



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

## **NT5311 Discerning the Times: Studies in the Book of Revelation**

3 credits. Prerequisites: none.

👤 On Campus 'A' Live-Stream

Sept 22-23, Oct 20-21, Nov 10-11, 2023  
Friday Evenings: 6:00-9:00 pm  
Saturdays All Day: 9:00 am to 4:00 pm

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### **Course 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**

By interpreting Revelation with cultural sensitivity and theological awareness, students will be equipped to recognize how this text should shape the worldview and identity of the church today. In short, Revelation shows us what it looks like to be a faithful follower of Jesus when faced with different challenges in diverse social contexts.

## Core Competencies and Learning Outcomes

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

1. Summarise central literary and theological themes of Revelation with sensitivity to the function of its genre and historical context.
  - *Assessment:* Bauckham Reading and Chapter Analysis
2. Identify and evaluate some of the most significant challenges related to its interpretation.
  - *Assessment:* Reading Log and Commentary Insights
3. Provide analyses of key passages from Revelation that include an explanation of how the genre, historical context, key themes, and overall structure of the book influence interpretation.
  - *Assessment:* Take-Home Exegetical Project; Reading Log and Commentary Insights
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:* Final Research Project

## Course Work

### Required Readings

Bauckham, Richard. *The Theology of the Book of Revelation*. NTT. Cambridge: Cambridge University Press, 1993. ISBN: 978-0521356916.

Keener, Craig S. *Revelation*. The NIV Application Commentary. Grand Rapids: Zondervan, 2000. ISBN: 978-0310231929.

Koester, Craig R. *Revelation and the End of All Things*. Second Edition. Grand Rapids: Eerdmans, 2018. ISBN: 978-0802875785.

**\*\*While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.**

### Course Assignments and Activities

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

After reading Bauckham's *The Theology of the Book of Revelation*, choose the three chapters that you found most helpful and write a 1200-word essay on these chapters. As you discuss each of your chosen three chapters, 1) provide a summary of the argument the chapter; 2) include brief analysis of its strengths and weaknesses; and 3) and explain why the chapter is especially important for understanding the book of Revelation.

- Related learning outcome: #1
- **Assignment length:** 4 pages (1200 words; 12-point, Times New Roman, double-spaced)
- **Due date:** Oct. 14, 2023

## 2. *Reading Log and Commentary Insights*

Throughout the semester, complete the assigned readings from Revelation as well as the Keener and Koester commentaries (see course schedule). As you do so, complete the Revelation reading log (in the lessons section on Populi) in which you will include the following: 1) the date, passage read, and time spent reading; 2) notations of passages where the biblical text is unclear or where there seems to be ambiguity or theological tensions. After completing the reading log, choose three of the unclear or ambiguous passages from your notations and write a summary that outlines how the commentaries resolve these difficulties (500 words per passage).

- Related learning outcomes: #2 and #3
- **Assignment length:** Complete reading log (chart) and write 5 pages of commentary summary notes (1500 words; 12-point, Times New Roman, double-spaced)
- **Due date:** Nov. 15, 2023

## 3. *Take-Home Exegetical Project*

At the end of the course, students will have the opportunity to demonstrate their ability to evaluate and discuss a key passage from Revelation. In a timed take-home project (on Populi), students will analyze a passage from Revelation (assigned on Populi by the professor). This analysis will include an explanation of how the genre, historical context, key themes, and overall structure of the book influence interpretation. Although students can use their notes and commentaries for this project, the timed nature of the project means they will need to prepare thoroughly in advance of writing.

- Related learning outcome: #3.
- **Assignment length:** 3-4 pages (900-1200 words; 12 point, Times New Roman, double-spaced)
- **Due date:** Nov. 25, 2023

## 4. *Final Research Project*

Students may choose one of the following options for their final research project: 1) write a research paper that provides a close reading and analysis of a passage from Revelation; 2) write a carefully constructed and researched sermon on a passage from Revelation; or 3) provide a Bible study outline for 2-3 chapters of Revelation.

Research for any of these project options must include the use and documentation of ten credible scholarly sources (commentaries, monographs, journal articles).

- Related learning outcome: #4.
- **Assignment length:** 10 pages (3000 words; 12 point, Times New Roman, double-spaced)
- **Due date:** Dec. 15, 2023

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

	Time Investment	Due Date	Assignment Weighting
Classroom time	30 hrs		
Reading Log and Commentary Insights	25 hrs	Nov. 15	25%
Bauckham Reading and Chapter Analysis	20 hrs	Oct. 14	20%
Take-Home Exegetical Project	5-10 hrs	Nov. 25	25%
Final Research Project	30-35 hrs	Dec. 15	30%

Total =		~110-120 hrs	

### Course Outline

<b>Date:</b>	<b>Class Content:</b>	<b>Readings + Assignments:</b>
Sept. 22	Introduction to Revelation: - Genre and Interpretation - Author, Date, Context	Koester, 1-44 Keener, 21-52
Sept. 23 Morning	Revelation 1:1-20 Revelation 2:1-3:22	Keener, 53-167 Koester, 45-74
Sept. 23 Afternoon	Revelation 4:1-5:14	Koester, 75-84; Keener, 168-198
Oct. 14		Assignment #1: Bauckham Reading and Essay
Oct. 20	Revelation 6:1-8:5	Koester, 84-95; Keener, 199-251
Oct. 21 Morning	Revelation 8:6-11:19	Koester, 96-114; Keener, 252-310
Oct. 21 Afternoon	Revelation 12:1-15:4	Koester, 115-142; Keener, 311-390
Nov. 10	Revelation 15:5-16:21	Koester, 143-151; Keener, 391-402
Nov. 11 Morning	Revelation 17:1-19:10 Revelation 19:11-20:15	Koester, 151-167; Keener, 403-461 Koester, 168-188; Keener, 462-484
Nov. 11 Afternoon	Revelation 21:1-22:21	Koester, 188-201; Keener, 485-522
Nov. 15		Assignment #2: Reading Log and Commentary Insights
Nov. 25		Assignment #3: Take-Home Exegetical Project
Dec. 15		Assignment #4: Final Research Project

## **Academic Policies**

### **General Guidelines for the Submission of Written Work**

#### *Formatting Papers*

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

#### *Submitting Your Assignments*

Assignments should be submitted via [Populi](#). The resource at this [link](#) explains how to submit assignments on Populi.

### **Late Assignments and Extensions**

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

### **Grading**

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

### **Academic Integrity**

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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](#).

### **Accessible Learning Services Information**

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon's Library Technician, at [library@horizon.edu](mailto:library@horizon.edu).

### **Class Attendance**

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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.

### **Live-Streaming Etiquette**

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

### **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

- 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.
- Harrington, Wilfrid J. *Revelation*. Sacra Pagina. Collegeville, MN: Liturgical, 1993.
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- \*Koester, Craig R. *Revelation: A New Translation with Introduction and Commentary*. AB38A. New Haven, CT: Yale University Press, 2014.
- \*\_\_\_\_\_. *Revelation and the End of All Things*. Second Edition. Grand Rapids, MI: Eerdmans, 2018.
- \*Kovacs, Judith, and Christopher Rowland. *Revelation*. Blackwell Bible Commentaries. Oxford: Blackwell, 2004.
- Ladd, George E. *Commentary on the Book of Revelation*. Grand Rapids, MI: Eerdmans, 1972.
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\* Osborne, Grant R. *Revelation*. Baker Exegetical Commentary on the New Testament. Grand Rapids, MI: Baker, 2002.

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Resseguie, James L. *The Revelation of John: A Narrative Commentary*. Grand Rapids, MI: Baker Academic, 2009.

Rowland, Christopher C. *Revelation*. Epworth Commentaries. London: Epworth, 1993.

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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.

Thomas, Robert L. *Revelation 1-7: An Exegetical Commentary*. Chicago, IL: Moody, 1992.

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