



**OTST556-065 (CRN 3290)**  
**Studies in Prophets (English)**  
**Ezekiel & Minor Prophets**  
**Southern Union of SDA**  
Summer 2025  
*Jiří Moskala, ThD, PhD*

**CLASS & CONTACT INFORMATION**

**Class location:** Forest Lake SDA Church, 515 Harley Lester Lane, Apopka, FL 32703  
**Class meeting dates:** August 11–14, 2025 (Monday–Thursday)  
**Class meeting times:** Daily Class Time: Monday–Thursday (8:30 am–12:30 pm and 2:00–5:00 pm)  
**Phone Number:** 269.471.3205  
**Instructor Email:** [moskala@andrews.edu](mailto:moskala@andrews.edu)  
**Office location:** SDA Theological Seminary Suite N230  
**Executive Assistant:** Dorothy Show (Phone: 269.471.3536; Email: [showd@andrews.edu](mailto:showd@andrews.edu))

**BULLETIN DESCRIPTION OF COURSE**

This course covers selected books of the Prophets based primarily on the English text reference to the Hebrew/Aramaic original. We will focus on the books of Ezekiel, Jonah, Joel, Micah, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi.

**PROGRAM & COURSE LEARNING OUTCOMES**

Your degree program seeks to help you achieve the *Program and Course Learning Outcomes* basic to your chosen profession. Your Program Learning Outcomes primarily addressed in this course are:

**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

## Course Learning Outcomes

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

1. Develop workable hermeneutical tools for study and meaningful interpretation of the books belonging to Ezekiel and the 12 Minor Prophets.
2. Develop a skill for detecting literary strategies and learn how they impact the process of interpretation.
3. Explain the theology of the books belonging to Ezekiel and the 12 Minor Prophets.
4. Critically understand scholarly approaches to matters of historicity and historiography.
5. Learn to see the practical implications of the prophetic messages for a culturally relevant engagement.

## COURSE OVERVIEW AND ASSIGNMENTS

### Pre-intensive Assignment (Deadline: August 10, 2025)

- Bible—Read the book of Ezekiel and the 12 Minor Prophets (Read all)

### During Intensive Assignments (Deadline: August 10–14, 2025)

1. Regular attendance and participation in class.
2. Study the elements provided in class.

### Post-intensive Assignments

- ❖ **Assignments are due October 14, 2025, and please upload them to LearningHub.**

#### 1. Required Textbook Reading

- ◆ Wright, Christopher J. H. *The Message of Ezekiel: A New Heart and a New Spirit*. The Bible Speaks Today Series. Downer Grove, IL: IVP Academic, 2001. (Read 200 pages of your choice.)
- ◆ Fuhr, Al, and Gary Yates. *The Message of the Twelve: Hearing the Voice of the Minor Prophets*. Nashville, TN: B&H Academic, 2016. (Read the complete book.)
- ◆ **Two (2) Reading-Reaction Reports**  
See **Appendix 1: Guidelines and Rubric for Reading-Reaction Reports**.

#### 2. Choose **One** (1) of the Following Assignment Options

- ◆ **2 Sermons**  
See **Appendix 2: Rubric for Assessing a Sermon for assignment details and rubric**.

**OR**

- ◆ **1 Research Paper**  
See **Appendix 3: Guidelines for the Research Paper—Seven Parts (Summary)**.  
See **Appendix 4: Research Paper Rubric**.

### Note the Following:

- 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.

## Resources

### Andrews Bibliography of Ethnic minority Scholarship in Theology (ABEST)

God is active in “every nation and tribe and language and people” (Revelation 14:6). Our biblical and theological reflections and pastoral practices must, therefore, acknowledge a broad range of cultural contexts. The Seventh-day Adventist Theological Seminary has partnered with the James White Library and Lilly Endowment, Inc., to create the Andrews Bibliography of Ethnic minority Scholarship in Theology database ([abest.andrews.edu](http://abest.andrews.edu)) to facilitate this process. This database lets you search for biblical, theological, and pastoral books and articles written by Asian, Black, Hispanic, and Indigenous authors, minority groups within a North American context. We encourage you to use the database to ensure that God receives full honor and glory for the rich grace He has bestowed upon all peoples.

#### Steps to Use the ABEST Database:

1. Link to ABEST: <https://abest.andrews.edu/>.
2. Click on “Advanced Search.” You do not need to log in to the database to conduct a search.
3. You will see three dropdown menus labeled “Keyword.” In the first dropdown, leave it set to “Keyword” and type Asian, Black, Hispanic or Indigenous in the search box. This helps identify the ethnic background of the authors you are looking for.
4. In the second dropdown, leave it set to “Keyword” and type the subject you are searching (e.g., “Gospel of Matthew,” or “pastoral care”).

### Additional Research Resources

See the Seminary Library Portal at <http://libguides.andrews.edu/religion>.

## 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 Learning Hub.

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

## EVALUATION OF ASSIGNMENTS

### SDATS Guidelines for Calculating Assignment Loads

- Average reading speed: 15–20 pages/hour for light reading not to be evaluated on 10–15 pages/hour for heavy reading for exams or Bible Commentaries
- Writing time: 2.5–3.0 hours/double-spaced page, from start to finish product
- Reflective Writing Assignment: 0.5 hour per page

**To Achieve the Outcomes of this 3-credit Course, Learning Time Will Be Distributed as Follows:**

Class Lectures	45
Reading	40
2 Required Reading/Reaction Reports	10
2 Sermons <b>or</b> 1 Research Paper	40
<b>Total Hours</b>	<b>135</b>

### Grading Policies

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course.

#### Weighting of Course Assessment Items

1. Regular attendance and participation.
2. Weighting of Course Assessment Items

Assigned Reading	20%
2 Book Reaction Report	40%
2 Sermons or 1 Exegesis Paper	40%
<b>Total</b>	<b>100%</b>

- See **Appendix 5: Interpreting Letter Grades**.
- **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

**Assignments are due October 14, 2025, and please upload them to LearningHub.**

### 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 prior to October 14, 2025.** 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.

### Incompletes

The AU Bulletin states that: “An Incomplete (I) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior

performance. Students will be charged an incomplete fee for each incomplete grade issued.” DGs are not an option for most types of courses.

## OTHER COURSE-RELATED POLICIES

### Academic Integrity

**Note:** For utilizing AI, please carefully read the SDA Theological Seminary’s guidelines in **Appendix 7: Guidelines for AI Use at SDA Theological Seminary.**

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

#### ***Academic Dishonesty includes:***

- Plagiarism, in which one fails to give credit every time use is made of another person’s ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual’s research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another’s work as one’s own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html).

### Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

### Use of Electronics

No recording or streaming is permitted in seminary courses.

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 regularly.

**Emergency Protocol**

Andrews University takes the safety of its students 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.

## APPENDIX 1: GUIDELINES AND RUBRIC FOR READING-REACTION REPORTS

### Guidelines

- A. A written reading-reaction report on each required textbook Each report needs to be 3–5 pages in length, typed double spaced, and 12 font size.
- B. These reports will declare that all the materials related to the report have been read.
- C. Each report will present an evaluation of the reading. In this evaluation, the student will address questions such as:
  1. What is your overall impression of your reading—positive or negative?
  2. What insights did you gain?
  3. What areas did you find most helpful and why?
  4. Which were disappointing and why?
  5. What issues would you have liked to see the author(s) address?
  6. What questions or difficulties arose from your reading?

### Rubric

Category	Grading Criteria	A Grade	B Grade	C Grade	D Grade	F Grade
<b>Impression:</b> What is your overall impression of your reading—positive or negative?	<i>Overall Impression</i> fully introduced and explored. Clear evidence of in-depth reflection.	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report
<b>Insights:</b> What insights did you gain?	<i>Insights</i> fully introduced and explored. Clear evidence of in-depth reflection.	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report
<b>Helpful Areas:</b> What areas did you find most helpful and why?	<i>Helpful Areas</i> fully introduced and explored. Clear evidence of in-depth reflection. Page numbers for areas cited noted.	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report
<b>Disappointing Areas and Lacking Issues:</b> Which were disappointing areas and why? What issues would you have liked to see the author(s) address?	<i>Disappointing areas and Lacking Issues</i> fully introduced and explored. Clear evidence of in-depth reflection. Page numbers for areas cited noted.	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report
<b>Questions Raised:</b> What questions or difficulties arose from your reading?	<i>Questions or Difficulties</i> fully introduced and explored. Clear evidence of in-depth reflection.	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report

## APPENDIX 2: RUBRIC FOR ASSESSING A SERMON

### Note

- ◆ Each sermon needs to be 12–15 pages, typed double-spaced, and 12-point font size.
- ◆ Each sermon must contain at least one contemporary illustration from real life.

Category	Very Good	Average	Poor
Introductory Statements	<ol style="list-style-type: none"> <li>1. Learner focused</li> <li>2. Head, heart, and hand goals all represented.</li> <li>3. Clearly written</li> </ol>	<ol style="list-style-type: none"> <li>1. Somewhat learner focused</li> <li>2. Goals not all covered adequately</li> <li>3. Somewhat unclear</li> </ol>	<ol style="list-style-type: none"> <li>1. Not clearly learner focused</li> <li>2. Abstract outcomes</li> <li>3. Unclearly written</li> </ol>
Questions and strategies	<ol style="list-style-type: none"> <li>1. Appropriate for age, topic, setting</li> <li>2. Effective for teaching/learning</li> <li>3. Clear instructions</li> <li>4. Most time-consuming teaching most important content</li> <li>5. Teaches for discipleship</li> </ol>	At least 3 of the previous 5 qualities are good	Three or more of the previous qualities are poor
Content	<ol style="list-style-type: none"> <li>1. Theologically accurate</li> <li>2. Appropriate developmentally</li> <li>3. Appropriate culturally</li> <li>4. Focuses on practical application</li> </ol>	At least 3 of the previous 4 qualities are good	Two or more of the previous qualities are poor



### APPENDIX 3: GUIDELINES FOR THE RESEARCH PAPER—SEVEN PARTS (SUMMARY)

1. **Title**—crucial choice; it gives the main thought and flavor to the paper and tells what a reader can expect and look for.
2. **Table of contents**—important item which shows the flow of thoughts; it must flow straight like a river; more detailed content is better for understanding of the development of the argument (fully developed and written at the end of the writing process).
3. **Introduction**—it must contain:
  - a. **Statement of the problem.**
  - b. **Purpose** of the study (intention)—significant questions must be asked what to expect and what should be accomplished.
  - c. **Methodology**—how the study will be conducted to get the final results.
  - d. **History of Interpretation** (major studies).
  - e. **Delimitation** of the study.
4. **Main Body** of the Study—logical steps (not all items must necessarily be included):
  - 1<sup>st</sup> Step—**Choice** of the text (5-10 verses)
    - Delimitation** of the text (justify the beginning and end of the passage)
    - Translation** of the text
  - 2<sup>nd</sup> Step—**Historical background** of the chosen book or/and passage (authorship, main persons, events, places, dates, archaeology).
  - 3<sup>rd</sup> Step—**Literary context**
    - Larger (general) context
    - Immediate context
  - 4<sup>th</sup> Step—**Literary structure** of the selected passage.
  - 5<sup>th</sup> Step—**Literary genre** —narrative, poetry, prophecy, genealogy, parable, prayer, dream, irony, hymn, song, irony, dialogue, speech, etc.
  - 6<sup>th</sup> Step—**Content and grammatical study** of the text: key words, unique vocabulary, frequency, sentences, syntax, sounds, patterns, plot, intention of the text, main thoughts, play words, concepts, ideas, allusions, puns, specific features, repetitions, parallels, inclusio, rhythm, accents, rhetoric, etc.
  - 7<sup>th</sup> Step—**Theology and message** (relevancy and application with illustrations).
5. **Intertextuality**—how the chosen biblical text is used in the rest of the Old Testament and then in the New Testament.
6. **Summary and Conclusion**—need to match with the introduction; summary of the study may be provided; clear answers must be given to the research introductory questions (unique contribution(s) may be mentioned).
7. **Bibliography**—books and articles with full data.

#### Note

An excellent paper is always supplied with appropriate **footnotes** which are like windows to support what was stated in the text and provide additional material for further study.

## APPENDIX 4: RESEARCH PAPER RUBRIC

### Note

- ♦ The research paper needs to be 15–20 pages, typed double-spaced, and 12-point font size.

Category	Very Good	Good	Poor
Analysis of Text	<ol style="list-style-type: none"> <li>1. Analysis of Backgrounds (Primary Literature: ANEA history, texts, and archaeology)</li> <li>2. Analysis of Literature Structure and Context (pericope, narrative, rhetorical, structural, intertextual, etc.)</li> <li>3. Analysis of Biblical Language (syntax, word study, textual criticism, etc.)</li> <li>4. Analysis of Theology of the Passage (themes, motifs, concepts, overall theology, intertextuality, etc.)</li> </ol>	At least 3 of the previous 4 qualities are good	Two or more of the previous qualities are poor
Coherence of the Paper	<ol style="list-style-type: none"> <li>1. Construction of Argument (identification of exegetical problems, goals, thesis, methodology, flow, conclusion, etc.)</li> <li>2. Style (clarity and style of writing, spelling, correct style for notes, etc.)</li> </ol>	At least 1 of the previous 2 qualities are good	Two qualities are poor
Content	<ol style="list-style-type: none"> <li>1. Creativity and Originality (original contributions to thoughts, concepts, connections, etc.)</li> <li>2. Expertise in Secondary Literature (Interaction with secondary literature: journals, books, dissertations, internet, etc.)</li> <li>3. Relevance (Implications: personal, relating to church, life, community, further research, sermons, etc.)</li> </ol>	At least 2 of the previous 3 qualities are good	Two or more of the previous qualities are poor

## APPENDIX 5: INTERPRETING LETTER GRADES

<b>A</b>	95–100	<b>B+</b>	85–89	<b>B-</b>	75–79	<b>C</b>	65–69	<b>D</b>	55–59
<b>A-</b>	90–94	<b>B</b>	80–84	<b>C+</b>	70–74	<b>C-</b>	60–64	<b>F</b>	0–54

### ***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 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 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 6: GUIDELINES FOR AI USE AT SDA THEOLOGICAL SEMINARY

### Guidelines, Ethical Considerations, and Risk Awareness

At The Seventh-day Adventist Theological Seminary, we acknowledge the transformative impact of Artificial Intelligence (AI) on education and research. AI tools offer a range of capabilities that can enhance accessibility, streamline learning processes, and support academic excellence. From grammar correction and logical flow analysis to brainstorming and idea lookup, AI tools may help students sharpen their thinking and present their ideas more effectively. For instance, AI can support self-quizzing, assist in the pre-reading of materials, and aid in the development of structured thesis statements.

However, the benefits of AI must be balanced with awareness of its limitations and risks, as well as a commitment to ethical use. While AI can serve as a powerful tool, its application must uphold our seminary's values of originality, integrity, and accountability.

#### **Appropriate Uses of AI in Academic Work:**

- AI-powered tools may be used to enhance students' understanding of complex ideas, assist in logical flow analysis, and provide support with grammar, syntax, and thesis development.
- AI tools can help students brainstorm, create structured outlines, and analyze data patterns for research projects, offering vital support for academic rigor.
- Students using AI for academic purposes are required to document its use clearly in a footnote, specifying the tool and purpose to ensure transparency. Students need to clearly also state the source, usage, tools as well as the amount/quantity of AI generated text they included in the paper.

#### **Inappropriate Uses and Accountability:**

- AI-generated content must not be presented as original work. Any attempt to pass off AI-generated text as one's own or to use AI to fabricate sources will be considered academic dishonesty, with serious consequences. When a case of academic dishonesty is identified, the faculty member formally reports the incident to the academic dean. The Associate Dean reviews the case and may refer it to the seminary's conduct committee for further investigation. The committee evaluates the evidence, hears from the involved parties, and determines the appropriate consequences based on the severity of the violation. Depending on the findings, disciplinary actions may range from formal warnings to suspension or, in the most severe cases, if it's recurring, expulsion from the program. This process underscores the seminary's commitment to academic integrity and the ethical development of its students.
- AI cannot be used for completing exams, take-home tests, or assignments intended to assess students' independent understanding.
- Students are expected to verify any information generated by AI and are responsible for inaccuracies or unsupported claims that may result from AI's occasional "hallucinations" or fabrication of sources.

**Risks and Limitations of AI:** AI's potential risks in academic settings must be carefully managed. Overdependence on AI can impair students' ability to think critically and independently. Students must also be vigilant against AI's tendency to create false or fabricated references, a risk that could lead to accidental plagiarism. Additionally, without proper oversight, AI's design can sometimes inadvertently spread misinformation, undermining the reliability of academic work.

Faculty need to review AI-related submissions carefully, with an understanding of AI's strengths and weaknesses. AI can serve as a beneficial supplement to learning but should not replace essential academic skills or undermine the authentic voice and insight students bring to their work.

**Commitment to Ethical Standards and Academic Integrity:** At the Seventh-day Adventist Theological Seminary, our commitment is to foster an environment where AI enhances, rather than diminishes, the academic experience. Both students and faculty share responsibility in using AI thoughtfully and ethically. We continue to reassess AI's role in academic settings, ensuring it aligns with our mission to support both intellectual and moral development.

**In conclusion,** AI has the potential to enrich academic work when used responsibly. By combining its advantages with a commitment to integrity, accountability, and critical thought, we can create a balanced approach to AI in education that supports, rather than detracts from, true learning.

## YOUR INSTRUCTOR

Jiří Moskala is professor of Old Testament exegesis and theology and dean of the Seventh-day Adventist Theological Seminary on the campus of Andrews University, Berrien Springs, Michigan. He joined the faculty in 1999.

Born in Cesky Tesin, Czech Republic, Moskala received a Master of Theology in 1979 and a Doctor of Theology in 1990, all from the Comenius Faculty of Protestant Theology (now Protestant Theological Faculty of Charles University), Czech Republic. His dissertation was entitled: “The Book of Daniel and the Maccabean Thesis: The Problem of Authorship, Unity, Structure, and Seventy Weeks in the Book of Daniel (A Contribution to the Discussion on Canonical Apocalypics)” and was published in the Czech language.

In 1998, he completed his Doctor of Philosophy from Andrews University. His dissertation is entitled: “The Laws of Clean and Unclean Animals of Leviticus 11: Their Nature, Theology, and Rationale (An Intertextual Study)” and has been published under the same title.

Prior to coming to Andrews, Moskala served in various capacities (ordained pastor, administrator, and teacher) in the Czech Republic. At the end of 1989, after the Velvet Revolution when the Communist regime fell, he established the Theological Seminary for training pastors and became the first principal of the institution.

Dr. Moskala has served as a speaker in many important Bible conferences and Theological symposia in all thirteen divisions of the Seventh-day Adventist Church and has lectured in many leading SDA universities and colleges around the world.

He is a member of various theological societies (Adventist Society for Religious Studies, Adventist Theological Society, Chicago Society of Biblical Research, Society of Biblical Literature, and Society of Christian Ethics). Dr. Moskala has authored or edited a number of articles and books in the Czech and English languages. In addition, he has participated in several archaeological expeditions in Tell Jalul, Jordan.

Dr. Moskala enjoys listening to classical music, visiting art and archaeological museums, hiking, swimming in the world’s crystal-clear waters, and reading books on a variety of topics. He is married to Eva Moskalova. They have five adult children and eleven grandchildren.

