



Chaminade University OF HONOLULU

Chaminade University Honolulu

3140 Waialae Avenue - Honolulu, HI 96816

<http://www.chaminade.edu/>

Course Number: RE 609/414

Course Title: Johannine Writings and Revelation

Department Name: Religious Studies

Term: Spring 2021

Course Credits: 3

Course Website: <https://chaminade.instructure.com/courses/15512>

Class Meeting Days: April 9–10, May 14–15, June 11–12

Class Meeting Hours: Fri. 7:00–9:00 pm; Sat. 9:00 am – 12:00 pm; 1:30–2:30 pm

Class Location: St. Stephen's Diocesan Center, 6301 Pali Hwy, Kaneohe, HI 96744

Instructor Name: Fr. Felix Just, S.J., Ph.D.

Instructor Website: <https://catholic-resources.org>

Contact Information:

- **Email:** felix.just@chaminade.edu – I try to respond to all student emails within 24 hours, but response time may be longer on weekends and/or on my travel days (see below).
- **Cell Phone:** 310-963-4546 – Please feel free to call any time from 9:00 am to 9:00 pm, but consider what time zone I am in (see below). If I don't answer, please leave a Voicemail message, indicating the best time for me to call you back.
- **Travels & Time Zones:** I will be residing at St. Stephen's Diocesan Center, Oahu, for three one-week periods: *April 7-14* (Wed-Wed), *May 12-19* (Wed-Wed), *June 10-17* (Th-Th). Otherwise, I will be in California, where Pacific Daylight Time is 3 hours ahead of Hawaii Standard Time.

University Course Catalog Description

Introduces the Gospel of John and the Revelation of John (Apocalypse). Explores the content and context of these New Testament scriptures and discusses their relevance for contemporary Christian worship and spirituality.

Course Overview & Methodology

This course will introduce students to the study of the Johannine Literature (John's Gospel and Epistles) and the Book of Revelation, with emphasis on knowing both the similarities and the differences between these writings and other New Testament books, esp. the Synoptic Gospels. We will consider various historical, archaeological, cultural, literary, canonical, theological, and pastoral aspects. We will also survey how these five biblical books are used in the Christian liturgical year (esp. the *Lectionary for Mass*), and how they have influenced Christian art, literature, and culture over the centuries. This course will use a hybrid model with in-person sessions on three weekends supplemented by various on-line learning experiences. There will be reading assignments, lectures, large and small group discussions, on-line discussions, essays, quizzes, and exams.

Marianist Values

An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Catholic/Marianist/Chaminade Characteristics

This course is closely connected to several of the “Characteristics of Marianist Education.” *Learning* more about the Bible is clearly foundational for anyone’s growth in the Christian *faith*. Understanding how to properly interpret the Sacred Scriptures may require *changing* one’s prior misconceptions or naïve assumptions about certain texts. Completing this course will enable students to engage in greater *ecclesial service*, both in the future preaching of the Deacon Candidates and in any future ecclesial ministries of the Master’s degree students. Finally, having Deacon Candidates and Lay Ministers learning and sharing together will strengthen the *family spirit* (‘ohana) that is essential for both the church and the world today.

Learning Outcomes

Upon successful completion of this course, **all students** will be able to:

- 1) Understand and explain the basic structure, major themes, main symbols, key terminology, and genres of the Fourth Gospel, the Johannine Letters, and the Book of Revelation.
- 2) Compare and contrast the Johannine portrait of Jesus with those of the other Gospels.
- 3) Know about the history and development of Johannine Christianity in its 1st-century social, historical, political, and cultural contexts.
- 4) Apply the principles of modern Catholic biblical interpretation to the Johannine writings; in particular, explain how the various genres of these books affect their proper interpretation.

In addition, **Master’s-level students** will be able to:

- 5) Apply good research skills and broad theological perspectives important for biblical studies.
- 6) Share some new insights about the meaning and interpretation of Johannine writings.

In addition, **Diaconate candidates** will be able to:

- 7) Apply their learning about the Johannine writings in their homiletic and pastoral ministry.

Required Readings:

- 1) Brendan **Byrne**, SJ. *Life Abounding: A Reading of John’s Gospel*. Collegeville, MN: Liturgical Press, 2014.
- 2) Bruce M. **Metzger**, and David A. **Desilva**. *Breaking the Code: Understanding the Book of Revelation: Revised Edition*. Nashville: Abingdon, 2019.
- 3) Pages on Fr. Felix’s website (<https://catholic-resources.org>), as listed on our course’s Canvas page.

Supplementary Bibliography / Recommended Resources:

- Gospel & Epistles of John: <https://catholic-resources.org/John/Bibliog-Introductory.html>
- Book of Revelation: <https://catholic-resources.org/Bible/Revelation.htm#Bibliography>

Course Website: <https://chaminade.instructure.com/courses/15512>

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Course Requirements and Assessment

- 1) In-person attendance for the three six-hour course sessions. (If you are excused by the teacher due to essential business travel or family matters, you must watch the Vimeo recording at [Vimeo.com/deacons](https://vimeo.com/deacons) and submit an extra essay based on the six hour lecture; details can be arranged with the instructor.)
- 2) Completion of required reading assignments in advance of each in-person weekend session.
- 3) Completion of required discussion postings and writing assignments in each of three on-line segments.
- 4) Each of the three segments of the course will be worth 1/3 of the final grade.

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A: Outstanding scholarship and an unusual degree of intellectual initiative
- B: Superior work done in a consistent and intellectual manner
- C: Average grade indicating a competent grasp of subject matter
- D: Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F: Failed to grasp the minimum subject matter; no credit given

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Chaminade University – Course Policies

Instructor and Student Communication

Questions for this course can be emailed to the instructor (felix.just@chaminade.edu). Online, in-person, and phone conferences can be arranged. Response time may take up to two days.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy (from the 2019-2020 Academic Catalog, p. 54-55):

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy (from the 2019-2020 Academic Catalog, p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values. Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website. For further information, please refer to the Student Handbook: <https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Academic Honesty and Plagiarism

Plagiarism might be broadly defined as the misrepresentation of another's work or ideas as one's own. Chaminade University considers the below as examples of the practice of plagiarism:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

RE 609/414 – Course Schedule
Topics and Assignments, in Three Monthly Segments

Preparation: BEFORE April 9

- **Primary Reading:** read all of **Gospel acc. to John** quickly, in any modern translation
 - Reflect: What stood out for you (Highlights, Surprises, Questions, Overall Impact)?
- **Secondary Reading:** introductory section of Byrne, *Life Abounding* (pp. 1-36)
 - Reflect: What did you learn? What new questions does this reading raise for you?

APRIL 9-10 – Intro to Johannine Literature; Gospel of John, Part I

- John's Gospel: Historical & Canonical Contexts, Literary & Theological Aspects
- "The Book of Signs": In-depth study of John 1–12

Online Segment 1 Assignments:

- **Follow-up after our in-person April session:**
 - **Secondary Reading:** Byrne, *Life Abounding*, Part I (pp. 37-221)
 - Participate in the Online Discussions on Canvas
 - Complete GRASPS Performance Task #1 (*details below and on Canvas*)
- **Preparation for the May Session:**
 - **Secondary Reading:** Byrne, *Life Abounding*, Part II (pp. 222-360)
 - **Secondary Reading:** "Johannine Literature" section of Fr. Just's website
 - **Primary Reading:** read all of 1 John, 2, John, 3 John

MAY 14-15 – Gospel of John, Part II; and Johannine Epistles

- "The Book of Glory": in-depth study of John 13–21
- Johannine Epistles: Historical & Canonical Contexts, Literary & Theological Aspects

Online Segment 2 Assignments:

- **Follow-up after our in-person May session:**
 - Participate in the Online Discussions on Canvas
 - Complete GRASPS Performance Task #2D or 2M (*details below and on Canvas*)
- **Preparation for the June Session:**
 - **Primary Reading:** read all of the Book of Revelation
 - **Secondary Reading:** Metzger/Desilva, *Breaking the Code*
 - **Secondary Reading:** "Apocalyptic & Revelation" section of Fr. Just's website

JUNE 11-12 – Book of Revelation

- Book of Revelation: Historical & Canonical Contexts, Literary & Theological Aspects
- The Use and Influence of Johannine Literature over the past 2000 years

Online Segment 3 Assignments:

- **Follow-up after our in-person June session:**
 - Participate in the Online Discussions on Canvas
 - Complete GRASPS Performance Task #3 (*details below and on Canvas*)
 - Submit all assignments (incl. late or extra work) by July 2.

GRASPS Performance Task #1 (for All Students):

Goal: To explore in greater depth one of the literary difficulties or puzzles of John's Gospel.

Role: Imagine that you are a deacon or lay minister working in a Catholic school or parish.

Audience: A group of young people in your parish (imagine a specific group: confirmation candidates, parish youth group, high school students, young adult group, etc.).

Situation: You have been invited to address the group about **one** of the following issues:

- A) Why do many Johannine characters often misunderstand what Jesus says? What role do "double-entendres" play in presenting some theological points in John's Gospel?
- B) Why are "the mother of Jesus" and "the beloved disciple" not named in John's Gospel? How does the Evangelist use these two characters to teach us about discipleship?
- C) Why are "the Jews" often portrayed so negatively in John's Gospel? And how can Catholics avoid mis-using these texts in anti-Semitic ways?

Performance & Purpose: Write a 3-4 page paper as the basis of a 15-20 minute presentation that you could give orally (to the group imagined above); feel free to append a few graphics (pictures, charts, etc.) that you could use to illustrate and enliven your oral presentation.

Criteria for Success: Email a written copy of your paper (in DOC or PDF format) to the instructor, along with any appended graphics. Papers will be graded both on accuracy of biblical/theological context and on how interesting/engaging the presentation is.

- *MPT Students:* incorporate two or three academic articles related to your topic (with a few quotes in your text, footnotes, and brief bibliography).
- *Deacon Candidates:* you do **not** need to provide footnotes or references.

Due Date: May 7

GRASPS Performance Task #2D (for Deacon Candidates):

Goal: To prepare for preaching on the Gospel of John.

Role: Imagine you are a deacon in a parish (wherever you may be assigned in the future).

Audience: The congregation at the main Sunday Mass in your parish.

Situation: You preaching on the 3rd, 4th, or 5th Sunday of Lent, Year B, when the Gospel Reading is from John (see <https://catholic-resources.org/Lectionary/1998USL-Lent.htm>).

Performance & Purpose: Write an engaging homily focused on the Gospel proclaimed on that Sunday. Video-record yourself delivering that homily (in a church setting, if possible), and upload your video to our course's Canvas site. Also, view two homilies prepared by others; evaluate them using the "Homily Evaluation Form" provided.

Criteria for Success: Email a written copy of your homily to the instructor, and post the video recording of your homily to our course's Canvas site. Review the feedback provided by other students in the class.

Due Date: upload your own homily by **June 3**; evaluate two other homilies by **June 10**

GRASPS Performance Task #2M (for MPT Students) – see next page:

GRASPS Performance Task #2M (for MPT Students):

Goal: To practice writing something that could be presented at a professional biblical conference and/or published in an academic biblical journal.

Role: Imagine you are a tenure-track professor of theology, or an independent biblical scholar.

Audience: Biblical scholars attending an annual academic conference or reading CBQ, JBL, etc.

Situation: You have a fresh interpretation of a particular Johannine text, or an interesting insight into a Johannine word or phrase, which you want to share with your professional colleagues.

Performance & Purpose: Choose a single pericope (ca. 8-15 verses), or a single Johannine word or phrase to focus on. Present your choice of topic to the instructor for prior approval. Then write a 5-7 page academic paper, complete with footnotes and appended bibliography.

Criteria for Success: Email a written copy of your complete paper (in DOC or PDF format) to the instructor, along with a 50-80 word “abstract” (a summary of your main points).

Due Date: email your proposed topic to the instructor by **May 23**; submit your paper by **June 6**

GRASPS Performance Task #3 (for All Students):

Goal: To teach Catholics how to understand and interpret the Book of Revelation better.

Role: Imagine you are a deacon or lay minister working in a Catholic school, parish, or diocese.

Audience: A group of adults in your parish or diocese (imagine a specific group: a Bible Study group, RCIA candidates, a men’s or women’s club, Knights of Columbus, deacons, etc.).

Situation: You’ve been invited to give the group a presentation about how Catholics properly should and should not interpret the Book of Revelation. They would like a multi-media presentation, including some time for small-group discussion.

Performance & Purpose: Prepare an informative and engaging PowerPoint Presentation (PPT) on this topic. Include the main points you are making, along with pertinent graphics (pictures, charts, etc.), discussion questions, and resources for further study (books, websites, etc.).

Criteria for Success: Upload a copy of your PPT to the course website. Also, review and comment on the PPTs prepared by two other students. Give them some constructive feedback (a few specific suggestions for improving their PPTs). Projects will be graded both on accuracy of biblical/theological context and on how interesting/engaging the presentation is.

- *Deacon Candidates:* imagine a “beginners group” who know little about Revelation. Prepare a **45-minute** presentation, including about 10-15 minutes for discussion.
- *MPT Students:* imagine a more “advanced group” (a continuing-education gathering for HS theology teachers, parish catechists, deacons, priests, etc.). Prepare a **60-minute** presentation, including about 10-15 minutes for break-out discussions, and incorporate slightly more advanced academic references and resources.

Due Date: upload your own PPT by **June 28**; evaluate two other PPTs by **July 2**