

NT 209-3: Exegesis of the Book of Revelation

Louisville Presbyterian Theological Seminary

Spring 2024

Course Information

Day: Tuesdays & Thursdays
 Time: 8:30 am – 9:50 am
 Location: Schlegel 122

Instructor: Anna Bowden

Email: abowden@lpts.edu
 Office: Schlegel 300
 Student Hours: by appointment

Course Description

The Book of Revelation, also known as the Apocalypse of John, is a first-century letter written to seven churches in various cities throughout the Roman province of Asia Minor. The book's vivid imagery and strong language have confounded interpreters for centuries, producing a vast array of possible (and often competing!) interpretations. Our work this semester will center on 1) familiarity with the content and possible meanings of the Book of Revelation within its historical context; 2) exposure to some of the approaches and methods by which scholars have read the Book of Revelation; 3) developing the exegetical skills required for interpreting the Book of Revelation; and 4) personal reflection on the Book of Revelation's usefulness for today's world.

Course Outcomes

At the conclusion of the course a student will be able to:

1. Demonstrate familiarity with the general content of the Book of Revelation.
2. Analyze and exposit Revelation, taking into consideration the world behind the text, the world within the text, and the world in front of the text.
3. Competently use major tools for the exegetical study of Revelation, including print and digital resources.
4. Reflect critically on competing paradigms for biblical interpretation, with particular attention to the dismantling of racist, sexist, heteronormative and other oppressive readings of NT texts [Many other institutionalized forms of oppression exist and could be listed here. A more complete list might include ableism, ageism, ethnocentrism, religious intolerance, nativism, and transphobia, among others.]

Relationship to Student Learning Outcomes (SLO)

The primary SLOs for this course are:

1. SLO 1 for the MDiv and MAR degree programs: Students will gain knowledge and understanding of the Bible and the ability to use critical skills and educated imagination to interpret it in contemporary social and cultural contexts.
2. QEP/SLO: Describe strategies, grounded in their practice, for working toward racial justice appropriate to their particular vocational setting. Students can demonstrate competence with this SLO in many ways including, but not limited to, the following:
 - a. Defining and using key terms in way informed by an understanding systemic racism
 - b. Identifying racism in its many manifestations (structural, personal, communal, etc.)

- c. Critical reflection on the history and current contexts regarding race, racism, and antiracism
- d. Critical reflection on racist and antiracist practices and theologies
- e. Developing and implementing antiracist policies, practices, and theologies

Required Books

- Blount, Brian K. *Can I Get a Witness? Reading Revelation through African American Culture*. Louisville: WJK, 2005. ISBN: 97806642289699
- Carter, Warren. *What Does Revelation Reveal? Unlocking the Mystery*. Nashville: Abingdon, 2011. ISBN: 9781426710148
- Rossing, Barbara R. *The Rapture Exposed: The Message of Hope in the Book of Revelation*. New York: Basic Books, 2004. ISBN: 9780813343143
- eBooks at Library: <https://lpts.on.worldcat.org/courseReserves/course/id/20406992>
- Other assigned readings available on campus.

Course Requirements

Attendance and Participation

The success of this class is dependent on your attendance, preparation, and participation. Please come to every class and come prepared. Preparation includes reading the assigned readings before coming to class and bringing either a digital or print copy of the readings with you. Participation looks different for different people, but may include things like active listening, taking notes, asking questions, sharing answers/mistakes with classmates, and engaging in classroom exercises.

****Reading assignments are listed below on the Course Schedule. Please bring copies (digital or printed) of assigned readings and a Bible to class with you so you may reference them as a part of class discussion.****

Reading Journals (20%) – CO 2 & 4, QEP

For this assignment students will write short reflections (1-2 pages) on the assigned secondary readings. You can write about one or all of the assigned readings for the day in your reflection. It is your choice. Think of the reflections as an academic diary. This is an opportunity for you to write whatever is on your mind. Maybe the reading reminded you of something in your life or maybe it brought up a lot of questions you want to explore. Maybe you loved the reading and want to think about other ways it might impact your studies or maybe you disliked the reading and want to complain. Whatever is on your mind is okay – just write! Because the point of the assignment is to get you thinking ahead of time about the readings we will discuss in class, journals are due at the beginning of class at 8:30 am in hardcopy.

There are 22 dates/opportunities to submit a journal. Grades will be assigned as followed:

Criteria	Grade
Submits at least 18 journals and submits all journals on time.	4
Submits at least 16 journals, mostly on time.	3

Submits at least 10 journals	2
Submits at least 5 journals	1

Letter (15%) – CO 1 & 2

For this assignment you will choose one of the following options:

1. How might one of the seven churches respond to John’s letter? What might they write in reply? For this option you will write a letter *from* one of the seven churches addressed in Rev 2-3 *to* John, the supposed author of Revelation.

Or

2. What might John, the supposed author of Revelation, write to a 21st century, North American church? How might he react and respond to the particularities and challenges of the modern church? Who or what would he address and what might he recommend? For this option you will write a letter *from* John *to* one particular modern church.

This assignment requires you to use your historical imagination. It requires you to place yourself in the historical and cultural context of first-century Asia Minor and to consider the challenges, beliefs, and experiences of the early Christian communities. Your letter should be 2-3 pages in length. It is worth four points and will be graded using the rubric available on Canvas.

Your letter is due Sunday, March 3rd by end of day (11:59pm) and should be uploaded to Canvas as a PDF or Word file. Please bring a copy of your letter to class on March 5th. We will have time on March 5th to share our letters with each other in class.

Annotated Outline (15%) – CO 1 & 3

For this assignment you will create an annotated outline of the Book of Revelation.

1. Read Revelation and create an outline of the book as you read.
2. Find and examine two scholarly outlines of Revelation. (Hint: One of your scholarly sources might be the outline in *What Does Revelation Reveal?*).
3. Return to your original outline and annotate the decisions you made along the way in conversation with your two scholarly sources. For example, you might note where your outline is similar or different from the two scholarly outlines and why.

Your outline is due by the end of the day on April 23rd and should include the bibliographic information for your two sources. It should be uploaded to Canvas as a PDF or Word file. This assignment is worth four points and will be graded using the rubric on Canvas.

Exegesis Assignment (40%) – CO 1-4

For this assignment you will choose a passage from Revelation to exegete from a pre-assigned section of Revelation and then complete two assignments out of your careful exegesis.

You will sign up for the assigned section of Revelation on the first day of class and then choose a shorter passage from within your assigned section. Exegesis of your passage should include a

close reading of at least three biblical commentaries on your text. Two commentaries are required, and you are free to choose the third (see list below).

Two Required Commentaries:

- Lynn R. Huber & Gail R. O'Day. *Revelation* (Wisdom, 2023).
- Craig R. Koester, *Revelation: A New Translation with Introduction and Commentary* (Anchor 38A, 2014).

Suggested Commentaries:

- Brian K. Blount, *Revelation: A Commentary* (New Testament Library, 2009)
- Wilfrid J. Harrington, *Revelation* (Sacra Pagina, 1993)
- Robert H. Mounce, *The Book of Revelation* (NICNT, 1977)
- Elisabeth Scüssler Fiorenza, *Revelation: Vision of a Just World* (Proclamation, 1991).
- Leonard L. Thompson, *Revelation* (Abingdon, 1998)
- Ben Witherington, *Revelation* (NCBC, 2003)

Other Helpful Sources:

- Steven J. Friesen. *Imperial Cults and the Apocalypse of John: Reading Revelation in the Ruins* (Oxford University Press, 2001).
- Wes Howard-Brook and Anthony Gwyther, *Unveiling Empire: Reading Revelation Then and Now* (Bible and Liberation Series, 2005)
- Stephen D. Moore, *Untold Tales from the Book of Revelation: Sex and Gender, Empire and Ecology* (SBL, 2014).
- Leonard L. Thompson, *The Book of Revelation: Apocalypse and Empire* (Oxford University Press, 1990).
- *Oxford Handbook of the Book of Revelation*

Part I: Class Presentation (20%)

For this assignment you will lead a 45-min segment of class on your passage from Revelation. I do not want a PowerPoint presentation. Rather, you will lead the class in a discussion of the passage with a mixture of your own input and class engagement. A 1-2-page handout that highlights or summarizes some of your observations and includes thoughts or questions for discussion might prove helpful. Your presentation should include: 1) an overview of the passage you are exegeting; 2) engagement with the three commentaries you studied; 3) your questions and observations about the passage. The goal of this assignment is to give you an opportunity to practice exegesis in conversation with scholarship and in community with your peers.

This assignment is due on your assigned due date and is worth four points. It will be graded according to the rubric on Canvas.

Part II: Exegesis Paper, Bible Study, or Podcast (20%)

For this assignment you will take the exegetical work you've done on your assigned text and turn it into either an exegesis paper (8-10 pages), a bible study (8-10 pages), or a podcast (approximately 30 mins; you can submit either a recording or a full transcript). Your paper, bible study, or podcast should include a description of the passage, engagement with at least three

biblical commentaries, your unique interpretation of the text, and an explanation of how your exegetical work on the passage might inform your work or life.

This assignment is due on May 16 by the end of the day (11:59pm). Please upload your assignment to Canvas as a PDF or Word file. If you choose to record a podcast, please email me to confirm that I can access your recording. This assignment is worth four points and will be graded according to the rubric on Canvas.

Final Reflection Paper (10%) – CO 2 & 4

For this assignment you will write a reflection paper (3-5 pages) on the book of Revelation. Your reflection should engage course materials (readings, discussions, lectures, etc.) from the semester and include both critical analysis and personal reflection.

Your reflection should focus on two topics:

1. Reflect on the meaning and purpose of apocalyptic literature: What is an apocalypse? What are the strengths and weaknesses of the genre? How does John understand/use apocalypse and how does it compare to how the term is understood/used in our modern cultural context?
2. Reflect on Revelation's usefulness for today's world: At the beginning of the semester, Warren Carter asked, "Should Revelation be left behind?" Now that you've spent a semester studying the book of Revelation, how would you answer that question? Is there any gospel, or "good news," in Revelation? Does it have anything useful to say to folks in today's world? Is this a text with which the church should be in dialogue?

Please submit your paper as either a Word document or a PDF to Canvas by the beginning of class (8:30am) on May 9. The assignment is worth four points and will be graded using the grading rubric on Canvas.

Grading

In an attempt to make grading more transparent and equitable, this course adopts a 4-point grading scale and utilizes grading rubrics and assignments linked to course outcomes.

Why not use a traditional, 100-pt scale?

The 100-pt scale is a vestige of the early 20th century, in which the goal of education was to sort and compare students (decidedly not the goal of this class!). That alone makes me question the traditional practice. But there's more! According to the research cited in *Grading for Equity* by Joe Feldman (Corwin 2019), the 100-pt scale is prone to error and excessive variance. Perhaps the most compelling reason to use an alternative scale is that the 100-pt scale is also oriented toward failure: the scale has over sixty points dedicated to failure (0-59), while only twenty points dedicated to proficiency (B or above)! These divisions make it almost impossible for students to overcome a low grade.

Grading Scale

4 – Exceeding Outcomes

3 – Meeting Outcomes
 2 – Approaching Outcomes
 1 – Not Yet Met Outcomes
 IE – Insufficient Evidence

(Note: I may occasionally determine a student is between two categories and score accordingly. In these instances, it is possible to earn a 2.5 or a 3.5).

Final Course Grade

The final grade for this course will be calculated as follows:

- Reading Journal (20%)
- Letter (15%)
- Annotated Outline (15%)
- Exegesis (40%)
- Final Reflection (10%)

Translation to Letter Grade

3.8-4.0 = A
 3.4-3.7 = A-
 3.1-3.3 = B+
 2.8-3.0 = B
 2.4-2.7 = B-
 2.1-2.3 = C+
 1.8-2.0 = C
 1.4-1.7 = C-
 1.1-1.3 = D+
 0.8-1.0 = D

Course & School Policies

Contacting the Professor

If you have a question, concern, or just want to connect, let's talk. I am available by email or by appointment (virtual or in-person). If you'd like to meet with me, please send me an email so we can set up a time. I check email frequently and generally respond within 24 hours.

Late Policy & Re-dos

I understand that you have lives that are at times outside of your control and I understand that you have other classes and responsibilities with due dates that at times might compete with our class schedule. For this reason, I will always accept late work and allow unlimited re-dos of previous assignments. If you wish to resubmit an assignment, send me an email so we can make the necessary arrangements. There will be final deadlines for re-dos, though. While I care about students and I am happy to be flexible, I still need boundaries to keep my own personal and professional life healthy. I will give plenty of notice ahead of time when a re-do deadline is approaching.

Written Assignments

All written assignments should be typed, double-spaced in 12-point Times New Roman font, have 1-inch margins, and numbered pages. Your name, the course name/number, the assignment title, and date should be in the upper left-hand corner of the first page.

Expectations for Students

In addition to the obvious - reading chapters before they are discussed in class, completing assignments thoroughly and on time, and contributing to classroom activities - I appreciate straightforward feedback from you regarding how well the class is meeting your needs. Let me know if the material is not clear or when its relevance to the student learning outcomes for the course is not apparent (or when you're bored out of your mind!). It is also expected that you will treat your classmates with respect, avoid gratuitous arguments, and observe rules of confidentiality regarding personal information shared in class.

Expectations for the Instructor

I will follow the course outline as closely as possible and will notify you of modifications in the outline if they happen. I will attempt to create and maintain a class atmosphere in which you feel free to both listen to others and express your views and ask questions to increase your learning. Please make an appointment to talk with me if there is anything you want to discuss or about which you are unclear. I want to be supportive of your learning and growth throughout the semester.

Use of Inclusive Language

In accordance with seminary policy, in class discussions and in written and oral communication please use language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy, but when referring to God please use a variety of images and metaphors, reflecting the richness of the Bible's images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site on "Inclusive and Expansive Language" (available [here](#)).

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Resources for Instruction, Learning, and Technology at LPTS

- To access the Library and its resources, visit: <https://lpts.libguides.com/Research/eBooks>
- To request a library laptop loan, contact the Online Help Desk – library@lpts.edu
- For general help with campus network access, Outlook (email), contact support@lpts.edu
- For assistance with Canvas, contact Carolyn Cardwell, ccardwell@lpts.edu
- For Academic Support for any of your studies, contact the ASC: Beth Herrinton-Hodge at bherrintonhodge@lpts.edu or Sherry Arconti at sarconti@lpts.edu

Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Two or more absences (1/5 of the course) may result in a low or failing grade in the course.

Academic Honesty

All work turned in to the instructor is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language (including A.I. chatbots) or ideas from online resources is included in this policy and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, see the Policy for Academic Honesty in the Student Handbook.

Most courses at LPTS will require that you write papers. Some will be "journal type" writing, offering theological reflecting, and some will be research papers in which you incorporate the research and ideas of others to help support your points. Some of you will actually publish some of your papers in various theological journals. In all cases, your papers should be of professional academic quality.

In your research papers, you must document any information that is not "universally known" or that you did not know before your investigation of the subject. In academic papers and professional journals, you can make some assumptions about your readers since you know that you have some level of shared expertise. However, any use of information without proper documentation is considered plagiarism.

Sometimes students inadvertently use the works of others without correctly citing the source of the information. Remember, when you use someone's ideas you must give credit to that source. If you are using the author's exact words use quotation marks around the passage and then, using the appropriate documentation style, give the full citation information. These mistakes are usually unintentional but are nonetheless plagiarism.

Another problem occasionally arises when summarizing material. Even when you put the author's ideas in your own words, it is necessary to give the citation information. Sometimes, writers summarize and correctly document their sources, but the summaries are too similar to the original. Phrases and groups of words from the original text might not be rewritten in the writer's "language" but retain too much of the original author's style. This is often tricky but is still considered plagiarism.

A special form of plagiarism is self-plagiarism or "double-dipping": reusing an assignment written for another course (whether at LPTS or elsewhere) or incorporating a substantial portion of work submitted for another course in an assignment submission. Assignments are course-

specific and related to the distinctive pedagogical aims of a class. When a student attempts to recycle previous work, whether they intend to deceive or not, they frustrate the aims of teaching and learning in their course as well as the expectation that their submissions represent their fresh, original, and current understanding. In certain exceptional cases (for example, the MAR course Research Methods and Practices) “double-dipping” may be allowed when it serves the aims of two courses, ordinarily taken in the same term, but only with the understanding and express permission of the instructors of both courses. In most other cases, self-plagiarism (or “double-dipping”) is academically dishonest practice and should be understood as a variety of plagiarism as defined in this policy. If you are uncertain about what “substantial” re-use of previous work means or whether an exception to this policy applies to your work for a course, you should speak to your instructor for clarification.

Plagiarism is not only unethical but also illegal. Ignorance is not an excuse.

When a professor judges a student’s work to have been plagiarized, or to be subject to academic dishonesty, the following steps will be taken:

1. The instructor and the student shall have a consultation in which the assignment in question and the issue of plagiarism or academic dishonesty will be discussed.
2. If, in the instructor’s judgment, it is unequivocal that a student has plagiarized or used dishonest academic methods in preparing an exercise, the grade for that particular piece shall be judged an “F” or a numerical grade of zero. Any opportunity to redo the exercise is left to the discretion of the instructor.
3. The instructor shall promptly notify the Dean about the incident of plagiarism or academic dishonesty.
4. Such notification will be confidential written communication among the instructor, the Dean, and the student.
5. Two incidents of plagiarism or academic dishonesty by the same student shall be grounds for dismissal from the Seminary.
6. A student wishing to appeal the judgment of plagiarism or academic dishonesty may use the established procedures for appealing grades.

Citation Policy

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 7th ed. Washington, DC: American Psychological Association, 2020.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago: University of Chicago Press, 2018.

The Chicago Manual of Style. 17th ed. Chicago: University of Chicago Press, 2017.

Copies of these guides are available at the library and in the Academic Support Center. See also the library’s citation help center: <https://lpts.libguides.com/digitalresources/citingsources>.

Course Schedule

NT: 209-3 Exegesis of the Book of Revelation
Tuesdays & Thursdays, 8:30 am – 9:50 am

Week 1

Thursday (2/8) – Introduction to Course

Required Reading:

- Syllabus

Week 2

Tuesday (2/13) – Setting Aside Old Readings, Pt. 1

Required Reading:

- Rossing, *Rapture Exposed*, Chapters 1-2

Thursday (2/15) – Setting Aside Old Readings, Pt. 2

Required Reading:

- Rossing, *Rapture Exposed*, Chapters 3-4

Week 3

Tuesday (2/20) – Introduction to Book of Revelation, Pt 1

Required Reading:

- Carter, *WDRR?* Chapter 1
- Rossing, *Rapture Exposed*, Chapter 4
- Koester, Chapter 1 from *Oxford Handbook* [Canvas]

Thursday (2/22) – Introduction to Book of Revelation, Pt 2

Required Reading:

- Howard-Brook and Swyther, Ch. 3 [Canvas]

Suggested Reading:

- Carter, Ch 9 from *Oxford Handbook* [Canvas]

Week 4

Tuesday (2/27) – Opening Letters (Rev 1-3), Pt 1

Required Reading:

- Rev 1:1-2:17
- Carter, *WDRR?* Chapters 2-3

- Neyrey, “Other Urban Christians” [Canvas]

Exegesis: Professor Leads

Thursday (2/29) – Opening Letters (Rev 1-3), Pt. 2

Required Reading:

- Rev 2:18-3:22
- Carter, *WDRR?* Chapter 4
- Smith, “Disabling the Laodikeian Assembly” [Canvas]

Exegesis: Student 1

Week 5

Tuesday (3/5) – Reading Revelation through African American Culture

Required Reading:

- Blount, *Can I Get a Witness?* Chapters 1-2

Assignment Due:

- Letter

Thursday (3/7) – Proper Worship (Rev 4-5)

Required Reading:

- Rev 4-5
- Carter, *WDRR?* Chapter 5
- Moore, “Hypermasculinity and Divinity” [Canvas]

Exegesis: Student 2

Week 6

Tuesday (3/12) – The Lamb

Required Reading:

- Rossing, *Rapture Exposed*, Chapters 6-9
- Blount, *Can I Get a Witness?* Chapter 3

Thursday (3/14) – The Seven Seals (Rev 6:1-8:5)

Required Reading:

- Rev 6:1-8:5
- Carter, *WDRR?* Chapter 6
- Bowden, Commentary on Rev 7:-17 from Working Preacher ([Click Here](#))

Exegesis: Student 3

-----Research and Study (No Class 3/19 & 3/21)-----

Week 7**Tuesday (3/26) – Hymns**

Required Reading:

- Blount, *Can I Get a Witness?* Chapter 4
- Schedtler, Chapter 8 from *Oxford Handbook* [Canvas]

Thursday (3/28) – Holy Week Recess (No Class 3/28)Week 8**Tuesday (4/2) – Seven Trumpets (Rev 8:6-11:19), Pt 1**

Required Reading:

- Rev 8:6-9:21
- Carter, *WDRR?* Chapter 7, pgs. 73-79
- Huber, *Revelation*, pgs. 117-134 [Canvas]

Exegesis Student: 4

Thursday (4/4) – Seven Trumpets (Rev 8:6-11), Pt 2

Required Reading:

- Rev 10-11
- Carter, *WDRR?* Chapter 7, pgs. 79-83
- Warren, “Tasting the Little Scroll” [Canvas]

Exegesis: Student 5

Week 9**Tuesday (4/9) – Evil Behind the Scenes (Rev 12-14), Pt 1**

Required Reading:

- Rev 12-13
- Carter, *WDRR?* Chapter 8, pgs. 85-93
- Breu, “Female Seed as Metaphor” [Canvas]

Exegesis Student: 6

Thursday (4/11) – Evil Behind the Scenes (Rev 12-14), Pt 2

Required Reading:

- Rev 14
- Carter, *WDRR?* Chapter 8, pgs. 93-95
- Strenström, “They Have Not Defiled Themselves with Women” [Canvas]

Exegesis: Student 7

Week 10

Tuesday (4/16) – The Fall of the Empire (Rev 15-18), Pt 1

Required Reading:

- Rev 15-16
- Carter, *WDRR?* Chapter 9, pgs. 97-103
- Moore, “Beasty Boasts and Apocalyptic Affects” [Canvas]

Exegesis Student: 8

Thursday (4/18) – The Fall of the Empire (Rev 15-18), Pt 2

Required Reading:

- Rev 17-18
- Carter, *WDRR?* Chapter 9, pgs. 103-107
- Smith, “The Woman Babylon and the Marks of Empire” [Canvas]
- König, “The ‘Great Whore’ of Babylon (Rev 17) as a Non-Survivor of Sexual Abuse” [Canvas] TW: sexual abuse

Exegesis: Student 9

Week 11

Tuesday (4/23) – Revelation & the Roman Imperial Economy

Required Reading:

- Bauckham, “Economic Critique of Rome in Revelation 18” [Canvas]
- Martin, “Polishing the Unclouded Mirror: A Womanist Reading of Revelation 18:13” [Canvas]
- Keller, *Facing Apocalypse: Climate, Democracy, and Other Last Chances*, “Chapter 5: Porn Queen of the Apocalypse: Global Economy Now and Then” [on reserve in library]

Assignment Due:

- Annotated Outline

Thursday (4/25) – God’s World Post-Empire (Rev 19-22), Pt 1.

Required Reading:

- Rev 19-20
- Carter, *WDRR?* Chapter 10
- Huber, “Unveiling the Bride” [Canvas]

Exegesis: Student 10

Week 12

Tuesday (4/30) – God’s World Post-Empire (Rev 19-22), Pt 2

Required Reading:

- Rev 21-22
- Rossing, *Rapture Exposed*, Chapter 10

- Moss and Feldman, “The New Jeruslaem” [Canvas]
- Rossing, “Waters Cry Out” [Canvas]

Exegesis: Student 11

Thursday (5/2) – Concluding Thoughts on Revelation, Pt. 1

Required Reading:

- Carter, *WDRR?* Chapter 11
- Rossing, *Rapture Exposed*, Chapter 11
- Schüssler Fiorenza, “Theo-Ethical Rhetoric” [Canvas]

Week 13

Tuesday (5/7) – Concluding Thoughts on Revelation, Pt 2

Required Reading:

- Charleston, “Chapter 1” and “Chapter 3” from *We Survived the End of the World* [Canvas]

Thursday (5/9) – Concluding Thoughts on Revelation, Pt 3

Required Reading:

- None

Assignment Due:

- Final Reflection Paper (due at beginning of class, 8:30am)

Exegesis Paper, Bible Study or Podcast Due May 16th by end of day (11:59pm)