

CHIS 674
DEVELOPMENT OF
SEVENTH-DAY ADVENTIST THEOLOGY
Fall Semester 2018
(Aug 27 – Oct 12)
Denis Kaiser, Ph.D.



Andrews University

CHIS 674
**DEVELOPMENT OF
SEVENTH-DAY ADVENTIST THEOLOGY**
FALL SEMESTER 2018

GENERAL CLASS INFORMATION

Class location: SEM 150
Class time/day: 9:30 pm – 11:20 pm T-W (Aug 27 – Oct 12)
Credits offered: 2, 3

INSTRUCTOR CONTACT

Professor: Denis Kaiser, Ph.D.
Telephone:
Email:
Office location:
Office hours: By appointment
Administrative Assistant: Janine Carlos

COURSE DESCRIPTION

Origin and subsequent modification of characteristic Seventh-day Adventist teachings in such areas as the Sabbath, sanctuary, atonement, covenants, creation, conditional immortality, worship, typology, eschatology, Christology, and righteousness by faith. **Prerequisite:** CHIS504 (Adventist Heritage) or equivalent.

COURSE MATERIALS

Burt, Merlin D. *CHIS674: Development of Seventh-day Adventist Theology*. Berrien Springs, MI: Center for Adventist Research, 2016. The outline textbook is available **only** through the Center for Adventist Research at a cost of \$37.10 (includes sales tax).

_____, comp. "Source Materials for CHIS674: The Development of Seventh-day Adventist Theology," 2006. There is no charge for the electronic copy posted on LearningHub.

_____. "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.

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

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

OUTCOMES

Program Learning Outcomes (PO)

Masters of Divinity (MDiv) Program Outcomes:

1. Manifests the practices of a biblical scholar-theologian engaging the Bible, Christian/Adventist heritage, and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.

Student Learning Outcomes (SLO)

The student should be able to:

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 to the writing of Adventist history.

TOPICS AND ASSIGNMENTS

Week	Date	Class Topic	Assignments Due
1	Aug 28	Introduction / Syllabus	1. Study Syllabus and LearningHub 2. Outlines, pp. 5-13
		History of Adventist Historiography	
	Aug 29	Method and Sources	
		Millerite Movement (1830–1844): Historical Background	
2	Sept 4	William Miller’s Story (until 1833)	1. Outlines, pp. 14-42 2. Research Paper Topic (3 cr students)
		Millerite Doctrinal Distinctives	
	Sept 5	Millerite Sabbatarianism (until 1844)	
		Millerite Conditionalism (until 1844)	
3	Sept 11	Sabbatarian Adventism (1844–1863): Fall 1844 Disappointment and Dividing of Adventism	1. Outlines, pp. 44-84 2. Source Syllabus Conceptional Review
		Demise of Bridegroom Adventism and O. R. L. Crosier on the Heavenly Sanctuary and Extended Atonement (1845-1846)	
	Sept 12	Millerite Sabbatarian Developments (1845)	
		Linking the Sabbath and Sanctuary (1846-1847)	

Week	Date	Class Topic	Assignments Due
4	Sept 18	Evangelistic Sabbath Conferences (1848-1849)	1. Outlines, pp. 85-102, 196-199
		The Sealing Message (1849)	
	Sept 19	Midterm Exam (SLO 1-4)	
5	Sept 25	Time to Begin the Sabbath (1846-1855)	1. Outlines, pp. 111-127
		Sabbatarian Adventist Conditionalism (1845-1855)	
	Sept 26	Role of Spiritual Gifts	
		Great Controversy Vision and Theme	
6	Oct 2	Seventh-day Adventism (1863–2000s): The Law in Galatians	1. Outlines, pp. 140-185 2. Primary Source Report
		Righteousness by Faith	
	Oct 3	Doctrine of the Trinity	
		Human Nature of Christ	
7	Oct 9	Fundamentalism versus Modernism	1. Outlines, pp. 187-209 2. Reading Report 3. Research Paper Draft (3 cr students) 4. Final Exam
		Evangelical Conferences & <i>Questions on Doctrine</i>	
	Oct 10	Adventist Views of Inspiration	
		21 st -Century Adventist Identity	

GRADING AND ASSESSMENT

Credit-Hour Definitions

Professional and academic programs at the SDA Theological Seminary require a different number of hours for course lectures, reading requirements, and written assignments (see as follows).

	<i>Professional Program</i> MDiv / MARYAM				<i>Academic Program</i> MAR / PhD				
	2 Credits		3 Credits		2 Credits		3 Credits		
	Hrs	Pts / %	Hrs	Pts / %	Hrs	Pts / %	Hrs	Pts / %	
1. Class Lectures	28	0 / 0	28	0 / 0				28	0 / 0
2. Reading	25	50 / 25	25	50 / 19		40	50 / 19		
3. Primary Source Review & Report	15	50 / 25	15	50 / 19		15	50 / 19		
4. Preparation for Exams									
a. Midterm Exam	11	50 / 25	11	50 / 19		11	50 / 19		
b. Final Exam	11	50 / 25	11	50 / 19		11	50 / 19		
5. Research Paper			45	60 / 23		60	60 / 23		
Total hours	90	200 / 100	135	260 / 100		180	260 / 100		

Criteria for Grades

A	= 95-100%	C+	= 70-74%
A-	= 90-94%	C	= 65-69%
B+	= 85-89%	C-	= 60-64%
B	= 80-84%	D	= 50-59%
B-	= 75-79%	F	= below 50 %

Use of Computers in Class

The use of computers in class is prohibited. The course information is available in the outline handbook and additional notes can be written in the book.

Late Submission

All assignments are to be submitted via Learning Hub. Late assignments lacking a significant justification (e.g. health problems, death in the family, etc.) will NOT be accepted.

Assignment Items

1. **Class Lectures.** Students are expected to attend the class lectures.
2. **Reading.** Students are required to read the *CHIS674: Development of Seventh-day Adventist Theology* outline textbook (about 12 hours total) in preparation for the respective topics. Assessment will be determined by submitting a reading report that contains a one-paragraph summary of each chapter. The report should be submitted through LearningHub by **October 12, 2018**. Students can earn up to 50 points for this assignment.
Note: Students who take the class for 3 credits are required to read materials in addition to the outline textbook.
 - a. MDiv students who take the class for 3 credits are required to spend enough time on the dissertation by Merlin Burt to review and broaden an understanding of the origin of Sabbatarian Adventism.
 - b. MAR and PhD students are required to spend enough time on Merlin Burt's dissertation and George R. Knight's *William Miller and the Rise of Adventism* to review and broaden an understanding of the origin of Sabbatarian Adventism.
3. **Primary Source Reports.** This task consists of two parts: (a) a conceptual "review" and (b) a primary source report (see rubric on p. 8). The requirements for the two tasks are as follows:
 - a. Source Syllabus Conceptual Review: Students are required to examine the material in the primary source syllabus, available on LearningHub, conceptually. They do not necessarily have to read the material in detail. Both the midterm exam and the final exam will contain questions (up to 3 points) that require knowledge of the primary source materials. A report of reading with a statement that the student has complied with the reading requirement should be submitted through LearningHub by **September 14, 2018**. Students can earn up to 10 points for the primary source review.
 - b. Primary Source Report: Students will select three primary sources from the Primary Source Syllabus. A 3 to 5 page report of each of the three sources for a total of 9 to 15 pages (typed and double spaced) should include an (i) overview of the content, (ii) implications for Seventh-day Adventist theology, (iii) connections to later theological development, and (iv) a biblical evaluation. An electronic copy of the primary source report should be submitted through LearningHub by **October 5, 2018**. Students can earn up to 40 points for the primary source report.

4. **Exams.** There will be two exams in this class—a midterm exam and a final exam. The exams are cumulative and cover the lectures, the textbook outlines, and primary sources. The exams will consist of two parts—(1) true/false questions, multiple choice, and short answers; and (2) several longer essays that require analysis, synthesis, evaluation, and application.
 - a. *Midterm Exam:* The midterm exam is administered in class on **September 19, 2018** (2 hours). Students can earn 50 points in the midterm exam.
 - b. *Final Exam:* The final exam is offered online through LearningHub from **October 7-12, 2018**. In addition to the general exam format described above, the final exam will include a 25-point essay question on the emergence of Sabbatarian Adventism between 1844 and 1850. A review outline is provided in the outline textbook, pp. 182-185, to assist with preparation for the writing of this essay. Students can earn 50 points in the final exam.

5. **Research Paper.** Students who take the class for 3 credits select a distinct doctrinal topic of interest and write a brief research paper of between 10 to 15 pages (typed and double spaced) using Andrews University Standards of Written Work and Turabian citation style. The doctrine or aspect of a doctrine selected should be researched from both primary and secondary sources. The objective is to trace the theological development of that doctrine within the Advent movement. The research paper is an opportunity for more extended research in a topic of the student's choosing, using the wide variety of materials available at the Andrews University Center for Adventist Research (<https://www.andrews.edu/services/library/>), the Adventist Digital Library (<https://adventistdigitallibrary.org/>), the Online Archives of the General Conference Archives, Statistics, and Research (<http://documents.adventistarchives.org/default.aspx>), and the Ellen G. White Estate (<https://egwwritings.org/> and <http://ellenwhite.org/correspondence> and <http://drc.whiteestate.org/>). Be sure to faithfully footnote your sources and do your own research. Secondary sources are acceptable, but be sure to make your own evaluation of the underlying primary sources. If you quote from a source, you must use quotation marks, or for a longer citation, use block quote format. Plagiarism will result in the student receiving zero points on their paper. The student has to submit a first draft of the complete research paper by **October 12, 2018**. The instructor will make suggestions how the research paper may be improved (see rubric on pp. 9, 10). The final version of the research paper has to be submitted by **December 7, 2018**.

A topic too large to cover effectively and with relative thoroughness (in the time the student has available), should be narrowed in focus. The following topics are suggestions to spark your own thinking.

1. The development of the Sanctuary doctrine between 1845 and 1847.
2. George Storrs and Conditionalism within the Millerite movement.
3. Seventh Day Baptist influence upon Millerites before the 1844 disappointment.
4. History of the change in the time to begin the Sabbath within Sabbatarian Adventism.
5. Development of understanding on the distinct personality and deity of the Holy Spirit within the Godhead.
6. How Seventh-day Adventists came to believe in the full and eternal Godhead of Jesus.
7. The significance of the 1919 Bible Conference for Seventh-day Adventist understanding of Ellen White's inspiration.
8. Joseph Bates, Hiram Edson, and an eschatological understanding of the Sabbath.
9. The background and key conflict issues surrounding the publication of *Questions on Doctrine* and current implications for Adventist doctrine.
10. Define and analyze M. L. Andreasen's "Last Generation" theology.
11. The important concepts and reasons for conflict on the law in Galatians in the 1888 era.
12. An examination of J. H. Waggoner's view on the Law in Galatians.

13. Compare the presuppositions of, and differences between, historicism, preterism, and futurism and how they relate to Seventh-day Adventist understanding of eschatology and prophecy.
14. Joseph Bates' view on the covenants in *A Seal of the Living God*.
15. Compare A. T. Jones' and E. J. Waggoner's view on the human nature of Christ with Ellen White's view.
16. How the historical development of the Adventist tithing and organizational structure were related to the Adventist idea of a worldwide, end-time mission.
17. Define and outline the progression of Ellen White's publication of the Great Controversy theme from 1858 to 1915.
18. The Adventist approach to explaining the legitimacy of the gift of prophecy during the 19th century.
19. The history and underlying theological presuppositions of the holy flesh movement after the 1844 disappointment and at other times within Seventh-day Adventist history.
20. Evangelical fundamentalism in the early twentieth century and the Seventh-day Adventist Church.
21. The Age-to-Come Adventist view of the millennium and end-time events.
22. The manifestation of time setting within Sabbatarian Adventism during the 19th century.
23. The historical and theological background of the 2005 addition to the Seventh-day Adventist statement of faith and why it was considered necessary.
24. The background and tension within Sabbatarian Adventism between adopting a creed versus individual liberty.

Remember that quality is more important than quantity. The research paper should include the following parts and be in harmony with "Andrews University Standards of Written Work" (see Exhibits, pdf pp. 46, 53, 58).

1. *A full title page.*
2. *A Table of Contents.*
3. *An Introduction*, which should include
 - a. Problem or need statement: WHY is there a need for this research?
 - b. Purpose of the research: WHAT you will do to meet the need? The most important element of a successful research paper is a limited and clearly defined purpose.
 - c. Methodology statement: HOW you will do the research?
4. *The main presentation.* The main presentation must be at least 15 pages. You must present your evidence with footnote documentation, NOT with endnotes. If your topic is covered in class, you may use that material to get you started, but it will be necessary for you to do your own original research from primary and secondary sources.
5. *Summary and Conclusions.* These need to demonstrate how you accomplished your original purpose. The summary outlines and highlights what you have presented through your research, while the conclusion examines the implications and importance of what you have presented.
6. *Bibliography.* All sources that you consulted should appear in an alphabetical list, applying Turabian citation style (see "Andrews University Standards for Written Work," pdf pp. 59-64).

As this class is a benchmark course for the MAPM, MA in Religion, and/or DMin programs, the final exam is the capstone assignment that measures the acquisition of the core concepts for this course. The core concepts for this course are:

1. Millerite Movement History
 - a. Leading characters: Miller, Litch, Fitch, Himes, Snow
 - b. Calculating the 2300-day prophecy

- c. First angel's message
- d. Second angel's message
- e. Jewish Karaite calendar
- 2. 1844 Disappointment
 - a. Causes of the Disappointment(s)
 - b. Shut door and subsequent time-setting
 - c. Bridegroom theology, Dan 7, Matt 25
 - d. Charles Fitch, Josiah Litch
- 3. Sanctuary theology
 - a. Leaders in development: O.R.L. Crosier, Hiram Edson, Joseph Bates
 - b. Sanctuary typology and atonement in Crosier's "Law of Moses"
 - c. Investigative Judgment
- 4. Sabbath theology & Joseph Bates
- 5. Spirit of Prophecy and its role in the development of SDA theology
- 6. Third Angel's Message and the Mark of the Beast
- 7. Conditional Immortality
- 8. Health Reform and the 3rd Angel's Message
- 9. 1888, Minneapolis, and "faith of Jesus"
- 10. Doctrines of Trinity and Christology

ASSESSMENT RUBRICS

ASSIGNMENT #3, PRIMARY SOURCE REVIEW AND REPORT

Parts of paper	Points possible	Points given	Comments
Primary Source Conceptual Review Report	10 points		
Overview of Document Content	9 points (3 for each)		
Implications for Seventh-day Adventist Theological Development	9 points (3 for each)		
Earlier or later theological development	9 points (3 for each)		
Biblical Evaluation	9 points (3 for each)		
Correct spelling and grammar	4 points		
TOTAL POSSIBLE	50 points		

ASSIGNMENT #5, RESEARCH PAPER

Criteria Category		Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Absent (0)	Score
10 %	Introduction	Introduction is engaging, states main topic and clearly previews the paper.	Introduction states main topic and adequately previews the paper.	Introduction states main topic but does not adequately preview the paper.	Introduction does not state main topic and does not adequately preview the paper.	Unclear and convoluted introduction.	No introduction	____ / 10
5 %	Purpose or Thesis	Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking.	The purpose is stated and is succinct, clear and has more than one sentence.	The purpose is stated but is not succinct, not very clear and has more than one sentence.	The purpose is not clearly stated or not easily understandable.	The purpose is not stated and/or unintelligible.	No purpose given	____ / 5
10 %	Content	Balanced presentation of relevant information that clearly supports the purpose. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Information is directly related to the purpose. Good analysis of the topic. Reader gains profitable insight.	Information is only partly related to the purpose. Some analysis of the topic. Reader gains some insight.	Information is somewhat disconnected from the purpose. Analysis is somewhat vague or confused. Reader gains little insight.	Information is disconnected from or unrelated to the purpose. Analysis is vague or confused. Reader gains no insight.		____ / 10
10 %	Use of Sources	Relates material to other significant and pertinent information about the topic, at a level that includes considerable synthesis and analysis. Arguments are supported with ample references and gives evidence of thoughtful and discriminating research in relevant and representative sources.	Relates the material to other significant and pertinent information about the topic. Arguments are well supported by references to relevant information and gives evidence of thoughtful research in relevant sources.	Relates the material to other significant and pertinent information about the topic. Arguments are supported by references to relevant information and gives evidence of research in relevant sources.	Some references to significant materials or other relevant information about the topic. Arguments are sometimes supported by references to relevant information and give some evidence of research in relevant sources.	Few references to significant materials or other relevant information about the topic. Arguments are seldom supported by references to relevant information and give little evidence of research in relevant sources.	No references to sources	____ / 10
5 %	Citations	All cited works are presented in the correct format with no errors.	Cited works are presented in mostly correct format. Few inconsistencies.	Cited works are presented in mostly correct format. Inconsistencies are evident.	Few cited works with inconsistent formatting.	Very few cited works with inconsistent formatting.	No citations	____ / 5

Criteria Category		Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Absent (0)	Score
10 %	Organization & Structural Development of Ideas	Ideas are well arranged logically to directly support the purpose, flowing smoothly from one to another and clearly linked to each other. The reader can easily follow the line of reasoning.	Ideas are arranged logically to support the purpose, flowing smoothly from one to another and linked to each other. The reader can follow the line of reasoning.	Ideas are arranged in a somewhat logical way, although occasionally fail to make sense together. The reader is fairly clear about the writer's intentions.	Ideas are often not arranged in a logical way, and often fail to make sense together. The reader is not always clear about the writer's intentions.	The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest.		____ / 10
5 %	Conclusion	Conclusion is engaging, restates purpose, concisely summarizes the paper and clearly states the main conclusions.	Conclusion restates purpose, summarizes the paper and states the main conclusions.	Conclusion only vaguely refers to purpose. Main ideas and conclusions are somewhat logically arranged.	Conclusion does not refer to purpose. Main ideas and conclusions are not logically arranged.	Conclusion is confusing, does not restate purpose, is incomplete or unfocused, and introduces new information.	No conclusion	____ / 5
5 %	Mechanics	No errors in spelling, capitalization or formatting. Clear headings and subheadings.	Few errors in spelling, capitalization or formatting. Headings and subheadings are generally clear.	Some errors in spelling, capitalization or formatting. Headings and subheadings are generally clear.	Frequent and distracting errors in spelling, capitalization and formatting.	Numerous and distracting errors in spelling, capitalization and formatting.		____ / 5

Total (____ / 60)

CLASS POLICIES

Disability Accommodations

If you qualify for accommodations under the American Disabilities Act, please contact Student Success as soon as possible so that accommodations can be arranged.

Other Policies

Do not make recordings without the instructor's permission. You may use your laptop to take notes, but the privilege may be withdrawn if abused.

Examinations

"Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time."

Andrews University Bulletin 2014-2015, page 32

Class Attendance

"Regular attendance at all classes, laboratories and other academic appointments is required of each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements."

Andrews University Bulletin 2014-2015, page 32

Teacher Tardiness

"Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean."

Andrews University Bulletin 2014-2015, page 32

Class Absences

"Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence. Registered students are considered class members until they file a Change of Registration form in the Office of Academic Records."

Andrews University Bulletin 2014-2015, page 32

Excused Absence

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

Andrews University Bulletin 2014-2015, page 32

Academic Integrity

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

“Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically 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 (e.g., falsifying attendance records, providing unauthorized course materials).

“Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university.

“Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.”

Andrews University Bulletin 2014-2015, pages 32-33

Language and Grammar

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

Emergency 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.

COURSE BIBLIOGRAPHY

- Burt, Merlin D. "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.
- Damsteegt, Gerard. *Foundations of the Seventh-day Adventist Message and Mission*. Grand Rapids, MI: William. B. Eerdmans, 1977.
- 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. "Trust and Doubt: Perceptions of Divine Inspiration in Seventh-day Adventist History (1880 – 1930)." Ph.D. dissertation, Andrews University, 2016.
- _____. "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. *From 1888 to Apostasy: The Case of A. T. Jones*. 1888 Centennial Series. Washington, D.C.: Review and Herald, 1987.
- _____. *Angry Saints: Tensions and Possibilities in the Adventist Struggle Over Righteousness by Faith*. Hagerstown, MD: Review and Herald, 1989.
- _____, comp. and ed. *1844 and the Rise of Sabbatarian Adventism: Reproductions of Original Historical Documents*. Washington, DC: Review and Herald, 1994.
- _____. *Meeting Ellen White: A Fresh Look at Her Life, Writings, and Major Themes*. Hagerstown, Md.: Review and Herald, 1996.

- _____. *Reading Ellen White: How to Understand and Apply Her Writings*. Hagerstown, MD: Review and Herald, 1997.
- _____. *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.
- Maxwell, C. Mervyn. *Magnificent Disappointment: What Really Happened in 1844 . . . and Its Meaning for Today*. Boise, ID: Pacific Press, 1994.
- Moon, Jerry. "The Adventist Trinity Debate, Part 1: Historical Overview." *Andrews University Seminary Studies* 41, no. 1 (2003): 113–129.
- _____. "The Adventist Trinity Debate, Part 2: The Role of Ellen G. White." *Andrews University Seminary Studies* 41, no. 2 (2003): 275–293.
- Nam, Juhyeok. "Reactions to the Seventh-day Adventist Evangelical Conferences and Questions on Doctrine, 1955–1971." Ph.D. dissertation, Andrews University, 2005.
- Poirier, Tim. "Ellen White's Trinitarian Statements: What Did She Actually Write?" *Ellen White and Current Issues Symposium* 2 (2006): 18–40.
- Timm, Alberto R.. "The Sanctuary and the Three Angels' Messages, 1844-1863: Integrating Factors in the Development of Seventh-day Adventist Doctrines." Ph.D. dissertation, Andrews University, 1995.
- Whidden, Woodrow W., Jerry Moon, and John W. Reeve. *The Trinity: Understanding God's Love, His Plan of Salvation, and Christian Relationships*. Hagerstown, MD: Review and Herald, 2002.
- _____. *E. J. Waggoner: From the Physician of Good News to Agent of Division*. Hagerstown, MD: Review and Herald, 2008.
- White, Ellen G. *The Great Controversy between Christ and Satan: The Conflict of the Ages in the Christian Dispensation*. Nampa, ID: Pacific Press, 2005.

INSTRUCTOR PROFILE

Denis Kaiser, Ph.D., a native of Germany, is Assistant Professor of Church History at the Seventh-day Adventist Theological Seminary of Andrews University. He has studied in Germany, Austria, and the United States, and earned degrees in tax law, theology, and church history. In January 2017, he defended his doctoral dissertation in the area of Adventist Studies and Historical Theology at the Seventh-day Adventist Theological Seminary. His dissertation is titled “Trust and Doubt: Perceptions of Divine Inspiration in Seventh-day Adventist History (1880-1930).”



Previously he worked as a tax officer and organization programmer for the Internal Revenue Service (Finanzamt) in Germany and as a contract teacher for the Seventh-day Adventist Theological Seminary for five years. He is the annotation project editor of Ellen G. White’s letters and manuscripts for the Ellen G. White Estate and an assistant co-editor for the history of theology and ethics articles of the *Encyclopedia of Seventh-day Adventism*. He specialized in the development of Adventist theology, Ellen G. White studies, and issues of biblical hermeneutics, and has published a number of academic and popular articles, book chapters, and book reviews, and has translated numerous articles, reports, and books into the German language.

Denis is married to Angelika Kaiser who has a master degree in Italian literature and German language from the Technical University of Dresden, Germany, and a Master of Arts in biblical and cognate languages from Andrews University. She also teaches at the Seminary. In his spare time, Denis enjoys hiking, reading, researching, learning, and writing.

APPENDIX 1

GRADING GUIDELINES

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfils the criteria stipulated above 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 applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their 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 centre, the academic process can provide an opportunity for a student to significantly improve their performance.

FAIL

The Fail grade is given when very limited or no demonstratable competency has been observed.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.