

SEVENTH-DAY ADVENTIST
THEOLOGICAL
SEMINARY

GSEM530-064

DOCTRINE OF THE SANCTUARY

Fall Semester 2018

Jiří Moskala, ThD, PhD



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GSEM530-064

DOCTRINE OF THE SANCTUARY

SEPTEMBER 16–20, 2018
FALL SEMESTER 2018

MA in Pastoral Ministry (English Track)

GENERAL CLASS INFORMATION

Course Acronym: GSEM530
Class Name: Doctrine of the Sanctuary
Semester & Year: Fall Semester 2018
Class Location: Southwestern Adventist University Library
100 West Hillcrest
Keene, TX 76059
Class Dates/Times: Sunday, 6:00 pm–9:00 pm
Monday–Thursday, 8:00 am–12:30 pm; 1:30 pm–7:00 pm
Credits Offered: 3

INSTRUCTOR CONTACT

Instructor: Jiří Moskala, ThD, PhD
Telephone: 269.471.3536
E-mail: moskala@andrews.edu
Office Location: Andrews University, SDA Theological Seminary Suite N230
Office Hours: By Appointment
Course Webpage: www.andrews.edu/sem/inministry/schedule/classes/2018classes/2018fall/gsem-530-moskala-.html
Executive Assistant: Dorothy Show
Telephone: 269.471.3536
E-mail: showd@andrews.edu
Office Location: Andrews University, SDA Theological Seminary Suite N230

COURSE DESCRIPTION

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.

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 Track Program Outcomes

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.
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STUDENT LEARNING OUTCOMES (SLO)

As a result of diligent participation in this course, the student will:

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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REQUIRED TEXTBOOKS AND ARTICLES

Textbooks

- Goldstein, Clifford. *1844 Made Simple*. Nampa, ID: Pacific Press, 1998. (ISBN No. 978-0816307989; Adventist Book Center: \$11.99)
- 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)
- Holbrook, Frank B., ed. *Doctrine of the Sanctuary: A Historical Survey*. Daniel and Revelation Committee Series. Vol.. 5. Silver Spring, MD: Biblical Research Institute, General Conference of Seventh-day Adventists, 1989.

Articles

(Available Online: www.andrews.edu/sem/inministry/schedule/classes/2018classes/2018fall/gsem-530-moskala-.html)

- 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." *Journal of the Adventist Theological Society* 28, no. 1 (2017): 3–25.

- _____. "Misinterpreted End-Time Issues: Five Myths in Adventism." *Journal of the Adventist Theological Society* 28, no. 1 (2017): 92-113.
- _____. "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.

PRE-INTENSIVE REQUIREMENTS

Read the Required Textbooks

1. Goldstein, Clifford. *1844 Made Simple*
2. Goldstein, Clifford. *Graffiti in the Holy of Holies*
3. Holbrook, Frank B., ed. *Doctrine of the Sanctuary*

PRE- OR POST-INTENSIVE REQUIREMENTS

Complete the following online videos and audio presentations:

1. *Faithful to the Scriptures, Episode 16: Minor Prophets* (Part 2) by Jiří Moskala:
www.youtube.com/watch?v=4LPo3Rr7uL0
2. *Faithful to the Scriptures, Episode 04: Biblical Hermeneutics* by Richard M. Davidson and Jiří Moskala:
<https://video.search.yahoo.com/yhs/search?fr=yhs-arh-001&hsimp=yhs-001&hspart=arh&p=Richard+M+Davidson+videos#id=51&vid=00e8ef9e40333fe7a2dedc7d9e3cf82e&action=click>
3. *The Sanctuary in Revelation* by Richard M. Davidson: www.inverity.org/sermon/part-5-the-sanctuary-in-revelation/

By December 10, 2018, submit a confirmation note that you have completed the above assignment to Dorothy Show (showd@andrews.edu).

REQUIREMENTS DURING COURSE INTENSIVE

1. Regular Attendance and Participation
2. Study the Elements Provided in Class
3. Study Relevant Biblical Passages Assigned in Class
4. Final Examination: Covers Class Lectures

POST-INTENSIVE COURSE REQUIREMENTS

Read All the Required Articles Listed Previously

Reading/Reaction Reports—Due December 10, 2018

Four written reading/reaction reports, each three to four pages in length and typed (double spaced), on each of the three required textbooks and the required articles (*please note that only one report covering all the articles is required*).

- 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?

Research Paper or 2 Sermons (Choose One Option)—Due December 10, 2018

- A. **Research Paper**
Prepare a 15–25 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.
- B. **Two Sermons/Lectures**
Prepare two written sermons/lectures, each 10–15 page (double spaced), that will apply the theological message of any biblical text related to the sanctuary doctrine. Your sermons or lectures must contain at least one contemporary illustrations from real life.

Assignment Submissions

E-mail the assigned reading reports and the research paper or 2 sermon/lectures to Dr. Moskala’s assistant Dorothy Show (showd@andrews.edu). The preferable format is PDF.

Four Reading/Reaction Reports and Research Paper or Two Sermons—Due December 10, 2018

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**—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**—it must contain:
 - a. **Statement of the problem.**
 - b. **Purpose** of the study (intention)—significant questions have to 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):
 - 1st Step—**Choice** of the text (5-10 verses)
 - Delimitation** of the text (justify the beginning and end of the passage)
 - Translation** of the text
 - 2nd Step—**Historical background** of the chosen book or/and passage (authorship, main persons, events, places, dates, archaeology).
 - 3rd Step—**Literary context**
 - Larger (general) context
 - Immediate context
 - 4th Step—**Literary structure** of the selected passage.
 - 5th Step—**Literary genre** —narrative, poetry, prophecy, genealogy, parable, prayer, dream, irony, hymn, song, irony, dialogue, speech, etc.
 - 6th 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.
 - 7th 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.
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.

INTENSIVE CLASS SCHEDULE

Class Meeting Schedule: September 16–20, 2018

Day	Time	Contact Hours	Running Total
Sunday	6:00–9:00 pm	3.0	3.0
Monday	8:00 am–12:30 pm	4.5	7.5
	1:30–7:00 pm	5.5	13.0
Tuesday	8:00 am–12:30 pm	4.5	17.5
	1:30–7:00 pm	5.5	23.0
Wednesday	8:00 am–12:30 pm	4.5	27.5
	1:30–7:00 pm	5.5	33.0
Thursday	8:00 am–12:30 pm	4.5	37.5
	1:30–7:00 pm	5.5	43.0
Pre- or Post-Intensive Online Lectures		2.0	45.0

CREDIT-HOUR DEFINITION & ESTIMATED TIME FOR CLASS

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

Class Lectures	45
Reading	35
4 Required Reading/Reaction Reports	6
Research Paper or 2 Sermons	43
Preparation for Examinations	6
Total Hours	135

Guidelines for Specific Assignments

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

GRADING AND ASSESSMENT

Weighting of Course Assessment Items

4 Required Reading/Reaction Reports and Online Videos and Audio Presentations	30%
Research Paper or 2 Sermons	40%
Examination	30%
Total	100%

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%

See following rubrics for assessing the reading/reaction reports and sermons or research paper.

RUBRIC FOR ASSESSING READING/REACTION REPORTS

Category	Grading Criteria	A Grade	B Grade	C Grade	D Grade	F Grade
Impression: 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
Insights: 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
Helpful Areas: 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
Disappointing Areas and Lacking Issues: 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
Questions Raised: 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

RUBRIC FOR ASSESSING SERMONS

Criteria	A Grade	B Grade	C Grade	D Grade
Method: 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.
Title: 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.
Introduction: 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.
Structure: 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.
Content: 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.
Conclusion: 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.

RUBRIC FOR ASSESSING EXEGESIS PAPER

Category	Description	A Grade	B Grade	C Grade	D Grade	F Grade
Analysis of the Text (40 %)	Analysis of Backgrounds (Primary Literature: ANE History, Texts, & Archaeology)	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does Not Meet Minimum Standards for a Graduate Paper
	Analysis of the Passage (Themes, Motifs, Concepts, Overall Theology, Intertextuality, etc.)	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does Not Meet Minimum Standards for a Graduate Paper
Coherence of the Paper (35 %)	Construction of Argument (Identification of Exegetical Problems, Goals, Thesis, Methodology, Flow, Conclusion, etc.)	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does Not Meet Minimum Standards for a Graduate Paper
	Style (Clarity and Style of Writing, Spelling, Correct Style for Notes, etc.)	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does Not Meet Minimum Standards for a Graduate Paper
Expertise in Secondary Literature (15%)	Interaction with Secondary Literature (Journals, Books, Dissertations, Internet, etc.)	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does Not Meet Minimum Standards for a Graduate Paper
Relevance (10%)	Implications (Persona, Relating to Church, Life, Community, Further Research, Sermons, etc.)	Outstanding on All Levels	Meets Basic Standards (8)	Lacking in Some Areas	Lacking in Many Areas	Does Not Meet Minimum Standards for a Graduate Paper

CLASS POLICIES

Classroom Policy

No recording of the lectures will be allowed.

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.

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout the 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.

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." (Current *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." (Current *AU Bulletin*)

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. Whenever the number of absences exceeds 10% 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." (Current *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." (Current *AU Bulletin*.)

Language and Grammar

There is an expectation that a student enrolled in a graduate program possesses 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. Tips for success include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

Late Submission of Assessment

All late assessment will incur a 10% per week penalty.

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

Assignments 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)

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.” (Current AU Bulletin.)

INSTRUCTOR PROFILE

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 Apocalypitics)” 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).

