



GSEM 530-065

Doctrine of the Sanctuary

September 21-25, 2025

Jerome Skinner, PhD

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Oklahoma SDA Conference Office, Oklahoma, Nebraska
Credits offered:	3
Class meeting times:	September 21-25, 2025 Monday – Thursday 8:30 a.m. – 12:30 p.m. and 1:30 p.m. – 5 p.m.
Course Website:	learninghub.andrews.edu
Instructor Telephone:	269-471-3414 (office)
Instructor Email:	skinnerj@andrews.edu
Office location:	SEM N113
Office hours:	By appointment (Zoom) Zoom Link: https://andrews.zoom.us/j/94866827761

BULLETIN DESCRIPTION OF COURSE

A study of the earthly and heavenly sanctuaries with special emphasis on the books of the Pentateuch, the Psalms, Daniel, the Gospels, 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 Outcome primarily addressed in this course is:

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 complete 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 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 a practical application of the sanctuary doctrine to pastoral ministry.
7. Develop the preaching values of the sanctuary doctrine.

COURSE OVERVIEW

COURSE MATERIALS

Required Course Materials

Davidson, Richard M. A Song for the Sanctuary: Experiencing God's Presence in Shadow and Reality (Nampa, ID: Biblical Research Institute, Pacific Press, 2022). This book is published as a Kindle e-book from Amazon.com, and is available at the following web address:

https://www.amazon.com/dp/B09RQWH65T/ref=nodl_

The book is also published in hard copy by the Biblical Research Institute. For students who prefer a hard copy, the book is available from the Biblical Research Institute:

<https://www.adventistbiblicalresearch.org/product/a-song-for-the-sanctuary/>.

Recommended Course Materials

See Appendix #4

PRE-INTENSIVE COURSE REQUIREMENTS

Read chapters 1-5 of *A Song for the Sanctuary*. (See above under “Required Course Materials.”) A written statement that this reading has been completed is due the first morning of the intensive, September 20, 2025. You can also turn in this assignment on Learning Hub before that time.

REQUIREMENTS DURING THE INTENSIVE

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. A decision is due by the last period of the intensive, September 20, 2025.
3. Take notes from class lectures and discussions to answer the final take-home synthesis-reflection paper.

POST-INTENSIVE COURSE REQUIREMENTS

1. Read the remainder of the book manuscript *A Song for the Sanctuary*, in addition to the chapters assigned as pre-intensive reading (except for the Afterword, which is optional).
2. A cumulative reading report declaring 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 reading. The report is due Thursday, December 4, 2025. Submit to the Learning Hub.
3. Sanctuary Project: The sanctuary project may consist of one of the following: (1) a series of no less than two Bible studies for non-SDAs; (2) one major sermon for SDA or non-SDA; or (3) a 6–10-page research paper or essay on a selected topic approved by the instructor, approved by the instructor. Assignment (1) must include four parts for each major topic covered (explanation, meaning, application, and appeal). Assignments (2) and (3) must be entirely 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 December 4, 2025. Submit to the 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?” (See the 10 major issues summarized at the end of the chapter. 4 in *Song for the Sanctuary*.) OR
 - b. “So What? How is the Sanctuary Doctrine taught by SDA’s relevant to your own life and the life of the church and 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 complete sentences, but the flow of argument and main ideas, expressed mainly in the student's own words, 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 fundamental question! You are encouraged to present material creatively. Students should allow approximately 20 hours (and write on average 10-15 double-spaced pages) for this Synthesis/Reflection. Due December 4, 2025. Submit to the Learning Hub.

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

INTENSIVE CLASS SCHEDULE			
Schedule for class meetings: September 21-25, 2025			
Day	Time		Running Total Time
Monday	8:30 am- 12:30 pm	4 hours	7.5 hours
	1:30 pm- 5:00 pm	3.5 hours	
Tuesday	8:30 am- 12:30 pm	4 hours	15 hours
	1:30 pm- 5:00 pm	3.5 hours	
Wednesday	8:30 am- 12:30 pm	4 hours	22.5 hours
	1:30 pm- 5:00 pm	3.5 hours	
Thursday	8:30 am- 12:30 pm	4 hours	30 hours
	1:30 pm- 5:00 pm	3.5 hours	
Pre/Post Intensive	Guest lectures & Sermons to be viewed on-line	15 hours	45 hours
TOPICS TO BE COVERED DURING THE INTENSIVE			
Day	Time	Topic	Chapters in Textbook CLOs Addressed
Pre-Intensive	At the Student's Discretion	Read chapters in the Textbook, Song for the Sanctuary	Chps. 1-5
Monday	8:30- 9:30 am	Introduction to Class Introduction to the Sanctuary (Immanuel)	1-3; 5-6

INTENSIVE CLASS SCHEDULE			
Schedule for class meetings: September 21-25, 2025			
Day	Time		Running Total Time
Monday	9:30-11 am	The Sanctuary and Hermeneutics	CLO 1-6
Monday	11 am-12:30 pm	Module 1: Sanctuary and Environment Sanctuary- Creation and in Genesis Recommended Biblical Texts: Gen 1-4; 6-8; 15-19, Isaiah 14; Ezek 28	Chps. 1–2 CLO 1-6
Monday	1:30-3:30 pm	Sanctuary in the Wilderness Recommended Biblical Texts: Exodus 19–31; Pss 105-107	Chap. 6 CLO 1-6
Monday	3:30- 5:00 pm	Sanctuary in Jerusalem Recommended Biblical Texts: 2 Sam 6-7; 1 Chron 15–17; 29; 1 Kgs 6–8; 2 Chr 2–7; Pss 42-48	CLO 1-6
Tuesday	8:30-10:30 am	Module 2: Sanctuary and Ritual Sanctuary and Sacrifices Recommended Biblical Texts: Lev 1–6	Chap. 12 CLO 1-6
Tuesday	10:30 am – 12:30 pm	Sanctuary and Priests/Levites— Inauguration and Functionality Recommended Biblical Texts: Exodus 29; Lev 8–10; Num 1–4; 8–10; 18; 2 Chron 26	Chps. 10, 11 CLO 1-6
Tuesday	1:30-3:00 pm	Yom Kippur Recommended Biblical Texts: Lev 4; 16	Chap. 13 CLO 1-6
Tuesday	3:00-5:00 pm	Module 3: Sanctuary and Worship Sanctuary and Festivals Recommended Biblical Texts: Exod 23; Lev 23; Num 9; 28–29; Deut 12; 16; Isa 58; Pss 120-134	CLO 1-6
Wednesday	8:30-10:00 am	Sanctuary and Worship in the Psalms Recommended Biblical Texts: Pss 3–7; 27; 73	Skinner Article (provided)
Wednesday	10:00- 11:30 am	Sanctuary and Justice in the Psalms	CLO 1-6

INTENSIVE CLASS SCHEDULE			
Schedule for class meetings: September 21-25, 2025			
Day	Time		Running Total Time
		Recommended Biblical Texts: Pss 73-75; 93-100	
Wednesday	11:30 am – 12:30 pm	Module 4 Sanctuary and Prophecy Basic Principles for Interpreting Apocalyptic Prophecy	Chap. 18 CLO 1-6
Wednesday	1:30-3:00 pm	Sanctuary and the Prophets Recommended Biblical Texts: Isa 2; 4; 6; 53; Jer 7 Ezek 1; 8–11; 28	CLO 1-6
Wednesday	3:00- 5:00 pm	Sanctuary and the Gospels Recommended Biblical Texts: John 12–21; Acts 1-3; 7	CLO 1-6 chap. 14
Thursday	8:30-9:30 am	Sanctuary and the Letter and Epistles Recommended Biblical Texts: Ephesians 1-3; Colossians 1-3; 2 Thessalonians	
Thursday	9:30- 11:00 am	Sanctuary in Hebrews Recommended Biblical Texts: Hebrews 7–10	chap. 15 CLO 1-6
Thursday	11:00 am – 12:30 pm	Sanctuary and Justice in Daniel Recommended Biblical Texts: Daniel 7-12	CLO 1-6 chps. 17-22
Thursday	1:30- 3:30 pm	Sanctuary and Justice in Revelation Recommended Biblical Texts: Revelation 1; 4-5; 12-15	CLO 1-6 chps. 3-4
Thursday	3:30- 5:00 pm	Final Reflections Developments in SDA Sanctuary Theology	CLO 1-6
Post-Session		View 15 hours of lectures by the course instructor or another approved book on the sanctuary	7

INTENSIVE CLASS SCHEDULE			
Schedule for class meetings: September 21-25, 2025			
Day	Time		Running Total Time
		See, e.g., lecture videos on Learning Hub and https://digitalcommons.andrews.edu/semin-videos/111/ https://www.youtube.com/watch?v=V6bIYsEMgU8 https://www.youtube.com/watch?v=cYnLCbbnuk4 REPORT OF THE 15 HOURS DUE Dec 4, 2025 on Learning Hub	
5/1/25		Unread Book chapters due Final Project and Reflection Due	1-7

MORE ABOUT THE COURSE

The “Doctrine of the Sanctuary” is not just a belief to hold intellectually. It testifies to the very heartbeat of God’s revealed character, plan for the world, and representation of His justice and plan of salvation. The time-tested truth of God’s Word clearly expresses the sanctuary principle of “Immanuel-God with Us.” It encompasses the totality of biblical theology and, from Genesis to Revelation, depicts the origin of an interconnected series of biblical truths (e.g., salvation, justice, the Great Controversy, Jesus’ High Priestly Ministry, prophecy, etc.). The ire of the enemy has been most determined in this area of Adventist theology. Notwithstanding, God is working out the counsels of His will in heaven in His sanctuary right now on our behalf. The philosophy of this course is to understand the deep and rich Sanctuary theology to experience the life-transforming presence, ministry, and friendship of the Godhead as the closing scenes of Earth’s history are before us.

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

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

- **Courses for professional master's degrees (e.g., MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic master's (e.g., MA [Religion]) and all doctoral degrees** include 15 instructor contact hours and 45 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 the AU Student Success office.

To achieve the outcomes of this course, learning time will be distributed as follows:

Professional Masters' Programs		
3 Credits		
Instructor Contact Hours	Face to Face Instructional Time	30 hrs
	Other Instructor-Directed Activities	15 hrs
Independent Learning Activities	Textbook reading	__50__ hrs
	Sanctuary Project	_20__ hrs
	Final Synthesis-Reflection Paper	_20__ hrs
Total Hours:		135 hrs

SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

Average reading speed: 15-20 pages/hour for light reading, not to be tested on

10-15 pages/hour for heavy reading for exams

Writing time: 2.5 – 3 hours/double-spaced page, from start to finished product

Reflective Writing Assignment: 0.5 hours per page

An Online Assignment Load Calculator is available at: www.cte.rice.edu/workload/

GUIDELINES FOR COURSE ASSIGNMENTS

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

Assignment Description	Weighting
1. Reading of textbook and 15 hours of other instructor-directed activities	20%
2. Final Synthesis-Reflection Paper	40%
3. Sanctuary Project (Sermons, Bible Studies, or other as cleared by instructor)	40%

* See Appendices for grading rubrics that specify grading criteria in more detail.

To make grading fair for everyone, grades will be assigned based on the above requirements alone. No individual arrangements will be made for those requesting last-minute grade adjustments or extra credit.

(The AU Bulletin states: "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." DGs are not an option for most types of courses.)

Submission of Assignments

Electronic Copies of work must be submitted on Learning Hub.

ABOUT YOUR INSTRUCTOR



Jerome Skinner, an Associate OT Professor of Exegesis and Theology at AUSDATS, is a native of Buffalo, NY. His educational background consists of a BA in Theology (AUC), an M.Div. (SDATS), and a Ph.D. in Old Testament Biblical Studies with a Cognate in Philosophical Theology (SDATS; 2016). He has contributed several refereed articles for books (*Psalms Interpretation*), completed a theological commentary on the book of Ezekiel (AU Press), and is currently working on two commentaries for the forthcoming SDA International Bible Commentary (*Isaiah and Ezekiel*).

Dr. Skinner currently serves as the Director of the Institute of Jewish-Christian Studies at the Seminary and is a member of the Society of Biblical Literature, the Evangelical Theological Society, and the

Adventist Theological Society. He has presented scholarly papers at professional meetings of these societies and other venues.

He also served as the lead chaplain at the Adventist Information Ministry for eight years. His joys include serving the people of God, preaching, giving seminars on Biblical Interpretation, and writing blogs occasionally. His interests include running (marathoner), reading, and spending time with family.

Jerome is married to Miriam Morgan-Skinner, a Doctor of Nursing Practice, and they have two beautiful daughters, Briauna and Olivia.

OTHER COURSE-RELATED POLICIES

Attendance

Regular attendance is required at all classes and other academic appointments. When the total absences exceed 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

Academic Accommodations

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

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.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

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	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

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 .

APPENDIX 1: ASSIGNMENT RUBRIC(S)

Rubric for Synthesis/Reflection Paper

<u>Criteria</u>	<u>Exceptional</u> <u>5</u>	<u>Proficient</u> <u>4</u>	<u>Satisfactory</u> <u>3</u>	<u>Emerging</u> <u>2</u>	<u>Unsatisfactory</u> <u>1</u>	<u>Weight</u>	<u>Score</u>
<u>1.</u> Flow of argument and coverage of main issues	<u>Outstanding on all levels</u>	<u>Meets basic standards</u>	<u>Lacking in some areas</u>	<u>Lacking in many areas</u>	<u>Does not meet minimum standards for a graduate paper</u>	<u>10%</u>	
<u>2.</u> Biblical evidence for major points	<u>Outstanding on all levels</u>	<u>Meets basic standards</u>	<u>Lacking in some areas</u>	<u>Lacking in many areas</u>	<u>Does not meet minimum standards for a graduate paper</u>	<u>20%</u>	
<u>3.</u> Sources in textbook (chapter and page) for further study	<u>Outstanding on all levels</u>	<u>Meets basic standards</u>	<u>Lacking in some areas</u>	<u>Lacking in many areas</u>	<u>Does not meet minimum standards for a graduate paper</u>	<u>30%</u>	
<u>4.</u> Personal response to the basic question	<u>Outstanding on all levels</u>	<u>Meets basic standards</u>	<u>Lacking in some areas</u>	<u>Lacking in many areas</u>	<u>Does not meet minimum standards for a graduate paper</u>	<u>20%</u>	

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%	
						100%	Total

APPENDIX 2: INTERPRETING LETTER GRADES

Letter Grades and Percentages

95-100%	A	80-84%	B	65-69%	C
90-94%	A-	75-79%	B-	60-64%	C-
85-89%	B+	70-74%	C+	55-59%	D

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 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 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: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

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 BOOK AND 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.

Ford, Desmond. *Daniel 8:14: The Day of Atonement, and Investigative Judgment*. Escondido, CA: Operation Glacier View, 1980.

_____. *Good News for Adventists*. Auburn, CA: Good News Unlimited, 1985. Available in JWL: Center for Adventist Research 001678.

Gane, Roy E. *Altar Call*. Berrien Springs, MI: Diadem, 1999. Available in JWL: BX 6155 42 S35 G26 1999.

- _____. *Ritual Dynamic Structure*. Piscataway, NJ: Gorgias Press, 2004.
- _____. *Cult and Character: Purification Offerings, Day of Atonement, and Theodicy*. Winona Lake, IN: Eisenbrauns, 2005.
- _____. *NIV Application Commentary: Leviticus, Numbers*. Grand Rapids, MI: Zondervan Publishing House, 2004.
- _____. *Who's Afraid of the Judgment?* Nampa, ID: Pacific Press, 2006. Goldstein, Clifford. *1844 Made Simple*. Boise, ID: Pacific Press, 1988.
- _____. *False Balances*. Boise, ID: Pacific Press Pub. Association, 1992.
- _____. *Graffiti in the Holy of Holies: An Impassioned Response to Recent Attacks on the Sanctuary and Ellen White*. Nampa, ID: Pacific Press, 2003.
- Gordon, Paul A. *The Sanctuary, 1844 and the Pioneers*. Silver Spring, MD: Ministerial Association, General Conference of Seventh-day Adventists, 2000.
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