



CHIS 659-116

Seminar in the History of Selected Christian Doctrines: Trinity

Spring 2023

Abner F. Hernandez, PhD

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Southeastern California Conference 11330 Pierce Street Riverside, CA 92505
Class meeting times:	January 8-12, 2023. Sunday 6:00–9:00 pm/Monday to Thursday 8:00–12:00 am; 1:00–6:00 pm.
Course Website:	learninghub.andrews.edu
Instructor Telephone:	269-213-1840
Instructor Email:	abnerh@andrews.edu
Office location:	SEM N329
Office hours:	By zoom and appointment

BULLETIN DESCRIPTION OF COURSE

The history of concepts characteristic of Seventh-day Adventism, such as the Sabbath, sanctuary, conditional immortality, and pre-millennial historicist eschatology, and others, as taught through the centuries, with principal emphasis on their development outside of Seventh-day Adventism.

For this course: A study of the doctrine of the Trinity: The Father, Son, and Holy Spirit in Scripture and in Christian history.

Credits: 3

COVID-19 GUIDELINES AND ACCOMMODATIONS

Because we are teaching and learning during a pandemic, instructors will make every reasonable effort to accommodate students' needs. Communication is key for a successful semester. Please be in contact with your instructor if any situation arises that interferes with your learning.

Additionally, we ask the following from you, our students:

1. Do not physically attend class if you are exhibiting symptoms to COVID-19. Reach out to your instructor immediately to work out the details on how you can continue learning remotely.
2. Follow your teachers' instructions and policies for camera, microphone, and software use if this course has remote learning experiences.
3. Commit to creating a safe classroom environment which precludes posting class materials (including links to unlisted videos or clips of videos removed from context) to social media or other forums. Disparaging faculty and classmates on social media or in virtual spaces is a breach of Christian ethics and the Andrews University community agreement.

PROGRAM & COURSE LEARNING OUTCOMES

Program Learning Outcomes (PO)

MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes

1. Demonstrate proper biblical interpretation skills and application of biblical teachings.
 2. Apply ethical principles in the context of the Seventh-day Adventist ministry.
 3. Understand the historical-theological development of major SDA doctrines.
 4. Prepare and deliver effective expository and prophetic sermons.
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1. Demostrar habilidades para la interpretación y aplicación de las enseñanzas bíblicas.
 2. Aplicar principios éticos en el contexto del ministerio adventista del séptimo día.
 3. Entender el desarrollo histórico-teológico de las principales doctrinas adventistas.
 4. Preparar y entregar con efectividad sermones expositivos y proféticos.

Student Learning Outcomes (SLO) The student should be able to:

Student Learning Outcomes (SLO) The student should be able to:

1. Ability to formulate, using a critical thinking, a personal position regarding the doctrine of the Trinity from a biblical and Seventh-day Adventist perspective.
2. Ability to critically evaluate and intellectually discuss different aspects and evidences of the Trinitarian doctrine in the Scripture and in the history of the Christian theology.
3. Ability to explore, interpret, and become familiar with the historical development of the doctrine of the Trinity.
4. Ability to understand and become conversant on the principal theological trends and contemporary issues regarding the doctrine of the Trinity.
5. Capacity to grow in confidence on the work of the Holy Trinity for us and consequentially to worship the God the Father, Son, and Holy Spirit.
6. Ability to communicate effectively oral and written.
7. Independency of criterion and initiative.

1. Mostrar habilidad de formular, a través del razonamiento crítico, una posición personal acerca de la doctrina de la Trinidad desde una perspectiva bíblica y Adventista del Séptimo Día.
2. Poseer habilidad de evaluar críticamente y discutir intelectualmente diferentes aspectos, puntos de vista y evidencias acerca de la doctrina de la Trinidad en la Escritura y en la historia de la teología cristiana.
3. Poseer habilidad de explorar minuciosamente, interpretar, y estar familiarizado con el desarrollo histórico de la doctrina de la Trinidad.
4. Entender y poder expresar las principales corrientes teológicas y los problemas contemporáneos en cuanto a la doctrina de la Trinidad.
5. Capacidad de crecer en confianza en la obra de la Trinidad por nosotros y consecuentemente adorar a Dios el Padre, el Hijo, y el Espíritu Santo.
6. Demostrar habilidades efectivas de comunicación oral y escrita.
7. Tener independencia de criterio e iniciativa.

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Topic	Assignments Due	CLOS Addressed
Sunday, January 8, 2023.	<ol style="list-style-type: none"> 1- The Trinity in the Bible. 2- Importance of the Doctrine of the Trinity. 3- Plato and Aristotle Theological Philosophy. 4- Philo of Alexandria. 	Reading reports	
Monday, January 9, 2023	<ol style="list-style-type: none"> 1- Pre-Nicene Trinitarian Theology (Irenaeus, Theophilus of Antioch, Tertulian, Origen, Sabellius) 2- Council of Nicea and the Arian Crisis (325 d.C.). 3- The Trinity in Athanasius and the Cappadocians. 	Presentation: Personal reading reports.	
Tuesday, January 10, 2023	<ol style="list-style-type: none"> 1- Trinitarian theology of the Council of Constantinople (381 d.C.) 2- Augustine and the Trinity. 3- Medieval Trinitarian theology. (Anselm of Canterbury y Thomas Aquinas) 	Presentation: Personal reading reports.	

Wednesday, January 11, 2013	<ol style="list-style-type: none"> 1- Trinity in the Reformation (Luther, Calvin, Arminius) 2- Contemporary theology on the Trinity: <ol style="list-style-type: none"> a- The Eternal Generation and Subordination of the Son. 3- Jürgen Moltman, Wolfhart Pannenberg, John Polkinghorne. 	<p>Presentation: Personal reading reports.</p> <p>Group presentation I.</p>	
Thursday, January 12, 2023	<ol style="list-style-type: none"> 1- Trinity in the Seventh-day Adventist Movement. 2- Trinity and Theology: <ol style="list-style-type: none"> a- Trinity and Salvation. b- Trinity and Worship. 	<p>Statement of faith on the Trinity/ Declaración de fe sobre la Trinidad. Group presentation II.</p>	
Thursday, April 13, 2023	Trabajos Post-Intensivos	<p>Final project: Sermons, preaching is due today/Proyecto final: Sermón, predicación debe ser entregado hoy para la media noche.</p>	
Thursday, May 11, 2023	Late submission/Entrega atrasada – First opportunity/Primera oportunidad.	<p>Late final assignments submission/Entrega atrasada de asignaciones. Late submission receives no more than a B by midnight on this day.</p>	
Sunday, June 11, 2023	Late submission/Entrega atrasada – Second opportunity/Segunda oportunidad.	<p>Late final assignments submission/Entrega atrasada de asignaciones. Esta es una nota de no aprobado. Late submission receives no more than a C by midnight on this day. This is a non-passing grade.</p>	
Friday, June 30, 2023	Late submission/Entrega atrasada – Final opportunity/Oportunidad final	<p>≈172 days from the first day of class. Students who have not complete all intensive requirements by this day will receive a F and will need to repeat the class/≈172 días desde el primer día de clase. Los estudiantes que no hayan completado todos los requisitos para esta fecha recibirán una F y necesitarán tomar la clase nuevamente.</p>	

ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three 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”. *AU Bulletin*

COURSE MATERIALS

Required Course Materials: (60 hours reading from the required, recommended, and general bibliography. Use at least 40 hours on the required materials)

Hill, Wesley. *Paul and the Trinity: Persons, Relations, and the Pauline Letters*. Grand Rapids, MI: Eerdmans, 2015. (Expend 6 hours in this book/Use 6 horas en este libro)

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. (Expend 10 hours in this book/Use 10 horas en este libro) (Existe una versión en español.)

Tertullian, *Against Praxeas*. (Expend 4 hours in this primary source/Use 4 horas en esta fuente primaria) -(Explorar la web para encontrar traducciones al español)

Basil, *On the Holy Spirit*. New York, NY: St. Vladimir’s Seminary Press, 2011. (Expend 4 hours in this primary source/Use 4 horas en esta fuente primaria) - (Explorar la web para encontrar traducciones al español)

Augustine, *The Trinity*. Translated by Edmund Hill, O.P. New York, NY: New City Press, 1991. (Selections, Chapters 15.) (Expend 4 hours in this primary source/Use 4 horas en esta fuente primaria)- (Explorar la web para encontrar traducciones al español)

Letham, Robert. *The Holy Trinity: In Scripture, History, Theology and Worship*. Phillipsburg, NJ: P&R, 2004. (Expend 10 hours in this book/Use 10 horas en este libro)

Canale, Fernando. *Basic Elements of Christian Theology*. Berrien Springs, MI: Fernando Canale, 2005. (Expend 2 hours in this chapter/Use 2 horas en este capítulo) - (Selections: Chapter 6, pages 75–103)

Recommended Course Materials: (Expend the remaining twenty hours of reading on your selection from these sources or if you prefer, any book or article from the general bibliography/Use las veinte horas restante en su selección de estas fuentes, o si Ud. prefiere de cualquier libro o artículo de la bibliografía general.)

Anatolios, Khaled. *Retrieving Nicaea: The Development and Meaning of Trinitarian Doctrine*. Grand Rapids, MI: Baker, 2011.

Ayres, Lewis. *Augustine and the Trinity*. Cambridge: Cambridge University Press, 2010.

Dünzl, Franz. *A Brief History of the Doctrine of the Trinity in the Early Church*. New York, NY: T&T Clark, 2007.

Grenz, Stanley. *Rediscovering the Triune God: The Trinity in Contemporary Theology*. Minneapolis, MN: Fortress Press, 2004.

Thompson, John. *Modern Trinitarian Perspective*. New York, NY: Oxford University Press, 1994.

Holmes, Stephen R., Paul D. Molnar, Thomas H. McCall, Paul S. Fiddes. *Two Views on the Doctrine of the Trinity*. Grand Rapids, MI: Zondervan, 2014.

Gulley, Norman. *Systematic Theology: God as Trinity*. Berrien Springs, MI: Andrews University Press, 2011. (Selections)

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

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking

fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

		Professional Masters' Programs	
		2 Credits	3 Credits
Instructor Contact Hours	Face to Face Instructional Time		45 hrs
Independent Learning Activities	Reading required course material/Lectura		60 hrs
	Statement of Faith/Declaración de fe		8 hrs
	Sermons (3 sermons)		22 hrs
Total Hours			135 hrs

SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

Average reading speed: 15-20 pages/hour for light reading not to be tested on
 10-15 pages/hour for heavy reading for exams
 Writing time: 2.5 – 3 hours/double spaced page, from start to finish 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
Before the intensive/Antes del intensivo:	40%
1. Reading and Class Presentations: This is an intensive seminar on the historical development of the Doctrine of the Trinity. The seminar entails a great amount of reading. The instructor desires	

<p>that the student becomes familiar with the massive amount of primary and secondary literature on this doctrine. The purpose of the reading is to help the student to grow in understanding of the issues, questions, analysis, and controversies regarding the Doctrine of the Trinity. Therefore, the student will completely read 60 hours from the required (or suggested and general bibliography) books and articles before the intensive week of lectures. Then, the student will provide a report on every piece of the reading using the model provided by the professor. Note that the reading and the reading report receive a significant proportion of the final grade. Esta clase es un seminario intensivo sobre el desarrollo histórico de la doctrina de la Trinidad. El seminario comprende una gran cantidad de lectura. El instructor desea que el estudiante se familiarice con la cantidad enorme de literatura primaria y secundaria sobre esta doctrina. El propósito de la lectura es ayudar al estudiante a crecer en comprensión y conocimiento sobre los problemas, preguntas, análisis y controversias sobre la doctrina de la Trinidad. Por lo tanto, el estudiante leerá completamente las 60 horas de los libros y artículos requeridos (o de los sugeridos y la bibliografía general) antes del intensivo. El primer día de clases el alumno entregará un reporte de la lectura de de todas las fuentes leídas usando el modelo provisto por el instructor. Note que tanto la lectura como los reportes sobre las mismas recibe una significativa proporción de la nota final. Due/Completado, Sunday/Domingo January/enero 8, 2023.</p>	
<p>During the intensive/Durante el intensivo</p> <p>1- During the intensive week, the student will present and lead the discussion on one of his/her reading reports in class. Durante la clase intensiva, el estudiante presentará y guiará la discusión sobre uno de sus repotes de lectura. Due/Completado, Monday to Thurday 9–12, January/Enero, 2023.</p> <p>2- Statement of Faith on the Trinity/Declaración de fe sobre la Trinidad: The student will develop a personal statement of faith regarding the Doctrine of the Trinity. In two or three pages, the students will summarize what they have learned from a biblical and historical perspective. El estudiante desarrollará una declaración personal de fe sobre la Trinidad. En dos o tres páginas, el estudiante sumará lo que ha aprendido sobre la Trinidad desde una perspectiva bíblica e histórica. Due/Completado, Thursday/jueves 12, January/Enero, 2023.</p>	<p>25%</p> <p>10%</p>
<p>After the intensive/Después del intensivo</p> <p>Sermon-Preaching/Sermón-Predicación. The student will prepare three sermons on the Trinity from a biblical and Seventh-day Adventist perspective. The student will preach the sermons in her/his congregation. El estudiante preparará un sermón sobre la Trinidad desde una perspectiva bíblica y Adventista del Séptimo Día. El estudiante predicará el sermón en su congregación. Due/Completado, Thursday/Jueves April 13, 2023</p>	<p>25%</p>
<p>TOTAL</p>	<p>100%</p>

* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

Submission of Assignments

Written work should be electronically submitted in [Leaning Hub](#).

Late Submission

- 1- Assignments submitted late will automatically receive a five-point deduction.

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”. *AU Bulletin*

ABOUT YOUR INSTRUCTOR

Born in Puerto Padre, Cuba, Abner holds a Ph.D. in church history and systematic theology. He wrote his dissertation on “The Doctrine of Prevenient Grace in Jacobus Arminius Theology.” An ordained minister of the Seventh-Day Adventist Church, his main interests include Reformation and post-Reformation history and theology, the theological thinking of Jacobus Arminius, and the development of Adventist theology from the perspective of Seventh-day Adventist theologians.

Abner served as a local pastor and professor of theology in Cuban Union, and he is currently serving as a professor of historical and systematic theology at Montemorelos University, Mexico. He is happily married to Keila Diaz and they have two sons, Abner Jasiel and Andy Josías.



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

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	83-86%	B	73-76%	C
90-94%	A-	80-82%	B-	70-72%	C-
87-89%	B+	77-79%	C+	0-69%	F

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 F GRADE

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

MODEL FOR READING REPORT

Reporte de Lecturas - Learning Book/Article Report
CHIS659 Readings on the History of the Doctrine of the Trinity
Prof. Abner F. Hernandez, PhD Candidate

Student/Estudiante:

Date/Fecha:

Book-Articles/Libro-Artículo:

Author/Autor:

Time:

Páginas:

Responda brevemente:

- a. Resumen en forma de bosquejo de los puntos principales: (Enumere una lista – 10% de la nota)

- b. Objetivos de aprendizaje: Que es lo que has aprendido de la lectura? Menciona lo nuevo o impresionante (Enumere una lista y explique brevemente – 20% de la nota).

- c. Reacciones y critica: ¿Cuáles son los pro/con de la lectura, los puntos válidos o discutibles? ¿Estás de des/acuerdo con el autor, en que puntos? Si el autor estuviera en frente tuyo cuales seria tu conversación, preguntas, sugerencias o comentarios? Puedes usar el siguiente formato para establecer tus reacciones: (a) Complementa/felicita al en uno de sus puntos—encuentra algo bueno; (b) deberías hacer dos o tres preguntas y (c) preparar una buena crítica—constructiva (70%).

Rubric for Sermons

Criteria	Does not meet standard ≤ 79%	Good 80-89 %	Exceeds standard 90-100 %	Grade
Introduction	Unclear and convoluted introduction	Introduction states main topic but does not adequately preview the paper	Introduction is brief, clear, and engaging. It overviews the topic and states the topic	/5
Content	Information is disconnected from the purpose and argument.	Information is only partly related to the purpose. Some historical analysis	Balance presentation of relevant information that clearly support the argument and purpose	/45
Use of biblical and theological sources	Few biblical and theological sources and evidences to support the arguments	Relates the material to other significant and pertinent information about the topic. Arguments are supported to relevant information and gives evidence of research in relevant biblical and theological sources	Relates the 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	/20
Organization-structural development of the narrative	The sermon is not logically organized. Ideas frequently cannot identify a line of reasoning and loses interest	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 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	/15
Conclusion	Conclusion is confusing, does not restate purpose, is incomplete or unfocused, and introduces new information	Conclusion restates purpose, summarizes the paper and states the main conclusions	Conclusion is engaging, restates the purpose, concisely summarizes the pater and clearly states the main conclusions	/5
Style, mechanics, citations	Numerous errors, few cited works, incorrect formatting. Citations are presented with inconsistent formatting	Few errors in spelling, capitalization or formatting. Headings and subheadings are generally clear	No errors in spelling, capitalization or formatting. Citations are presented in the correct format	/10
TOTAL				/100

Selected bibliography:

- Baez, Enrique. "La unicidad y pluralidad de Dios en el Antiguo Testamento." *Torah 2* (2015): 7–26.
- _____. "Leyendo Proverbios 8 a la luz de Juan 1." *Torah 2* (2015): 27–49.
- Burt, Merlin D. "History of Seventh-day Adventist Views on the Trinity." *Journal of the Adventist Theological Society*, 17/1 (Spring 2006): 125–139.
- Canale, Fernando. "Doctrine of God." In *Handbook of Seventh-Day Adventist Theology*. Edited by Raoul Dederen. Hagerstown, MD: Review and Herald, 2000.
- _____. *Basic Elements of Christian Theology*. Berrien Springs, MI: Fernando Canale, 2005.
- Clouzet, Ron E. M. "The Personhood of the Holy Spirit and Why It Matters." *Journal of the Adventist Theological Society*, 17/1 (Spring 2006): 11–32.
- Davidson, Richard M. "Proverbs 8 and the Place of Christ in the Trinity." *Journal of the Adventist Theological Society*, 17/1 (Spring 2006): 33–54.
- Dederen, Raoul. "Reflections on the Doctrine of the Trinity." *Andrews University Seminary Studies (AUSS)* 8.1 (1970):1–22.
- Fortin, Denis. "God, the Trinity, and Adventism: An Introduction to the Issues." *Journal of the Adventist Theological Society*, 17/1 (Spring 2006): 4–10.
- Froom, Le Roy Edwin. *The Coming of the Comforter*. Takoma Park, Washington, D.C.: Review and Herald, 1928.
- Gane, Erwin Roy. "The Arian or Anti-trinitarian Views Presented in Seventh-day Adventist Literature and the Ellen G. White Answer." M.A. thesis, Andrews University, 1963.
- Gulley, Norman. *Systematic Theology: God as Trinity*. Berrien Springs, MI: Andrews University Press, 2011.
- _____. "Trinity in the Old Testament." *Journal of the Adventist Theological Society*, 17/1 (Spring 2006): 80–97.
- _____. "A One-sided Trinity in Theology: Its Continuing Impact." *Journal of the Adventist Theological Society*, 16/1–2 (2005): 43–74.
- Hernandez, Abner F. "Desde las Escrituras a Nicea: Una breve historia de la doctrina de la Trinidad." *Torah 2* (2015):107–126.

- Kaiser, Denis. "The Reception of Ellen G. White's Trinitarian Statements by Her Contemporaries, 1897– 1915." *Andrews University Seminary Studies (AUSS)* 50.1 (2012): 25–38.
- Lichtenwalter, Larry L. "The Person and Work of the Holy Spirit in the General Epistles and the Book of Hebrews." *Journal of the Adventist Theological Society*, 23/2 (2012): 72–111.
- Moon, Jerry. "The Adventist Trinity Debate. Part 1: Historical Overview." *Andrews University Seminary Studies (AUSS)* 41.1 (2003): 113–129.
- _____. "The Adventist Trinity Debate. Part 2: The Role of Ellen G. White." *Andrews University Seminary Studies (AUSS)* 41.2 (2003): 275–292.
- _____. "The Quest for a Biblical Trinity: Ellen Whites's 'Heavenly Trio' Compared to the Traditional Doctrine." *Journal of the Adventist Theological Society*, 17/1 (Spring 2006): 140–20.
- Moskala, Jirí. "The Holy Spirit in the Hebrew Scriptures." *Journal of the Adventist Theological Society*, 24/2 (2013): 18–58.
- Mueller, Ekkehardt. "Christological Concepts in the Book of Revelation-Part 2: Christ's Divinity." *Journal of the Adventist Theological Society*, 22/1 (2011): 66–83.
- Peckham, John. *The Doctrine of God: Introducing the Big Questions*. New York: T&T Clark, 2019.
- Peterson, Paul and Robert K. McIver. *Biblical and Theological Studies on the Trinity*. Cooranbong, N.S.W.: Avondale Academic Press, 2014.
- Pfandl, Gerhard. "The Doctrine of the Trinity Among Seventh-day Adventists." *Journal of the Adventist Theological Society*, 17/1 (Spring 2006): 160–179.
- _____. "The Trinity in Scripture." *Journal of the Adventist Theological Society*, 14/2 (Fall 2003): 80–94.
- Poirier, Tim. "Ellen White's Trinitarian Statements: What Did She Actually Write?" *Ellen White and Current Issues Symposium 2* (2006): 18-40.
- Prescott, W. W. *The Doctrine of Christ: A Series of Bible Studies for Use in Colleges and Seminaries*. Washington: Review and Herald, 1920.
- Reeve, John. "Do Christians Worship Three Gods?" in *Always Prepared: Answer to Questions about Our Faith*. Pacific Press, 2012.

Reynolds, Edwin. "The Trinity in the Book of Revelation." *Journal of the Adventist Theological Society*, 17/1 (Spring 2006): 55–72.

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