

CHIS 574-118

History of Seventh-day Adventist Theology

Fall Semester 2026 (MAPM)

Michael W. Campbell, Ph.D.

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class Location:	Burman University 6730 University Drive Lacombe, AB T4L 2E5	
Course Schedule:	Pre-work:	August 24-October 3, 2026
	Classes:	October 4-8, 2026 (Sun-Thur)
	Post-work:	October 9-December 9, 2026
Class Meetings:	Sunday:	5-8 pm
	Monday – Thursday:	8 am - 12:30 pm; 2 pm - 6 pm
Course Website:	learninghub.andrews.edu	
Instructor Telephone:	(240) 571-8377	
Instructor Email:	michaelcampbell@nadadventist.org	

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
Pre-Intensive	Introduction: Syllabus and Overview History of Adventist Historiography Presuppositions, Methods, and Sources	1. Read Campbell and Allen, <i>A Global History of Seventh-day Adventists</i> (Eerdmans, 2206) 2. Read paper on Adventist historiography	CLO 1, 2
October 4	Millerite Adventism (1833-1844): Historical and Religious Background William Miller's Story Interpretation of Biblical Prophecy The Seventh-day Sabbath Conditional Immortality Disappointment and Aftermath	4. Read Kaiser, "Early Sabbatarian Adventists on Immortality and Hell"	CLO 1, 2

Date	Topic	Assignment Due	CLOs Addressed
October 5	Sabbatarian Adventism (1844-1863): The Heavenly Sanctuary Motif The Seventh-day Sabbath The Phenomenon of Spiritual Gifts The Three Angels' Message Views on Law and Gospel The Rise of Spiritualism A Theodicy of Love	5. Read Kaiser excerpts on Trinity and Doctrine of God. 6. Read Campbell on 1848-1851 Bible Conferences.	CLO 1, 2
October 6	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
October 7	Theological Education Soteriology and Ecclesiology Adventists and Evangelical Protestants Seventh-day Adventism (1960-2020): Views on Salvation Heavenly Sanctuary in Daniel & Revelation Misunderstandings of the Prophetic Gift Doctrine of God, Antitrinitarianism to Theism	9. Read Campbell on "1888 General Conference Session" and selected excerpts on Jones and Waggoner (to be provided).	CLO 1, 2
October 8-	SDA Views on Views of Salvation/ Conclusion/Final Exam Review	10. Excerpts on GVR	CLO 1, 2
Oct 9- Dec. 9	Preparation for the Final Exam Final Exam		CLO 1-3
Dec. 10		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 or \$10.60 through the shop (<http://www.centerforadventistresearch.org/>) of the Center for Adventist Research.

Campbell, Michael W. and Edward Martin Allen. *A Global History of Seventh-day Adventists*. Grand Rapids, MI: William B. Eerdmans, 2026.

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. Steele, 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		36 hrs		
	Videos		9 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 March 8, 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 April 30, 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

Michael W. Campbell, Ph.D., is director of the North American Division department of Archives, Statistics, and Research. He is ordained minister who previously spent a decade in higher education in the Philippines and Texas where he taught, among other subjects, classes in Christian Ethics, Systematic Theology, and Church History. He is the co-editor of the *Oxford Handbook of Seventh-day Adventism* and recently co-authored *A Global History of Seventh-day Adventists* (Eerdmans 2026). He recently completed writing a devotional on Adventist mission history to be published by Pacific Press. He has written or edited numerous articles and books. In addition to his scholarly pursuits, he likes to make Adventist history fun and engaging for a new generation by creating fun things such as Adventist heritage socks, trading cards about women in Adventist history, and even some pioneer bobbleheads. He coordinates an annual research conference featuring topics as diverse as women in Adventist history, creation care, creeds and creedalism, and coming up next, Christian Nationalism. He contributes to the Ellen White podcast and enjoys bird watching, racquetball, and especially Pathfinders. He has helped created several honors including snowshoeing, women in Adventist history, and most recently, the Great Controversy and History of the Sabbath. He enjoys sharing not only stories from our Adventist past, but topics as wide ranging as church demographics to a history and theology of Communion.

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:	

Author	Title of Publication	Pages Read	Time Read
Total:			

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

Surveys and Textbooks

1. Burt, Merlin D. *CHIS 674: Development of Seventh-day Adventist Theology [Class Outlines]*. 5th ed., 2nd printing. Berrien Springs, MI: Center for Adventist Research, 2019.
2. Damsteegt, Gerard. *Foundations of the Seventh-day Adventist Message and Mission*. Reprint. Berrien Springs, MI: Andrews University Press, 1988.
3. Knight, George R. "Adventist Theology, 1844-1994." *Ministry*, August 1994, 10–13, 25.
4. _____. *A Search for Identity: The Development of Seventh-day Adventist Beliefs*. Adventist Heritage Series. Hagerstown, MD: Review and Herald, 2001.
5. _____. *William Miller and the Rise of Adventism*. Nampa, ID: Pacific Press, 2010.
6. Campbell, Michael W. and Edward Martin Allen, *A Global History of Seventh-day Adventists*. Grand Rapids, MI: William B. Eerdmans, 2026.

Adventist Historiography

7. Butler, Jonathan M. "Seventh-day Adventist Historiography: A Work in Progress." *Church History* 87, no. 1 (2018): 149–66. <https://doi.org/10.1017/S0009640718000811>.
8. 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 / Review and Herald Pub. Assn., 2022.
9. _____. "Adventist Studies as an Academic Discipline: Innovations, Challenges, Opportunities." *TheoRhēma* 19, no. 1 (2024): 5–31.
10. _____. "The History of Adventist Doctrine: Development, Diversity, Homogeneity." *TheoRhēma* 19, no. 2 (2024): 5–32.
11. Land, Gary. "The Historians and the Millerites: An Historiographical Essay." *Andrews University Seminary Studies* 32, no. 3 (1994): 227–46.

Doctrinal Statements

12. Baker, Alonzo L. *What Do Seventh-day Adventists Believe?* Bible Trust Series, no. 45. Mountain View, CA: Pacific Press, [1922], 53–93.
13. Damsteegt, P. Gerard. "Seventh-day Adventist Doctrines and Progressive Revelation." *Journal of the Adventist Theological Society* 2, no. 1 (1991): 77–92.
14. Fortin, Denis. "Nineteenth-Century Evangelicalism and Early Adventist Statements of Beliefs." *Andrews University Seminary Studies* 36, no. 1 (1998): 51–67.
15. "Fundamental Beliefs of the Seventh-day Adventists." In *1931 Year Book of the Seventh-day Adventist Denomination*, ed. H. E. Rogers, 377–80. Washington, DC: Review and Herald, 1931.
16. *Fundamental Principles of Seventh-day Adventists*. Words of Truth Series, no. 5. Oakland, CA: Pacific Press, 1898.
17. Johnson, O. A. *Bible Doctrines Containing 150 Lessons*. 4th ed. College Place, WA: Press of Walla Walla College, 1917.
18. Kaiser, Denis. "Seventh-day Adventist Doctrinal Statements About God." In *Revisiting the Trinity: Biblical, Theological, and Historical Reflections*, ed. Alberto R. Timm, 217–251. Silver Spring, MD: Biblical Research Institute, 2025.
19. Kidder, Joseph. "Creeds and Statements of Belief in Early Adventist Thought." *Andrews University Seminary Studies* 47, no. 1 (2009): 101–16.
20. Kidder, S. Joseph, and Katelyn Campbell Weakley. "Creeds." *Encyclopedia of Seventh-day Adventists*. April 20, 2021. Accessed December 9, 2024. <https://encyclopedia.adventist.org/article?id=8FRF>.
21. "Leading Doctrines Taught by the Review." *Review and Herald*, August 15, 1854, 1.
22. McElhany, James L. "Are Seventh-day Adventists Christians." *Review and Herald*, May 10, 1927, 10.

23. [Smith, Uriah]. *A Declaration of the Fundamental Principles Taught and Practiced by the Seventh-day Adventists*. Battle Creek, MI: Steam Press of the Seventh-day Adventist Pub. Assn., 1872.
24. [____]. "Fundamental Priciples [sic]." *Signs of the Times*, June 4, 1874, 3.
25. [____]. *A Brief Sketch of the Origin, Progress, and Principles of the Seventh-day Adventists*. Battle Creek, MI: Review and Herald, 1888, 40–46.
26. Whidden, Woodrow W. II. "Sola Scriptura, Inerrantist Fundamentalism, and the Wesleyan Quadrilateral: Is 'No Creed but the Bible' a Workable Solution?" *Andrews University Seminary Studies* 35, no. 2 (1997): 211–26.
27. White, James. "Resolution of the Seventh-day [sic] Baptist Central Association." *Review and Herald*, August 11, 1853, 52.
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