Eschatology has historically been defined as the doctrine of last things. As a result, when people think of eschatology, they very often think only of the apocalyptic manifestations as exemplified in the books of Daniel and Revelation. However, there is more to eschatology than the apocalyptic. In this class, we will examine the relationship between eschatology and worldview by examining the work and writings of: the apostle Paul, modern American Protestantism, Jurgen Moltmann, and liberation theology.

Students will engage readings, analyze sermons for their eschatological content, and preach one sermon. By the end of the course students will be able to identify their own eschatology and how their views affect their preaching.

It is important that students understand that their evaluations in the course will not be based on taking a particular eschatological position. There is no right or wrong eschatological position. The purpose of the course is to provide students with the opportunity to examine and clarify their eschatological perspectives so that they can make informed decisions when developing sermons.

Note: Basic preaching is a prerequisite for this course.

By the end of the course (course objectives):

1) Students will understand how eschatological perspective is related to worldview, culture, and authoritative understandings of the bible.
2) Students will identify their own eschatology by engaging the course readings and analyzing sermons.
3) Students will understand how their eschatological perspectives shape their preaching.

Required Texts:


All other course reading will be posted on CAMS course site.
Course Requirements:

1. Students are required to attend every class session and actively participate in class discussions. (15%)
2. Each student will sign up on the first day of class to facilitate one class discussion of assigned readings. Guidelines for classroom facilitation are on this syllabus. (10%)
3. Each student must complete critical reviews of three assigned readings. Critical reviews are due on the day the reading is assigned on the syllabus. The review must respond to each of the questions outlined on this syllabus. (15%)
4. Each student will submit a 7-10 page exegetical paper on a scripture passage of choice. The passage chosen should be the same passage to be used to develop the sermon. Guidelines for the exegetical paper are included with this syllabus. (25%)
5. Each student will also preach one 15-20 minute sermon. Along with the sermon, each student must submit a manuscript or outline of the sermon along with a statement clearly identifying her/his eschatology according to the available categories given in class. (35%)

Note: All readings listed on syllabus are posted on the CAMS course site

Fall Semester 2009 Class Schedule

September 16, 2009  Introduction to the course and students.
“Parousia,” Anchor Bible Dictionary. 166-70.

   Introduction to Worldview and Interpretation

   Relationship between Worldview and Interpretation
Fernando Segovia, “Cultural Studies and Contemporary Biblical
   Criticism: Ideological Criticism as Mode of Discourse” in
   Reading from This Place, Volume 2. Fernando F. Segovia and
   Mary Ann Tolbert, Eds. (Minneapolis: Fortress Press, 1995), 1-17.

 September 23, 2009  Teresa Okure, S.H.C.J., “Reading from This Place: Some Problems and
   Prospects,” in Reading from This Place, 52-66.

   Introduction to Eschatology and Interpretation

   Eschatology and Interpretation
   Grand Rapids, MI: Dunham, 1958.
Exercises in the difference of Worldview on Biblical Interpretation

September 30, 2009  **Imminent Eschatology of Paul**

**Student Presentation**

Introduction to Postmillenialism

October 7, 2009  **Postmillennialism**

Review of Postmillennialism
Sermon Analysis: Jonathan Edwards
Introduction to Amillennialism

October 21, 2009  **Amillennialism**

Review of Amillennialism
Sermon Analysis: John Calvin
Introduction to Premillennialism

October 28, 2009  Research and Study

November 4, 2009  **Premillennialism**

Review of all Eschatologies (so far)

**Exegetical Papers Due**
Discussion of Exegetical Papers in Relationship to Eschatology
Introduction to Dispensationalism

November 11, 2009  **Dispensationalism**

Review of Dispensationalism
Sermon Analysis: John Nelson Darby

November 18, 2009  
**Presentative Eschatology**  
**Introduction to Moltmann and the Theology of Hope**  

Review of Presentative Eschatology  

Introduction to Liberating/Prophetic Eschatology

November 25, 2009  
**Student Presentation**  
**Prophetic/Liberating Eschatology**  

**Student Presentation**  

December 2, 2009  
**Student Presentation**  
Ada Maria Isasi-Diaz, “Creating a New Heaven and a New Earth,” 227-239

Sermon Analysis

**Facilitation of Review of Readings (10%)**  
Each student is required to facilitate one classroom session during the semester. Students should develop a handout or handouts for classmates that summarize the main points of the reading(s). Students should find creative ways to engage the class in a discussion of the readings. Students will have forty-five minutes of classroom time within which to lead the discussion. Points that should be included in the presentation are:

1) Summary of the readings. What topic(s) were covered in the reading? What are the most important points the author makes?

2) What is the social location of the author? (denomination, education, teaching environment, etc.)

3) How is social location of the author or view reflected in the writing? (For example is the bible interpreted literally? Is the author’s view of the text liberating or traditional?)
4) What did you find most helpful about the reading?
5) How would implementing the main points of the reading affect a preacher’s eschatology?

**Critical Review of Articles/Readings (15%)**
Each student must complete critical reviews of three assigned readings. Critical reviews are due on the day the reading is assigned on the syllabus. The review must respond to each of the following questions:

1) Summary of the readings. What topic(s) were covered in the reading? What was/were the author’s main point(s)?
2) What is the social location of the author? (denomination, education, teaching environment, etc.)
3) How is social location of the author or worldview reflected in the writing? (For example is the bible interpreted literally? Is the author’s view of the text liberating or traditional?)
4) Critique. What do you feel was missing from the reading? Are there points in the reading with which you disagree? Why do you disagree with the author?
5) What did you find most helpful about the reading?
6) How would implementing the main points in the reading affect the preacher’s eschatology?

**Guidelines for the Exegetical Paper (25%)**
Each student must submit a 7-10 page exegetical paper on a text of their choice. The paper is due on Tuesday, October 23, 2007. In *The Witness of Preaching*, Thomas Long presents a brief method of exegesis for preaching. Details about what is required in each section are contained in the reading. The reading is posted on the course website. The paper must include each of the following sections:

I. Getting the Text in View
   a. Selecting the text
      (Please indicate why you chose a particular text.)
II. Getting Introduced to the Text
   a. Read the text for basic understanding
   b. Place the text in its larger context
III. Attending to the Text
   a. Listen attentively to the text
IV. Testing What is Heard in the Text
   a. Explore the text historically
   b. Explore the literary character of the text
   c. Explore the text theologically (God in relation to humanity)
   d. Check text in commentaries
   e. “Moving Toward the Sermon:” State the claim of the text upon the hearers and preacher
Other Expectations

Mutual Respect
During class, each person is required to respect her/his classmates and the instructor by arriving to class on time, listening attentively to the thoughts and opinions of others, providing constructive feedback to sermons of others, and turning off cell phones before class begins.

Assignments
All assignments are to be turned in on the due date by 5:00 p.m. through CAMS Digital Drop Box. Assignments submitted late will be penalized five points per day. Preaching dates will be selected and negotiated in class. Once a date is set, do not expect to change it. Except in the event of a catastrophe, failure to preach on the assigned date is subject to a grade of “zero” for that sermon.

Inclusive Language
In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities.

Plagiarism
It is expected that students will perform all written and oral assignments with complete academic integrity by only submitting papers and preaching/submitting sermons with their own original thoughts and ideas. When using thoughts and idea of others, students are to properly attribute credit in footnotes. Any instances of plagiarism discovered will be reported to the Dean’s office. Two reports of plagiarism constitute grounds for dismissal from LPTS.
Bibliography


