



Advancing God's Kingdom by Preparing Competent Christian  
Leaders for Spirit-Empowered Life and Ministry

## **B225-CB: The Book of Revelation**

3 credits

Sept. 16-Oct. 25, 2019  
Term A  
Monday-Thursday, 9-10:30 am

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### **Course Content and Goals**

#### **Course Description**

This course provides a close reading of the book of Revelation with sensitivity to its early Jewish context and literary genre in order to gain an understanding of how the text aims to shape the identity and worldview of the early followers of Jesus. Throughout the course, students will gain the skill necessary to read biblical apocalyptic texts and will be challenged to discern how the message of Revelation still speaks to the contemporary church.

#### **Relationship to Horizon's Mission**

This course prepares students for Spirit-empowered life and ministry by equipping them to understand and apply biblical truth with greater proficiency. By interpreting Revelation with cultural sensitivity and theological awareness, they will be equipped to discern how this text should shape the worldview and identity of the church today.

#### **Core Competencies and Learning Outcomes**

To demonstrate competency in *Biblical and Theological Literacy*, students will

1. Interpret Jewish apocalypses accurately by identifying and interpreting the historical context, function, and key characteristics of this type of genre.
  - *Assessment:* Analysis of the Genre Assignment
2. Identify and summarise the central literary and theological themes of Revelation with sensitivity to the function of its genre and historical context.
  - *Assessment:* Bauckham Reading and Chapter Analysis
3. Analyze a key passage from Revelation that includes an explanation of how the genre, historical context, key themes, and overall structure of the book influence interpretation.
  - *Assessment:* In-class Exegetical Project
4. Integrate biblical research with robust theological reflection on the relevance of the book of Revelation for our current cultural context and the church's mission.
  - *Assessment:* Theological Reflection Paper

## Course Work

### Required Readings

Bauckham, Richard. *The Theology of the Book of Revelation*. NTT. Cambridge: Cambridge University Press, 1993. ISBN: 978-0-521-35691-6

Fee, Gordon D. *Revelation*. New Covenant Commentary Series. Oregon: Cascade, 2011. ISBN: 978-1-60899-431-1

\*\*Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

### Course Assignments and Activities

**Portfolio Components.** Theological Reflection Paper. This assignment must be edited and submitted to the *Biblical and Theological Literacy e-Project* in your Portfolio on *Portfolium*. See the Portfolio Guide: "What Goes in My Portfolio" for further information.

#### 1. *Analysis of the Genre*

Read pp. 41-53 from Reddish (posted on Populi) and, in consultation with class notes, provide the following analysis of this text: 1) identify what type of apocalypse it is; 2) outline its key characteristics as an apocalypse; and 3) briefly summarize the meaning of the specified passage, which will involve interpretation of the symbols of the text.

- **Related learning outcome #1**
- **Assignment Length:** two-three pages (12-point, Times New Roman, double-spaced)
- **Due date:** Sept. 23

#### 2. *Bauckham Reading and Chapter Analysis*

After reading Bauckham's *The Theology of the Book of Revelation*, write a 500-600 word summary and analysis of Chapter 4. This will involve the following steps: 1) Outline Bauckham's description of the role of Christ and his followers in fulfilling God's plan in the Revelation. 2) In your analysis, attempt to answer these questions: What are the strongest parts

of Bauckham's description? What are the weakest parts of his description? What needs further explanation?

- **Related learning outcomes: # 2 and #3**
- **Assignment Length:** two pages (12-point, Times New Roman, double-spaced)
- **Due date:** Sept. 30

### 3. *Theological Reflection Paper*

Listen to all of the episodes of Season One from the podcast series entitled "This Cultural Moment" at <https://thisculturalmoment.podbean.com/>, and write a theological reflection paper that has the following elements: 1) Using Fee, Bauckham, class notes, and at least two other commentaries as resources, provide an exegetical discussion of one of the passages from Revelation 2-3 that address the situation of a particular church in Asia Minor (2-3 pages). 2) Indicate how key themes in your chosen passage are reiterated in the rest of the book of Revelation and explain the significance of this repetition (2 pages). 3) Discuss how your chosen passage (and its themes) speak to our current cultural moment (as discussed by Mark Sayers and John Mark Comer). Note: **This paper should have a clearly articulated thesis (argument), introduction, and conclusion.**

- **Related to learning outcome # 4**
- **Assignment Length:** four-six pages
- **Due date:** Oct. 10

### 4. *In-Class Exegetical Project*

Throughout the term, read the assigned portions of Revelation carefully and skim the relevant parts of Fee's commentary in preparation for each class. After each class, review class notes. These activities will prepare you for a culminating in-class exegetical project that will measure your ability to integrate knowledge about Revelation into an informed discussion of a particular passage.

- **Related learning outcome #3**
- **Assignment Length:** two-four pages (12 point, Times New Roman)
- **Due date:** Completed in class on Oct. 17

#### **Estimate of Time Investment** (individual time investments may vary)

Classroom time		30 hrs	
1. Analysis of the Genre		5 hrs	Sept. 23
2. Bauckham Readings + Chapter Analysis		20 hrs	Sept. 30
3. Theological Reflection Paper		20 hrs	Oct. 10
4. In-Class Exegetical Project		20 hrs	Oct. 17
	<b>Total =</b>	<b>90-100 hrs</b>	

#### **Assessment Rubrics**

*Assessment Rubrics will be available on Populi under the Lesson "B225 Assessment Rubrics" by the first day of class.*

**Course Outline / Class Schedule**

<b>Date:</b>	<b>Class Content:</b>	<b>Readings + Assignments:</b>
Sept. 16	Introduction: Interpreting Revelation; Enter assignment dates in calendars	Fee, xi-xxii
Sept. 17	Genre of Revelation	
Sept. 18	Author, Date, Context of Revelation	
Sept. 19	Revelation 1:1-20	Fee, 1-21
Sept. 23	Revelation 2:1-3:22	Analysis of Genre (Assignment #1)
Sept. 24	Revelation 2:1-3:22	Fee, 22-63
Sept. 25	Revelation 4:1-5:14	Fee, 64-89
Sept. 26	Revelation 4:1-5:14	
Sept. 30	Revelation 6:1-8:5	Fee, 89-121; Bauckham Reading and Chapter Analysis (Assignment #2)
Oct. 1	Revelation 8:6-11:19	Fee, 121-160
Oct. 2	Revelation 8:6-11:19	
Oct. 3	Revelation 12:1-15:4	Fee, 161-206
Oct. 7	Revelation 12:1-15:4	
Oct. 8	Revelation 15:5-16:21	Fee, 207-227
Oct. 9	Revelation 17:1-19:10	Fee, 228-269
Oct. 10	Revelation 19:11-20:1-15	Fee, 270-288; Theological Reflection Paper (Assignment #3)
Oct. 15	Revelation 21:1-22:5	Fee, 289-315
Oct. 16	Revelation 22:6-21; Course Evaluation	
Oct. 17	In-Class Exegetical Project	(Assignment #4)

- First submissions of assignments will not be accepted after Oct. 25, 2019.

<b>Date</b>	<b>Revisions Due</b>
Monday, October 21	Resubmissions of <i>Analysis of the Genre</i> and <i>Bauckham Readings + Chapter Analysis</i> (as necessary)
Tuesday, October 22	Resubmissions of <i>Theological Reflection Paper</i> (as necessary)
Wednesday, October 23	Resubmissions of <i>In-Class Exegetical Project</i> (as necessary)
Thursday, October 24	Secondary resubmissions (as necessary)
Friday, October 25	Additional resubmissions (as necessary)

- No resubmission of assignments will be accepted after Oct. 25, 2019.

## Academic Policies

### General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

### Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the *Assignment Extension Request Form* online and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

### Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

### Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student <b>exceeded competency requirements for some</b> learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student <b>met competency requirements for all</b> learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was <b>beginning to meet competency requirements for any one or more</b> learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was <b>not yet meeting competency requirements for one or more</b> learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

### Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

### Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at [bwilliamson@horizon.edu](mailto:bwilliamson@horizon.edu); or Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu).

### Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances.

Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Use of Technology**

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

### **Select Bibliography (Commentaries)**

Aune, David E. *Revelation*. WBC. 3 vols. Dallas: Word, 1997; Nashville, TN: Thomas Nelson, 1998.

\*Beale, Gregory K. *The Book of Revelation: A Commentary on the Greek Text*. NIGTC. Grand Rapids, MI: Eerdmans, 1999.

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\*Beasley-Murray, George R. *The Book of Revelation*. 2d ed. NCB. Grand Rapids: Eerdmans, 1978; Repr., 1983.

\*Blount, Brian. *Revelation: A Commentary*. The New Testament Library. Louisville, KY: Westminster John Knox, 2009.

\*Boring, M. Eugene. *Revelation*. Interpretation. Louisville, KY: John Knox, 1989.

Caird, George B. *A Commentary on the Revelation of St. John the Divine*. 2d ed. Black's New Testament Commentary. Peabody, MA: Hendrickson, 1984.

\* Fee, Gordon D. *Revelation*. New Covenant Commentary Series. Eugene, OR: Cascade, 2011.

\* Gorman, Michael J. *Reading Revelation Responsibly. Uncivil Worship and Witness: Following the Lamb into the New Creation.* Eugene, OR: Cascade, 2011.

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Hughes, Philip E. *The Book of the Revelation.* Grand Rapids, MI: Eerdmans, 1990.

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\* Kovacs, Judith, and Christopher Rowland. *Revelation.* Blackwell Bible Commentaries. Oxford: Blackwell, 2004.

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- Smalley, Stephen S. *The Revelation to John: A Commentary on the Greek Text of the Apocalypse*. Downers Grove, IL: InterVarsity, 2005.
- Sweet, John P. M. *Revelation*. TPI New Testament Commentaries. Valley Forge, PA: Trinity Press International, 1979.
- Talbert, Charles H. *The Apocalypse: A Reading of the Revelation of John*. Louisville, KY: Westminster John Knox Press, 1994.
- Tenney, Merrill C. *Interpreting Revelation*. Grand Rapids, MI: Eerdmans, 1957.
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- \* Witherington, Ben III. *Revelation*. Cambridge: Cambridge University Press, 2003.