

North Park Theological Seminary
3225 W. Foster Ave., Chicago, IL 60625

BIBL 5178 (Section 1)
Revelation
Spring 2013 Syllabus (*revised 1/4/13*)

Professor	Dr. Max J. Lee Associate Professor of New Testament
Class Hours/Location:	Tues 9:30am to 12:15 pm
Office	Nyvall 39
Office Hours	M 10:40am–12pm; Tues 2:00-3:20pm; W 9:40-10:20am; none on Thurs or Fri * Please reserve a time to meet by signing up on the office hours sheet posted on the instructor's door.
Email	mlee1@northpark.edu

Catalog Description

This course is an exegetical study of the New Testament Apocalypse of John. Attention is given to issues of genre, socio-historical setting, purpose, cultural-religious contexts, and the variety of interpretations of Revelation in the church. Three hours.

Objectives and Relevance

- ♦ To be more aware of your own biases and presuppositions to biblical interpretation. In the context of the book of Revelation, we will analyze pop-cultural Christian views anticipating the end-times and especially how such views developed in American evangelical Christian settings. To do this, we will study briefly the modern history of Israel since 1947, watch films depicting current attempts to link political events with end-time prophecy, and evaluate whether such eschatological mappings of human history are truly biblical-based or misinformed.
- ♦ Primarily, *to build a common vocabulary* with the apocalyptic worldview of the author of Revelation (i.e., the task of **exegesis** and the historical critical method) and *apply* his original message into our present Christian context (the task of **hermeneutics** and **theological reflection**).
- ♦ To achieve this goal of building a common language with the author of the Apocalypse, it is necessary for you to study critically the history, cultural climate, social and religious value systems, and politics of Asia Minor and of the wider Roman world during the late Republic to early imperial period (ca. 1st century B.C.E. to the 2nd century C.E.)
- ♦ To read the Apocalypse not only theologically, but ask how its theology affects our views towards Zionism, violence, justice, and other political, social, and ethical concerns challenging American evangelicals in a global context.

Required Textbooks

Blount, Brian. *Can I Get a Witness? Reading Revelation through African American Culture*. Louisville: Westminster John Knox Press, 2005. [ISBN: 0664228690]

Blount, Brian. *Revelation: A Commentary*. The New Testament Library. Louisville: Westminster John Knox Press, 2009 [ISBN: 0664221211]

[Note: officially there are no assigned readings from Blount, but you will be referring to Blount time and time again when you attempt to answer questions from the study, so do not return the book back to the bookstore... you'll need it!]

Gorman, Michael. *Reading Revelation Responsibly: Uncivil Worship and Witness – Following the Lamb into the New Creation*. Eugene: Wipf&Stock, 2011 [ISBN: 978-1-60608-560-8]

Lindsey, Hal. *The Late Great Planet Earth*. Grand Rapids: Zondervan, repr. 1998 [ISBN: 031027771X]

Walvoord, John F. *The Revelation of Jesus Christ: A Commentary*. Chicago: Moody Press, 1989 [ISBN: 0802473091] [Any edition between 1966-1989, but not the 2011 rev. ed.]

[Note: yes, this is the original 1966 version reprinted several times; latest reprint is 1989. There is an 2011 revised update version but I prefer the earlier edition (without the modern editions by Hitcock and Rawley) because we are reading this as a historical piece. I want to read this book as a product of the late 1960's euphoria on prophecy and end-times xenophobia]

The Revelation Reader (hence **RR**)

On Moodle: journal articles, essays, and select chapters from books/monographs will be available online as part of your required reading. The assigned readings from the reader are *required* and provide additional materials to your textbooks. The reader includes writings not limited to New Testament scholarship but nevertheless have relevance for situating our literary and theological reading of Revelation. It also includes some primary texts on the Jewish apocalypses, scholarly analyses of pop-cultural views on the end times, essays on Christian Zionism, as well as recent research by NT scholarship on the interpretation of Revelation.

[For all MDiv students; no exceptions unless otherwise permitted by the instructor of the course]: *The Greek New Testament* (UBS⁴ or NA²⁷).

MDiv students are required to work from the Greek New Testament at select points from the course. You are allowed, however, to bring your English Bible as well (see comments just below) as a *second* reference but all MDiv students will be required to do assignments using their Greek New Testament.

[For non-MDiv students]: *The English Bible* in any contemporary translation, but preferably the **NRSV** or **TNIV**. Please do not use a paraphrased translation (e.g., New Living Bible) or an idiomatic/colloquial one (e.g., Eugene Peterson's translation). A more literal translation of the Hebrew/Greek texts are needed for the course. If you have any questions concerning if a particular version or translation is acceptable or not, please do not hesitate to ask the instructor.

On Reserve/Reference Section in Brandel Library (in progress)

In addition to Blount, you are encouraged to consult the following commentaries to help you answer questions from the study guide. On the first day of class, you will have a full bibliography of On-Reserve and Reference works. Below is just the start of a work in progress:

Aune, David. *Revelation*. 3 Vols. Word Biblical Commentary 52A–C. Nashville: Thomas Nelson, 1997–98.

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

Beale, G.K. *The Book of Revelation*. NIGTC. Grand Rapids: Eerdmans, 1999.

Hemer, Colin J. *The Letters to the Seven Churches of Asia in Their Local Setting*. Sheffield: JSOT Press, 1986. Repr. with forward by D.E. Aune. Grand Rapids, Eerdmans, 2001.

Mitchell, Reddish.

Osbourne, Grant. *Revelation*. BECNT. Grand Rapids: Baker, 2002

Assignments and Exams

Assignment Description/Summary	Maximum Point Value
Two Short Essay Assignments (choose 2 out of 4 essays X 50pts)	100
Attendance and Participation (mostly assessed through your Study Guide submissions)	200
Class Presentation on Walvoord	50
Midterm	150
Final Exam <u>or</u> Final Project (Choose 1)	300
<i>Total Possible Points/ Percentage</i>	800

The Study Guide: Attendance and Participation (200pts)

The format of the course will be seminar-driven and heavily dependent on class participation and preparation. Everyone must come to class prepared (that means, you should not just read the materials but understand them enough to engage in fruitful discussion). Excessive absences or a lack of participation can result in a lowering of your overall grade.

Besides discussion, there will be a **study guide with questions** directed to the biblical text and your reading. Your answer to the questions on the study guide should be typed out and kept with you. Half way through the course, they will be collected. Each entry for the study guide will be simply +/√/-. At the end of the course, the study guide will be collected again and graded for the second half. At that time, a point value will be assessed for the entire guide.

The Study Guide can be downloaded from Moodle, and will also be distributed by email before the start of the class in the weeks ahead. The first 4 weeks of the study guide are provided in Appendix 1 of this syllabus.

Class Presentation on Walvoord and Discussion (50pts)

As a separate assignment in conjunction with your study guide work, every person will present on John Walwood's *The Revelation of Jesus Christ: A Commentary*. Important Note: yes, this is the original 1966 version reprinted several times; latest reprint is 1989. Any edition between 1966-1989 is OK. There is an 2011 revised update version but I prefer the earlier edition without the modern editions by Hitchcock and Rawley because we are reading this as a historical piece. I want to read this book as a product of the late 1960's euphoria on prophecy and end-times xenophobia. You will find many cheap used copies of this edition on sale.

For the assigned section, please summarize how Walvoord reads the Revelation text and then critically engage his exegesis/interpretation using your Blount commentary as a guide. You are to highlight the key points of Walvoord and how Blount reads the same Rev text differently in a 10-15min presentation. Provide a **one-page, detailed outline/chart** for every person in the class of the key points of difference between Walvoord and Blount. The class will use the group's presentation as a starting point for discussing the passage that day.

Midterm (150pts)

Half way through the semester, there will be an midterm exam. A sample of the exam and what to expect are included in the appendices below.

2 Short Essays (2 X 50pts = 100pts total)

Throughout the semester, students will be asked to write a short essay on a given topic that incorporates your reading. There are 4 essays to choose from, and you are asked to write 2 (two). You may, for

example, be asked to write an essay on the problem of misogynistic images against the feminine in Revelation, or the problem of theodicy and human suffering as a theme of Revelation's 3 cycles of seven (seals, trumpets, bowls), or the violence of God and its ethical implications. Whatever the essay, it would be thoughtful, informed, written as a formal paper with notes, and will have a minor research component to it. Each essay is 3-4 pages, double-spaced (~800-1000 words). Include the word count on the top of the page.

Revelation and Aesthetics Project (300pts)

Revelation is a visionary book, and like Shakespeare's plays, sometimes Revelation is best seen or heard rather than read. The assignment is to analyze a product from our surrounding culture – that is, a film, work of art, piece of music (or hymn), or literary work (poetry or prose) – which, in your opinion, offers a good interpretative reading of the major themes and images in the Book of Revelation (e.g., suffering and the problem of evil, political and social oppression and its structures of power, redemption, vindication, hope, etc). What images and themes to choose will become more clear as we read through the book of Revelation together. Please note that the aesthetic piece under analysis should be a *good* interpretation of texts in Revelation (there are already plenty of bad examples so I want students to find good and excellent readings, not poor ones).

Your creative project should answer the following questions:

- 1) What message/ideology is being conveyed by the film/work of art/music/literary piece? How does its form contribute to the communication of its content? How does it use themes from Revelation to convey/communicate this message?
- 2) What texts/images does the film/literary work use from Revelation? How does the work accurately interpret the relevant text/passage? how is the work weak in its interpretation, or is there an element of the text that is important but the work misses the opportunity to convey the text's message? is there a danger that the work may distort the message of the text/passage in some way?
- 3) In what ways does the message/ideology of the film *affirm* a Christian worldview or ethical framework (social, political or moral)? In what ways does the message/ideology of the film *draw Christians into conflict with* our surrounding culture? and what ways does it *affirm* our redemptive spaces and moments in culture?

Your creative project must provide:

- 1) A copy of the work under analysis: whether its the lyrics and mp3 recording of a musical piece or hymn, the transcript of the poem, a photo of an artistic work, etc. with the full citation for where the source can be found
- 2) A formal paper analyzing the aesthetic piece and an exegetical-theological interpretation of the Revelation texts that the piece evokes and engages. The paper should be **2500-3000 words long** (about 5-6 single-spaced pages; or 10-12 double-spaced pages). *You are asked to be in conversation with the instructor throughout various stages of the project and not turn in a work without some consultation.*

You will be graded solely on the written work you turn in, but I will ask all students to offer a short presentation of their work in class the last week of instruction.

Warning: Absolutely no films or literary works from the horror genre. If you are going to pick a film, make sure it is a mainstream film or fine arts film of *admirable* quality. If you are going to pick a work of literature, makes sure it is work of literature and not a trashy cheap novel or comic book. Whatever your aesthetic piece please make sure you choose wisely and with good taste.

Final Exam (300pts)

In place of the project, you may also decide to take the comprehensive final (sample exam attached at the end as an appendix). You *either* take the final exam *or* do the aesthetic project. You do not do both of them. Choose 1 (one)

It will cover **all** material covered in the course throughout the semester. It is an *accumulative final* spanning course content from the beginning of the semester through the last day of class. The format of the exam will be several short definitions and two essays. You will be given a study guide with terms/definitions and sample essay questions. On the final, you will be asked to give a wide choice of possible term/definition and ask to choose 5-7 terms and define them plus their significance. You will also be given a choice of essay questions and asked to pick 2 of them to answer.

Grading System

The following scale is by percentage:

93-100	A	77-79	C+	60-62	D –
90-92	A–	73-76	C	0-59	F
87-89	B+	70-72	C –		
83-86	B	67-69	D +		
80-82	B –	63-66	D		

You need to earn a minimum grade of C– (700pts) in order to pass the course, and had to have taken either the final exam or turned in the final project.

Academic Honesty

In keeping with our Christian heritage and commitment, North Park Theological Seminary is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog.

Disability Accommodations

North Park Theological Seminary provides services for students with documented disabilities to ensure equal access to programs, services, facilities, and activities. Students with a disability who believe that they may need accommodations in this class are encouraged to contact Seminary Academic Services as soon as possible. If desired or necessary, discussion pertaining to documentation and accommodation can take place at another suitable location or by telephone. Further information about the American Disabilities Act Services is found in the Student Academic Handbook.

Class Schedule

Wk	Date	Session	Topic/Description	Reading Assignments
1	Jan 15	9:30-10:45am	Introduction to the Class The History of Revelation's Influence on American Culture: Introduction to Hal Lindsey's <i>Late Great Planet Earth</i>	Please read all of Lindsey's LGPE . Start answering the questions in your study guide and be prepared for next week's class
		11:00-12:15pm	Brief overview of millennial schemes to frame your reading in Lindsey	Bring to every class: GrkNT/Eng Bible, Blount, and extra reading for the day
2	Jan 22	9:30-10:45am	The Theopolitical Vision of Revelation and its Contradistinction to Christian Zionism	Have ready: Weeks 1-2: Study Guide RR: Select sections by Timothy Weber's <i>On the Road to Armageddon</i> [i.e., 'The Six-Day War,' and 'Dispensationalists Engage a Changing World'] Gorman: ch. 3, What Are We Reading? The Substance of Revelation, pp. 31-60
		11:00-12:15pm	Apocalypse Now: Rev. 1:1-6 , the Genre of Revelation, and its Historical Setting Walvoord Presentation #1 (Introduction, pp. 11-39): Instructor	
3	Jan 29	9:30-10:45am	Blinded by the Son: Rev. 1:7-20 and Throne Theophanies	Week 3: Study Guide Blount: Introduction (p. 1-23); commentary on Rev 1:7-20; RR: Lee, Literary Structure of Rev Essay 1 due by Friday 11:59pm
		11:00-12:15pm	Rev. 2-3 and the <i>Life Setting(s)</i> of the Seven Churches in Asia Minor Walvoord Presentation #2 (rest of Intro, plus mini-intro of ch. 2, pp. 39-53)	
MW	MW	Feb 4-8	ECC Midwinter Conference (no class)	
4	Feb 12	9:30-10:45am	The Good, the Bad, and the Ugly: What Christ Says to the Churches at Ephesus (Rev. 2:1-7); Pergamum (2:12-17), and Thyratira (2:18-29)	Week 4: Study Guide Brandel: Read especially Aune's commentary or Hemer's book for the seven letters <i>Recommended:</i> Blount's commentary on Rev 2-3 (from now on, Blount's Rev com will simply be referred to as Blount Rev and his separate book as Blount CIGW)
		11:00-12:15pm	Smyrna (Rev. 2:8-11), Philadelphia (3:7-13), Sardis (3:1-6), Laodicea (3:14-22) Walvoord Presentation #3 (ch. 2-3, pp. 53-100; not all but pick any 3 churches of 7)	
5	Feb 19	9:30-10:45am	sLamb Evil: Rev. 4:1-5:15 and Reconfiguring Power as Creative and Redemptive	Week 5: Study Guide Blount CIGW ch. 3 'Wreaking Weakness for Rev 4-6' Blount Rev for Rev 6 Essay 2 due by Friday 11:59pm
		11:00-12:15pm	The Four Horsemen: Rev. 6:1-17 and Perennial Question – How Long...? Walvoord Presentation #4 (ch. 6, pp. 122-38)	
6	Feb 26	9am-12pm	No class. Please attend the Westerdahl Lectures , Isaacson Chapel	
7	Mar 5	9:30-10:45am	Lament and the Eternal Chorus: The 5th-7th Seals and Prelude to Prayer in Rev. 7:1-8:5 Walvoord Presentation #5 (ch. 7, pp. 139-49)	Week 6-7: Study Guide Blount Rev RR: Wink, <i>Engaging the Powers</i> , 297-317 (on prayer)
		11:00-12:15pm	The Seven Trumpets, Pt 1: Why History Belongs to the Intercessors (Rev. 8:2-9:21)	
SRW	SRW	Mar 11-15	Spring Reading Week (no class) There is a midterm next week! This is not a break, but a <i>reading/study</i> week. Study!	

Wk	Date	Session	Topic/Description	Reading Assignments
8	Mar 19	9:30-10:45am	MIDTERM	Week 8: Study Guide Blount Rev
		11:00-12:15pm	The Seven Trumpets, Pt 2: Interlude and Reversed Thunder (Rev. 10:1-11:19)	
9	Mar 26	9:30-10:45am	The Celestial Opera Begins: Enter the Dragon in Rev. 12:1-18	Week 9: Study Guide Blount Rev RR: Sanchez , <i>From Patmos to the Barrio: Subverting Imperial Myths</i>
		11:00-12:15pm	Walvoord Presentation #6 (ch. 12, pp. 86–96)	
10	Apr 2	9:30-10:45am	How the Empire Strikes Back But Loses: The Beasts of the Sea and Earth on Stage in Rev. 13:1-18	Week 10: Study Guide Blount Rev Gorman , ch. 7 Conflict and Characters Everyone read Walvoord , pp. 213-217 for Thur on Rev 14
		11:00-12:15pm	Walvoord Presentation #7 (ch. 13; pp. 197–212) Curtain Call: Two Harvests and a Song in Rev. 14:1–15:8	
11	Apr 9	9:30-10:45am	The Seven Bowls: Why God Delays Ultimate Justice Until the Very End in Rev. 16:1–21	Week 11: Study Guide RR: O’Donovan , ‘History and Politics in the Book of Revelation [for Rev 16]; Selvidge , ‘Reflections on Violence and Pornography’ [for Rev 17] <i>Recommended:</i> Gorman, ch. 8 Visions of the Judgment of God
		11:00-12:15pm	The Babylonian Whore and the Horror of Rome: Aesthetic Shock in Rev. 17:1-18 Walvoord Presentation #8 (ch. 17, pp. 243–57)	
12	Apr 16	9:30-10:45am	Rhapsody Against Roman Economy in Rev. 18:1-24	Week 12: Study Guide RR: Bauckham , ‘The Economic Critique of Rome in Revelation 18’ in <i>The Climax of Prophecy</i> Read Blount , <i>CIGW</i> ch. 4 ‘The Rap against Rome’
		11:00-12:15pm	Hymns of Resistance and the Wedding Song of the Lamb: The King Returns in Rev. 19:1-21 Walvoord Presentation #9 (ch 19, pp. 268-81)	
13	Apr 23	9:30-10:45am	The Millennial Maze: The Millennium and the History of Millennial Movements (Rev. 20:1-15)	Week 13: Study Guide Blount Rev Read Blount , <i>CIGW</i> ch. 4 ‘The Rap against Rome’
		11:00-12:15pm	Walvoord Presentation #10 (ch. 20, pp. 282–310)	
14	Apr 30	9:30-10:45am	Coming Home: The New Genesis and New Jerusalem in Rev. 21:1-27	Week 14: Study Guide Blount Rev Read Gorman : ch. 9 Final Vision, Hope Fulfilled Essay 4 due Friday
		11:00-12:15pm	Benediction and Doxology: The Heavenly Liturgy Closes/Continues in Rev. 22:1-11	
15	May 7	9:30-10:45am	Ethical and Theological Themes	No Study Guide assignment Gorman: ch. 10 Following the Lamb RR: Barr , ‘Towards an Ethical Reading of the Apocalypse’
		11:00-12:15pm	Project Presentations: Turn in the Final Projects on the day of your presentation or due the same day of the final exam	
FIN	May 9-10	TBA	The Final Exam will take place during the exam period: TBA	Final Projects due if not turned last Tues

Appendix 1: Study Guide for the First Few Weeks (complete study guide to be posted on Moodle in the weeks that follow)

Week 1–2 Study Guide

- 1) Read all of Hal Lindsey's *Late Great Planet Earth*. What are your initial impressions of the book? What is his method of interpretation? What kind of audience do you think he was writing to? Was he writing to a culture of fear? of prosperity? of uncertainty? or optimism? Be prepared to summarize the central thesis of his book and what arguments he uses in support of it
- 2) Read the assigned sections of Timothy Weber's *On the Road to Armageddon*. What ethical concerns does he raise in his book as he traces the cultural influence of dispensationalism on American evangelicalism and the way it has engaged the political sphere?
- 3) Read the introduction in Blount's commentary and the essay by Gorman. How does the genre(s) of Revelation affect the task of interpretation? What critique could we lodge against Lindsey's method in light of Blount/Gorman's genre analysis?

Week 3: Study Guide

For Rev 1:7–20, what OT images and messianic expectations are accessed and combined together to form the vision of Christ as the cloud rider descending from the heavens? As you de-thread the OT references, what does each Christological image contribute to our overall understanding of Jesus' identity?

In your reading of Blount's introduction (and Lee's discussion on literary structure), answer the following questions: what is the imperial cult? and how influential was it for the life setting of the churches in Asia Minor? At its worst, what kind of oppressive conditions did the church face if they were being coerced to participate in emperor worship? in contrast to emperor worship, how is the entire book of Revelation organized as a heavenly liturgy in which the entire cosmic order participates? After what human institution/cultic practice was the vision of John modeled after? Give the big picture view of what John the Seer saw as he was swept up in his spirit to the heavenly realm.

Week 4: Study Guide

Looking through the commentaries on the Brandel library reserve/reference shelves (i.e., either Aune's commentary in the WBC series or the monograph by Hemer), take notes on the history, social setting, geography, and cultural features of each city that you think are being highlighted by Christ in his letter to each of the seven churches.

Also, what OT images are evoked in Christ's message to each church? (Here either the commentaries by Aune or Beale will be most helpful)

Appendix 2: Essay Topics

Choose any 2 (**two**) of the Four. Respective due dates throughout the semester are posted in the Class Schedule.

(1) **Essay 1:** How does the local history, contingent social setting, geography, and the cultural milieu of a particular city in Asia Minor help the interpreter understand the message of Christ to the seven churches? Be sure to use 2-3 churches as a concrete example but no more.

(2) **Essay 2:** How does the cycles of seven seals or seven trumpets (pick 1) answer the problem of theodicy, if at all? In other words, how do the series of seven judgments speak to the issue of human suffering and the origin of evil?

(3) **Essay 3:** How does Revelation critique the problem of empire in its pictorialization of Rome as the beast of the sea, the Babylonian prostitute, and a fallen city? You can pick either the *political* or *economic* dimensions of empire or imperialism in your response but choose one or the other.

(4) **Essay 4:** As you review the entire course, how would you preach and teach Revelation to the churches? If you were to do a sermon series on Revelation, what texts would you choose and what would be the central message of the texts? How would the series as a whole, and the texts you choose, speak to the overall message of Revelation?

Appendix 3: *Sample* Midterm Study Guide and Exam

Midterm Exam (150pts) Study Guide BITH 469/546: The Book of Revelation (Fall 2004: Max Lee)

Materials:

1. Please bring a **bluebook** and writing utensil (pen/pencil)
2. You are allowed to bring your Bibles (Greek and English)
3. No notes, no books. This is a closed textbook exam

I. Terms and Definitions (5 X 20 = 100pts)

Identify the following terms by writing 4-5 sentences. Your answer should be one that demonstrates both (1) the *meaning* of the term, and (2) the significance of the term for our study of Revelation. Your response should demonstrate a good sense of how the term was used throughout the course and in your readings. Consult your handouts (you are responsible for all material). When using info. from your readings, be sure to include the last name(s) of the author(s) in your response (you do not have to give page nos, but you should be able to identify particular ideas with either Blount, Gorman, Walvoord or authors mentioned in the Revelation online reader and lectures/discussions, or any other scholars whom you read on your own for your journal.

Only 7 of the following terms will show up on the exam.

Hal Lindsey's The Late Great Planet Earth
American evangelicalism and the popularization of
(historist) premillennial dispensationalism
negative effects of historist) premillennial
dispensationalism
rapture
millenium
tribulation
the return or parousia of Christ
new heaven and new earth
premillennialism (pre-tribulational)
premillennialism (post-tribulational)
postmillennialism
amillennialism
historicist approach
preterist approach
futurist approach
idealist
eclectic
3-fold genre of revelation
apocalyptic and its confusing uses
apocalypse as a literary genre and its literary features
apocalypticism
apocalyptic vs. prophetic eschatology
1 Enoch
2 Esdras (= 4 Ezra)
2 Baruch
Jewish cosmology, the temple, and re-gensis
angels and demons in Jewish apocalypses
throne theophanies and the Son of Man tradition
revisoning human history in the apocalypses
theodicy in the apocalypses
final theophany at a cosmic level in the apocalypses

possible authors of Revelation
date, place of origin, and the audience of Revelation
audience and *Sitz im Leben* of Revelation (summary)
Pliny the Younger's Letter to Emperor Trajan and
Trajan's Response
purpose of Revelation
Tertullian's *Apology* and his critique of Trajan's policy
the Birkat ha-Minim
sequence of letters and the map of Asia Minor
the literary structure of the central vision as a Jewish
liturgy
Christian prophecy
who is, and who was, and who is to come
the Alpha and the Omega
the enthroned Son of Man in Rev. 1:4-8
elements of OT theophany and mourning in Rev. 1:7
the *angels* to the seven churches of Asia Minor
the message to Ephesus in its cultural setting
the message to Smyrna in its cultural setting
the message to Pergamum in its cultural setting
the identity of the false teachers (= Nicolaitans, Balaam,
and Jezebel) and their compromising message
the message to Thyatira in its cultural setting
the message to Sardis in its cultural setting
the message to Philadelphia in its cultural setting
the message to Laodicea in its cultural setting
the opening vision of Rev. 4: the door, the precious
stones, 24 elders, and the seraphim
the scroll which could not be opened in Rev 5
the Lion of Judah turned into the Lamb of God in Rev 5
white horse, its symbolism, its referent (1st cent & future)
red horse, its symbolism, its ref. (1st century/ futurist)
black horse, its symbolism, its ref. (1st century/ futurist)

pale horse, its symbolism, its ref. (1st century/ futurist)	7th trumpet, exodus image, message (1st c/futurist)
saints' cry, its symbolism, its ref. (1st century/ futurist)	interlude of the flying eagle in Rev. 8:13
earthquake/stars/falling, symbolism, referent (1c/fut)	the dragon goes to war with the woman
interlude in the 7 seals of the 144,000	the war with Michael and the angels
silence, its symbolism, its ref. (1st century/ futurist)	the dragons' war with the offspring
theodicy in the seals and the Christian response	the woman as Mary or the church
sequential view of the 3 septets (seals, trumpets, bowls)	combat myths in the ancient world
cyclic view of the 3 septets (seals, trumpets, bowls)	Walter Wink and the myth of redemptive violence
the internal repetitive pattern of the septets and	the beast of the sea (1st century)
1 example from either the seals or trumpets	the beast of the earth (1st century)
1st trumpet, exodus image, message (1st c/futurist)	the 144,000 in Rev. 14:1-15 according to Mounce
2nd trumpet, exodus image, message (1st c/futurist)	the beast of the sea (futurist)
3rd trumpet, exodus image, message (1st c/futurist)	the beast of the earth (futurist)
4th trumpet, exodus image, message (1st c/futurist)	prayer in Rev (incense in seals/ censor in trumpets)
5th trumpet, exodus image, message (1st c/futurist)	
6th trumpet, exodus image, message (1st c/futurist)	

II. One Short Essays (1 X 50 = 50pts)

You are to write **one** short essay. A clear response may be provided in as little as 4-5 paragraphs, but may require more if your answer is not succinct and to the point. The best response will be one that demonstrates a solid grasp of the material covered in class discussion and lecture, as well as incorporates information from your readings in Blount, Gorman, the Revelation reader, and authors mentioned in the lecture (e.g., Wink). Please make a reference to the last name(s) of the author(s) in your response as you cite/refer to their work.

1. Provide a **historical-critical introduction to the Book of Revelation**. In your introduction, include the author, date, place, audience, *Sitz im Leben*, and purposes of Rev. In your discussion of the *Sitz im Leben*, what primary sources are important to understanding what is happening with the churches of Asia Minor? Describe the sources and what they tell us about the social conditions of Asia Minor. Then proceed to reconstruct a **detailed *Sitz im Leben*** from the primary source data.
2. Explain the **literary structure** to the entire book of Revelation. When you describe the literary structure: Give an outline. Within the outline, discuss the patterns in Jesus' address to the seven churches of Asia Minor. How does the central vision of Rev. 4-19 resemble a Jewish liturgy? Name cites/places in the narrative that signal where John is in terms of the heavenly temple. Give examples of metaphoric blending for how the walk through the temple turns into other images (e.g., torah seals turn into what kind of seals...? etc.). How are we to interpret the 3 septets: sequentially or cyclic? Within each septet, is a discernible pattern?
3. Describe the **3-fold genre** of Revelation. Make sure you give a thorough discussion of the literary characteristics and themes indicative of Christian prophecy and Jewish apocalypses.
4. How is **the Son of Man according to Daniel 7** used throughout Rev. 1:1-14:5? The image to Daniel 7 of the enthronement scene occurs in several places throughout Rev. Identify the key scenes and interpret the scenes.
5. Interpret the **Seven Seals from a 1st century framework**. What do the horsemen symbolize? What OT texts do they refer to? How are we to understand these images? In other words, as the seven seals address the major problem of theodicy, what is the Christian response to these ideas?
6. Interpret the **Seven Trumpets from a 1st century framework**. What do the trumpets symbolize? What OT texts do they refer to? How are we to understand these images? In other words, as the seven trumpets address the issue of non-redeemed response to human suffering, how does humankind as a whole respond to evil and suffering?
- 7 Interpret the **Seven Trumpets from a futurist approach**. What do the trumpets symbolize? What OT texts do they refer to? How are we to understand these images as events relating to the second coming of Christ? Here you can especially refer to your reading in Mounce to discuss what these events may signify.
8. Who are the **beasts of the sea and the earth**? Interpret from both a 1st century perspective as well as a futurist approach? What clues in the text signal that they might resemble Roman figures and practices taking place in Asia Minor. If these Roman figures represent a type of Anti-Christ appearing in the future in the tribulation period, what are their characteristics?

Sample

Midterm Exam (200pts) BITH 469/546: The Book of Revelation (Fall 2004: Dr. Max Lee)

I. Terms and Definitions (5 X 20 = 100pts)

Identify any **five (5)** of the following terms by writing **4-5 sentences**. Please choose only five. There will be no extra credit given for extra definitions. Your answer should be one that demonstrates both (1) the *meaning* of the term, and (2) the significance of the term for our study of Revelation. Your response should demonstrate a good sense of how the term was used throughout the course and in your readings. When using info. from your readings, be sure to **include the last name(s) of the author(s)** in your response (you do not have to give page nos, but you should be able to identify particular ideas with either Blount, Gorman, or authors mentioned in the Revelation online reader and lectures/discussions).

Choose only **five 5** out of the following terms:

- * Hal Lindsey's *The Late Great Planet Earth*
- * amillennialism
- * historicist approach (give examples from Kovacs reading)
- * apocalypse as a literary genre and its literary features
- * 1 Enoch
- * the enthroned Son of Man in Rev. 1:4-8
- * theodicy in the 7 seals and the Christian response
- * *sequential* vs. *cyclic* view of the 3 septets (seals, trumpets, bowls)
- * the literary structure of the central vision as a Jewish liturgy
- * the identity of the false teachers (Nicolaitans, Balaam, Jezebel) and their message
- * the message to Laodicea in its cultural setting
- * the message to Ephesus in its cultural setting
- * Walter Wink and the myth of redemptive violence
- * the scroll which could not be opened and the Lion of Judah in Rev 5
- * prayer in Rev (incense in seals/ censor in trumpets)

II. One Short Essays (1 X 50 = 50pts)

Choose **one (1)** short essay from the following three listed. A clear response may be provided in as little as 4-5 *paragraphs*, but may require more if your answer is not succinct and to the point. The best response will be one that demonstrates a solid grasp of the material covered in class discussion and lecture, as well as incorporates information from your readings in Mounce, Kovacs, the Revelation reader, and other authors mentioned in lecture/discussion (e.g., Wink). Please **make a reference to the last name(s) of the author(s)** in your response as you cite/refer to their work.

1. Provide a **historical-critical introduction to the Book of Revelation**. In your introduction, include the author, date, place, audience, *Sitz im Leben*, and purposes of Rev. In your discussion of the *Sitz im Leben*, what primary sources are important to understanding what is happening with the churches of Asia Minor? Describe the sources and what they tell us about the social conditions of Asia Minor. Then proceed to reconstruct a **detailed** *Sitz im Leben* from the primary source data.

2. Interpret the **Seven Trumpets from a 1st century framework**. What do the trumpets symbolize? What OT texts do they refer to? How are we to understand these images? In other words, as the seven trumpets address the issue of non-redeemed response to human suffering, how does humankind as a whole respond to evil and suffering?

3. Who are the **beasts of the sea and the earth**? Interpret from **both** a *1st century perspective* as well as a *futurist approach*. What clues in the text signal that they might resemble Roman figures and practices taking place in Asia Minor. If these Roman figures represent a type of Anti-Christ appearing in the future in the tribulation period, what are their characteristics?