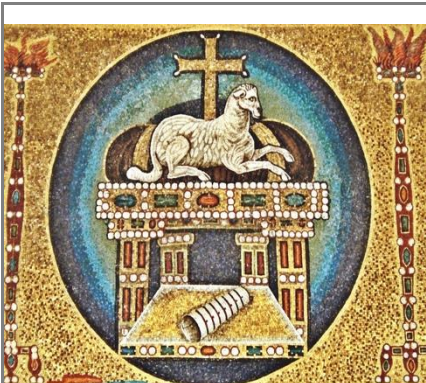


BRIERCREST

BLST 729 Revelation

Winter 2024



BLST 729 Revelation

Course Instructor: Wesley Olmstead

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Course Dates: May 13-17, 2024

Course Delivery Method: In-Person

3 Credit Hours

COURSE DESCRIPTION

In a world that has become increasingly unstable, the message of Revelation is more relevant than ever. Revelation begins with an important promise about what is to follow: “Blessed are those who hear it and take to heart what is written in it” (1:3). But how can we respond to its message if we do not understand it? What exactly is the message of the book of Revelation? To answer this question, we examine the genre of Revelation and its likely function and carefully consider the merit and implications of various approaches to interpretation, including futurist (dispensationalist), preterist, historicist, and idealist approaches.

COURSE TEXTS

Bauckham, Richard. *The Theology of the Book of Revelation*. Cambridge: Cambridge University Press, 1993.

Pate, C. Marvin, ed. *Four Views on the Book of Revelation*. Grand Rapids: Zondervan, 1998.

Paul, Ian. *Revelation: An Introduction and Commentary*. TNTC. Downers Grove, IL: IVP Academic, 2018.

Students are expected to refer to Briercrest Seminary’s Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>); cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

Upon successful completion of this course students will:

- be able to articulate clearly their own sense of Revelation's chief rhetorical purposes
- be able to sketch the main contours of the prophetic drama that unfolds in Revelation and be able to locate any text from Revelation within that drama
- be able to discuss with insight several of Revelation's recurring motifs
- be able to discuss critically the primary interpretive options in selected texts in Revelation
- have been introduced to apocalyptic literature in general and to the genre of Revelation in particular
- be able to assess the relative strengths of the major interpretive approaches to Revelation
- have been introduced to several key moments in the reception-history of Revelation
- appreciate the distinctive theological contribution that Revelation makes within the canon
- have begun to recognize the important resources that Revelation offers both for personal spiritual formation and for the Church's pursuit of its mission

COURSE OUTLINE AND CONTENT

Date	Text/Class Topic	Primary Text Reading
05-13	An Introduction to Revelation: Its Reception and Influence	
	Revelation 1.1-8	Revelation 1.1-8
	Revelation in Its Historical Context	Daniel 7-12
	Revelation 1.9-2.7	Revelation 1.9-2.7 1 Enoch 85-90
	Revelation in Its Historical Context	1 Enoch 1-36; <i>Shepherd of Hermas</i> (excerpts in Reddish, 255-65)
	Revelation 2.8-29	Revelation 2.8-29
05-14	Revelation 3.1-22	Revelation 3.1-22
	Revelation 4.1-11	Ezekiel 1-2; Isaiah 6 Revelation 4.1-11
	Revelation 5.1-14	Revelation 5.1-14
	Revelation 6.1-17	Zechariah 6.1-8 1 Enoch 47.1-4 Revelation 6.1-17
05-15	Revelation 7.1-8.5	Ezekiel 9 Revelation 7.1-8.5
	Revelation 8.6-9.21	Joel 1-2 Revelation 8.6-9.21
	Revelation 10.1-11.18	Ezekiel 2.8-3.3 Zechariah 4 Revelation 10.1-11.18

	Revelation 11.19-12.17	Revelation 11.19-12.17
	Revelation 12.18-13.18	Daniel 7 Revelation 12.18-13.18
05-16	Revelation 14.1-15.4	Joel 3 Revelation 14.1-15.4
	Revelation 15.5-16.21	Exodus 15.1-18 Revelation 15.5-16.21
	Revelation 17.1-18	Revelation 17.1-18
	Revelation 18.1-19.10	Ezekiel 27 Revelation 18.1-19.10
	Revelation 19.11-20.15	Ezekiel 38-39 Daniel 7 Revelation 19.11-20.15
05-17	Revelation 21.1-8	Revelation 21.1-8
	Revelation 21.8-22.5	Ezekiel 40-48 Revelation 21.8-22.5
	Revelation 22.6-21	Revelation 22.6-21
	Revelation in Retrospect	

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignments:

Primary Text Reading: Read the entire book of Revelation three times in the months leading up to the class. The first reading is due April 28, the second May 3, and the third May 6 (on or before these dates, you can simply upload a Word document to Canvas that states you have completed the reading). This reading is designed to help students become familiar with the broad outlines of John the seer's drama, but also provides an opportunity for preliminary work on the structural outline and term paper. Failure to complete the reading will result in a loss of 1/3 letter grade (for each incomplete reading). If only two of the three readings are completed, an A in the course would become an A-, etc.

Structural Outline (10%): Due May 6, 2024

Each student is responsible to submit a 1-page structural outline of the book of Revelation. Guidelines for the assignment will be posted to our Canvas course website.

Reading Responses (30%): Due May 8, 2024

Each student is responsible to read each of the course texts in their entirety.

- Students will choose five of Bauckham's seven chapters and, for each of these five chapters, write a 300-word précis that summarizes its argument. The assignment here is not to evaluate but to summarize as clearly and concisely as possible. In total, you will write five précis (worth 15%).
- In a review essay (worth 15%) of no more than 1500 words, students will briefly outline the distinctives of the four interpretive approaches to Revelation presented in Pate (ed.) and briefly assess what they judge to be strengths and weaknesses of these approaches.

Working Paper¹ (20%): Due May 10, 2024

Each student will prepare an exegetical working paper, *not to exceed three pages in length, single-spaced*. These papers will focus on one of the textual units we are scheduled to discuss (e.g., Revelation 1.1-8; see Course Outline) and serve as a basis for initiating class discussion on the texts with which they deal. Students should inform the instructor in writing of the text they prefer to work on, which will be assigned on a first-come, first-served basis. Your paper should follow this format:

- **Literary Context.** What role does this text play in structure of the wider book? Does our author anticipate, or return to, important themes?
- **Outline of the passage.** Not just a listing of the contents (“and then...and then...”). Try to sketch a short outline that illumines the *structure and function* of the text. How are its parts related to one another and how do they work?
- **Optional: Text-Critical Issues.** If you read Greek, you may choose to include a very brief survey of important textual variants in the passage, briefly summarizing the alternative readings, the evidence supporting these readings, and the significance of these variants.
- **Key exegetical issues.** Identify the major exegetical problems in the passage. Do not labour over every jot and tittle; labour over only those jots and tittles that materially affect the interpretation of the text. Seek to identify the crucial particulars of the text which either demand interpretation or facilitate it. Having identified them, briefly enumerate possible resolutions to the problems and indicate how one might choose among the possibilities.
- **Significance of the passage.** Here you have scope for theological reflection and originality. What are the important questions (theological, pastoral, personal) raised for you by the passage? How might the text be used (or misused) in preaching? Students with an interest in the history of theological interpretation or in the *Wirkungsgeschichte* (history of influence) of the text might want to include here some reflections on how the text has been read and applied by interpreters who have preceded us in the faith (in the patristic period, the Reformation, etc.).
- **Discussion questions.** Formulate *three* incisive questions about the text that might be used to initiate and guide class discussion.
- **Sources Consulted.** You should consult Ian Paul’s commentary and be familiar with his position on the various issues under discussion. But you should also include a working bibliography (of perhaps 4-6 sources), drawing attention to other secondary material that is especially helpful to you in reading the text.

Students will be given 5 minutes at the beginning of class to introduce the passage. (This means, of course, that they will have to choose to discuss only part[s] of their working paper.)

¹ This assignment, with its instructions, is adapted from C. Kavin Rowe, NEWTEST 870, Duke Divinity School.

Mid-Course Assignments:

Primary Text Reading. In preparation for class discussion, students will read Revelation in smaller units, following the course outline, along with short excerpts of other texts. Readings from extra-biblical texts will be posted to Canvas.

Post-Course Assignments:

Students will complete their work for the course in one of two ways.

- **Sermon Series Outline/Sermon (40%):** Students who choose this option will:
 - Plan a series of 8-12 sermons designed to guide worshippers through all or (more probably) part of the Apocalypse. Students will submit a short essay of 1200-1500 words that 1) briefly examines the rationale for the series; 2) explains why the series aims to treat this particular part (or the whole) of Revelation; 3) discusses the major themes from the Apocalypse to which the series will devote attention; 4) outlines the series.
 - Submit a manuscript (of approximately 2500 words) for one of the sermons in the series. Naturally, the sermon should emerge from careful study but it should be presented in oral style as a sermon and not as a term paper (see the suggestions that will be posted to the course site). Both parts of the assignment, which is due **July 12, 2024**, will be submitted online, via Canvas.
- **Term Paper (40%): Due July 12, 2024** (and submitted via Canvas). Students who choose this option will write an essay (of approximately 3500-4000 words), addressing one of the topics listed below (or one of your choice approved by the instructor).
 - The Death of Jesus in the Apocalypse
 - John the Seer's Use of Israel's Scriptures: An Examination of Selected Texts
 - The Identity and/or Meaning of the Two Witnesses in Revelation 11
 - The Theology of Suffering in the Book of Revelation
 - The Dating of the Book of Revelation
 - Israel, the Nations, and the People of God in Revelation
 - Revelation among the Apocalypses: A Comparative Study
 - The Depiction of Wealth in the Apocalypse
 - The Role of Judgement in John's Apocalyptic Drama
 - Revelation and the Rapture of the Church
 - The Symbolic Use of Numbers in Revelation
 - The Beatitudes of the Apocalypse
 - The Nature of the New Heavens and the New Earth
 - Worship in the Book of Revelation
 - The Christology of the Apocalypse
 - A Close Reading of Revelation _____ (a text approved by your instructor)

Whatever topic you choose, the following considerations apply:

- Begin with your own careful research on the text of Revelation itself. This stage of your research should take you to the point where you draft a preliminary thesis.

- While the primary basis for my assessment will be the care with which you work with the text of Revelation, you should plan to consult with no less than 12 *academic* sources (quality and diversity is important). Your aim in engaging in this secondary research is chiefly to let this research point you to evidence in Revelation itself that you otherwise might have missed. You should of course read these works critically, accepting only what you are confident makes good sense of what you see in Revelation.
- Remember that a good paper not only arrives at solid conclusions, but also provides solid evidence for those conclusions. An argument that is built on assertions rather than evidence will fail to convince.
- Be careful not to confuse *authorities* with *evidence*. While it is important that you show an awareness of important treatments of your subject (i.e., of who thinks what), demonstrating that an expert in the field agrees with your conclusion does not in itself offer support for your conclusion. What counts is not *who* agrees with your conclusion but *why anyone* should find your argument convincing.
- Strive for clear, concise, accurate and engaging prose (see, e.g., Christopher Lasch, *Plain Style*).
- Your paper should follow the conventions set out in Briercrest's Chicago-Style Format Guide.
- Carefully proofread your essay, aiming to eliminate spelling and grammatical errors.
- Write and re-write your essay.

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar: <https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI (e.g., ChatGPT) without instructor authorization in the preparation and/or submission of their assignments violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately. Students are responsible to ensure they are using their sources with transparency and honesty. For more details, consult the [Seminary Calendar](#). In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to

discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).

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* Works marked with an asterisk have been placed on 'reserve' at the Archibald Library's circulation desk.

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