

SEVENTH-DAY ADVENTIST  
THEOLOGICAL SEMINARY

THST695  
TOPICS IN THE SANCTUARY  
DOCTRINE  
*Spring Semester 2017*

*Jiří Moskala, ThD, PhD*



# Andrews University

THST695-043  
**TOPICS IN THE SANCTUARY DOCTRINE**  
SPRING SEMESTER 2017

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## GENERAL CLASS INFORMATION

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Class Location: Burman University  
5415 College Avenue  
Lacombe, Alberta  
Canada

Class Dates: April 9–13, 2017 (Sunday–Thursday)

Class Time/Day: **Sunday—6:00–8:00 pm**  
Monday–Wednesday—8:00 am–12:00 pm; 1:00–6:00 pm  
Thursday—8:00 am–12:00 pm; 1:00–5:30 pm

Credits offered: 3

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## INSTRUCTOR CONTACT

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Instructor: Jiří Moskala, Th.D., Ph.D.  
Telephone: 269.471.3205  
Email: moskala@andrews.edu

Secretary: Dorothy Show  
Telephone: 269.471.3536  
E-mail: showd@andrews.edu

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## COURSE DESCRIPTION

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This course deals with selected themes related to the Doctrine of the Sanctuary in the context of Seventh-day Adventist theology and teaching. A study of the earthly and heavenly sanctuaries with special emphasis on the books of Genesis, Leviticus, Psalms, Ezekiel, Daniel, Hebrews, and Revelation.

- A. Survey of the history of the sanctuary doctrine.
- B. Exploration of the key biblical passages relating to the doctrine of the sanctuary.
- C. Explanation of the relationship between Old and New Covenants.
- D. Explanation of the relevancy of this doctrine to our contemporary life.
- E. Examination of the theological concepts of the sanctuary doctrine.

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## REQUIRED TEXTBOOKS AND ARTICLES

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### Pre-intensive Reading

1. Bible
2. Goldstein, Clifford. *1844 Made Simple*. Nampa, ID: Pacific Press, 1998. (ISBN No. 978-0816307989; Adventist Book Center: \$11.99)
3. Goldstein, Clifford. *Graffiti in the Holy of Holies: An Impassioned Response to Recent Attacks on the Sanctuary and Ellen White*. Nampa, ID: Pacific Press, 2003. (ISBN No.: 978-0816320073; Amazon: \$12.99)

### Post-intensive Reading

4. Articles (Available online.)  
Canale, Fernando L. "Philosophical Foundations and the Biblical Sanctuary." *Andrews University Seminary Studies* 36, no. 2 (1998): 183–206.  
Davidson, Richard M. "Christ's Entry 'Within the Veil' in Hebrews 6:19–20: The Old Testament Background." *Andrews University Seminary Studies* 39, no. 2 (2001): 175–190.  
\_\_\_\_\_. "Cosmic Metanarrative for the Coming Millennium." *Andrews University Seminary Studies* 11, nos. 1–2 (2000): 102–119.  
\_\_\_\_\_. "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, no. 1 (2002): 69–88.  
\_\_\_\_\_. "Typology and the Levitical System—1." *Ministry*, February 1984, 16–19, 30.  
\_\_\_\_\_. "Typology and the Levitical System—2." *Ministry*, April 1984, 10–13.  
Moskala, Jiří. "The Gospel According to God's Judgment: Judgment as Salvation." *Journal of the Adventist Theological Society* 22, no. 1 (2011):28-49.  
\_\_\_\_\_. "The Meaning of the Intercessory Ministry of Jesus Christ on Our Behalf in the Heavenly Sanctuary." Forthcoming publication.  
\_\_\_\_\_. "Misinterpreted End-Time Issues: Five Myths in Adventism." Forthcoming publication.  
\_\_\_\_\_. "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.  
Paulien, Jon. "The Role of the Hebrew Cultus, Sanctuary, and Temple in the Plot and Structure of the Book of Revelation." *Andrews University Seminary Studies* 33, no. 2 (1995): 245–264.
5. Holbrook, Frank B., ed. *The Sanctuary and the Atonement: Biblical, Theological and Historical Studies*. Silver Spring, MD: Biblical Research Institute, 1989 (Abridged Edition). (ISBN No.: 978-0925675101; Amazon: \$21.95)

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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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## PROGRAM AND STUDENT LEARNING OUTCOMES

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### MA in Pastoral Ministry (MAPM) Program Outcomes (PO)

1. Demonstrates proper biblical interpretation skills and application of biblical teachings.

2. Prepare and deliver effective expository and prophetic sermons.

**Student Learning Outcomes (2 Book Reports: SLO 1–2; Research Paper/Sermon/Project: 1–2). The student should be able to:**

1. Integrate the contents of the Sanctuary Doctrine with personal experience.
2. Make a practical application of class materials and personal research to pastoral ministry.

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## COURSE REQUIREMENTS

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### **Pre-intensive Assignments (Deadline: April 9, 2017)**

1. Read Clifford Goldstein's *1844 Made Simple*.
2. Read Clifford Goldstein's *Graffiti in the Holy of Holies*.
3. Write the two required book reaction reports on Clifford Goldstein's two books listed above (see under *Assignments* below item No. 4 for details).

### **During the Intensive Assignments (Deadline: April 13, 2017)**

1. Regular attendance and participation in class.
2. Study the elements provided in class.
3. Write final examination.

### **Post-intensive Assignments (Deadline: July 15, 2017)**

1. Read *The Sanctuary and the Atonement* and write the required book reaction report.
2. Read the ten online articles listed under *Required Textbooks and Articles* above (No. 4) and write one reaction report that covers all ten articles. (Available online at [www.andrews.edu/sem/inministry/schedule/classes/2016fall/2016-fall-thst-695-moskala-mau.html](http://www.andrews.edu/sem/inministry/schedule/classes/2016fall/2016-fall-thst-695-moskala-mau.html).)
3. Write a research paper or 2 sermons.
  - **E-mail assignments to Dorothy Show ([showd@andrews.edu](mailto:showd@andrews.edu)).**

### **Assignments**

1. Study the elements provided in class.
2. Read all of *1844 Made Simple*, *Graffiti in the Holy of Holies*, *The Sanctuary and the Atonement*, and the ten articles (listed under *Required Textbooks and Articles*).
3. Final Examination
  - A. Covers Class Lectures
  - B. Date: Thursday, November 17, 2016
4. Book Reaction Reports

Four written reading/reaction reports, each three to five pages in length and typed (double spaced) on each of the three required textbooks and the fourth report on the required articles.

  - These reports will declare that all the materials related to the report have been read.
  - Each report will present an evaluation of the reading. In this evaluation, the student will address questions such as:
    - A. What is your overall impression of your reading—positive or negative?
    - B. What insights did you gain?
    - C. What areas did you find most helpful and why?
    - D. Which were disappointing and why?
    - E. What issues would you have liked to see the author(s) address?
    - F. What questions or difficulties arose from your reading?
  - See reading/reaction report rubric on p. 7

5. Research Paper or 2 Sermons (*Two Options—Choose One Option*)
  - a. Research Paper
 

Prepare a 20–30 page research paper (double spaced) on a selected topic related to the sanctuary doctrine. Your topic must be approved by the instructor. The application of your main thought must be relevant. Your own position with reasons must be stated.

For the research paper, follow the step by step instructions provided (see *Guidelines for the Research Paper* below). See p. 8 for research paper rubric.

- b. 2 Sermons
 

Prepare two written 10–15 page (double spaced) sermons that will apply the theological message of any biblical text related to the sanctuary doctrine. Your sermons must contain at least one contemporary illustrations from real life. See p. 9 for sermon rubric.

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

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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**Very 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**Cit must contain:
  - a. **Statement of the problem.**
  - b. **Purpose** of the study (intention)Csignificant questions have to be asked what to expect and what should be accomplished.
  - c. **Methodology**Chow 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 StudyClogical steps (not all items must necessarily be included):
  - 1<sup>st</sup> StepC**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> StepC**Historical background** of the chosen book or/and passage (authorship, main persons, events, places, dates, archaeology).
  - 3<sup>rd</sup> StepC**Literary context**
    - Larger (general) context
    - Immediate context
  - 4<sup>th</sup> StepC**Literary structure** of the selected passage.
  - 5<sup>th</sup> StepC**Literary genre** Cnarrative, poetry, prophecy, genealogy, parable, prayer, dream, irony, hymn, song, irony, dialogue, speech, etc.
  - 6<sup>th</sup> StepC**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> StepC**Theology and message** (relevancy and application with illustrations).
5. **Intertextuality**Chow 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.  
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.

## GRADING AND ASSESSMENT

### Credit-Hour Definitions

A professional 3-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments. An academic 3-credit course requires 180 hours for course lectures, reading requirements and written assignments. For this course, the instructor estimates that this total of 135 hours will be distributed in the following activities:

Class Lectures	36
Reading	30
4 Book Reports	15
Research Project or 2 Sermons	44
Preparation for Examinations	8
Examination	2
<b>Total Hours</b>	<b>135</b>

### Criteria for Grades

1. Regular Attendance and Participation	
2. Weighting of Course Assessment Items	
4 Book/Article Reaction Reports	30%
Research Paper or 2 Sermons	40%
Examination	30%
<b>Total</b>	<b>100%</b>

### Grading Scale

A 100–94%	B 86–82%	C 75–71%	
A- 93–90%	B- 81–79%	C- 70–68%	
B+ 89–87%	C+ 78–76%	D 67–60%	

### Late Submission

Assignments submitted July 17, 2017	5% Penalty
Assignments submitted July 18–24, 2017:	10% Penalty
Assignments submitted July 25–31, 2017	20% Penalty
Assignments submitted August 1–7, 2017	30% Penalty
August 8, 2017, and onward	40% Penalty

**RUBRIC FOR ASSESSING READING/REACTION REPORTS**

<b>Category</b>	<b>Grading Criteria</b>	<b>A Grade</b>	<b>B Grade</b>	<b>C Grade</b>	<b>D Grade</b>	<b>F Grade</b>	<b>Score (100%)</b>
<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 (14–15)	Meets Basic Standards (12–13)	Lacking in Some Areas (9–11)	Lacking in Many Areas (6–8)	Does not Meet Minimum Standards for a Graduate Book Reaction Report (0–5)	15
<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 (18–20)	Meets Basic Standards (14–17)	Lacking in Some Areas (9–13)	Lacking in Many Areas (6–8)	Does not Meet Minimum Standards for a Graduate Book Reaction Report (0–5)	20
<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 (25–30)	Meets Basic Standards (18–24)	Lacking in Some Areas (12–17)	Lacking in Many Areas (6–11)	Does not Meet Minimum Standards for a Graduate Book Reaction Report (0–5)	30
<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 (18–20)	Meets Basic Standards (14–17)	Lacking in Some Areas (9–13)	Lacking in Many Areas (6–8)	Does not Meet Minimum Standards for a Graduate Book Reaction Report (0–5)	20
<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 (14–15)	Meets Basic Standards (12–13)	Lacking in Some Areas (9–11)	Lacking in Many Areas (6–8)	Does not Meet Minimum Standards for a Graduate Book Reaction Report (0–5)	15
<b>Total</b>							<b>100</b>

**RUBERIC FOR ASSESSING RESEARCH PAPER**

Category	Description	A Grade	B Grade	C Grade	D Grade	F Grade	Score (100%)
<b>Analysis of the Text</b> (40 %)	<b>Analysis of Backgrounds</b> (Primary Literature: ANE History, Texts, & Archaeology)	Outstanding on All Levels (14–15)	Meets Basic Standards (12–13)	Lacking in Some Areas (9–11)	Lacking in Many Areas (6–8)	Does Not Meet Minimum Standards for a Graduate Paper (0–5)	15
	<b>Analysis of the Passage</b> (Themes, Motifs, Concepts, Overall Theology, Intertextuality, etc.)	Outstanding on All Levels (24–25)	Meets Basic Standards (21–23)	Lacking in Some Areas (18–20)	Lacking in Many Areas (14–17)	Does Not Meet Minimum Standards for a Graduate Paper (0–13)	25
<b>Coherence of the Paper</b> (35 %)	<b>Construction of Argument</b> (Identification of Exegetical Problems, Goals, Thesis, Methodology, Flow, Conclusion, etc.)	Outstanding on All Levels (24–25)	Meets Basic Standards (21–23))	Lacking in Some Areas (18–20)	Lacking in Many Areas (14–17)	Does Not Meet Minimum Standards for a Graduate Paper (0–13)	25
	<b>Style</b> (Clarity and Style of Writing, Spelling, Correct Style for Notes, etc.)	Outstanding on All Levels (9-10)	Meets Basic Standards (8)	Lacking in Some Areas (7)	Lacking in Many Areas (6)	Does Not Meet Minimum Standards for a Graduate Paper (0–5)	10
<b>Expertise in Secondary Literature</b> (15%)	<b>Interaction with Secondary Literature</b> (Journals, Books, Dissertations, Internet, etc.)	Outstanding on All Levels (14–15)	Meets Basic Standards (12–13)	Lacking in Some Areas (9–11)	Lacking in Many Areas (6–8)	Does Not Meet Minimum Standards for a Graduate Paper (0–5)	15
<b>Relevance</b> (10%)	<b>Implications</b> (Persona, Relating to Church, Life, Community, Further Research, Sermons, etc.)	Outstanding on All Levels (9-10)	Meets Basic Standards (8)	Lacking in Some Areas (7)	Lacking in Many Areas (6)	Does Not Meet Minimum Standards for a Graduate Paper (0–5)	10
<b>Total</b>							<b>100</b>



## RUBRIC FOR ASSESSING SERMON

Criteria	A Grade	B Grade	C Grade	D Grade	Score (100%)
<b>Method:</b> Were the exegetical method and the information given in the lectures and the textbooks understood and carefully applied?	The exegetical method and the information given in the lectures are well understood, well integrated in the sermon, and carefully applied.	The exegetical method given in the lectures are well understood; they are well integrated in the sermon; yet, they are not carefully applied.	The exegetical method given in the lectures are well understood; yet, they are not well integrated in the sermon, and not carefully applied.	The exegetical method given in the lectures are not understood, not well integrated in the sermon, and not carefully applied.	5%
<b>Title:</b> Is the title of the sermon attractive, relevant, and does it reveal the content of the sermon?	The sermon's title is compact, attractive, relevant to Christian experience, and reveals what the sermon is about.	The title is long, but attractive, relevant to Christian experience, and clear about the contents of the sermon.	The title is long, relevant to Christian experience, but unattractive.	The title is long, unattractive, and unclear about the contents of the sermon.	5%
<b>Introduction:</b> Is the introduction purposeful, creative, and does it prepare the audience? Is it in good proportion (approximately 10%) with the rest of the sermon?	Confined to approximately 10% of the sermon's duration. Is purposeful, friendly, personal, creative, and prepares the audience to receive the message. Clearly proposes what sermon is about.	Confined to approximately 10% of the sermon's duration. Is purposeful, personal, but lacks creativity.	Introduction is purposeful, personal, and takes steps to engage the audience, but it is too long or too short.	Introduction is abrupt, impersonal, and purposeless.	10%
<b>Structure:</b> Is the sermon well structured?	Sermon's main idea is explained using key concepts from the text (e.g., verbs, adjectives, etc.). Ideas are exceptionally defined and transitions between key points are smooth.	Sermon's main ideas are headed using key concepts from the text. Ideas are well defined and transitions between key points are included.	Sermon's main ideas are explained by key concepts from the text. Ideas are fairly defined and transitions between some key points are included.	Sermon's main points are not drawn from the text. Uses ineffective transitions. Sermon ideas lack unity.	15%
<b>Content:</b> Are the ideas of the sermon clear, insightful, original, interesting, and well supported by the selected text and exceptionally illustrated?	Subject well defined, insightful, biblically supported by the selected text, and exceptionally illustrated. Outstanding knowledge on the subject.	Subject is insightful, biblically supported by the selected text, well-illustrated, and shows proficient knowledge on the subject.	Subject is biblically supported by the selected text. Use of illustrations is satisfactory. Evidence of basic knowledge on the subject.	Subject is not supported by concepts from the selected text. Superficial knowledge of the subject.	50%
<b>Conclusion:</b> Does the conclusion provide a good summary? Is it engaging? Does it foster faith and hope? Are the last sentences striking? Is the appeal convincing? Is it in good proportion (approximately 10%) with the rest of the sermon?	<i>Qualities:</i> (1) Summarizes main sermon tenets; (2) exhorts listeners to live the message; (3) is positive and encouraging; (4) fosters faith and hope; (5) last sentences are well chosen and carefully worded; (6) makes a direct appeal; (7) confined to approximately 10% of the sermon's duration.	Misses 1 of the 7 qualities. Summarizes main sermon tenets; (2) exhorts listeners to live the message; (3) is positive and encouraging; (4) fosters faith and hope; (5) last sentences are well chosen and carefully worded; (6) makes a direct appeal; (7) confined to approximately 10% of the sermon's duration.	Misses 2-3 of the 7 qualities. Summarizes main sermon tenets; (2) exhorts listeners to live the message; (3) is positive and encouraging; (4) fosters faith and hope; (5) last sentences are well chosen and carefully worded; (6) makes a direct appeal; (7) confined to approximately 10% of the sermon's duration.	Misses 4 or more of the 7 qualities. Summarizes main sermon tenets; (2) exhorts listeners to live the message; (3) is positive and encouraging; (4) fosters faith and hope; (5) last sentences are well chosen and carefully worded; (6) makes a direct appeal; (7) confined to approximately 10% of the sermon's duration.	15%
<b>Total</b>					<b>100%</b>

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## CLASS POLICIES

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### **Disability Accommodations**

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

### **Classroom Policy**

No recording of the lectures will be allowed.

### **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. The syllabus notifies students of the attendance requirements.”—*AU Bulletin*

### **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*

### **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.

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

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## INSTRUCTOR PROFILE

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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 grown children (Andrea, Marcela, Petra, Daniel, and David), three sons-in-law (Michael, Jonathan, and Grigoriy), two daughters-in-law (Katie and Christina), two granddaughters (Zasha and Luccia), and two grandsons (Grigoriy IV and Darius).



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## RECOMMENDED BIBLIOGRAPHY

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- Beale, Gregory K. *The Temple and the Church's Mission: A Biblical Theology of the Dwelling Place of God*. Downers Grove, IL: InterVarsity Press, 2004.
- De Souza, Elias Brasil. *The Heavenly Sanctuary/Temple Motif in the Hebrew Bible*. Adventist Theological Society Dissertation Series. Vol 7. Berrien Springs, MI: ATS Publications, 2005.
- Gane, Roy. *Altar Call*. Berrien Springs, MI: Diadem, 1999.
- Goldstein, Clifford. *1844 Made Simple*. Boise, ID: Pacific Press Publishing Association, 1988.
- Goldstein, Clifford. *False Balance: The Truth about Judgment, the Sanctuary, and Your Salvation*. Boise, ID: Pacific Press Publishing Association, 1997.
- Holbrook, Frank B. *The Atoning Priesthood of Jesus Christ*. Berrien Springs, MI: ATS Publications, 1996.
- \_\_\_\_\_, ed. *Doctrine of the Sanctuary: A Historical Survey (1845-1863)*. Daniel and Revelation Committee Series 5. Silver Spring, MD: Biblical Research Institute, General Conference of Seventh-day Adventists, 1989.
- \_\_\_\_\_. *Issues in the book of Hebrews*. Daniel and Revelation Committee Series 4. Silver Spring, MD: Biblical Research Institute, General Conference of Seventh-Day Adventists, 1989.

- \_\_\_\_\_. *The Seventy Weeks, Leviticus, and the Nature of Prophecy*. Daniel and Revelation Committee Series 3. Washington, DC: Biblical Research Institute, General Conference of Seventh-day Adventists, 1986.
- \_\_\_\_\_. *Symposium on Daniel: Introductory and Exegetical Studies*. Daniel and Revelation Committee Series 2. Washington, DC: Biblical Research Institute, 1986.
- \_\_\_\_\_. *Symposium on Revelation—Book 1*. Daniel and Revelation Committee Series 6. Silver Spring, MD: Biblical Research Institute, General Conference of Seventh-day Adventists, 1992.
- \_\_\_\_\_. *Symposium on Revelation—Book 2*. Daniel and Revelation Committee Series 7. Silver Spring, MD: Biblical Research Institute, General Conference of Seventh-day Adventists, 1992.
- Shea, William H. *Selected Studies on Prophetic Interpretation*. Revised Edition. Edited by Frank B. Holbrook. Daniel and Revelation Committee Series 1. Silver Spring, MD: Biblical Research Institute, General Conference of Seventh-Day Adventists, 1992.