



## **NT Exegesis: Revelation (Greek) (NTGK6321)**

New Orleans Baptist Theological Seminary

Biblical Studies Division—Fall 2017

Dr. Gerald L. Stevens, PhD ([gstevens@nobts.edu](mailto:gstevens@nobts.edu))

Professor of New Testament and Greek

Office: Hardin 262; Phone: (504) 282-4455 ext. 3734

### **I. MISSION STATEMENT**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandment through the local church and its ministries.

### **II. CORE VALUE FOCUS**

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course supports these five core values of the seminary.

1. *Doctrinal Integrity:* We believe, teach, proclaim, and submit to the Bible as the Word of God. This course addresses Doctrinal Integrity specifically by equipping students to understand and gain ability to articulate biblical, theological, and historical truths.
2. *Spiritual Vitality:* We emphasize both personal spirituality as a worshipping seminary family gathering together for the praise and adoration of God and instruction in his Word. Spiritual Vitality is addressed by challenging students to grow in spiritual and moral integrity through biblical study and spiritual and ethical practices.
3. *Mission Focus:* We purpose to change the world by fulfilling the Great Commission and the Great Commandment through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and Great Commandment.
4. *Characteristic Excellence:* We aim for characteristic excellence to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to understand and interpret Scripture, which is foundational to effective ministry.
5. *Servant Leadership:* We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment and lifestyle patterns.

*The core value emphasis for this academic year is: Servant Leadership.*

### **III. COURSE PURPOSE**

This purpose for this course is to introduce the book of Revelation for purposes of teaching and preaching.

### **IV. CURRICULUM COMPETENCIES**

All ministers need to develop specific competencies to have effective ministries. The seminary has developed a competency-based curriculum centered on seven essential competencies for effective ministry: Biblical Exposition, Christian Theological Heritage,

Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. This course addresses six competencies directly.

1. *Biblical Exposition*: by preparing students to understand, interpret, and communicate the Bible accurately.
2. *Christian and Theological Heritage*: by reminding students of the Christian theological heritage of the Old and New Testament and Baptist polity for the church
3. *Discipleship Making*: by stimulating church health through mobilizing the church for missions, evangelism, discipleship, and church growth through modeling the principles of discipleship through classroom deportment.
4. *Interpersonal Skills*: by performing pastoral care effectively with skills in communication and conflict management through interaction among students in the class and in small group activities.
5. *Servant Leadership*: by serving churches effectively in team ministry through modeling and reflecting the attitude of Christ in the life of a disciple.
6. *Spiritual and Character Formation*: by providing moral leadership and modeling and mentoring Christian character and devotion through discussion and modeling of spiritual disciplines as a normal part of class discussion and activity.

#### V. COURSE DESCRIPTION:

This course is a thorough study of the Book of Revelation through Greek translation, verse-by-verse and paragraph-by-paragraph analysis, comparison of various English versions, consideration of pertinent historical and cultural issues, and consultation with major literature and commentaries. The course emphasizes proper methods for discovering the meaning of a text and applying that meaning in teaching and preaching. This course has four prerequisites: *Introductory Greek Grammar*, *Intermediate Greek Grammar*, *Introduction to Biblical Hermeneutics* and *Exploring the New Testament*. However, a student may be allowed to enroll in the course if they have not had the Exploring and Hermeneutics classes. A video describing the course is here:

<http://drkoine.com/classes/revelation/index.html>

#### VI. STUDENT LEARNING OUTCOMES:

##### *Knowledge*

Students who complete this course successfully should:

- Know the general historical, political, social, and cultural background of the Roman province of Asia Minor in the first century
- Know the major hermeneutical and exegetical issues in the critical study of Revelation as these impact an interpretation of the Apocalypse
- Know the structural outline of the book of Revelation as presented in class in order to contextualize passages within the book

##### *Attitudes*

Students who complete this course successfully should:

- Appreciate the richness of Revelation for Christian doctrine over the centuries, especially as codified in the hymns and choruses throughout the document
- Recognize the importance of original language for sound exegesis and application of a biblical text
- Be more confident in interpreting Revelation in the context of teaching and preaching in the local church

*Skills*

Students who complete this course successfully should be able to:

- Produce a bible study or sermon outline based upon a passage in Revelation that builds on historical exegesis and demonstrates practical application.
- Provide critical commentary of any section of Revelation demonstrating interaction with the text, an understanding of class lecture, and of commentary reading

**VII. REQUIRED TEXTS:**

- The Bible: any modern committee translation, such as RSV, NRSV, NIV, NASB, etc.
- Reddish, Mitchell G. *Revelation*. Smyth and Helwys Bible Commentary. Edited by R. Scott Nash. Macon, Ga.: Smyth and Helwys, 2001.
- Stevens, Gerald L. *Revelation: The Past and Future of John's Apocalypse*. Eugene, Or.: Cascade, 2014.
- Boyer, Paul. *When Time Shall Be No More: Prophetic Belief in Modern American Culture*. Cambridge, Mass; London: Belknap/Harvard, 1992.
- Stevens, Gerald L. *Essays on Revelation: Appropriating Yesterday's Apocalypse in Today's World*. Eugene, Or.: Pickwick Press, 2010.

**VIII. OTHER RESOURCES:**

- Longenecker, Bruce W. *The Lost Letters of Pergamum*. Grand Rapids: Baker Academic, 2003.
- Grenz, Stanley J. *The Millennial Maze: Sorting Out Evangelical Options*. Downers Grove, Ill.: InterVarsity, 1992.
- Blaising, Craig A and Darrell L. Bock. *Progressive Dispensationalism: An Up-to-Date Handbook of Contemporary Dispensational Thought*. Wheaton, Ill.: BridgePoint/Victor Books, 1993.
- Hemer, Colin J. *The Letters to the Seven Churches of Asia in Their Local Setting*. With a Foreword by David E. Aune. The Biblical Resource Series. Astrid B. Beck and David Noel Freedman, Gen. eds. Grand Rapids, Ill.; Cambridge, U.K.: William B. Eerdmans Publishing Company; Livonia, Mich.: Dove Booksellers, 2001.
- McGinn, Bernard. *Antichrist: Two Thousand Years of the Human Fascination with Evil*. New York: HarperSanFrancisco, 1994.
- For NOBTS assistance with technology issues, call ITC (504-816-8180), or see:
  - For online registration, financial account, online transcript. etc.:  
selfserve.nobts.edu (email: [selfserve@nobts.edu](mailto:selfserve@nobts.edu))
  - For Blackboard Learning Management system:  
nobts.blackboard.com (email: [blackboardhelpdesk@nobts.edu](mailto:blackboardhelpdesk@nobts.edu))
  - For general technical questions and support requests:  
[www.nobts.edu/itc/](http://www.nobts.edu/itc/) (email: [itcsupport@nobts.edu](mailto:itcsupport@nobts.edu))
  - For general NOBTS technical help information:  
[www.nobts.edu/itc/](http://www.nobts.edu/itc/)
- NOBTS maintains “The Write Stuff” Center (HSC 290B, x8193) to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information towards becoming a better writer. Email [writingcenter@nobts.edu](mailto:writingcenter@nobts.edu)

**IX. TEACHING METHODOLOGY:**

- Class sessions will consist of presentations overviewing units of study followed by general discussion. Readings and lectures are central to covering the knowledge base needed for the course. Discussions allow for student interaction with the material presented. Multimedia technology, including video, audio, graphics, and presentation media, are incorporated into weekly activity to enhance the learning process. The combination of reading, lectures, multimedia, discussions, and exams should help build appreciation for sound exegesis of the Bible.
- Class preparation will consist of reading textbook assignments as outlined in the syllabus, viewing on-line videos, and preparing for daily quizzes and sectional exams.
- Class units presented are: five units on history of interpretation, three units on major exegetical decisions, and eighteen units on the text of Revelation.

**X. COURSE EVALUATION:**

- **Reading Quizzes** on the assigned syllabus readings, 5–7 objective questions.
- **Translation** of the Greek text as given in provided handouts.
- **Video Report** of Dr. Stevens's on-location video essays on his Revelation website using the Revelation Video Report form on the class website.
- **Book Review** on Boyer, *When Time Shall Be No More*. 1–2 pages, single-spaced, 12 point Times, one-inch margins. Header information should look like the example at the end of this syllabus, but with correct margins.
- **Essay Responses** submitted on each essay in Stevens, *Essays on Revelation*. Use the thoughts for reflection at the end of each essay. Single-spaced, 12 point Times, one-inch margins. Header information should look like the example at the end of this syllabus, but with correct margins.
- **Background Study** about the historical and cultural context for a topic related to the term paper passage the student chooses from Revelation (see below on the term paper). The study should include primary and secondary sources and the student's own evaluation of the subject in light of the sources. The study should be two to three pages, single-spaced, 12 point Times, one-inch margins. The header information should look like the example at the end of this syllabus, but with correct margins.
- **Word Study** using the tools discussed in the Hermeneutics course for any word related to the term paper passage the student chooses from Revelation (see below on the term paper). The study should be three to four pages, single-spaced, 12 point Times, one-inch margins, using the format presented in the Hermeneutics class. The header information should look like the example at the end of this syllabus, but with correct margins.
- **Term Paper** based upon a passage in Revelation chosen by the student and approved by the professor. The paper should be Turabian style, twenty to twenty-two double-spaced pages, plus preliminaries (title, blank, contents) and a bibliography of a minimum of twenty modern, critical resources. A penalty of 5 points/day will be assessed for late papers. Note that an example of a properly formatted paper with bookmarks to discussions of Turabian form can be downloaded at (245 K): <http://wwdrkoine.com>.
- **Exams** as per syllabus schedule, on the material since the last exam, including final.
- **Extra Credit** of ten (10) points added to any exam for attending the main session of the Greer-Heard Forum on "The Meaning of the Atonement," Friday, Nov. 10,

between N. T. Wright and Simon Gathercole. Optionally, if the student cannot attend the main event Friday evening, for five (5) points added to any exam grade, audition the speakers on Saturday morning, including Kevin Vanhoozer, Michael Horton, Douglas Moo, and Edith Humphrey. Write a one-page, single spaced, 1-inch margins, 12-point type, summary and critical assessment. Friday evening and Saturday morning extra credit cannot be combined.

- **Final Average**

reading quizzes =	07%	background study =	07%
translations =	07%	word study =	07%
video report =	07%	term paper =	20%
book review =	07%	exams =	30%
essay responses =	07%	participation =	01%

*The paper's required outline is given in detail below:*

**Introduction**—build interest; indicate the purpose for the paper, the general nature of the passage being studied, and the exegetical promise of the passage

**Chapter 1: Text and Historical Background**

- (1) *Text*—provide your translation with verse numbers and paragraph divisions, including at least one word study of a theologically significant term
- (2) *Historical Background*—give historical background material pertinent to the specific book and author and the particular passage being studied; include at least one in-depth background study of a key topic in the passage

**Chapter 2: Exegetical Analysis**

- (1) *Literary Context*—overview the literary context in terms of placement of the passage in the immediate and larger outline of the letter
- (2) *Literary Analysis*—indicate the internal structure of the logic and argument of the passage and an exegetical outline, with critical commentary of the verses
- (3) *Central Theme*—state the central theme of passage in one concise sentence as supported by the exegetical analysis and then expand on the idea; indicate a central biblical truth supported by the passage to guide teaching and preaching

**Chapter 3: Practical Application**

- (1) *Title*—give a title for the application that either invokes a key idea or teases the audience with an interesting angle (not cutesy or trite, though, such as silly puns or simplistic play on words)
- (2) *Truth*—the central bible truth or Christian living key to come from studying or preaching this passage, derived directly from the theme indicated above
- (3) *Objective*—a clear, concise, short statement of a.) desired lesson or sermon outcome and b.) appropriate audience response
- (4) *Outline*—not the same as the exegetical outline, which follows grammar and logic flow, this outline is based upon the exegetical work but is developed *topically* or *logically* for teaching or preaching the passage
- (5) *Development*—if a bible study, this would include your opening attention getter or illustration or activity, and a fleshing out of the outline with points and appropriate illustrations; if a sermon, this would be your opening attention getter or audience rapport device, and a fleshing out of your sermon outline with points and appropriate illustrations

- (6) *Conclusion*—if a bible study, this would include your final illustration, activity, or teaching aid that reinforces the focal truth; if a sermon, this would be your specific conclusion and challenge for response (illustration, story, etc.)

**ASSIGNMENTS:**

<b>WEEK</b>	<b>Session 1</b>	<b>Session 2</b>
<b>Week 1:</b> Aug. 24	<b>History of Interpretation 1</b> <ul style="list-style-type: none"> <li>• Stevens: 3–37</li> <li>• <i>Apocalypse!</i> PBS Video</li> </ul>	<b>History of Interpretation 2</b> <ul style="list-style-type: none"> <li>• <i>Translate Rev 1:1–8</i></li> <li>• Stevens: 37–72</li> <li>• <i>Apocalypse!</i> PBS Video</li> </ul>
<b>Week 2:</b> Aug. 31	<b>History of Interpretation 3</b> <ul style="list-style-type: none"> <li>• <i>Translate Rev 2:1–7</i></li> <li>• Stevens: 72–110</li> <li>• <i>Apocalypse!</i> PBS Video</li> </ul>	<b>History of Interpretation 4</b> <ul style="list-style-type: none"> <li>• Stevens: 110–42</li> <li>• <i>Doomsday</i>, Nat. Geo. Video</li> </ul>
<b>Week 3:</b> Sept. 7	<b>History of Interpretation 5</b> <ul style="list-style-type: none"> <li>• <i>Boyer book review due</i></li> <li>• Discussion of Boyer</li> <li>• Discussion of Videos</li> </ul>	<b>Interpretive Decisions</b> <ul style="list-style-type: none"> <li>• Genre, Prophecy, Judgments, Millen.</li> <li>• Stevens: 145–71</li> <li>• Reddish: 1–7, 26–30</li> </ul>
<b>Week 4:</b> Sept. 14	<b>Theological Decisions</b> <ul style="list-style-type: none"> <li>• Christology, Ecclesiology, Soteriolo.</li> <li>• Stevens: 173–200</li> <li>• Reddish: 19–26</li> <li>• <i>Essays</i>: 4-Raquel, “Peacemakers”</li> </ul>	<b>Contextual Decisions</b> <ul style="list-style-type: none"> <li>• Historical and Literary Settings</li> <li>• Stevens: 201–46</li> <li>• Reddish: 7–19</li> <li>• <i>Essays</i>: 11-Raquel, “Drama”</li> </ul>
<b>Week 5:</b> Sept. 21	<b>SECTIONAL EXAM 1</b>	<b>Introduction (1:1–8)</b> <ul style="list-style-type: none"> <li>• Stevens: 249–59</li> <li>• Reddish: 31–38</li> <li>• <i>Essays</i>: 1-Stevens, “Vision in Night”</li> </ul>
<b>Week 6:</b> Sept. 28	<b>Inaugural Vision (1:9–20)</b> <ul style="list-style-type: none"> <li>• Stevens: 259–79</li> <li>• Reddish: 38–47</li> <li>• <i>Essays</i>: 2-Stevens, “Son of Man”</li> </ul>	<b>Letters 1–4 (2:1–29)</b> <ul style="list-style-type: none"> <li>• Stevens: 280–332</li> <li>• Reddish: 49–67</li> <li>• <i>Essays</i>: 7-Johnson, “Urban Persons”</li> </ul>
<b>Week 7:</b> Oct. 5	<b>Letters 5–7 (3:1–22)</b> <ul style="list-style-type: none"> <li>• Stevens: 332–76</li> <li>• Reddish: 69–87</li> <li>• <i>Essays</i>: 12-Horn, “Spirit Says”</li> </ul>	<b>Heaven Vision (4:1–5:14)</b> <ul style="list-style-type: none"> <li>• <i>Translate Rev 5:1–7</i></li> <li>• Stevens: 377–400</li> <li>• Reddish: 89–119</li> <li>• <i>Essays</i>: 3-Horn, “Theo. of Hymns”</li> </ul>

<b>WEEK</b>	<b>Session 1</b>	<b>Session 2</b>
<b>Week 8</b> Oct. 12	<b>Seven Seals (6:1–8:1)</b> <ul style="list-style-type: none"> <li>• <i>Translate Rev 6:1–8; 7:1–4, 13–14</i></li> <li>• Stevens: 400–408</li> <li>• Reddish: 121–60</li> <li>• <i>Essays: Hood, “Women and Warriors”</i></li> </ul>	<b>Seven Trumpets (8:2–9:21)</b> <ul style="list-style-type: none"> <li>• <i>Translate Rev 9:7–11</i></li> <li>• Stevens: 408–14</li> <li>• Reddish: 160–90</li> </ul>
<b>Break</b> Oct. 16–20	<b>FALL BREAK</b>	
<b>Week 9</b> Oct. 26	<b>Interlude (10:1–11:19)</b> <ul style="list-style-type: none"> <li>• <i>Background Study due</i></li> <li>• <i>Translate Rev 11:1–7, 17–18</i></li> <li>• Stevens: 414–21</li> <li>• Reddish: 191–228</li> </ul>	<b>SECTIONAL EXAM 2</b>
<b>Week 10</b> Nov. 2	<b>Dragon (12:1–18)</b> <ul style="list-style-type: none"> <li>• <i>Translate Rev 12:1–12</i></li> <li>• Stevens: 422–31</li> <li>• Reddish: 229–48</li> </ul>	<b>Beasts (13:1–18)</b> <ul style="list-style-type: none"> <li>• <i>Translate Rev 13:11–18</i></li> <li>• Stevens: 431–40</li> <li>• Reddish: 249–70</li> <li>• <i>Essays: 9-Johnson, “Beast”</i></li> </ul>
<b>Week 11</b> Nov. 9 <i>Greer-Heard,</i> <i>Fri., Nov. 10</i>	<b>Interlude (14:1–20)</b> <ul style="list-style-type: none"> <li>• <i>Word Study due</i></li> <li>• Stevens: 440–47</li> <li>• Reddish: 249–88</li> </ul>	<b>Seven Bowls 1–7 (15:1–16:21)</b> <ul style="list-style-type: none"> <li>• <i>Translate Rev 16:12–21</i></li> <li>• Stevens: 448–62</li> <li>• Reddish: 289–320</li> <li>• <i>Essays: 8-Cate, “Armageddon”</i></li> </ul>
<b>Week 12</b> Nov. 16	<b>Harlot: Prophet’s View (17:1–18)</b> <ul style="list-style-type: none"> <li>• <i>Translate Rev 17:1–11</i></li> <li>• Stevens: 462–74</li> <li>• Reddish: 321–38</li> <li>• <i>Essays: 6-Hood, “Pure or Defiled?”</i></li> </ul>	<b>Babylon: Heaven’s View (18:1–19:10)</b> <ul style="list-style-type: none"> <li>• Stevens: 474–91</li> <li>• Reddish: 339–65</li> </ul>
<b>Holiday</b> Nov. 20–24	<b>THANKSGIVING BREAK</b>	
<b>Week 13</b> Nov. 30	<b>Rider: Christ’s View (19:11–21)</b> <ul style="list-style-type: none"> <li>• <i>Term Paper due</i></li> <li>• <i>Translate Rev 19:11–16</i></li> <li>• Stevens: 491–502</li> <li>• Reddish: 365–78</li> </ul>	<b>Millennium: Martyr’s View (20:1–15)</b> <ul style="list-style-type: none"> <li>• <i>Translate Rev 20:1–15</i></li> <li>• Stevens: 502–24</li> <li>• Reddish: 379–400</li> </ul>
<b>Week 14</b> Dec. 7	<b>New Jerusalem (21:1–22:5)</b> <ul style="list-style-type: none"> <li>• Stevens: 525–47</li> <li>• Reddish: 401–422</li> <li>• <i>Essays: 10-Cate, “Ecology”</i></li> </ul>	<b>Conclusion (22:6–21)</b> <ul style="list-style-type: none"> <li>• Stevens: 547–76</li> <li>• Reddish: 422–38</li> </ul>
<b>Week 15</b> Dec. 14	<b>FINAL EXAMS and GRADUATION</b> <b>Thursday, Dec. 14</b>	

**Example Format—Book Review:**

Your Name  
Book Review  
Date

Revelation (Greek)  
Fall 2017  
Dr. Gerald L. Stevens

Bibliographical entry of book for review here.

**1. About the Author**

Find the book jacket and give biographical information about the author. Google the author's name, or check Amazon.com, and update the jacket information with additional material you discover about the author.

**2. Book Review**

Summarize the book in about a page. Then, give your critique of the book in terms of the expressed purpose of the author. If you can, find a review of the book to use as a resource in this part of your review.

**Example Format—Essay Response:**

Your Name  
Essay Response  
Date

Revelation (Greek)  
Fall 2017  
Dr. Gerald L. Stevens

Bibliographical entry of essay here.

Respond to the “Questions for Reflection” section with your own thoughts and observations.

**Example Format—Background Study:**

Your Name	Revelation (Greek)
Background Study	Fall 2017
Date	Dr. Gerald L. Stevens
<p>Topic: “Your Topic Here” Text: Your Text Here</p>	
<p>1. General Historical Background</p> <p>This would be a discussion of the general background of that topic. If the student were doing a background on the topic of a province, such as Asia Minor, for example, one would overview the history of the rise of Roman power in Asia Minor, and of the cities in particular.</p>	
<p>2. Immediate Background</p> <p>This would be the more specific background of the book of Revelation, its author, date, and composition. For example, one would cover the two main suggestions for the background of the book, either Nero’s reign or that of Domitian. One could explore the issue of whether Patmos ever was used as a penal colony. One could ask, exactly how should John’s visionary experiences be understood?</p>	

**Example Format—Word Study**

Your Name	Revelation (Greek)
Word Study	Fall 2017
Date	Dr. Gerald L. Stevens
<p>Word: “Your Word Here” Text: Your Text Here</p>	
<p>1. Diachronic Analysis (Etymology and History)</p> <p>This would be a discussion of the use of the word through time. The report outline would follow the traditional periods of analysis as given in the Hermeneutics class.</p>	
<p>2. Immediate Background (Contemporary and Contextual)</p> <p>This would be the analysis of the contextual use of the word within the New Testament. The report outline would follow the form suggested in Hermeneutics class.</p>	

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- Barclay, John M. G. “Deviance and Apostasy: Some Applications of Deviance Theory to First-Century Judaism and Christianity.” *Modeling Early Christianity: Social-Scientific Studies of the New Testament*, 110–123. Edited by Philip Esler, New York: Routledge, 1995.
- Barr, David L. “The Lamb Who Looks Like a Dragon? Characterizing Jesus in John’s Apocalypse.” *The Reality of Apocalypse: Rhetoric and Politics in the Book of Revelation*, 205–20. Edited by David L. Barr. Society of Biblical Literature Symposium Series, Num. 39. Edited by Christopher R. Matthews. Atlanta: Society of Biblical Literature, 2006.
- \_\_\_\_\_. “The Story John Told: Reading Revelation for Its Plot.” *Reading the Book of Revelation: A Resource for Students*, 11–24. Resources for Biblical Study, No. 44. Edited by David L. Barr. Atlanta: Society of Biblical Literature, 2003.
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