



B464 Revelation

3 credits. Prerequisites: B115 Intro to New Testament & B112 Interpreting the Bible

👤 Saskatoon Campus 'A' Livestream 📺 Video on Demand

April 20-24, 2026

Module E

Mon-Fri, 9am - 4pm SK (11am-6pm ET)

Cody Matchett, PhD (ABD)

cody.matchett@gmail.com

“Stepping into the Revelation from the rest of the New Testament is to enter into a strange, bizarre new world...Instead of narratives, arguments, or plain statements of fact, the Revelation is full of angels, trumpets, and earthquakes; of strange beasts, dragons, and bottomless pits. Most believers, therefore, take one of two extremes: some simply avoid it in despair; others take an exaggerated interest in it, thinking to find here all the keys to the end of the world. Both of these positions, I would argue, are simply wrong.” – Gordon D. Fee, Revelation

Please Note: This course includes pre-module reading and assignments.

Course Goals

Course Description

This course provides a close reading of the book of Revelation with sensitivity to its early Jewish context and literary genre in order to gain an understanding of how the text aims to shape the identity and worldview of the early followers of Jesus. Throughout the course, students will gain the skill necessary to read biblical apocalyptic texts and will be challenged to discern how the message of Revelation still speaks to the contemporary church.

Relationship to Horizon and MCS's Missions

By interpreting Revelation with cultural sensitivity and theological awareness, students will be equipped to recognize how this text should shape the worldview and identity of the church today. In short, Revelation shows us what it looks like to be a faithful follower of Jesus when faced with different challenges in diverse social contexts.

Core Competencies and Learning Outcomes

To demonstrate competency in *Biblical and Theological Literacy*, students will

1. Interpret Revelation's genre in light of its literary and socio-historical contexts, and distinct theological perspective with the assistance of relevant secondary literature.
 - *Assessment:* Working Paper; Final Research Project

2. Describe the key interpretive issues that are critical for understanding the book of Revelation.
 - *Assessment:* Working Paper; Book Review
3. Identify and explain key emphases and their significance within the book of Revelation.
 - *Assessment:* Dramatic Reading Reflection; Book Review
4. Explain how the theological witness of the book of Revelation speaks to the way we think, live, and minister today.
 - *Assessment:* Working Paper; Final Research Project

Course Work

Required Textbooks

Davies, J. P. *Reading Revelation: A Literary and Theological Commentary*. Macon, GA: Smyth & Helwys Publishing, 2023. ISBN: 978-1641734530

[DTL](#)

Gorman, Michael J. *Reading Revelation Responsibly: Uncivil Worship and Witness—Following the Lamb into the New Creation*. Eugene, OR: Cascade, 2011. ISBN: 978-1606085608

[DTL](#)

**While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

Course Assignments and Activities

Pre-Course

1. Dramatic Reading Reflection (20%)

- The Apocalypse opens with the statement: “Flourishing is the one who *reads* the words of the prophecy, and flourishing are those who *hear* and who *observe* what is written in it, for the time is near” (1:3).
- Students will listen to the provided audio recording on Populi of a dramatic reading of Revelation in a single sitting (ideally without breaks).
- Students will use paper/notebooks (no computers permitted) to take notes throughout the reading. The aim here is to reduce the temptations and distractions of technology and enter fully into the experience of hearing the text ‘performed.’
- Students will then write a reflection paper on their experience of the dramatic reading. *No secondary sources permitted.*
- The paper should include reflections on the narrative’s overall structure and on key *concepts, ideas, themes, motifs, surprises*, and related elements in the book of Revelation.
- Students will be evaluated based solely on reflective depth, writing clarity, and structural coherence.

- The goal of this assignment is not “getting it right,” but instead to reflect upon the performance of the text.

The dramatic reading reflection enables students to *hear* the book of Revelation before the beginning of the course and then reflect on what they have *heard*, so that they might come to *observe* the words written in it (Revelation 1:3).

- Related learning outcome: #3.
- **Assignment length:** 750-1,000 words.
- **Due date:** April 20, 2026, at 9am SK.

Mid-Course

2. *Working Paper (20%)*¹

- Each student will prepare an exegetical working paper, not to exceed three pages in length, single-spaced. These papers will focus on one of the textual units we are scheduled to discuss (e.g., Revelation 1:1-8; see Course Outline) and will serve as a basis for initiating class discussion on the texts they address.
- Students should make a formal written request to the instructor regarding the text they prefer to work on.²
- Your paper should follow this format:
 - *Literary Context.* What role does this text play in the structure of the wider book? Does our author anticipate, or return to, crucial themes?
 - *Outline of the passage.* Not just a listing of the contents (“and then...and then...”). Try to sketch a short outline that illuminates the structure and function of the text. How are its parts related to one another, and how do they work?
 - *Key exegetical issues.* Identify the major exegetical problems in the passage. Do not labour over every jot and tittle; labour over only those jots and tittles that materially affect the interpretation of the text. Seek to identify the crucial particulars of the text which either demand interpretation or facilitate it. Having identified them, briefly enumerate possible resolutions to the problems and indicate how one might choose among the possibilities.
 - *Significance of the passage.* Here, you have scope for theological reflection and originality. What are the critical questions (theological, pastoral, personal) raised for you by the passage? How might the text be used (or misused) in preaching? Students with an interest in the history of theological interpretation or in the history of the text’s effects (*Wirkungsgeschichte*) may include reflections here on how the text has been read and applied by interpreters who preceded us in the faith (e.g., the patristic period, the Reformation).
 - *Discussion questions.* Formulate three incisive questions about the text that might be used to initiate and guide class discussion.

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

² I will either confirm your request or suggest another option. I will also deny requests if too many students choose the same text (no more than 2 or 3), so make your request early to ensure you get the text you want.

- *Sources Consulted.* Include a working bibliography. Students are expected to consult and cite 3-5 sources, one of which must be the Davies textbook. If you find secondary material that is especially helpful to you in reading the text, please draw that to our attention.

These papers are due (and will be posted to Populi) 24 hours before we are scheduled to discuss the text in class. In-class students³ will be given 5 minutes at the beginning of the relevant section to introduce the passage.⁴

- Related learning outcomes: #1, 2, 4.
- **Assignment length:** 3 pages.
- **Due date:** Twenty-four hours before we review the selected text in class.

Post-Course

3. *Book Review (30%)*

- Students will read *Reading Revelation Responsibly* and then write a 1,000-word review of the book.
- A book review is not a report, but critically evaluates a scholar's argument, assesses the strength of evidence and reasoning, and responds critically to the author's theological vision.
- Students are expected to consider the author and context,⁵ provide a summary of the main argument(s),⁶ critically evaluate the arguments,⁷ and reflect on how the book relates to the course learning outcomes.⁸
- Related learning outcomes: #2, 3.
- **Assignment length:** 1,000 words.
- **Due date:** May 20, 2026.

4. *Final Research Project (30%)*

- Students may choose one of the following options for their final research project: 1) write a research paper that provides a close reading and analysis of a passage from Revelation; 2) write a carefully constructed and researched sermon on a passage from Revelation; or 3) provide a Bible study outline for 2-3 chapters of Revelation.

³ VOD students are exempt from this part of the process.

⁴ This means, of course, that they will have to choose to discuss only part[s] of their working paper.

⁵ Describe his interpretive method. Explain how his approach shapes his reading of Revelation.

⁶ Explain his vision of Revelation's purpose. Describe his core theological concepts. Identify key passages he analyzes. Note his engagement with alternative interpretations.

⁷ Assess the strengths of his argument. Identify weaknesses or concerns. Consider theological and pastoral implications.

⁸ Note areas of agreement and disagreement. Discuss how you might use or critique his approach in your research project.

- The selected theme, topic, or text must be the same or related to the working paper. Take this into consideration when choosing the text for your working paper.
- A document titled “Rubric and Writing” will be provided to students via Populi.
- Research for any of these project options must include the use and documentation of eight credible scholarly sources (commentaries, monographs, journal articles).
- Related learning outcomes: #1, 4.
- **Assignment length:** 1,750 words.
- **Due date:** June 5, 2026.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have *the same and different* assignment due dates as in-class students.
 - Dramatic Reading Reflection: due April 20 (unchanged)
 - Working Paper: due April 20-24 (unchanged)
 - Book Review: due May 25
 - Research Project: due June 5 (unchanged)
- Students will watch the lectures according to the following schedule:
 - Day 1 Lectures and Report due April 24 at 11:59PM
 - Day 2 Lectures and Report due April 30 at 11:59PM
 - Day 3 Lectures and Report due May 5 at 11:59PM
 - Day 4 Lectures and Report due May 11 at 11:59PM
 - Day 5 Lectures and Report due May 17 at 11:59PM
- By Saturday at 11:59pm each week, VOD students will submit a 2–3-minute video report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked as pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Late Assignment and Extension policy applies to all VOD Report submissions.

Estimate of Time Investment (individual time investments may vary)

1. Classroom Time	30 hrs	N/A	N/A
2. Dramatic Reading Reflection	5 hrs	April 20, 2026	20%
3. Working Paper	18 hrs	April 20-24, 2026	30%
4. Book Review	22 hrs	May 20, 2026	20%
5. Research Project	24.5 hrs	June 5, 2026	30%
Total =		99.5 Hours	

All assignments are due at 11:59pm **SK time**, unless otherwise indicated.

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Course Outline

<i>Date</i>	<i>Content</i>
April 20, 2025	<p><i>Morning</i></p> <ul style="list-style-type: none"> - Introduction - Apocalypse Now: Entering the Apocalyptic-Prophetic Letter <p><i>Afternoon</i></p> <ul style="list-style-type: none"> - The Prologue: Reading, Hearing (1:1-8) - The Voice Like Many Waters: Jesus Christ In the Middle (1:9-20)
April 21, 2025	<p><i>Morning</i></p> <ul style="list-style-type: none"> - The Church According to Jesus: Confrontation, Correction, Call (2-3) - Creation: The One on the Throne (4:1-11) <p><i>Afternoon</i></p> <ul style="list-style-type: none"> - Redemption: Slaughtered-Standing-Lamb (5:1-14) - The First Cycle: The Seven Seals (6:1-17)
April 22, 2025	<p><i>Morning</i></p> <ul style="list-style-type: none"> - The First Interlude: The Great Multitude (7:1-8:5) - The Second Cycle: The Seven Trumpets (8:6-9:21) <p><i>Afternoon</i></p> <ul style="list-style-type: none"> - The Second Interlude: The Small Scroll, The Two Witnesses (10-11) - The Cosmic Conflict (12)
April 23, 2025	<p><i>Morning</i></p> <ul style="list-style-type: none"> - The Unholy Trinity (13) - The Lamb's Army, The Three Angels, and the Harvest (14) <p><i>Afternoon</i></p> <ul style="list-style-type: none"> - The Third Cycle: The Seven Shallow Bowls (15:1-16:21) - Fallen, Fallen, Babylon The Great! (17.1-19:5)
April 24, 2025	<p><i>Morning</i></p> <ul style="list-style-type: none"> - Return, Recompense, and Reward (19-20)

	<ul style="list-style-type: none"> - The New Heavens and the New Earth (21-22) <p style="text-align: center;"><i>Afternoon</i></p> <ul style="list-style-type: none"> - The Eschatological Exodus: “The Story of Revelation” - Reflections: The Lamb Wins, The Dragon Loses!
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- Since this is a Spring course, your instructor will request revisions on some assignments before revision week.
- No assignments will be accepted after June 19, 2026.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student’s program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is

incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades.

Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Assignments that do not meet competency will receive a 0. A final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon and MCS CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at Horizon and MCS. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial

intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

Class Attendance (On Campus or Livestreaming)

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon and MCS encourage the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

Commentaries

- *Aune, David E. *Revelation*. Word Biblical Commentary. 3 vols. Dallas: Word, 1997; Nashville: Thomas Nelson, 1998.
- *Beale, Gregory K. *The Book of Revelation: A Commentary on the Greek Text*. New International Greek Testament Commentary. Grand Rapids: Eerdmans, 1999.
- Beasley-Murray, George R. *The Book of Revelation*. 2d ed. New Century Bible Commentary. Grand Rapids: Eerdmans, 1981.
- *Blount, Brian. *Revelation: A Commentary*. The New Testament Library. Louisville, KY: Westminster John Knox, 2009.
- Boring, M. Eugene. *Revelation*. Interpretation. Louisville: John Knox, 1989.
- Bowman, John Wick. *The First Christian Drama: The Book of Revelation*. Philadelphia: Westminster, 1968.
- Boxall, Ian. *The Revelation of Saint John*. Black's New Testament Commentary. Peabody, MA: Hendrickson, 2006.
- Bratcher, Robert G. *A Translator's Guide to the Revelation to John*. New York: United Bible Societies, 1984.
- *Caird, George B. *A Commentary on the Revelation of St. John the Divine*. 2d ed. Black's New Testament Commentary. Peabody, MA: Hendrickson, 1984.
- Chilton, David. *The Days of Vengeance: An Exposition of the Book of Revelation*. Ft. Worth, TX: Dominion, 1987.
- *Davies, J. P. *Reading Revelation: A Literary and Theological Commentary*. Macon, GA: Smyth & Helwys Publishing, 2023.
- Duvall, J. Scott. *Revelation*. Teach the Text Commentary. Grand Rapids: Baker, 2014.
- Fanning, Buist. *Revelation*. Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2020.
- Farmer, Ronald L. *Revelation*. Chalice Commentaries for Today. St. Louis: Chalice, 2005.
- *Fee, Gordon D. *Revelation*. New Covenant Commentary Series. Eugene, OR: Cascade, 2011.
- Hamilton, James M. Jr. *Revelation: The Spirit Speaks to the Churches*. Preaching the Word. Wheaton, IL: Crossway, 2012.
- Harrington, Wilfrid J. *Revelation*. Sacra Pagina. Collegeville, MN: Liturgical, 1993.
- Hughes, Philip E. *The Book of the Revelation*. Grand Rapids: Eerdmans, 1990.
- Johnson, Alan F. *Revelation*. Expositor's Bible Commentary. Vol. 12. Grand Rapids: Zondervan, 1981.
- Keener, Craig S. *Revelation*. The NIV Application Commentary. Grand Rapids: Zondervan, 2000.
- *Koester, Craig R. *Revelation: A New Translation with Introduction and Commentary*. Anchor Yale Bible. New Haven: Yale, 2014.
- Kovacs, Judith, and Christopher Rowland. *Revelation*. Blackwell Bible Commentaries. Oxford: Blackwell, 2004.
- Ladd, George E. *Commentary on the Book of Revelation*. Grand Rapids: Eerdmans, 1972.

- Lupieri, Edmondo. *A Commentary on the Apocalypse of John*. Italian Texts and Studies on Religion and Society. Translated by M. P. Johnson and A. Kamesar. Grand Rapids: Eerdmans, 2006.
- Malina, Bruce J., and John J. Pilch. *Social-Science Commentary on the Book of Revelation*. Minneapolis: Fortress, 2000.
- Mangina, Joseph L. *Revelation*. Brazos Theological Commentary on the Bible. Grand Rapids: Brazos, 2010.
- Mathewson, David L. *Revelation: A Handbook on the Greek Text*. Baylor Handbook on the Greek New Testament. Waco: Baylor University Press, 2016.
- Metzger, Bruce M. *Breaking the Code: Understanding the Book of Revelation*. Nashville: Abingdon, 1993.
- Morris, Leon. *The Book of Revelation: An Introduction and Commentary*. Rev. ed. Tyndale New Testament Commentaries. Grand Rapids: Eerdmans, 1987.
- Mounce, Robert H. *The Book of Revelation*. The New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1977.
- Oecumenius. *Oecumenius: Commentary on the Apocalypse*. Translated by John N. Suggit. Washington, D.C.: Catholic University of America Press, 2006.
- *Osborne, Grant R. *Revelation*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 2002.
- Patterson, Paige. *Revelation*. The New American Commentary. Nashville: B&H, 2012.
- Paul, Ian. *Revelation*. Tyndale New Testament Commentaries. Downers Grove, IL: IVP, 2018.
- *Reddish, Mitchell G. *Revelation*. Smyth & Helwys Bible Commentary. Macon, GA: Smyth & Helwys, 2001.
- Resseguie, James L. *The Revelation of John: A Narrative Commentary*. Grand Rapids: Baker Academic, 2009.
- Schreiner, Thomas R. "Revelation." In *Volume 12: Hebrews to Revelation*. ESV Expository Commentary. Wheaton, IL: Crossway, 2018.
- Schüssler Fiorenza, Elisabeth. *The Book of Revelation: Justice and Judgment*. Minneapolis: Fortress, 1998.
- Smalley, Stephen S. *The Revelation to John: A Commentary on the Greek Text of the Apocalypse*. Downers Grove, IL: InterVarsity, 2005.
- Sweet, John P. M. *Revelation*. TPI New Testament Commentaries. Valley Forge, PA: Trinity, 1979.
- Swete, Henry B. *Commentary on Revelation: The Greek Text with Introduction, Notes, and Indexes*. 3d ed. Grand Rapids: Kregel, 1979; reprint.
- Talbert, Charles H. *The Apocalypse: A Reading of the Revelation of John*. Louisville: Westminster John Knox, 1994.
- Tenney, Merrill C. *Interpreting Revelation*. Grand Rapids: Eerdmans, 1957.
- Thomas, Robert L. *Revelation 1-7: An Exegetical Commentary*. Chicago: Moody, 1992.
- _____. *Revelation 8-22: An Exegetical Commentary*. Chicago: Moody, 1995.
- Tonstad, Sigve K. *Revelation*. Grand Rapids, MI: Baker Academic, 2019.
- Trafton, Joseph L. *Reading Revelation: A Literary and Theological Commentary*. Macon, GA: Smyth & Helwys, 2005.

- Wall, Robert W. *Revelation*. New International Biblical Commentary. Peabody, MA: Hendrickson, 1991.
- Walvoord, John F. *The Revelation of Jesus Christ: A Commentary*. Chicago: Moody, 1966.
- Wilcock, Michael. *I Saw Heaven Opened: The Message of Revelation*. Downers Grove, IL: InterVarsity, 1975.
- *Witherington, Ben III. *Revelation*. Cambridge: Cambridge University Press, 2003.

Other Relevant Monographs

- Archer, Gleason L., Jr., Paul D. Feinberg, Douglas J. Moo, and Richard R. Reiter. *Three Views on the Rapture. Pre-, Mid-, or Post-Tribulational?* Grand Rapids: Zondervan, 1984, 1996.
- Backus, Irena Dorota. ***Reformation Readings of the Apocalypse: Geneva, Zurich, and Wittenberg***. New York: Oxford University Press, 2000.
- Barker, Margaret. *The Revelation of Jesus Christ Which God Gave to Him to Show to His Servants What Must Soon Take Place (Revelation 1.1)*. Edinburgh: T & T Clark, 2000.
- Barr, David L., ed. *Reading the Book of Revelation: A Resource for Students*. Atlanta: SBL, 2003.
- Bauckham, Richard. *The Theology of the Book of Revelation*. New Testament Theology. Cambridge: Cambridge University Press, 1993.
- _____. *The Climax of Prophecy: Studies on the Book of Revelation*. Edinburgh: T. & T. Clark, 1993.
- Beale, G. K. *John's Use of the Old Testament in Revelation*. JSNTSup 166. Sheffield: Sheffield Academic, 1998.
- Ben-Daniel, John, and Gloria Ben-Daniel. *The Apocalypse in the Light of the Temple: A New Approach to the Book of Revelation*. Jerusalem: Beit Yochanan, 2003.
- Blevins, James L. *Revelation as Drama*. Nashville: Broadman, 1984.
- Blount, Brian K. *Can I Get a Witness? Reading Revelation through African American Culture*. Louisville: Westminster John Knox, 2004.
- Bock, Darrell L., ed. *Three Views on the Millennium and Beyond*. Grand Rapids: Zondervan, 1999.
- Bøe, Sverre. *Gog and Magog: Ezekiel 38-39 as Pre-Text for Revelation 19, 17-21 and 20, 7-10*. Tübingen: Mohr Siebeck, 2001.
- Bredin, Mark. *Jesus, Revolutionary of Peace: A Nonviolent Christology in the Book of Revelation*. Cumbria, U.K.: Paternoster, 2003.
- Campbell, Donald K., and Jeffrey L. Townsend, eds. *A Case for Premillennialism: A New Consensus*. Chicago: Moody, 1992.
- Carey, Greg. *Elusive Apocalypse: Reading Authority in the Revelation to John*. Macon, GA: Mercer University Press, 1999.
- Carter, Warren. *What Does Revelation Reveal? Unlocking the Mystery*. Nashville: Abingdon, 2011.
- Champlin, Edward. *Nero*. Cambridge, MA: Harvard University Press, 2003.
- Collins, Adela Yarbro. *Crisis and Catharsis: The Power of the Apocalypse*. Philadelphia: Westminster John Knox, 1984.

- Cook, Stephen L. *The Apocalyptic Literature*. Interpreting Biblical Texts. Nashville: Abingdon, 2003.
- Cory, Catherine A. *The Book of Revelation*. Collegeville, MN: Liturgical, 2005.
- Crocket, William, ed. *Four Views on Hell*. Grand Rapids: Zondervan, 1992.
- Culy, Martin M. *The Book of Revelation: The Rest of the Story*. Eugene, OR: Pickwick, 2017.
- Dalrymple, Rob. *Revelation and the Two Witnesses: The Implications for Understanding John's Depiction of the People of God and His Hortatory Intent*. Eugene, OR: Resource, 2011.
- Davis, John J. *Biblical Numerology: A Basic Study of the Use of Numbers in the Bible*. Grand Rapids: Baker, 1968.
- deSilva, David A. *Seeing Things John's Way: The Rhetoric of the Book of Revelation*. Louisville, KY: Westminster John Knox, 2009.
- _____. *Unholy Allegiances: Heeding Revelation's Warning*. Peabody, MA: Hendrickson, 2013.
- _____. *Discovering Revelation: Content, Interpretation, Reception*. Chicago: Wm. B. Eerdmans Publishing Co., 2021.
- Desrosiers, Gilbert. *An Introduction to Revelation*. London: Continuum, 2000.
- Duff, Paul B. *Who Rides the Beast? Prophetic Rivalry and the Rhetoric of Crisis in the Churches of the Apocalypse*. Oxford: Oxford University Press, 2001.
- Fekkes, Jan. *Isaiah and Prophetic Traditions in the Book of Revelation: Visionary Antecedents and Their Development*. JSNTSup 93. Sheffield: Sheffield Academic, 1994.
- Friesen, Steven J. *Imperial Cults and the Apocalypse of John: Reading Revelation in the Ruins*. Oxford: Oxford University Press, 2001.
- Frilingos, Christopher A. *Spectacles of Empire: Monsters, Martyrs, and the Book of Revelation*. Philadelphia: University of Pennsylvania Press, 2004.
- Fudge, Edward. *Two Views of Hell: A Biblical & Theological Dialogue*. Downers Grove, IL: InterVarsity, 2000.
- George, David C., ed. *Revelation: Three Viewpoints*. Nashville: Broadman, 1977.
- Gentry, Kenneth L., Jr. *Before Jerusalem Fell: Dating the Book of Revelation. An Exegetical and Historical Argument for a Pre-A.D. 70 Composition*. San Francisco: Christian Universities Press, 1997.
- _____. *He Shall Have Dominion: A Postmillennial Eschatology*. Tyler, TX: Institute for Christian Economics, 1992.
- Gilbertson, Michael. *God and History in the Book of Revelation: New Testament Studies in Dialogue with Pannenberg and Moltmann*. Cambridge: Cambridge University Press, 2003.
- Gorman, Michael J. *Reading Revelation Responsibly. Uncivil Worship and Witness: Following the Lamb into the New Creation*. Eugene, OR: Cascade, 2011.
- Graham, Billy. *Approaching Hoofbeats: The Four Horsemen of the Apocalypse*. Waco, TX: Word, 1983.
- Grenz, Stanley J. *The Millennial Maze: Sorting Out Evangelical Options*. Downers Grove, IL: InterVarsity, 1992.
- Guthrie, Donald. *The Relevance of John's Apocalypse*. Grand Rapids: Eerdmans, 1987.
- Hemer, Colin J. *The Letters to the Seven Churches of Asia in Their Local Setting*. Grand Rapids: Eerdmans, 2001.

- Hermes, Ronald. *An Apocalypse for the Church and for the World: The Narrative Function of Universal Language in the Book of Revelation*. Berlin: de Gruyter, 2006.
- Hill, Charles E. *Regnum Caelorum: Patterns of Future Hope in Early Christianity*. New York: Oxford University Press, 1992.
- Hill, David. *New Testament Prophecy*. New Foundations Theological Library. Atlanta: John Knox, 1979.
- Huber, Lynn R. *Like a Bride Adorned: Reading Metaphor in John's Apocalypse*. Emory Studies in Early Christianity 10. New York: T & T Clark, 2007.
- Jauhiainen, Marko. *The Use of Zechariah in Revelation*. Tübingen: Mohr Siebeck, 2005.
- Johns, Loren. *The Lamb Christology of the Apocalypse of John: An Investigation into its Origins and Rhetorical Force*. Wissenschaftliche Untersuchungen zum Neuen Testament 2. Reihe, 167. Tübingen: Mohr Siebeck, 2004.
- Kowalski, Beate. *Die Rezeption des Propheten Exechiel in der Offenbarung des Johannes*. Stuttgarter biblische Beiträge 52. Stuttgart: Katholisches Bibelwerk, 2004.
- Kraybill, J. Nelson. *Imperial Cult and Commerce in John's Apocalypse*. JSNTSup 132. Sheffield Academic, 1996.
- Kraybill, J. Nelson. *Apocalypse and Allegiance: Worship, Politics, and Devotion in the Book of Revelation*. Grand Rapids: Brazos, 2010.
- Kyle, Richard. *The Last Days are Here Again: A History of the End Times*. Grand Rapids: Baker, 1998.
- Lee, Dal. *The Narrative Asides in the Book of Revelation*. Lanham, MD: University Press of America, 2002.
- Lewis, Daniel J. *3 Crucial Questions About the Last Days*. Grand Rapids: Baker, 1998.
- Lindsay, Hal. *There's a New World Coming: A Prophetic Odyssey*. Santa Ana, CA: Vision House, 1973.
- Lioy, Dan. *The Book of Revelation in Christological Focus*. Studies in Biblical Literature 58. New York: Lang, 2003.
- Lowery, Robert A. *Revelation's Rhapsody: Listening to the Lyrics of the Lamb*. Joplin, MO: College Press, 2006.
- Malina, Bruce M. *The New Jerusalem in the Revelation of John: The City as Symbol of Life with God*. Collegeville: Liturgical, 2000.
- _____. *On the Genre and Message of Revelation: Star Visions and Sky Journeys*. Peabody, MA: Hendrickson, 1995.
- Marshall, John W. *Parables of War: Reading John's Jewish Apocalypse*. Studies in Christianity and Judaism 10. Waterloo, ON: Wilfrid Laurier University Press, 2001.
- Mathewson, David. *A New Heaven and a New Earth: The Meaning and Function of the Old Testament in Revelation 21.1-22.5*. Sheffield: Sheffield Academic, 2003.
- Mathewson, David L. *A Companion to the Book of Revelation*. Eugene, OR: Cascade, 2020.
- Mayo, Philip L. "Those Who Call Themselves Jews": *The Church and Judaism in the Apocalypse of John*. Princeton Theological Monograph Series. Eugene, OR: Wipf & Stock, 2006.
- McKnight, Scot, and Cody Matchett. *Revelation for the Rest of Us: A Prophetic Call to Follow Jesus as a Dissident Disciple*. Grand Rapids, Michigan: Zondervan Reflective, 2023.

- Mealy, J. Webb. *After the Thousand Years: Resurrection and Judgment in Revelation 20*. Sheffield: JSOT, 1992.
- Michaels, J. Ramsay. *Interpreting the Book of Revelation*. Grand Rapids: Baker, 1992.
- Murphy, Frederick J. *Apocalypticism in the Bible and Its World: A Comprehensive Introduction*. Grand Rapids: Baker Academic, 2012.
- Muse, Robert L. *The Book of Revelation: An Annotated Bibliography*. New York: Garland, 1996.
- Musvosvi, Joel Nobel. *Vengeance in the Apocalypse*. Berrien Springs, MI: Andrews University Press, 1993.
- Nwachukwu, Oliver O. *Beyond Vengeance and Protest: A Reflection on the Macarisms in Revelation*. New York: Peter Lang, 2005.
- Pate, C. Marvin, ed. *Four Views on the Book of Revelation*. Grand Rapids: Zondervan, 1998.
- Pattemore, Stephen. *The People of God in the Apocalypse: Discourse, Structure and Exegesis*. Society for New Testament Studies Monograph Series 128. New York: Cambridge University Press, 2005.
- Persson, Andrew. *A Semantic and Structural Analysis of Revelation*. Dallas: SIL, 2016.
- Peters, Olutola K. *The Mandate of the Church in the Apocalypse of John*. Studies in Biblical Literature 77. New York: Lang, 2005.
- Peterson, Eugene H. *Reversed Thunder: The Revelation of John and the Praying Imagination*. San Francisco: Harper & Row, 1988.
- Rainbow, Paul A. *The Pith of the Apocalypse: Essential Message and Principles for Interpretation*. Eugene, OR: Wipf & Stock, 2008.
- Ramsay, William M. *The Letters to the Seven Churches*. London: Hodder & Stoughton, 1904; reprint: Grand Rapids: Baker, 1979.
- Räpple, Eva Maria. *The Metaphor of the City in the Apocalypse of John*. New York: Peter Lang, 2004.
- Resseguie, James L. *Revelation Unsealed: A Narrative Critical Approach to John's Apocalypse*. Leiden: Brill, 1998.
- Rhoads, David, ed. *From Every People and Nation: The Book of Revelation in Intercultural Perspective*. Minneapolis: Fortress, 2005.
- Rossing, Barbara R. *The Rapture Exposed: The Message of Hope in the Book of Revelation*. Cambridge, MA: Westview, 2004.
- Ryken, Leland, James C. Wilhoit, and Tremper Longman III, eds. *Dictionary of Biblical Imagery*. Downers Grove, IL: IVP, 1998.
- Siew, Antonius. *The War between the Two Beasts and the Two Witnesses: A Chiastic Reading of Revelation 11.1-14.5*. Library of New Testament Studies 283. London: T&T Clark, 2005.
- Smalley, Stephen S. *Thunder and Love: John's Revelation and John's Community*. Milton Keynes, England: Word, 1994.
- Spilsbury, Paul. *The Throne, the Lamb & the Dragon: A Reader's Guide to the Book of Revelation*. Downers Grove, IL: InterVarsity, 2002.
- Sproul, R. C. *The Last Days According to Jesus*. Grand Rapids: Baker, 1998.
- Thomas, David Andrew. *Revelation 19 in Historical and Mythological Context*. New York: Lang, 2008.

- Thompson, Leonard L. *The Book of Revelation: Apocalypse and Empire*. New York: Oxford University Press, 1990.
- Tonstad, Sigve K. *Saving God's Reputation: The Theological Function of Pistis Iesou in the Cosmic Narratives of Revelation*. London: T&T Clark, 2006.
- Valdés, Ariel Álvarez. *La nueva jerusalén, ¿ciudad celeste o ciudad terrestre?: Estudio exegético y teológico de Ap. 21, 1-8*. Estella, Spain: Editorial Verbo Divina, 2005.
- Waddell, Robby. *The Spirit of the Book of Revelation*. Journal of Pentecostal Theology Supplement Series 30. Dorset, U.K.: Deo, 2006.
- Wainwright, Arthur W. *Mysterious Apocalypse: Interpreting the Book of Revelation*. Nashville: Abingdon, 1993.
- Walvoord, John F. *The Prophecy Knowledge Handbook*. Wheaton: Victor, 1990.
- Wilson, Mark. *Charts on the Book of Revelation: Literary, Historical, and Theological Perspectives*. Grand Rapids: Kregel, 2007.
- Witherington, Ben III. *Jesus, Paul, and the End of the World*. Downers Grove, IL: InterVarsity, 1992.
- Witherington, Ben III. *Revelation and the End Time: Unraveling God's Message of Hope*. Nashville: Abingdon, 2010.
- Worth, Roland H., Jr. *The Seven Cities of the Apocalypse and Greco-Asian Culture*. New York: Paulist, 1999.