

SEVENTH-DAY ADVENTIST  
THEOLOGICAL SEMINARY

THST695-131  
**SANCTUARY DOCTRINE**  
*Spring 2017*  
*Roy E. Gane*



Andrews  
University  
Seek. Affirm. Change.

# Andrews University

THST695-131

## SANCTUARY DOCTRINE

(JANUARY 15-19, 2017)

SPRING 2017

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### GENERAL CLASS INFORMATION

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Class Location: Andrews University, Whirl Pool Rm., Chan Shun Building,  
Berrien Springs, Michigan  
Class Dates: January 15-19, 2017 (Sunday–Thursday)  
Class Time/Day: **Sunday, 6:00–8:00 pm**  
Mon–Thurs. 8:00 am–12:00 pm; 1:30–6:00 pm  
Credits Offered: 3

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### INSTRUCTOR CONTACT

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**Instructor:** Roy E. Gane, Ph.D.  
E-mail: [gane@andrews.edu](mailto:gane@andrews.edu)  
Telephone: 269-471-6576 (office); 269-461-6309 (home)  
Office Location: Seminary N115

Secretary: Katie Freeman  
E-mail: [katie@andrews.edu](mailto:katie@andrews.edu)  
Telephone: 269-471-2861  
Office Location: Seminary N111

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### COURSE DESCRIPTION

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A study of the earthly and heavenly sanctuaries with special emphasis on the books of Leviticus, Daniel, Hebrews, and Revelation. THST695 investigates the dramatic story of the ages: the Lord at work in His sanctuary, revealing His character and His presence with faulty human beings, and progressively restoring them to life and full intimacy with Him. Thus the course is about salvation by grace through faith within the context of the Great Controversy between Christ and Satan. This study will emphasize aspects that are especially relevant for practical living in the 21<sup>st</sup> century A.D.

Pentateuchal rituals (primarily recorded in Leviticus), as well as the books of Daniel, Hebrews, and Revelation testify to the following:

- God's continuing presence with His people, who have access to Him (and therefore to His grace) where He dwells in His sanctuary.
- God's ongoing, comprehensive remedies for the problem of sin through Christ's sacrifice, by which He restores His relationship with His people.

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## COURSE MATERIALS

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### Required Reading Before the Intensive:

1. Leviticus, Daniel, Hebrews, and Revelation in an English translation of the Bible, not including a paraphrase or The Clear Word.
2. Gane, Roy E. *Altar Call*. Berrien Springs, MI: Diadem, 1999. ISBN: 9780967305103. Print, new: \$15.00.
3. Gane, Roy E. *Who's Afraid of the Judgment?* Nampa, Idaho: Pacific Press, 2006. ISBN: 9780816321285. Print, new: \$11.00.
4. Davidson, Richard M. "Inauguration or Day of Atonement? A Response to Norman Young's 'Old Testament Background to Hebrews 6:19–20 Revisited.'" *Andrews University Seminary Studies* 40/1 (Spring 2002): 69–88. Available at <http://digitalcommons.andrews.edu/auss/vol40/iss1/5/>
5. Davidson, Richard M. "Typology and the Levitical System—Part I." *Ministry* (February 1984): 16–19, 30. Available at <https://www.ministrymagazine.org/archive/1984/02/typology-and-the-levitical-system%E2%80%94941>
6. Davidson, Richard M. "Typology and the Levitical System—Part II." *Ministry* (April 1984): 10–13. Available at <https://www.ministrymagazine.org/archive/1984/04/typology-and-the-levitical-system%E2%80%94942>

### Recommended Reading Before the Intensive:

1. Gane, Roy E. *Leviticus, Numbers*. NIV Application Commentary. Grand Rapids, MI: Zondervan, 2004. ISBN: 9780310210887. Print, new: \$45.00. Print, used: \$33.75. Print, new rental: \$40.50. Print, used rental: \$20.25. Read especially the commentary on Leviticus 1-17, 23.

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## REVISION STATEMENT

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

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## OUTCOMES

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

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.

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

1. Tell the story of salvation through Christ as the Bible demonstrates it through accounts of services at His earthly and heavenly sanctuaries.
2. Explain the loving (= just + merciful) character of God as revealed in the biblical sanctuary services.
3. Teach people how to get in touch with Jesus in the heavenly sanctuary, where He is working now, so that they can receive the transforming gifts of His sacrifice and presence through the Holy Spirit.
4. Preach and teach the biblical sanctuary message in evangelistic and other settings in a manner that is exegetically sound, balanced, appealing, and persuasive, answers objections, and motivates people to receive God's special end-time grace that prepares for Christ's return to Planet Earth.

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## COURSE REQUIREMENTS

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### Pre-Intensive Requirements (Deadline: January 15, 2017; Don't come to the intensive without doing these!)

1. **Read** the six items listed above (under "Course Materials") as required readings and, if possible, also do the recommended reading listed there. (SLO 1-3, MAPM PO 2).

2. Write **two book reaction reports** on books by Roy E. Gane, one on *Altar Call* and the other on *Who's Afraid of the Judgment?* Include at the top of one of the reports a signed statement that all of the required reading (the six items) has been completed. (SLO 1-3, MAPM PO 2)

Report Content: Each report must engage with (rather than simply summarizing) some specific content of each major portion of the book (eight parts of *Altar Call*; chapters of *Who's Afraid of the Judgment?*), concentrating on ideas that are particularly helpful or problematic.

Report Formatting: Typewritten, 5 or 6 pages (not including title page), double-spaced (with normal margins: 1" top and bottom and 1.25" on sides), 12-point font Label the parts/chapters to which you are responding. The beginning of the paper must be labeled with the name of the student and the date.

Mode of Submission: Hard copy brought to the first intensive class meeting on **January 15, 2017**.

Criteria for Grade: The reaction paper will be graded according to its depth of interaction with representative portions of the book and its clarity of expression. For more details, see assessment rubric under Assessment Guidelines, below.

### **Requirements During the Intensive (January 15-19, 2017)**

1. Regular attendance and participation in class.
2. Study the PowerPoint presentations provided in class.
3. **Write the examination on January 19, 2017.** The examination covers the class presentations and discussions. The grading standard for the examination is graduate level, requiring on-target content with support, and expression that is clear, concise, and organized. (SLO 1-3, MAPM PO 2).

### **Post-Intensive Requirement (Deadline: April 15, 2017)**

1. Write a high quality **evangelistic sermon** in which you apply what you learn in this class by clearly, simply, and appealingly explaining from the Bible *one* important aspect of Christ's sanctuary ministry, whether as Victim or Priest. (SLO 4, MAPM PO 1).

Sermon Content: Your sermon must include some information about Christ's work that we learn from the Old Testament sanctuary services in their role as shadow to His sacrifice and/or heavenly sanctuary ministry. It should be a sanctuary sermon, so that sanctuary concepts are core and pervasive, rather than a minor tack-on within a sermon that is basically about something else.

Target 21<sup>st</sup> century non-SDA people as your primary audience. Assume that they know little or nothing about the Bible, SDA teaching, the sanctuary, or Ellen G. White, unless you have taught them some concepts in one or more previous presentations in a series. So for this audience, don't use technical theological terminology (e.g., "antitype"), SDA jargon, or quotations from Ellen G. White (whom you would introduce later in your series). Keep your sermon simple, focusing on one part of the story of Jesus, rather than trying to teach a major chunk of a sanctuary course to impress the instructor, who will not be impressed because your audience will develop a case of confusion, exhaustion, and mental constipation. Remember that most people can concentrate on new theological concepts for only a few minutes, so give them breaks by interspersing illustrations and applications. At the top of your sermon manuscript you may, if you wish, specify where this presentation fits in a series and more precisely what kind of non-SDA audience you are trying to reach.

To ensure that your sermon has a logical progression of thought, start by writing a Bible study outline with good structure. Build the outline around Bible passages, but don't use too many texts. Then flesh out the ideas and connect with your audience by integrating explanations, illustrations, applications, and appeal. Your challenge will be to limit your scope to a manageable size and effectively communicate this powerful topic in a cohesive manner that does justice to the richness of the subject without overwhelming your audience with too much detail. Keep Christ and His on-going relationship to human beings as the reference point and you will not lose people in what they perceive as academic theorizing that doesn't have anything to do with them.

Sermon Formatting: The sermon manuscript must be typed, double-spaced (with normal margins), 12-point font, and 12-15 pages in length (not including a title page or other extra pages such as an outline, preliminary description of the sermon, or graphics). Include scripture references as in-text citations (in parentheses). If you refer to ideas in extra biblical sources (books, articles, etc.), you may keep track of

them for your future use by referring to them in citations in your text (in parentheses) or in footnotes or endnotes, whichever is most convenient for you. Just staple (not paper clip) pages together, without using extra covers (plastic or otherwise). Include your name, the date, and the sermon title at the top of the first page or title page.

**Mode of Submission:** By email to Roy E. Gane [gane@andrews.edu](mailto:gane@andrews.edu) by April 15, 2017.

**Criteria for Grade:** The sermon will be graded on biblical content (especially including accuracy and depth of biblical interpretation regarding sanctuary concepts), clarity and effectiveness of communication (logical structure and flow, appeal, illustrations, and quality of writing style, including choice of expressions, grammar, syntax, and spelling), and appropriateness for the target audience (non-SDA evangelistic), in accordance with the guidelines presented above. For more details, see assessment rubric under Assessment Guidelines, below.

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## GRADING AND ASSESSMENT

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### **Credit-Hour Definition**

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**

<b>MAPM—3 Credits (135 Hours)</b>	
Reading	50
Book reaction reports	6
In class: presentations, discussion, and exam	36
Study during intensive	6
Evangelistic sermon	37
<b>Total Hours</b>	<b>135</b>

### **Criteria for Grades**

For criteria used by the instructor to determine grades for written work, see above under descriptions of Course Requirements and below under Assessment Guidelines.

### **Passing Grades and Examination**

The examination and the evangelistic sermon carry the most weight for determination of the course grade (see below). Poor performance in either of these will severely damage the student's grade. A student must complete all course requirements and cannot miss more than 10% of the intensive session in order to receive any credit for the course.

### **Class Absence and Tardiness**

Attendance is taken at the beginning of each class meeting. Unexcused absences exceeding 10% of the total course appointments will result in an "F" 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 (Andrews University policy).

### **Assignment Submission**

See instructions above with Course Requirements.

### **Late Assignment Submission**

Late written assignments are not accepted in this class, for which plenty of time is given to complete the work.

### **Incomplete Grade Policy**

"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. An I may be given when the instructor and the student agree to terms stated in an Incomplete Contract. The I is given to a student when the major portion of the work for the course has been completed. The contract states (1) the remaining work to be completed, (2) a plan with timelines for completion of the work, (3) the time limit, and (4) the grade the student will receive if the work is not completed by the agreed-upon time.” (*AU Bulletin*).

**No Extra Credit**

No extra credit assignments will be given in this class because any such credit available to one student must be available to all, and the instructor cannot handle the extra workload.

**Grading Percentages**

For computation of the grade for the course, grades for written assignments and the examination will be weighted as follows:

Book reaction reports:	20%
Examination:	40%
<u>Evangelistic Sermon:</u>	<u>40%</u>
TOTAL:	100%

**Grade Scale:**

A	95-100%	C	71-75%
A-	91-94%	C-	68-70%
B+	87-90%		
B	82-86%	D	57-67%
B-	79-81%		
C+	76-78%	F	56% and below

Note: For final letter grades, grade percentages are rounded upward to the next percentage point.

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**ASSESSMENT GUIDELINES**

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**Book Reaction Reports:**

The book reaction reports will be graded according to their depth of interaction with coverage of representative portions of the books and their clarity of expression.

CRITERIA	Exceptional A	Good B	Not so Good C	Substandard D	Unacceptable F	Weight
<b>Depth of interaction</b>	Deep interaction throughout, showing profound understanding and engagement with the concepts of the book.	Quite a lot of interaction, but could be deeper.	Some interaction, but tends to be rather superficial.	A little interaction, but mainly just summary of contents.	No interaction. Just summary of contents.	approx. 40%

<b>Coverage of representative portions of book</b>	Engages with material in all major sections of the book.	Engages with material in almost all major sections of the book, but omits or skims briefly over one.	Deals with material in most major sections of the book, but omits or skims briefly over two.	Deals with material in several major sections of the book, but omits or skims briefly over three.	Deals with material in half or less of the major sections of the book, but omits or skims briefly over the others.	approx. 40%
<b>Clarity of expression</b>	Logically well-organized presentation; excellent writing style, including apt and concise wording, correct English grammar and syntax, and freedom from typos.	Fairly well-organized presentation; good writing style overall, but a few minor English problems.	Not so organized presentation; mediocre writing style with quite a few English mistakes.	Quite sloppy organization; unclear in quite a few places, with many English mistakes.	Very sloppy, unclear, and full of English mistakes.	approx. 20%
						TOTAL: 100%

**Evangelistic Sermon Project:**

The sermon will be graded on its biblical content (especially including accuracy and depth of biblical interpretation regarding sanctuary concepts), clarity and effectiveness of communication (logical structure and flow, appeal, illustrations, and quality of writing style, including choice of expressions, grammar, syntax, and spelling), and appropriateness for the target audience (non-SDA evangelistic), in accordance with the guidelines presented above.

<b>CRITERIA</b>	<b>Exceptional</b> <b>A</b>	<b>Good</b> <b>B</b>	<b>Not so Good</b> <b>C</b>	<b>Substandard</b> <b>D</b>	<b>Unacceptable</b> <b>F</b>	<b>Weight</b>
<b>Biblical Content</b>	Accurate and thorough explanation of selected sanctuary concepts from biblical texts themselves, with profound insights.	Quite accurate and fairly thorough explanation of biblical sanctuary concepts.	Less than accurate or thorough explanation of biblical sanctuary concepts.	Some fairly serious problems with biblical accuracy; superficial or unclear explanations of biblical sanctuary concepts, not really engaging relevant texts.	Teaches little or nothing that is solid regarding biblical sanctuary concepts.	approx. 50%

<b>Communication</b>	Excellent logical structure and flow, appeal, illustrations; superior quality writing style, including clear, simple, effective, vivid expression, with correct grammar, syntax, and spelling.	Good logical structure and flow, appeal, illustrations, and quality of writing style, including choice of expressions, grammar, syntax, and spelling.	Some problems with logical structure and flow, appeal, illustrations, and/or quality of writing style, including choice of expressions, grammar, syntax, and spelling.	Major problems with logical structure and flow, appeal, illustrations, and/or quality of writing style, including choice of expressions, grammar, syntax, and spelling.	Logical structure and flow unclear; deficient in appeal; little or no illustrative material; sloppy writing.	approx. 35%
<b>Appropriateness for target audience</b>	Very effectively connects with 21 <sup>st</sup> century non-SDA audience.	Quite effectively connects with 21 <sup>st</sup> century non-SDA audience.	Some fairly major deficiencies in connecting with 21 <sup>st</sup> century non-SDA audience.	Major problems in connecting with 21 <sup>st</sup> century non-SDA audience.	Doesn't connect with target audience.	approx. 15%
						TOTAL: 100%

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## COURSE POLICIES

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### Disability Information

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. Disability accommodation does not include grading a student at a lower standard than the rest of the class.

### English Skills

Graduate level English skills are presupposed and necessary for this course. Students who have difficulty understanding or writing English (including native English speakers) should get help from the relevant services on campus that are readily available and free for university students. The instructor has personally found that auditing a speed-reading course at the Reading Center was very useful for improving comprehension while saving time. Most Seminary students have plenty of room for improvement in the area of writing and would benefit by getting some help on their written projects from the Writing Center. This is a time-efficient way to enhance your grades and your personal effectiveness in communication, which is so vital to ministry and teaching.

### 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" (*Andrews University Bulletin*).

### **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*).

### **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.

### **Computer Abuse**

A student caught using his/her computer during class for something that is not relevant to the discussion will be marked inexcusably absent for that day and may jeopardize his/her right to continue using a computer in class. Abusing computer privileges during a time of sacred study is stupid, in that it wastes time and is detrimental to personal learning that affects one's grade. It is also disrespectful of the Lord, his Word, and the awesome topic we are studying. Moreover, it is stealing from oneself, students who are distracted by another person's computer, and most crucial, from the people whom our students serve in their future ministries.

### **Academic Integrity**

"University learning thrives on the rigor of individual investigation, the authentic exchange of ideas, and a corporate commitment to integrity and mutual respect. University learning requires all members of the academic community to behave honestly. Andrews University anchors its practices in the teachings of the Bible as well as in widely established and honorable academic traditions. As the apostle Paul calls us to authenticity in our Christian walk, so the educational institution demands of its participants true and accurate self-representation. In Ephesians, Paul invites believers "to be renewed in the spirit of your minds, and to clothe yourselves with the new self, created according to the likeness of God in true righteousness and holiness" (Eph. 4:23-24, NRSV). As scholars and as Christ servants, we build His living body through our honesty in all things, both small and great. To that end, Andrews University's faculty and students pledge to learn and grow together, committing to the following Standards and affirming honesty as a core component of an Andrews University education." (*AU Bulletin*).

Academic integrity is especially important in the Seminary, for obvious reasons. The policy regarding academic dishonesty in this course is simply *zero tolerance*. If a student is caught being academically dishonest in this class (including plagiarizing, using unauthorized materials during an exam, or helping another student to plagiarize or cheat), the grade for that exam or assignment will automatically be 0%, and additional punishment may include (but not necessarily be limited to) an F for the course and a report to the Dean of the Seminary to be placed in the student's file. For purposes of enforcement, cheating will be defined in terms of behavior, not intent. To avoid consequences of cheating without meaning to, the student should pay attention to and follow all instructions.

### **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.



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**TENTATIVE SCHEDULE OF INTENSIVE CLASS TOPICS**

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Date in 2017	Intensive Class Topics (SLO 1-3, MAPM PO 2).
1/15	Course Introduction “The Sanctuary Structure” (slides of Constance Gane)
1/16	“Jesus and the Holy Spirit in the Sanctuary” “Face in the Dirt” “The Diamond That is Forever” “Divine Obsession” “A Tale of Two Goats” “The Cost of Mercy”
1/17	“Ritual Activity Systems and the Character of God” “The Day the Streamers Break” “The Sanctuary and Gospel Assurance” “1844 Made Simpler” “Objections to 1844”
1/18	“Sanctuary in Daniel” “Sanctuary in Hebrews” “Sanctuary in Revelation” “Sanctuary and the Final Generation”
1/19	“Issues in Sanctuary Studies” Review for Examination <b>Examination</b>

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**INSTRUCTOR PROFILE**

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**Roy E. Gane**, originally from Australia, is Professor of Hebrew Bible and Ancient Near Eastern Languages at the Seventh-day Adventist Theological Seminary of Andrews University. He completed his Ph.D. in biblical Hebrew language and literature at the University of California, Berkeley in 1992, specializing in the biblical sanctuary services. Before moving to Andrews University, he taught in the Religion Department of Pacific Union College 1992-94. He served as President of the Adventist Theological Society 2009-10. His speaking has taken him to five continents for events such as camp meetings, pastors’ meetings, and Bible conferences.



Gane has authored numerous articles for scholarly and lay readers, Adult Bible Study Guides (Sabbath School quarterlies) on Judges and Isaiah, and seven books: *God’s Faulty Heroes*; *Altar Call*; *Ritual Dynamic Structure*; *Leviticus*, *Numbers* (NIV Application Commentary); *Cult and Character: Purification Offerings, Day of Atonement, and Theodicy*; *Who’s Afraid of the Judgment?*; and *In the Shadow of the Shekinah: God’s Journey With Us*. In addition, he has contributed the Leviticus portion of the *Zondervan Illustrated Bible Backgrounds Commentary* (2009), the Leviticus and Numbers portions of *The Baker Illustrated Bible Commentary* (2012), study notes on five biblical books for *The Andrews Study Bible* (2010), and was the primary translator for the Leviticus portion of the *Common English Bible* (2011).

Roy is married to Connie, a Mesopotamian archaeologist who also teaches at the Seminary, and they are the parents of Sarah Burton, who is married to Kevin Burton. Roy and Connie have two dogs: Lucy and Maya.

## **Bibliography of Publications by Roy E. Gane Relevant to the Course**

### **Academic Professional Books Published**

- 2005 *Cult and Character: Purification Offerings, Day of Atonement, and Theodicy*. Winona Lake, IN: Eisenbrauns. 394 pp.
- 2004 *Ritual Dynamic Structure*. Gorgias Dissertations 14, Religion 2. Piscataway, NJ: Gorgias Press. 398 pp.
- 2004 *Leviticus, Numbers*. NIV Application Commentary. Grand Rapids: Zondervan. 846 pp.

### **Books/Volumes Edited**

- 2015 *Current Issues in Priestly and Related Literature: The Legacy of Jacob Milgrom and Beyond*. Ed. Roy E. Gane and Ada Taggar-Cohen. Resources for Biblical Study. Atlanta: Society of Biblical Literature.

### **Monographs/Manuals/Academic Essays/Treatises**

- 2009 *In the Shadow of the Shekinah: God's Journey With Us*. Hagerstown, MD: Review & Herald. 158 pp.
- 2006 *Who's Afraid of the Judgment? The Good News About Christ's Work in the Heavenly Sanctuary*. Nampa, ID: Pacific Press. 128 pp. Translated into Spanish as *Sin Temor al Juicio*. Buenos Aires: Asociacion Casa Editora Sudamericana, 2006.
- 1999 *Altar Call*. Berrien Springs, MI: Diadem. 358 pp. Translated into Romanian as *Chemarea Altarului*. Arad, Romania: Majesty Press, 2003.

### **Chapters Contributed to Book/Volume**

- “Was Leviticus Composed by Aaronide Priests to Justify Their Cultic Monopoly?” in *Exploring the Composition of the Pentateuch* (ed. Kenneth Bergland, Felipe Masotti, and A. Rahel Schafer; BBRSup, forthcoming).
- “Worship, Sacrifice, and Festivals in Ancient Israel,” in *Behind the Scenes of the Old Testament* (ed. Jonathan S. Greer, John W. Hilber, and John Walton; Grand Rapids: Baker, forthcoming).
- “‘Bread of the Presence’ and Sabbath as Culminating Expressions of Covenant Holiness,” in book on the Sabbath (ed. Elias Brasil de Souza; Silver Spring, MD: Biblical Research Institute, forthcoming).
- “At-One-Ment Forever (in the New Heaven and New Earth),” in book on Soteriology (ed. Darius Jankiewicz and John Reeve), forthcoming.
- “Cosmic Conflict and Divine Kingship in Babylonian Religion and Biblical Apocalypses,” with Constance Gane, in *Festschrift for Richard M. Davidson* (ed. J. Moskala; Berrien Springs, MI: Old Testament Department, Seventh-day Adventist Theological Seminary), forthcoming.
- 2016 “Innovation in the Suspected Adulteress Ritual (Num 5:11-31),” in *Ritual Innovation in the Hebrew Bible and Early Judaism* (ed. Nathan MacDonald; BZAW [Beiheft zur Zeitschrift für die alttestamentliche Wissenschaft] 468; Berlin: De Gruyter), 113-127.

- 2015 “Didactic Logic and the Authorship of Leviticus,” in *Current Issues in Priestly and Related Literature: The Legacy of Jacob Milgrom and Beyond* (ed. Roy E. Gane and Ada Taggar-Cohen, et al.; Resources for Biblical Study; Atlanta: Society of Biblical Literature), 197-221.
- 2015 “Productive and Protected Ministry: Numbers 17:23 [English 17:8],” in *Devotions on the Hebrew Bible: 54 Reflections to Inspire & Instruct* (ed. Milton Eng and Lee M. Fields; Grand Rapids: Zondervan), 30-32.
- 2015 “The Nature of the Human Being in Leviticus,” Chapter 2 in “*What Are Human Beings That You Remember Them?*” *Proceedings of the Third International Bible Conference, Nof Ginosar and in Jerusalem, June 11-21, 2012* (ed. Clinton Wahlen; Silver Spring, MD: Biblical Research Institute), 43-57.
- 2015 “The Lesson in Brief, Lessons 3, 5, 6” and “The Learning Cycle, Lessons 3, 5, 6.” Pages 36-40, 60-64, 72-76 in the *Adult Teachers Sabbath School Bible Study Guide, Jan, Feb, Mar 2015, Proverbs*. Edited by Clifford R. Goldstein, Silver Spring, MD: Office of the Adult Bible Study Guide, General Conference of Seventh-day Adventists.
- 2014 “The Pentateuch,” in *Servants and Friends: A Biblical Theology of Leadership* (ed. Skip Bell; Berrien Springs, MI: Andrews University Press), 49-63.
- 2012 “Numbers,” in *The Baker Illustrated Bible Commentary* (ed. Gary M. Burge and Andrew E. Hill; Grand Rapids: Baker Books), 116-145.
- 2012 “Leviticus,” in *The Baker Illustrated Bible Commentary* (ed. Gary M. Burge and Andrew E. Hill; Grand Rapids: Baker Books), 87-115.
- 2011 “Leviticus,” primary translator, in *Common English Bible: A Fresh Translation to Touch the Heart and Mind* (Nashville: Common English Bible), 93-123.
- 2010 “What is the ‘Cleansing of the Sanctuary’ in Daniel 8:14?” in *Interpreting Scripture: Bible Questions and Answers* (ed. Gerhard Pfandl; Biblical Research Institute Studies 2; Silver Spring, MD: Biblical Research Institute), 249-253.
- 2010 “What Was the Role of the Scapegoat? (Leviticus 16:8-10),” in *Interpreting Scripture: Bible Questions and Answers* (ed. Gerhard Pfandl; Biblical Research Institute Studies 2; Silver Spring, MD: Biblical Research Institute), 162-164.
- 2010 “Daniel,” in *Andrews Study Bible* (ed. Jon Dybdahl; Berrien Springs, MI: Andrews University Press), 1106-1136.
- 2010 “Numbers,” in *Andrews Study Bible* (ed. Jon Dybdahl; Berrien Springs, MI: Andrews University Press), 165-216.
- 2010 “Leviticus,” in *Andrews Study Bible* (ed. Jon Dybdahl; Berrien Springs, MI: Andrews University Press), 127-164.
- 2009 “Leviticus,” in *Zondervan Illustrated Bible Backgrounds Commentary* (ed. John H. Walton; Grand Rapids: Zondervan), 1:284-337.
- 2008 “The Function of the Nazirite’s Concluding Purification Offering,” in *Perspectives on Purity and Purification in the Bible* (ed. Baruch J. Schwartz, David P. Wright, Jeffrey Stackert, and Naphtali S. Meshel; New York: T & T Clark), 9-17.
- 2005 Study notes on Leviticus and Numbers in *Faith in Action Study Bible: Living God’s Word in a Changing World*, 153-194, 197-257. Grand Rapids: Zondervan. (Adapted from Roy Gane, *Leviticus, Numbers* [NIV Application Commentary; Grand Rapids: Zondervan, 2004]; see acknowledgments on p. xii).

- 2004 “Numbers 15:22-31 and the Spectrum of Moral Faults,” in *Inicios, paradigmas y fundamentos: Estudios teologicos y exegeticos en el Pentateuco* (ed. Gerald Klingbeil; River Plate Adventist University Monograph Series in Biblical and Theological Studies 1; Libertador San Martin, Entre Rios, Argentina: Editorial Universidad Adventista del Plata), 149-156.
- 2000 “The Syntax of *Tet V<sup>e</sup>*...in Daniel 8:13,” in *Creation, Life, and Hope: Essays in Honor of Jacques B. Doukhan* (ed. J. Moskala; Berrien Springs, MI: Old Testament Department, Seventh-day Adventist Theological Seminary) 367-382.
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