

## GSEM 530-113

# Doctrine of the Sanctuary

Spring 2020

*Dr. Richard M. Davidson*

### SYNOPSIS OF THE COURSE

#### CLASS & CONTACT INFORMATION

<b>Class location:</b>	Ortner Center, Union College, Lincoln, Nebraska
<b>Class meeting times:</b>	March 8-12, 2020 <b>Sunday:</b> 6-8 PM Monday – Thursday
<b>Course Website:</b>	<a href="http://learninghub.andrews.edu">learninghub.andrews.edu</a>
<b>Instructor Telephone:</b>	W – (269) 471-6575; Home – 269-461-6890
<b>Instructor Email:</b>	<a href="mailto:davidson@andrews.edu">davidson@andrews.edu</a>
<b>Office location:</b>	Old Testament Studies, SEM N116
<b>Office hours:</b>	By Appointment
<b>Credits:</b>	3

#### BULLETIN DESCRIPTION OF COURSE

A study of the earthly and heavenly sanctuaries with special emphasis on the books of Leviticus, Daniel, Hebrews, and Revelation.

#### PROGRAM & COURSE LEARNING OUTCOMES

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

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

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological development of the Adventist Church.

(The full set of program learning outcomes for your degree program is listed in Appendix 3)

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

1. Value, understand and trace the pervasive treatment of the sanctuary throughout Scripture.
2. Set forth the basic Seventh-day Adventist understanding of the Sanctuary from Scripture, including its pre-Fall function in heaven and in Eden, its Gospel-centered focus after the Fall, and the return to its original function in the New Earth.
3. Present a biblically-based, well-organized, Christ (gospel)-centered response to those who have challenged the sanctuary doctrine.
4. Demonstrate that the sanctuary is the key to the whole system of biblical reality (truth, beauty, and goodness) as it is centered in Jesus.
5. Integrate the study of the sanctuary with personal experience.
6. Make practical application of the sanctuary doctrine to pastoral ministry.
7. Develop the preaching values of the sanctuary doctrine.

## **COURSE OVERVIEW**

### ***COURSE MATERIALS***

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#### ***Required Course Materials***

To order the textbook listed below, call Cindy Swanson, Andrews University Bookstore Manager at: 269-471-3287. (You may also email her at: [swansonc@andrews.edu](mailto:swansonc@andrews.edu))

Davidson, Richard M. *Song for the Sanctuary* (draft of the forthcoming graduate textbook on the Doctrine of the Sanctuary, commissioned by the General Conference Biblical Research Institute, to be published by Andrews University Press).

A single-space print copy of a preliminary draft of the manuscript will be available in October (as soon as it is printed by Lithotech) for purchase from the Andrews University bookstore (operated by Barnes and Noble College Books). **Cindy Swanson, will have a list of names of those registered for this class, so that when you call the Andrews Bookstore she can check your name off the list and receive your credit card information and send you the**

**book.** Of course, you may also pick up the book in person from the AU Bookstore. (As of the time this course outline was prepared the price has not been set yet, but will basically be for the cost of printing the manuscript plus the small mark-up by Barnes and Noble.) No royalties go to the author! This unpublished draft manuscript is currently made available **only to students in AU theological seminary doctrine of the sanctuary courses and is not to be duplicated or disseminated without the permission** of Biblical Research Institute and Andrews University Press, in order to protect their copyright on the book and future sales when it is published). Number of pages to be read for the course: at least 375 (single-space, equals 750 double-space) pages.

### **Recommended Course Materials**

**See Appendix 4**

### **PRE-INTENSIVE COURSE REQUIREMENTS**

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**Read chapters 1-8, 16-18, 27, and 30** of *Song for the Sanctuary*, available for purchase at the Andrews Bookstore [operated by Barnes and Noble College Books]). See note above. This is approximately 190 single-space (or 375 double-space) pages. A written statement that this reading has been completed is due the first evening of the intensive, **March 8, 2020**.

### **REQUIREMENTS DURING THE INTENSIVE**

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1. Attend all lectures and participate in class discussions.
2. Decide what kind of creative/practical sanctuary project will be undertaken in the latter part of the semester. **Decision due by the last period of the intensive, March 12, 2020.**
3. Take notes from class lectures and discussions with a view toward answering the final take-home synthesis-reflection paper.

### **POST-INTENSIVE COURSE REQUIREMENTS**

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1. Read another 190 (single-space, 375 double-space) pages from the textbook *A Song for the Sanctuary*, in addition to the chapters assigned as pre-intensive reading. Keep track of which pages/chapters have been read, and approximate time spent reading. **Suggested additional reading: chapters 12-15, 19-24, 28-29 (minus appendices).**
2. A **cumulative reading report**, declaring the total number of pages read, what percentage of the total required reading for the course has been completed, which pages/chapters have been read, and the approximate number of hours spent in reading. **The report is due April 30, 2020. Submit on Learning Hub.**
3. **Project:** The sanctuary project may consist of **one** of the following: (1) a series of no less than two Bible studies for non-SDA's; (2) one major sermon, for SDA or non-SDA; (3) a 6–10 page research paper or essay on a selected topic approved by the instructor, or (4) another original sanctuary-related project (play, radio script, sanctuary model, musical composition, etc.) approved by the instructor. Assignment (1) or (2) must be fully written out, revealing clarity of presentation, containing solid support from Scripture (including **recent** research as dealt with in

class lectures or readings), and designed to enhance the appreciation of the sanctuary message. Plan to spend about 20 hours on this project. **Due April 30, 2020. Submit on Learning Hub.**

4. **Final take-home Synthesis/Reflection paper.** The final take-home Synthesis/Reflection paper will answer **ONE** of the following questions:
- (a) **“Is the unique SDA understanding of the Sanctuary Doctrine *true* (solidly based in Scripture), in light of major objections raised to the doctrine?”** (See the 10 major issues summarized at the end of chap. 4 in *A Song for the Sanctuary*.) OR
- (b) **“So What? How is the Sanctuary Doctrine as taught by SDA’s *relevant* to your own life and the life of the church, and to the secular person? What difference does it make that we believe the sanctuary doctrine?”**

The synthesis/reflection paper may be done in outline form, and not full sentences, but the flow of argument and main ideas should be evident to the reader. Give exact biblical references for major points made. Also give reference to sources cited (chapter no. and page of textbook) for further (later) development of the points you are making. Be sure to give your own personal response to the basic question! You are encouraged to present material in a creative way. Students should allow approximately 20 hours (and write on average 10-15 double-spaced pages) for this Synthesis/Reflection. **Due April 30, 2020. Submit on Learning Hub.**

**INTENSIVE CLASS SCHEDULE**

<b>Intensive Class Schedule</b>			
<b>Schedule for class meetings: March 8 – 12, 2020</b>			
			<b>Running total</b>
Sunday	6-8 p.m.	2 hours	2
Monday	8:00-12:30 p.m.	4.5 hours	11
	1:30-6:00 p.m.	4.5 hours	
		9	
Tuesday	8:00-12:30 p.m.	4.5 hours	20
	1:30-6:00 p.m.	4.5 hours	
		9	
Wednesday	8:00-12:30 p.m.	4.5 hours	29
	1:30-6:00 p.m.	4.5 hours	
		9	
Thursday	8:00-12:30 p.m.	4.5 hours	38
	1:30-6:00 p.m.	4.5 hours	
		9	
Pre/Post-session	Guest lectures to be viewed on-line	7 hours	45

**TOPICS TO BE COVERED DURING THE INTENSIVE**

<b>Day</b>	<b>Time</b>	<b>Lecture Topics</b>	<b>Chapters in Textbook(print draft)</b>
Pre-Intensive	At student's discretion	<b>Read chapters in the Textbook, <i>Song for the Sanctuary</i></b> (available for purchase at the Andrews University Bookstore: call manager Cindy Swanson, 269-471-3287)	<b>1-8, 18-19, and 29, 30, and 32</b>
Sunday	6- 8 PM	Introduction to the Sanctuary Doctrine: Its Centrality and Significance  The Heavenly Sanctuary: The Bigger Picture	<b>Preface, 1, 2</b>  (SLO 1)
Monday	8-10 AM	Historical Development of the Sanctuary Doctrine  Challengers and Defenders: Basic Issues in the Recent Debate	<b>3, 4, 5</b>  (SLO 2, 3)
Monday	10 AM - 12:30 PM	Earth's First Sanctuaries  Aesthetics of the Sanctuary	<b>6, 7</b>  (SLO 1, 4)
Monday	1:30-3 PM	Sanctuary Typology: Biblical Foundations  Typology of the Sanctuary Precincts	<b>8, 9</b>  (SLO 2, 3)
Monday	3 – 6 PM	Typology of the Sacrifices and Priesthood  Typology of the Special Sanctuary Services	<b>10, 11</b>  (SLO 2, 3, 5)
Tuesday	8-10 AM	Typology of the Daily Sanctuary Services  Typology of the Yearly Services of Yom Kippur	<b>12, 13</b>  (SLO 2, 3)
Tuesday	10 AM - 12:30 PM	Typology of the Annual Hebrew Festivals	<b>14, 29</b>  (SLO 5, 6, 7)
Tuesday	1:30- 3 PM	Sanctuary Typology in the Book of Hebrews	<b>15</b>  (SLO 2, 3)
Tuesday	3 – 6 PM	Great Controversy Setting of the Sanctuary  Investigative Judgment: God's Regular Procedure Throughout Scripture	<b>16, 17</b>  (SLO 1, 2, 3)
Wednesday	8-10 AM	Theology of Judgment in 7 Cross-Centered Phases ( <b>Moskala</b> )	<b>18</b>  (SLO 3, 5)
Wednesday	10 AM - 12:30 PM	Basic Principles for Interpreting Apocalyptic Prophecy  The Sanctuary in Daniel 7: The Pre-Advent Investigative Judgment	<b>19-20</b>  (SLO 2, 3)

Wednesday	1:30 – 6 PM	The Sanctuary in Daniel 8: Antitypical Day of Atonement The Sanctuary in Daniel 9: Christ our Sacrifice	<b>21-22</b> (SLO 2, 3)
Thursday	8-10 AM	The Sanctuary in the Book of Revelation: Literary Structure The Sanctuary in the Book of Revelation: Typology and Prophecy	<b>23-24</b> (SLO 2, 3)
Thursday	10 AM - 12:30 PM	The Sanctuary as the Key to the Biblical System of Truth	<b>25</b> (SLO 4)
Thursday	1:30- 3:30 PM	Jesus is Our Mediator The Good News of Yom Kippur: Assurance in the Judgment	<b>26-27</b> (SLO 5, 6, 7)
Thursday	3:30-5 PM	The “So What” of the Sanctuary Message Cathedral of Communion	<b>28, 30</b> (SLO 5, 6, 7)
Thursday	5-6 PM	<b>FINAL SYNTHESIS-REFLECTION</b>	
Post-session	At student’s discretion	<b>View 7 hours of lectures by the course instructor or another guest lecturer on the sanctuary. See, e.g.;</b>  <a href="http://www.inverity.org/sermons/?speakers=35">http://www.inverity.org/sermons/?speakers=35</a> .	

## MORE ABOUT THE COURSE

### TIME EXPECTATIONS FOR THE COURSE

#### US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

**Courses for professional masters’ degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.

**The calculation of hours is based on the study skills of the average well-prepared graduate student.** Students weak in these skills:

- 1) may require more time and should consider taking fewer classes each semester; and
- 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

Professional Masters' Programs		
3 Credits		
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time</b>	38 hrs
	<b>Other Instructor-Directed Activities</b>	7 hrs
<b>Independent Learning Activities</b>	<b>Textbook reading</b>	50 hrs
	<b>Creative Project</b>	20 hrs
	<b>Final Synthesis-Reflection Paper</b>	20 hrs
<b>Total Hours:</b>		<b>135 hours</b>

### Seminary Guidelines for Calculating Reading and Writing Time:

Average reading speed:	15-20 pages/hour for light reading not to be tested on
	10-15 pages/hour for heavy reading for exams or Bible Commentaries
Writing time:	2.5 – 3 hours/double spaced page, from start to finished product
Reflective Writing Assignment:	0.5 hour per page

## GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates and assignment instructions are given in the Course Overview above.

Assignment Description	Weighting
1. Reading of textbook	20%
2. Final Synthesis-Reflection Paper	40%
3. Creative Project (Sermons, Bible Studies, or other as cleared by instructor)	40%

\* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

### **Assessment Submission**

Electronic Copies submitted on Learning Hub/Moodle.

## **CLASS POLICIES**

### **Classroom Seating**

Please select a permanent seat in the classroom, starting on Monday morning of the intensive.

### **Attendance**

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign 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.

### **Academic Integrity**

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

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;



- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

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

## ABOUT YOUR INSTRUCTOR

Richard M. Davidson is J. N. Andrews Professor of Old Testament Interpretation at the Seventh-day Adventist Theological Seminary at Andrews University, Berrien Springs, Michigan. He has been with the Andrews faculty since 1979.

Born in California, Davidson attended Loma Linda University, Riverside, California, graduating in 1968 with a Bachelor of Arts degree in theology. Two years later he earned his Master of Divinity degree summa cum laude from the Seventh-day Adventist Theological Seminary at Andrews University. He also received his doctorate in Biblical Studies at Andrews in 1981. His doctoral dissertation was titled "Typological Structures in the Old and New Testaments." It is now published under the title *Typology in Scripture*.

Before coming to Andrews Davidson served as an associate pastor of a Seventh-day Adventist church in Phoenix, Arizona, and as pastor of the Flagstaff Seventh-day Adventist Church for more than five years. He was ordained as a minister in Prescott, Arizona, in 1974.

Davidson is a member of the Society of Biblical Literature, the Evangelical Theological Society, and the Adventist Theological Society. He has presented over seventy scholarly papers at professional meetings of these societies and other venues.

Davidson has written numerous articles for refereed journals and Adventist denominational papers, as well as various chapters in scholarly books. These may be viewed at and/or downloaded from his website: [www.andrews.academia.edu/RichardDavidson](http://www.andrews.academia.edu/RichardDavidson). Additional publications include the following books: *A Love Song for the Sabbath* (Review and Herald, 1988), *In the Footsteps of Joshua* (Review and Herald, 1995), *Biblical Hermeneutics* (in Romanian; CARD, 2003), *Flame of Yahweh: Sexuality in the Old Testament* (Hendrickson Publishers, 2007), (co-authored with Leonard Brand) *Choose You This Day: Why It Matters What You Believe about Creation* (Pacific Press, 2013); ), and (co-authored with Ekkehardt Mueller) *Cómo interpretar la Biblia en 10 pasos* (How to Interpret the Scriptures in 10 Steps, GEMA, 2017).

He is married to Jo Ann Mazat Davidson who also teaches at the Theological Seminary. They have a daughter, Rahel, and a son, Jonathan. In addition to sharing the Word and making it come alive, Davidson enjoys outdoor activities such as backpacking, mountaineering, cross-country skiing, and tennis.

**Bibliography: Sources are listed in “Recommended Reading” above and throughout the required textbook, *Song for the Sanctuary*.**



## OTHER COURSE-RELATED POLICIES

### **Academic Accommodations**

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

### **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.

### **Use of Electronics**

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

### **LearningHub Access**

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

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

### **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.

**Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu) .**

**APPENDIX 1: ASSIGNMENT RUBRIC(S)**

**Rubric for Synthesis/Reflection Paper**

<b>Grading Criteria</b>	<b>Exceptional 5</b>	<b>Proficient 4</b>	<b>Satisfactory 3</b>	<b>Emerging 2</b>	<b>Unsatisfactory 1</b>	<b>Weight</b>	<b>Score</b>
1. Flow of argument and coverage of main issues	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	20%	
2. Biblical evidence for major points	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	20%	
3. Sources cited in textbook (chapter and page) for further study	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	20%	
4. Personal response to the basic question	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	20%	
5. Writing Style, creativity, and grammar	Outstanding on all levels	Meets basic standards	Lacking in some areas	Lacking in many areas	Does not meet minimum standards for a graduate paper	20%	
						<b>100%</b>	<b>Total</b>

## APPENDIX 2: INTERPRETING LETTER GRADES

### Letter Grades and Percentages

A	=	95% +	B	=	83–86%	C	=	65–74%
A-	=	90–94%	B-	=	80–82%	C-	=	60–64%
B+	=	87–89%	C+	=	75–79%	D	=	50–59%

#### ***THE A GRADE***

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

#### ***THE B GRADE***

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

#### ***THE C GRADE***

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

#### ***THE D GRADE***

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

#### ***THE F GRADE***

A failing grade is given when very limited or no demonstrable competency has been observed.

## APPENDIX 3: PROGRAM LEARNING OUTCOMES

### MASTERS PROGRAMS

#### 1. MA in Pastoral Ministry (MAPM)

- 1) Deliver effective biblically-based sermons
- 2) Demonstrate proper biblical interpretation skills
- 3) Understand the historical-theological development of the Seventh-day Adventist Church
- 4) Exhibit capability for training church members for evangelism
- 5) Demonstrate an understanding of how to empower church members for leadership
- 6) Exhibit capability for reaching specific social groups

#### 2. Master of Divinity (MDiv)

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.

## APPENDIX 4: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

(items marked with an asterisk \* are highly recommended)

- Adams, Roy. *The Sanctuary Doctrine: Understanding the Heart of Adventist Theology*. Hagerstown, MD: Review and Herald Publishing Association, 1993.
- Andreasen, M. L. *The Sanctuary Service*. Washington, DC: Review and Herald, 1947.
- Brinsmead, Robert. *Judged by the Gospel*. Fallbrook, CA: Verdict Publications, 1980.
- Camacho, Harold. "The Altar of Incense in Hebrews 9:3–4," *Andrews University Seminary Studies* 24 (1986): 5–12.
- \*Canale, Fernando L. "Philosophical Foundations and the Biblical Sanctuary." *Andrews University Seminary Studies* 36, no. 2 (Autumn 1998): 183–206.
- \*Cortez, Felix H. "'The Anchor of the Soul that Enters within the Veil': The Ascension of the 'Son' in the Letter to the Hebrews." PhD dissertation, Andrews University, 2008.
- Davidson, Jo Ann. "Toward a Scriptural Aesthetic." *Andrews University Seminary Studies* 41 (Spring 2003): 101–111.
- \_\_\_\_\_. *Toward a Theology of Beauty: A Biblical Perspective*. Lanham, MD: University Press of America, 2008.
- Davidson, Richard M. "A Song for the Sanctuary: Celebrating Its Goodness, Its Truth, Its Beauty." *Adventist Review*, July 2, 1992, 8–11.
- \_\_\_\_\_. "Assurance in the Judgment," *Adventist Review* (January 7, 1988): 18–20.
- \_\_\_\_\_. "Christ's Entry 'Within the Veil' in Hebrews 6:19–20: The Old Testament Background." *Andrews University Seminary Studies* 39, no. 2 (Autumn 2001): 175–190.
- \_\_\_\_\_. "Cosmic Metanarrative for the Coming Millennium." *Journal of the Adventist Theological Society* 11, no. 1–2 (2000): 102–119.
- \_\_\_\_\_. "The Divine Covenant Lawsuit Motif in Canonical Perspective." *Journal of the Adventist Theological Society*, 21, nos. 1–2 (2010): 45–84.
- \_\_\_\_\_. "The Good News of Yom Kippur." *Journal of the Adventist Theological Society* 2, no. 2 (1991): 4–27.
- \_\_\_\_\_. "In Confirmation of the Sanctuary Message." *Journal of the Adventist Theological Society* 2, no. 1 (1991): 93–114.
- \_\_\_\_\_. "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 (Spring 2002): 69–88.
- \_\_\_\_\_. "Ponder the Passover." *Shabbat Shalom* 53, no. 1 (2006): 4–9.
- \_\_\_\_\_. "Sanctuary Typology." In *Symposium on Revelation—Book 1*, chap. 5. Edited by Frank B. Holbrook. Daniel and Revelation Committee Series 6. Silver Spring, MD: Biblical Research Institute, General Conference of Seventh-day Adventists, 1992.
- \_\_\_\_\_. "Sukkot: Festival of Joy!" *Shabbat Shalom* 55, no. 2 (2008): 4–10.

- \_\_\_\_\_. *Typology in Scripture: A Study of Hermeneutical Τύπος Structures*. Andrews University Seventh-day Adventist Theological Seminary Dissertation Series 2. Berrien Springs, MI: Andrews University Press, 1981.
- \_\_\_\_\_. "Typology in the Book of Hebrews." In *Issues in the Book of Hebrews*, 121–133, 156–169. Edited by Frank B. Holbrook. Daniel and Revelation Committee Series. Vol. 4. Silver Spring, MD: Biblical Research Institute, General Conference of Seventh-Day Adventists, 1989.
- \_\_\_\_\_. "Typology and the Levitical System—Part I." *Ministry* (February 1984): 16–19, 30.
- \_\_\_\_\_. "Typology and the Levitical System—Part II." *Ministry* (April 1984): 10–13.
- \_\_\_\_\_. "What the Sanctuary Means to Me: Yom Kippur Calls Us to Repentance and Joy." *Adventist Review* (February 19, 1987): 12–14.
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