

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Course Schedule:	Pre-work:	Aug 25 – Sep 27
	Classes:	Sep 28 – Oct 2 (Sunday thru Thursday)
	Post-work:	Oct 3 – Dec 11
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:	Northern New England Conference Office Warren Auditorium 470 Main Street Westbrook, ME 04092	
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

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
<i>Pre-Intensive</i>		1. Read Kaiser, "Adventist Studies as an Academic Discipline"	CLO 1, 2
Sep 28	Introduction: Syllabus and Overview History of Adventist Historiography Presuppositions, Methods, and Sources	2. Read Kaiser, "Historiography and the New Adventist History" 3. Read Kaiser, "The History of Adventist Doctrine"	CLO 1, 2
Sep 29	Millerite Adventism (1833-1844): Historical and Religious Background William Miller's Story Interpretation of Biblical Prophecy The Seventh-day Sabbath	4. Read Kaiser, "Early Sabbatarian Adventists on Immortality and Hell"	CLO 1, 2

Date	Topic	Assignment Due	CLOs Addressed
	Conditional Immortality Disappointment and Aftermath		
Sep 30	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. Read Kaiser, "The Trinity in Early Adventist History (1846-1915)." 6. Read Kaiser, "Seventh-day Adventist Doctrinal Statements About God."	CLO 1, 2
Oct 1	Seventh-day Adventism (1863-1915): The Church, Its Ministries, and Its Finances The Three Angels' Message and the Gospel The Nature of God Ellen White and Inspiration Biblical Hermeneutics Seventh-day Adventism (1915-1960): Modernism and Fundamentalism, Creation and Inspiration Eschatological Conflicts and World Mission	7. Read Kaiser, "Adventist Views of Inspiration and the Biblical Canon." 8. Read Kaiser, "A Survey of Seventh-day Adventist Presuppositions, Perceptions, and Methods of Biblical Interpretation (1845–1910)."	CLO 1, 2
Oct 2	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		CLO 1, 2
Post-Intensive			
Oct 3 – Oct 31	Preparation for the Final Exam Final Exam	9. Read Burt, <i>CHIS 674 Development of Seventh-day Adventist Theology</i> 10. Take Final Exam	CLO 1-3

Date	Topic	Assignment Due	CLOs Addressed
Dec 4		11. 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.

Kaiser, Denis. "A Survey of Seventh-day Adventist Presuppositions, Perceptions, and Methods of Biblical Interpretation (1845–1910)." In *Biblical Hermeneutics: An Adventist Approach*, ed. Frank Hasel, 349–375. Biblical Research Institute Studies in Hermeneutics 3. Silver Spring, MD: Biblical Research Institute, Review & Herald Academic, 2020.

_____. "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 / Review and Herald Pub. Assn., 2022.

_____. "Adventist Studies as an Academic Discipline: Innovations, Challenges, Opportunities." *TheoRhēma* 19, no. 1 (2024): 5–31.

_____. "The History of Adventist Doctrine: Development, Diversity, Homogeneity." *TheoRhēma* 19, no. 2 (2024): 5–32.

_____. "Adventist Views of Inspiration and the Biblical Canon." In *Oxford Handbook of Seventh-day Adventism*, eds. Michael W. Campbell, Christie Chow, David F. Holland, Denis Kaiser, and Nicholas P. Miller, 79–93. New York: Oxford University Press, 2024.

_____. "The Trinity in Early Adventist History (1846-1915)." In *Revisiting the Trinity: Biblical, Theological, and Historical Reflections*, ed. Alberto R. Timm, 175–215. Biblical Research Institute Studies on the Trinity 1. Silver Spring, MD: Biblical Research Institute, 2025.

_____. “Seventh-day Adventist Doctrinal Statements About God.” In *Revisiting the Trinity: Biblical, Theological, and Historical Reflections*, ed. Alberto R. Timm, 217–251. Biblical Research Institute Studies on the Trinity 1. Silver Spring, MD: Biblical Research Institute, 2025.

_____. “Early Sabbatarian Adventists on Immortality and Hell.” In *God and Life After Death: Hell, Punishment, Resurrection, and Heaven*, ed. Jiří Moskala, John W. Reeve, and Denis Kaiser, 00–00. Berrien Springs, MI: Andrews University Press, in press.

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

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

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.

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

MORE ABOUT THE COURSE

The course “Development of Seventh-day Adventist Theology” explores foundational questions of identity and purpose that shape both individual believers and the Seventh-day Adventist Church as a whole. Whether as a new convert, a church member, or a church worker, you are likely to encounter complex questions about the church’s mission and theological identity. Perspectives on the development of Adventist theology vary widely: some view the denomination’s doctrinal history as a deviation from an ideal past, while others see it as a foundation for reevaluating or advancing beyond current doctrinal positions.

This course provides a structured exploration of the historical development of core Adventist doctrines and teachings, equipping students to engage constructively with diverse perspectives, navigate criticisms, and address extreme interpretations. By examining key milestones in the church’s theological journey, students will gain a deeper understanding of Adventist beliefs and their implications for ministry.

To ensure active preparation and engagement, students are required to complete assigned readings before the beginning of the intensive. Class sessions will focus on analyzing historical documents, discussing key topics, developing theological concepts, and formulating informed responses to doctrinal challenges.

In addition to providing a robust historical foundation, the course hones students' research and critical thinking skills, preparing them to address complex theological issues in ministry with insight, rigor, and confidence.

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		45 hrs		
	Preparation and taking of final exam		10 hrs		
	Research Report		35 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 Log: Students will read Burt's <i>CHIS 674 – Development of Seventh-day Adventist Theology</i> and Kaiser's book chapters and articles (see p. 4) prior to the beginning of the class meetings and prepare a simple reading log of the items that they have read and the time they have spent in reading those items (see Appendix 2). That reading log shall be submitted by September 28, 2025.	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: (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 December 4, 2025.	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.

To make grading fair for everyone, grades will be assigned based on the above requirements alone. No individual arrangements will be made for those requesting last-minute grade adjustments or extra credit.

(The 2024–2025 Andrews University Bulletin states that: “An Incomplete (I) can be assigned only if the following stipulations are met: 1. [the] student has completed a major portion of the work for the course (approximately 70 percent); 2. [the] student’s work is incomplete because of illness or unavoidable circumstances; incompletes cannot be assigned because of negligence or inferior performance; and 3. [the] student will earn a passing grade if no additional work is submitted (see minimum grade requirements for ACE, major/minor/cognates, graduate 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 is an associate professor of church history at the Seventh-day Adventist Theological Seminary at Andrews University. Originally from Germany, he holds a Dipl.-Finw. (FH) from the Fachhochschule für öffentliche Verwaltung und Rechtspflege in Güstrow, where he began his career working in tax administration in Rostock and later at the Hessische Zentrale für Datenverarbeitung in Wiesbaden. After experiencing a call to ministry, he left government service to attend Seminar Schloss Bogenhofen in Austria, earning a B.Th. He continued his studies at Andrews University, obtaining an M.A. in Religion (specializing in Theological Studies and Church History) and a Ph.D. in Religion (with emphases in Adventist Studies and Historical Theology).



Since 2017, Kaiser has served full-time in the Department of Church History, following five years as a contract teacher. A specialist in Adventist history, the history of Adventist theology, Ellen G. White's life and writings, and hermeneutics, he has authored over a hundred articles, chapters, and book reviews. His recent book, *Trust and Doubt: Perceptions of Divine Inspiration in Seventh-day Adventist History* (2019), reflects his research focus. Currently, he is working on a book about the doctrine of God in Ellen G. White's writings, contextualized within the development of Seventh-day Adventist theology.

Kaiser is also deeply involved in editorial work. He served as the annotation editor for *The Ellen G. White Letters & Manuscripts with Annotations*, vol. 2, 1860–1863, and as a co-editor of *The Oxford Handbook of Seventh-day Adventism*—both released in 2024. Since 2018, he has been sub-editor for the “History of Theology and Ethics” section of the *Encyclopedia of Seventh-day Adventism*. He also currently serves as a co-editor of the forthcoming book *God and Death*, to be published by Andrews University Press.

Outside of his academic pursuits, Kaiser enjoys hiking in the mountains and exploring new areas of interest. He lives with his wife, Dr.phil. Angelika Kaiser, a trained teacher of ancient and modern languages, and their 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	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu.

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

95-100%	A	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 2: READING LOG

Name of Student:	
Course:	CHIS 574 – Development of SDA Theology
Submission Date:	

[illegible]

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.

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.

Campbell, Michael W., et al., eds. *The Oxford Handbook of Seventh-day Adventism*. New York: Oxford University Press, 2024.

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.

Hörschele, 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. Steele, 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.

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