

THST 695
DOCTRINE OF THE
SANCTUARY

Fall 2017

October 29- November 2, 2017

John C. Peckham, Ph.D.

InMinistry Center Intensive
MA in Pastoral Ministry



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THST 695 DOCTRINE OF THE SANCTUARY FALL 2017

GENERAL CLASS INFORMATION

Class acronym:	THST 695
Class name:	Doctrine of the Sanctuary
Year & Semester:	2017 Fall Semester
Class location:	SECC Office, RCC-2 Room
Class time/day:	Sun, October 29: 5:00-8:00 pm Mon, Oct 30-Wed, Nov 1: 8:00am-12:00pm; 1:30pm-5:00pm Thu, Nov 2: 7:30am-11:30am; 1:00-3:00pm
Credits offered:	3

INSTRUCTOR CONTACT

Instructor:	John C. Peckham, PhD
Email:	jpeckham@andrews.edu
Office Location:	Seminary N314
Admin. Assistant:	269-471-3607

COURSE DESCRIPTION

This course deals with themes related to the doctrine of the Sanctuary in the context of Seventh-day Adventist theology, including study of the earthly and heavenly sanctuaries with special emphasis on the books of Leviticus, Daniel, Hebrews, and Revelation.

SYLLABUS REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

MAPM PROGRAM OUTCOMES

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

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological development of the Adventist Church.
4. Capable of training church members for evangelism.
5. Demonstrates an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

STUDENT LEARNING OUTCOMES (SLO)

Upon completion of this course students should be able to:

1. Think carefully about the doctrine of the Sanctuary.
2. Engage the doctrine of the Sanctuary while maintaining faithfulness to the canonical text.
3. Understand and trace the pervasive treatment of the sanctuary throughout Scripture.
4. Set forth the basic Seventh-day Adventist understanding of the Sanctuary from Scripture.
5. Demonstrate that the sanctuary is the key to the whole system of biblical reality (truth, beauty, and goodness) as it is centered in Jesus.
6. Discern the implications and repercussions of various traditional theological presuppositions in relationship to the doctrine of the Sanctuary.

COURSE MATERIALS

Required Reading:

Pre-intensive articles (accessible online at www.andrews.edu/sem/inministry):

- Rodriguez, “God’s Presence” (6 pages)
Davidson, “Typology and the Levitical System,” parts 1 and 2 (9 pages)
Rodriguez, “The Sanctuary and Its Cleansing” (17 pages)
Davidson, “Christ’s Entry” (16 pages)
Davidson, “Inauguration” (19 pages)
Paulien, “Role of the Hebrew Cultus” (20 pages)
Davidson, “Covenant Lawsuit” (39 pages)
Davidson: “Cosmic Metanarrative” (18 pages)
Canale, “Philosophical Foundations” (24 pages)
Peckham, “Does God Always Get What He Wants?” (17 pages)
Moskala, “Toward a Theology of Judgment” (25 pages)

Post-intensive books:

Gane, Roy E. *Altar Call*. Berrien Springs, Mich.: Diadem, 1999 (ISBN No.: 978-0967305103), 358 pages.

Holbrook, Frank B., ed. *The Sanctuary and the Atonement*. Silver Spring, MD: Biblical Research Institute, 1989 (Abridged Edition) (ISBN No.: 978-0925675101), 347 pages (250 pages required).

Recommended Reading:

Gane, Roy. *Who's Afraid of the Judgment?* Nampa, ID: Pacific Press, 2006.

PRE INTENSIVE CLASS ASSIGNMENTS

1. Pre-intensive Reading Reports and Discussion Preparation

You will complete the various assigned readings listed below and accessible online and turn in one reading report for each of the reading assignments. It is essential that you have completed these readings and reading reports **before we begin meeting for class** because essential in-class discussions will be based upon this pre-class preparation. All reading reports are due via Moodle (aka Learning Hub) by **October 22, 2017 (one week prior to the beginning of class)** and must be turned in by this date to receive credit.

The procedure and format for your reading report is as follows: list your name, the pages and time spent reading, three significant discussion questions based on the reading, and three points of useful/interesting information. Finally, write one brief paragraph summarizing your critical evaluation of the reading (in approximately 100 words, see reading report rubric at the end of the syllabus). Your three questions should be of the type that evoke discussion and not merely yes/no or simple information questions. Make sure that you keep and bring to class a copy of your three discussion questions and points of useful/interesting information and have access to an electronic or hard copy of the readings during class. These will be used during dedicated times for discussion.

Please note that you should include **only one** reading report for each reading report assignment listed below even if that assignment includes more than one article to be read.

Reading Report Assignment # 1: Rodriguez, "God's Presence," Davidson, "Typology and the Levitical System," parts 1 and 2

Reading Report Assignment # 2: Rodriguez, "The Sanctuary and Its Cleansing"

Reading Report Assignment # 3: Davidson, "Christ's Entry," Davidson, "Inauguration"

Reading Report Assignment # 4: Paulien, "Role of the Hebrew Cultus"

Reading Report Assignment # 5: Davidson, "Covenant Lawsuit," Davidson: "Cosmic

Metanarrative”

Reading Report Assignment # 6: Canale, “Philosophical Foundations”

Reading Report Assignment # 7: Peckham, “Does God Always Get What He Wants?”

Reading Report Assignment # 8: Moskala, “Toward a Theology of Judgment”

2. Pre-Intensive Additional Reading Report

Read the entirety of Roy E. Gane, *Altar Call* (358 pages) and write an additional reading report. The format of this reading report is as follows: list your name, the pages and time spent reading. Then, include two or three 200-250 word paragraphs including a brief summary or paraphrase of the points you found most significant and that you’d like to record for future usefulness in ministry. Then, include two to three 200-250 word paragraphs that include an evaluation and commentary on the significance of the ideas, discussion of whether you agree or disagree and why, the influence on your thinking, and how it might affect your future ministry. Include in this section some discussion of how you plan to share what you’ve learned with your church (es). The final draft of the paper must be 1000-1500 words in length, double spaced, in Times New Roman 12 point font, 1 inch margins, and in accordance with the Andrews University Standards for Written Work, see <http://www.andrews.edu/grad/documents/standards-for-work.pdf>. The criteria for assessing the reading report is included in the rubric near the end of the syllabus. **This paper is due on October 22, 2017.**

DURING CLASS REQUIREMENTS

1. Class Attendance and Participation

Faithful attendance, preparation, and participation are essential to your success in this class and vital to the educational experience of your fellow students. You are expected to show evidence of your pre-class preparation by actively contributing in discussions. Be sure you attend class faithfully and plan to be active in participation.

2. Final Exam

There will be one examination based on class lectures and discussions, which will consist of short answer and/or essay-type questions that expect the student to both reproduce specific information and show ability to appropriately evaluate and articulate that information within the broader context of the issues and biblical materials discussed.

It is suggested that each student spend 2-3 hours each evening reviewing the material presented in class and using the provided study guide to prepare for the final examination, which will be held on **Thursday, November 2, 1:00-3:00 pm.**

3. Post-Intensive Additional Reading Report

Read 250 pages from Frank B. Holbrook, ed. *The Sanctuary and the Atonement* and write an additional reading report. The format of this reading report is as follows: list your name, the pages and time spent reading. Then, include two or three 200-250 word paragraphs including a brief summary or paraphrase of the points you found most significant and that you'd like to record for future usefulness in ministry. Then, include two to three 200-250 word paragraphs that include an evaluation and commentary on the significance of the ideas, discussion of whether you agree or disagree and why, the influence on your thinking, and how it might affect your future ministry. Include in this section some discussion of how you plan to share what you've learned with your church(es). The final draft of the paper must be 1000-1500 words in length, double spaced, in Times New Roman 12 point font, 1 inch margins, and in accordance with the Andrews University Standards for Written Work, see <http://www.andrews.edu/grad/documents/standards-for-work.pdf>. The criteria for assessing the reading report is included in the rubric near the end of the syllabus. **This paper is due on November 30, 2017.**

4. Post-Intensive Lecture Viewing and Report

Watch all 4 lectures from Roy Gane's Altar Call Series and Angel Rodriguez's lecture on Legal Universal Justification. Then, select 8 additional lectures to view from the ATS 2013 Symposium on Atonement. Based on your viewing of these lectures, you will complete a viewing report, the format of which is as follows: list your name and the number of videos you watched in their entirety. Then list three points of useful/interesting information for each of the videos that you view (39 points of useful/interesting information total). **This is due on November 30, 2017.**

Roy Gane, The Altar Call Project: <http://www.andrews.edu/sem/sdlc/altarcall/>

Angel Rodriguez, Legal Universal Justification: <https://vimeo.com/109803236>

ATS 2013 Symposium on Atonement (14 Lecture): <https://vimeo.com/channels/810748/page:1>

MAPM Intensive Class Schedule			
Schedule for class meetings: [Date]			
			Running total
Sunday	5-8 p.m.	3 hours	3
Monday	8:00-12:00 p.m.	4 hours	10.5
	1:30-5:00 p.m.	3.5 hours	
		7.5	
Tuesday	8:00-12:00 p.m.	4 hours	18
	1:30-5:00 p.m.	3.5 hours	
		7.5	
Wednesday	8:00-12:00 p.m.	4 hours	25.5
	1:30-5:00 p.m.	3.5 hours	
		7.5	
Thursday	7:30-11:30 p.m.	4 hours	31.5
	1:00-3:00 p.m.	2 hours	
		6	
Pre/Post-session	Guest lectures to be viewed on-line	13.5 hours	45
		13.5	

Credit-Hour Definitions

A professional 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments.

Estimated Time for this Class:

Estimated Time for this Class—MAPM---3 credit (135 hours)		
Class Lectures face to face	31.5	45 hours total
Pre/Post Online	13.5	
Independent Completion of Assignments		
Reading	55 hours	
Preparation for Exam	8 hours	
Pre-Intensive Assignments	15 hours	
Post-Intensive Assignments	12 hours	
Total Hours	135 hours	

OUTLINE OF TOPICS AND ASSIGNMENTS

Please note: This outline is subject to change based on the pace of the course.

Date		Class Topic	Discussion of Reading Assignment
Oct	29	Introduction to Course/Theological Method Discussion 1	Discussion 1: Rodriguez, "God's Presence," Davidson, "Typology and the Levitical System" 1 and 2 (SLO 1-6)
	30	Biblical Theology of the Sanctuary 1 Discussion 2 Biblical Theology of the Sanctuary 2 Discussion 3 Biblical Theology of the Sanctuary 3	Discussion 2: Rodriguez, "The Sanctuary and Its Cleansing" (SLO 1-6) Discussion 3: Davidson, "Christ's Entry," Davidson, "Inauguration," (SLO 1-6)
	31	Biblical Theology of the Sanctuary 4 Discussion 4 Biblical Theology of the Sanctuary 5 Discussion 5	Discussion 4: Paulien, "Role of the Hebrew Cultus" (SLO 1-6) Discussion 5: Davidson, "Covenant Lawsuit," Davidson: "Cosmic Metanarrative" (SLO 1-6)
Nov	1	Systematic Theology of the Sanctuary 1 Discussion 6 Systematic Theology of the Sanctuary 2 Discussion 7 Systematic Theology of the Sanctuary 3	Discussion 6: Canale, "Philosophical Foundations" (SLO 1-6) Discussion 7: Peckham, "Does God Always Get What He Wants?" (SLO 1-6)
	2	Systematic Theology of the Sanctuary 3 cont. Discussion 8 Final Exam (PO 1-2; SLO 1-6)	Discussion 8: Moskala, "Toward a Theology of Judgment" (SLO 1-6)

GRADING AND ASSESSMENT

Criteria for Grades: In calculating grades I will look for evidence of mature, graduate level thinking as demonstrated in class participation and discussion and quality of written assignments. Written assignments will be graded relative to the degree to which the instructions listed in the description of each are followed and in accordance with the appropriate rubric. The final grade will take into account all of the elements explained below and no other extra reading or work shall be given to improve one's final grade. However, the instructor reserves the right to make adjustments to the student's grade based on overall class performance and his perception of the student's involvement in the class.

Passing Grades: Students must faithfully attend and participate in class, complete required readings, and turn in all written assignments.

Assignment Submission: All assignments are to be submitted via Moodle (Learning Hub), unless otherwise noted in the assignment instructions below. Absent extenuating circumstances, which should be discussed with the professor, late assignments are not accepted.

Assessment Breakdown

1. Class Attendance and Participation	5%
2. Pre-intensive Reading Reports	25%
3. Exams	45%
4. Pre-intensive Additional Reading Report	10%
5. Post-intensive Additional Reading Report	10%
6. Post-intensive Viewing Report	5%

The following scale will be used for determining the final grade:

A	94-100%	B -	80-82%	D	62-50%
A -	90-93%	C +	76-79%	F	below 50%
B +	87-89%	C	70-75%		
B	83-86%	C -	69-63%		

CLASS POLICIES

Contact

Do not hesitate to contact me for help or additional information. The best way is via email.

Classroom Seating

In order to facilitate learning everyone's name please select a permanent seat until instructed otherwise.

Disability Accommodations

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

Late Assignment Submission

The following penalties will be applied for late submission of assessment items:

Assessments received by due date:	(possible A grade)
Delay up to 60 days:	(no better than an A- grade)
Delay up to 90 days:	(no better than a B+ grade)
Delay up to 120 days:	(no better than a B grade)
Delay up to 150 days:	(no better than a C grade)

Computers and Cellphones

Computers are allowed in the class only for the purposes of note-taking or other activities related to the course lecture. Cell phone use is not permitted in class. Please silence and/or turn off any electronic devices that are not being used for the specific purposes of this course. Please do not leave the class room to take a phone call during class time.

Students found to be misusing their computers (gaming, emailing, surfing the internet) or cellphones (texting, gaming, emailing, surfing the internet) will be spoken with after class. Repeat offenders will receive a 5% final grade penalty.

Recording

Students are not permitted to record class lectures.

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*

If a student is not present at the scheduled examination time he/she will get 0 points for that evaluation. When a student is excused by the Associate Dean's office from writing the examination at the appointed time, she/he will be given a different test from the rest of the class, usually an essay type examination consisting of only one question.

Language and Grammar

A student enrolled in a graduate program is expected to possess 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. It might be helpful to read your assignments aloud and have someone else do so as well. All written work must conform to Andrews University Standards for Written Work: <http://www.andrews.edu/grad/documents/standards-for-work.pdf>.

Class Attendance

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records.” *AU Bulletin*

You are responsible for knowing the class preparation assignment for the following class period. If you miss class (excused or unexcused) it is your responsibility to find out what is expected in preparation for the next class period.

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.” *AU Bulletin*

Class Absences

Attendance is an integral part of the learning experience in this course. Unless there are extenuating circumstances, 1% will be taken off the final grade for each absence. Students who are late within the first 10 minutes will lose 0.33%. Students arriving beyond the first 10 minutes will lose the entire 1%.

“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.” *AU Bulletin*

Excused Absences

“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.” *AU Bulletin*

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." *AU Bulletin*

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.

Revision Statement

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

INSTRUCTOR PROFILE

Dr. John C. Peckham, Associate Professor of Theology and Christian Philosophy at the Seventh-day Adventist Theological Seminary, was born in New York and grew up in Massachusetts and Indiana. John pastored in the Indiana Conference of Seventh-day Adventists before being called to teach in the Religion Department at Southwestern Adventist University, where he received the Educator of the Year Award in 2012. In 2013, John was called to teach at the Theological Seminary of Andrews University and received the Daniel A. Augsburg Excellence in Teaching Award in 2016. John graduated from Atlantic Union College (B.S. Accounting; B.S. Business Administration) and Andrews University (M.Div., Emphasis in Systematic Theology; Ph.D., Systematic Theology). His dissertation, “The Concept of Divine Love in the Context of the God-World Relationship” won the outstanding dissertation award, published by Peter Lang in 2014.



An additional monograph on divine love, *The Love of God: A Canonical Model*, was published by IVP Academic in Fall 2015 and won IVP's 2015 Readers' Choice Award. In Fall 2016, *Canonical Theology: The Biblical Canon, Sola Scriptura, and Theological Method* was published (Grand Rapids: Eerdmans, 2016). Articles John has written have appeared in *Philosophia Christi*, *Trinity Journal*, *Themelios*, *Andrews University Seminary Studies*, the *Mid-America Journal of Theology*, *Didaskalia*, the *Journal of the Adventist Theological Society*, *Perspective Digest*, and *Ministry Magazine*. John is currently working on a number of projects, including books on worldview, the problem of evil, divine passibility, and the doctrine of God. John is married to an amazing woman, Brenda, who is a Registered Nurse and they have one son, Joel, their pride and joy. John's passion is studying and proclaiming the beauty of the biblical conceptual framework and the incomparable love of God that it manifests. See canonicaltheology.com

CLASS BIBLIOGRAPHY

- Boyd, Gregory A. *God at War: The Bible & Spiritual Conflict*. Downer's Grove, Ill.: InterVarsity Press, 1997.
- Boyd, Gregory A. *Satan and the Problem of Evil: Constructing a Trinitarian Warfare Theodicy*. Downers Grove, Ill.: InterVarsity Press, 2001.
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Spring, MD: Biblical Research Institute, General Conference of Seventh-day Adventists, 1992.

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Moskala, Jiří. “Toward a Biblical Theology of God’s Judgment: A Celebration of the Cross in Seven Phases of Divine Universal Judgment (An Overview of a Theocentric–Christocentric Approach).” *Journal of the Adventist Theological Society* 15, no. 1 (Spring 2004): 138–165.

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Shea, William H. *Selected Studies on Prophetic Interpretation*. Revised Edition. Edited by Frank B. Holbrook. Daniel and Revelation Committee Series 1.

PRE-INTENSIVE READING REPORT RUBRIC

Criteria		Meets Standard (5)	(4)	Good (3)	(2)	Does Not Meet Standard (1)	Absent (0)	Score		
Category										
75 %	Content	The student exhibited understanding of the material in the summary and critical evaluation. Three significant discussion questions and three points of useful/interesting information show evidence of		Some understanding of the material is exhibited in the summary. There are some questions and points of interesting information. Little evidence of thoughtful reading and reflection.		It appears that the material was not carefully read. Questions and points of insight are either missing or poorly done.		Out of 5	Out of 75	

		thoughtful reading and reflection							
25 %	Presentation of the Assignment	It is evident that the report was composed with care and thoughtfulness. No spelling mistakes. Follows the prescribed format. It is clear that this assignment was not written in the last minute.		The report is generally well done but includes some spelling and grammatical mistakes, only follows some of the instructions, and shows evidence of being completed in a rushed and halfhearted manner.		The report looks messy; there are spelling mistakes and major departures from the instructions. It is evident that the student did not spend much time or effort preparing this assignment.		Out of 5 _____	Out of 25 _____

Total (out of 100):

POST-INTENSIVE READING REPORT RUBRIC

Criteria		Meets Standard (5)	(4)	Good (3)	(2)	Does Not Meet Standard (1)	Absent (0)	Score	
Category									
75 %	Content	The student exhibited understanding of the material in the summary, evaluation, and commentary. The significant points and evaluation and commentary on the significance of ideas show evidence of thoughtful reading and significant time spent reflecting on the future usefulness of this material for ministry.		Some understanding of the material is exhibited in the summary. There are points of interesting information. Little evidence of thoughtful reading and reflection.		It appears that the material was not carefully read. Questions and points of insight are either missing or poorly done.		Out of 5 _____	Out of 75 _____
25 %	Presentation of the Assignment	It is evident that the report was composed with care and thoughtfulness. No spelling mistakes. Follows the prescribed format. It is clear that this assignment was not written in the last minute.		The report is generally well done but includes some spelling and grammatical mistakes, only follows some of the instructions, and shows evidence of being completed in a rushed and halfhearted manner.		The report looks messy; there are spelling mistakes and major departures from the instructions. It is evident that the student did not spend much time or effort preparing this assignment.		Out of 5 _____	Out of 25 _____

Total (out of 100):