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NT 666 -- REVELATION

JANUARY TERM 2000 -- DR. MULHOLLAND

PERSPECTIVE: "Who is worthy to open the book . . . or to look into it? . . . Worthy is the Lamb!" (5:2, 3, 12). Revelation is an "jApokavluysi" "jIhsou' Cristou' (1:1), and without the guiding and illuminating presence of His Holy Spirit our minds remain darkened and confused by this book; we tend to read our own meanings into it rather than being impacted by what God is saying to us through it. Nothing requires a deeper level of spiritual maturity than the exegetical study of God's Word. Nothing enhances our spiritual maturity more consistently than the exegetical study of God's Word. This symbiotic reality is the primary dynamic of biblical exegesis. All teaching and learning, in the Christian and biblical perspective, must be directly related to a personal and growing relationship with Jesus as Lord. It is my prayerful intention to be all the Lord purposes for me to be in guiding this class; it is my prayerful expectation that you will allow the Lord so to guide your study and participation that God's full purpose for you might be fulfilled in this course, that together we might "hear what the Spirit is saying to the churches."

PURPOSE: We will seek to actualize God's purposes for us in this course through the development of a sound methodology of biblical exegesis and its application to the book of Revelation. We will also seek to allow the Spirit to actualize God's purposes for us in this course through a critical, exegetical study which will attempt to understand Revelation as God's word to the original readers as well as God's word for our life and ministry today.

PARTICULARS: It is anticipated that your faithful stewardship of time and discipline of study in this course will be used by God to enable you to acquire the following knowledge and skills:

- Understanding of the value of sound biblical exegesis in every phase of Christian life and ministry.
- Cognizance of the best basic resources for biblical exegesis, knowledge of their use, and ability to employ them.
- Acquisition of the necessary tools for sound biblical exegesis:
- The ability to establish:
 1. the textual context of a passage
 2. the literary context of a passage
 3. the historical context of a passage
 4. the theological context of a passage
- The ability to "translate" the passage into contemporary life.
- Development of a sound exegetical methodology
- A clear comprehension of the basic perspectives of historical scholarship on Revelation from its writing to the present.
 1. The origins and history of each perspective
 2. The presuppositional base of each perspective

3. The basic elements of each perspective
 4. The strengths and weaknesses of each perspective
- An understanding of Revelation on the basis of its form and content.
 - Evaluate the evidence and history of scholarship on the issues of: authorship, date, audience, historical setting, canonization.
 - Overview apocalyptic literature and develop an understanding of the relationship of Revelation to apocalyptic literature.
 - Investigate and comprehend the sources used by the author.
 - Develop a structural diagram of the book from the Greek text.
 - Through sound exegesis, comprehend the perspective and message of Revelation:
 1. In relation to its own time and readers
 2. In relation to the rest of the New Testament
 3. In relation to history, especially our own time
 4. In relation to the realities of Christian life and growth
 - Ability to evaluate the diverse and often aberrant interpretations of Revelation by the use of sound exegetical methods in integrity with the biblical perspective, and by understanding the presuppositional bases of variant interpretations.

PROCEDURES: The following provide some of the scholarly and spiritual disciplines of loving obedience and stewardship through which I trust the Lord will enable us to actualize His purposes for the course:

1. Texts: G. K. Beale, *The Book of Revelation* (C and E – cf. 3 under PROCEDURES)
 Klein, Blomberg, Hubbard, *Introduction to Biblical Interpretation* (C)
 Nestle-Aland, *Novum Testamentum Graece* (C and E)
2. Preparation:
 - a. It is hoped that you will enter into a covenant of prayer for the class and the course.
 - b. It is urged that each period of individual study be started with prayer, interlaced with prayer and praise, and dedicated to God in prayer at its close.
 - c. It is expected that you will be a faithful steward of time in two areas:
 - i. Consistent participation in class sessions
 - ii. Commit at least two hours to the Lord for prayer and study in preparation for each class hour.
 - d. It is expected that you will come to class fully prepared through disciplined prayer and study so that you may be all God wants you to be in the class session.
 - e. It is presumed that you will exhibit graduate level competence in comprehension

f. of reading, integration of learning and presentation of understanding.

3. Class sessions: The class will integrate training in a sound exegetical method with an exegetical study of Revelation. **For those taking the course as the exegetical core elective (C)**, there will be daily assignments due each day and a take home final. **For those taking the course as an elective (E)**, there will be a project due at the end of the term (Jan 28). Both groups will be expected to be present for all classes and contribute to the class discussions.

4. Projects for those taking the course as an elective: You are free to develop a project of your own choosing with respect to the book of Revelation. You will contract with the professor regarding the nature of the project, the parameters of the project, and the grade you intend to work for in the project. It is expected that your project will be a source of input for the class, either through regular, daily contributions to the discussion, or through a report to the class on some phase of your project. The final form of the project will be due on the last day of the term (Jan 28).

5. The quality of class participation, presentations, and written work should reflect work done "as unto the Lord" -- a good stewardship of your time, talents, and resources.

PERFORMANCE: The evaluation of your performance has two sides. On the one side, God is the final evaluator of the measure in which you allowed God's purpose for you to be fulfilled in this course. This evaluation should be your primary concern. On the other side, **for those taking the course as an elective:** for the purposes of grading, you will contract with the professor for the grade you intend to pursue in the seminar. If your work and contribution to the seminar do not meet the level of the contract, you will be notified in order that you may bring the level of your work up to contract. You may also choose to renegotiate your contract. In the case of written work, material below contract level may be reworked and resubmitted. **For those taking the course as the exegetical core elective:** You will be graded on the daily assignments and the take-home final.

In order to maintain integrity with those who are faithful to the attendance and contract covenant, the following parameters will be employed as necessary:

- | | |
|----------------------------------|---------------------------|
| 1. Absences: Up to 10% unexcused | No deduction |
| 10 to 20% unexcused | One grade level (A to A-) |
| 20 to 30% unexcused | Two grade level (A to B+) |
| Etc. | |

2. Late submission of materials: One grade level (A to A-, etc.) per day.

BIBLIOGRAPHY: The following list is neither exhaustive nor inclusive. It is merely a starting point for research and study.

Comprehensive Bibliographies

Guthrie, D., *New Testament Introduction* (p 1031f.)

Feuillet, A, *L'Apocalypse: 'Etat de la Question* (p 122f)

Lohmeyer, E. "Die Offenbarung des Johannes" *Theologische Rundschau* 6 (1934), 269-314; and 7 (1935), 28-62.

Langevin, P-E, ed. *Biblical Bibliography*, 2 Vols. (Material on Revelation in both volumes).

Periodical Indices

Elenchus Bibliographicus Biblicus

New Testament Abstracts

Dictionaries

Interpreter's Dictionary of the Bible

The New Bible Dictionary

Introductions

Guthrie, D. *New Testament Introduction*

Kümmel, W. G., *Introduction to the New Testament*

Commentaries

Beckwith, I. T., *The Apocalypse of John: Studies in Introduction, with a Critical and Exegetical Commentary*

Caird, G. B., *A Commentary on the Revelation of St. John the Divine*

Charles, R. H., *A Critical and Exegetical Commentary on the Revelation of St. John*, (ICC--2 Vols.)

Collins, A. Y., *The Apocalypse*

Corsini, E., *The Apocalypse: The Perennial Revelation of Jesus Christ*

Ellul, Jacques, *Apocalypse: The Book of Revelation*

Guthrie, Donald, *The Relevance of John's Apocalypse*

Ladd, G. E., *A Commentary on the Revelation of John*

Mounce, Robert H. *The Book of Revelation*

Mulholland, M. Robert, *Revelation: Holy Living in an Unholy World*

Swete, H. B., *The Apocalypse of St. John*

Apocrypha

Charles, R. H., *The Apocrypha and Pseudepigrapha of the Old Testament*, (2 Vols.)

Hennecke and Schneemelcher, *New Testament Apocrypha*, (2 Vols)

Apocalyptic

Charles, R. H., *Eschatology*

Collins, J. J., ed. "Apocalypse: The Morphology of a Genre," *Semeia* 14 (1979)

Hanson, P., *The Dawn of Apocalyptic*

Koch, K., *The Rediscovery of Apocalyptic*

König, Andriö, *The Eclipse of Christ in Eschatology*

Miner, P. S., *New Testament Apocalyptic*

Nielsburg, G. W. E., *Jewish Literature between the Bible and the Mishnah*

Rowley, H. H., *The Relevance of Apocalyptic*

Russell, D. S., *The Method and Message of Jewish Apocalyptic*

History

New Testament:

Bruce, F. F., *New Testament History*

Roman World:

Ferguson, E., *Backgrounds of Early Christianity*

Rostovtzeff, M., *The Social and Economic History of the Roman Empire* (2 Vols.)
The Social and Economic History of the Hellenistic World (3 Vols.);

Greece;

Rome.

Hellenistic Culture

The Cambridge Ancient History (Vols. VII - XII)

Grant, F. C., *Hellenistic Religions: The Age of Syncretism*

Peters, F. E., *The Harvest of Hellenism*

Tarn, W. W., *Hellenistic Civilization*

General Resources:

Cohn, R. L. *The Shape of Sacred Space: Four Biblical Studies*

Court, J. *Myth and History in the Book of Revelation*

Ellul, Jacques, *The Meaning of the City*

Williams, Charles, *All Hallows Eve, The Greater Trumps, The Image of the City, War in Heaven*

Internet Resources:

The following sites are starting points only. They are neither complete nor exhaustive.
www.wabashcenter.wabash.edu/Internet/topsites.htm#Texts (An excellent starting point for all Biblical Study. Provides a wealth of links to a multitude of excellent sites).

www.perseus.tufts.edu (A tremendous resource for resources and archaeology of the ancient Greek world).

www.bham.ac.uk/theology/goodacre/rev.htm (As excellent starting point for research on Revelation)

www.peterolsenart.com (A great series of 40 modern pictures of scenes in Revelation with musical accompaniment).

clawww.lmu.edu/faculty/fjust/Revelation-Art.htm (List of collections and links to pictures by each chapter of Revelation).

www.julen.net/ancient/ (Multiple categories on the ancient world)

<http://sunsite.avc.dk/Revelation/> (Links to a variety of sites)

TENTATIVE SCHEDULE:

DATE	TOPIC	ASSIGNMENTS
1/3	Organization, introduction, nature of Exegesis, the exegetical process, basic approaches to Rev., introductory issues: Author, Place, Date, Canon; Apocalyptic literature, the Jewish expectation.	Read Beale pp. 3-177 (C) Read KBH Ch. 1, 2, 4,5
1/4	The structure of Rev. Chapters 1-3	<u>Read Beale</u> pp. 178-310 (C) Read KBH pp. 59-69 Outline Revelation from the Greek text (E) Study & be prepared to discuss Ch. 1 and one of the seven letters.
1/5	Chapters 4-5	<u>Read Beale</u> pp. 311-369 (C) Read KBH 155-171 Diagram Rev. 4:9-11 (E) Study and be prepared to discuss Ch 4-5
1/6	Chapters 6-8:5	<u>Read Beale</u> pp. 370-464 (C) Diagram Rev. 6:9 (E) Study and be prepared to discuss Ch 6-8:5
1/7	Chapters 8:6-11:19	<u>Read Beale</u> pp. 465-620 (C) Do syntactical analysis of verbs in Rev. 8:13 (E) Study and be prepared to discuss Ch. 8:6-11:19
1/10	Chapters 12-15:4 Rev.	<u>Read Beale</u> pp. 621-800 (C) Read KBH 183-199 Do word study of shmei/a/ shmei/on in (E) Study and be prepared to discuss Ch 12-15:4
1/11	Chapters 15:5-16:21	<u>Read Beale</u> pp. 801-846 (C) Read KBH 172-182 Analyze Jewish elements in Rev. 15:5-8 (E) Study and be prepared to discuss Ch 15:5-

- 1/12 Chapters 17-19:10
Read Beale pp. 847-948
 (C) Read KBH Ch. 11
 Clarify the meaning of Rev. 18:11-17a
 (E) Study and be prepared to discuss Ch 17-19:10
- 1/13 Chapter 19:11-21:8
Read Beale pp. 948-1062
 (C) Clarify the meaning of Rev. 20:4-6
 (E) Study and be prepared to discuss Ch 19:11-21:8
- 1/14 Chapters 21:9-22:21
Read Beale pp. 1063-1157
 (C) Read KBH Ch. 10
 (E) Study and be prepared to discuss Ch 21:9-22:21
- 1/28
 (C) Final Exam Due
 (E) Projects due

POSSIBLE TOPICS OF STUDY IN REVELATION

1. The presence and function of grammatical anomalies.
2. Interrelationships in the structural grid
3. The origins and development of "Rapture Theologies."
4. The role of "wilderness" in OT, Judaism, NT, Rev.
5. The "supper" (*dei'pnon*) of God/Lamb.
6. The meaning of "in the Spirit" in NT times.
7. A study of one or more of the 7 churches (Geog. Pol. Soc. Econ. Rel. etc).
8. Correlation between vision (affective, holistic) and literature (cognitive, particular).
9. Angelic messianism.
10. Role of the 7 blessings.
11. Critique of Corsini, *The Apocalypse*.
12. Application of Ellul's *The Meaning of the City* to Rev.
13. Lesson plans for teaching Rev. to adult/Youth Bible Study.
14. Exegetical/research paper on some passage in Rev.
15. The role of "works" (*taV e[rga*) in Revelation.
16. A reflective paper on the correlation between Charles Williams' novels and John's revelation.
17. Exams
18. Present day manifestations of F.B./N.J.
19. The Hermeneutics of Visions and biblical interpretation.

STEPS IN EXEGESIS:

- I. Outline the document according to its internal Greek structure
 - A. Develop the Major Units (I. II. III. etc.)
 - B. Define the sub-divisions of each major unit (A, B, C)
 - C. Clarify the parts of each sub-division (1, 2, 3, etc.)
- II. Work with a sub-division (A, B, etc.) as the basic unit.
 - A. Establish the text if necessary (Textual Criticism)
 - B. Clarify the syntactical structures of the unit (Diagram)
 - C. Identify focal contextual elements and research
 1. Literary Context:
 - a. Syntax--identify, determine function
 - b. Vocabulary--frequency, usage, meaning
 - c. Form--identify, determine use
 2. Historical Context:
 - a. Historical situation of the writing
 - b. Jewish background (Palestine/Diaspora)
 - c. Hellenistic background
 - D. Determine the meaning of the text.
 - E. View the text within its larger context
- III. Write out a verse by verse commentary on the unit, drawing together the material from step II.
- IV. Summarize the focal message of the text (Christian perspective/lifestyle)
 - A. For the original readers.
 - B. For your own spiritual life.
 - C. For contemporary readers.

NAME: _____ DATE: _____

COURSE: _____ CONTRACT GRADE *: _____

PROJECT:

FINAL FORM OF PROJECT:

***CONTRACT INCLUDES:** Regular class participation, syllabus assignments, and the project. Contract may be revised at any time during the course. If evaluation of work is above contract grade, the higher grade will be given. If evaluation is below contract grade there are three options:

- 1) Discuss evaluation with professor.
- 2) Accept evaluation as contract grade.
- 3) Rework and resubmit.