



# OTST546-130 (CRN 3150) Studies in Daniel (English)

Southwestern Union Conference MAPM (Hispanic) Intensive

Fall 2023

*Jiří Moskala, ThD, PhD*

## CLASS & CONTACT INFORMATION

**Class Location:** Oklahoma Conference of SDA, 4735 NW 63rd Street, Oklahoma City, OK 73132

**Class Dates:** October 2–5, 2023 (Monday–Thursday)

**Class meeting times:** Monday–Thursday: 8:30 am–12:00 pm and 1:00–5:00 pm

**Course Website:** <https://learninghub.andrews.edu>

**Instructor Telephone:** 269.471.3205

**Instructor Email:** [moskala@andrews.edu](mailto:moskala@andrews.edu)

**Instructor’s Biography:** See Appendix 6.

**Office Location:** SDA Theological Seminary Suite N230

**Executive Assistant:** Dorothy Show (Phone: 269.471.3536; Email: [showd@andrews.edu](mailto:showd@andrews.edu))

## BULLETIN DESCRIPTION OF COURSE

This course covers selected chapters of Daniel based primarily on the English text with reference to the Hebrew/Aramaic original. Typically offered to students who have not taken OTST551 or OTST552. Not applicable for MDiv credit.

## PROGRAM & COURSE LEARNING OUTCOMES

### PROGRAM LEARNING OUTCOMES

Your MA in Pastoral Ministry (MAPM) 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:

1. Deliver effective biblically based sermons.
2. Demonstrate proper biblical interpretation skills.

### COURSE LEARNING OUTCOMES

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. Clearly understand the historical and socio-political background in which the book of Daniel came into existence.
2. Grasp the basic meaning of nature and function of an Old Testament prophet and prophecy.
3. Achieve knowledge of simple and complex prophecies concerning the history of humankind.
4. See how God interfered in the history of humanity for the benefit of the human race.
5. Interpret the prophecies written in the book of Daniel concerning the last days of the earth's history.
6. Able to apply all this material to one's personal life and to use most of it in one's ministry.

**COURSE TOPICS AND ASSIGNMENTS HAVE BEEN SELECTED TO CONTRIBUTE TO LEARNING AND EVALUATING THESE COURSE LEARNING OUTCOMES (CLOs) AS FOLLOWS:**

Date	Topic	Assignment Due	CLOs Addressed
Pre-Intensive	Bible: Read the book of Daniel.	October 2, 2023	1
During Intensive	Class Attendance	October 2–5, 2023	1 & 2
During Intensive	Final Examination	October 5, 2023	1 & 2
Post-Intensive	2 Reading/Reaction Reports	January 1, 2024	1
Post-Intensive	Choose <b>1</b> Option: (a) Research Paper <i>or</i> (b) 2 Sermons	January 1, 2024	1 & 2

## Upload Assignments to LearningHub

<https://learninghub.andrews.edu/>

### **PRE-INTENSIVE ASSIGNMENT (DEADLINE: OCTOBER 2, 2023)**

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- Bible: Read the book of Daniel.
  - After completing this assignment, upload a note to LearningHub stating that you have completed reading the book of Daniel.

### **DURING INTENSIVE ASSIGNMENTS (DEADLINE: OCTOBER 2–5, 2023)**

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1. Regular attendance and participation in class.
2. Study the elements provided in class.
3. Write final examination. The examination will cover the course lectures.

### **POST-INTENSIVE ASSIGNMENTS (DEADLINE: JANUARY 1, 2024)**

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1. Read Doukhan, Jacques B. *Secrets of Daniel: Wisdom and Dreams of a Jewish Prince in Exile*. Hagerstown, MD: Review and Herald Publishing Association, 2000.
2. Read Holbrook, Frank B., ed. *Symposium on Daniel: Introductory and Exegetical Studies*. Daniel and Revelation Committee Series. Vol. 2. Washington, DC: Biblical Research Institute, 1986.
3. Write a reading/reaction report on each textbook listed above (See **Appendix 2** for rubric).
  - Each report should be 3–4 pages in length (double-spaced and 12-point font size).
4. Choose **One** (1) of the Following Assignment Options:
  - a. Two Sermons (See **Appendix 3** for rubric).
    - Each sermon will need to be 10–15 pages in length (double-spaced and 12-point font size).
  - b. Research Paper (See **Appendix 4** for rubric. Also read **Appendix 5** for *Guidelines for the Research Paper—Seven Parts [Summary]*.)
    - The research paper should be 15–20 pages in length (double spaced and 12-point font size) on a selected topic from the book of Daniel. Details will be discussed in class.

#### **Additional Research Resources**

See also the Seminary Library Portal at <http://libguides.andrews.edu/religion>.

**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).**

## ASSIGNMENT WEIGHTING, SUBMISSIONS, AND TIME EXPECTATIONS

### 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 are given in the Course Overview above.

### WEIGHTING OF COURSE ASSESSMENT ITEMS

2 Required Reading/Reaction Reports	30%
Choose <b>One</b> Option: 2 Sermons <i>or</i> a Research Paper	40%
Examination	30%
<b>Total</b>	<b>100%</b>

- See **Appendix 1** for Letter Grades, Percentages, and Interpreting Letter Grades.
- For grading information that specifies grading criteria in more detail, see **Appendices 2–4**. 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.

*(The AU Bulletin states that: “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 AND LATE SUBMISSION PENALTIES

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 50% of possible points. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

Pre-intensive assignment due **October 2, 2023**, and post-intensive assignments are due **Monday, January 1, 2024**, and please upload to LearningHub (<https://learninghub.andrews.edu/>).

Description	Date	Impact on Grade for Late Submissions
First day of class	October 2, 2023	Not Applicable
All assignments are due 90 days after the first day of class	January 1, 2024	Not Applicable
120 days after the first day of class	January 31, 2024	Late assignments receive no more than a B by midnight on this day.
150 days after the first day of class	March 1, 2024	Late assignments receive no more than a C by midnight on this day.
<b>172 days from the first day of class</b>	March 24, 2024	Students who have not completed all intensive requirements by March 1, 2021, will receive an F and will need to repeat the class.

### TIME EXPECTATIONS FOR THE COURSE

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills may require more time and should consider taking fewer classes each semester.

Class Lectures	30
Reading	28
2 Required Reading/Reaction Reports	10
Research 2 Sermons or a Research Paper	60
Preparation for Examinations	7
<b>Total Hours</b>	<b>135</b>

### OTHER COURSE-RELATED POLICIES

#### **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)

**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.

**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	<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 students 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.

## APPENDIX 1: INTERPRETING LETTER GRADES

### Letter Grades and Percentages

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%

#### ***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 2: GUIDELINES AND RUBRIC FOR READING REACTION REPORTS

Two written reading/reaction reports, each three to five pages in length and typed (double spaced; 12 font size) on each of the two required textbooks.

- A. These reports will declare that all the materials related to the report have been read.
- B. Each report will present an evaluation of the reading. In this evaluation, the student will address questions such as:
  1. What is your overall impression of your reading—positive or negative?
  2. What insights did you gain?
  3. What areas did you find most helpful and why?
  4. Which were disappointing and why?
  5. What issues would you have liked to see the author(s) address?
  6. What questions or difficulties arose from your reading?

### Reading Reaction Report Rubric

Category	Grading Criteria	A Grade	B Grade	C Grade	D Grade	F Grade
<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	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report
<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	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report
<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	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report
<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	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report
<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	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report



## APPENDIX 3: RUBRIC FOR ASSESSING A SERMON

Criteria	A Grade	B Grade	C Grade	D Grade
<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.
<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.
<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.
<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.
<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.
<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.

**APPENDIX 4: RUBRIC FOR ASSESSING A RESEARCH PAPER**

<b>Category</b>	<b>Description</b>	<b>A Grade</b>	<b>B Grade</b>	<b>C Grade</b>	<b>D Grade</b>	<b>F Grade</b>
<b>Analysis of the Text (40 %)</b>	<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)
	<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)
<b>Coherence of the Paper (35 %)</b>	<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)
	<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)
<b>Expertise in Secondary Literature (15%)</b>	<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)
<b>Relevance (10%)</b>	<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)

## APPENDIX 5: 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):
  - 1<sup>st</sup> Step—**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> Step—**Historical background** of the chosen book or/and passage (authorship, main persons, events, places, dates, archaeology).
  - 3<sup>rd</sup> Step—**Literary context**
    - Larger (general) context
    - Immediate context
  - 4<sup>th</sup> Step—**Literary structure** of the selected passage.
  - 5<sup>th</sup> Step—**Literary genre** —narrative, poetry, prophecy, genealogy, parable, prayer, dream, irony, hymn, song, irony, dialogue, speech, etc.
  - 6<sup>th</sup> 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.
  - 7<sup>th</sup> 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.

## APPENDIX 6: ABOUT YOUR INSTRUCTOR

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 adult children and eleven grandchildren.

