Course Syllabus
FALL 2013

DANIEL AND APOCALYPTIC LITERATURE:
IN SPITE OF PRESENT APPEARANCES, GOD IS IN CONTROL
OLDT 0613

THURSDAYS: 1:00 – 4:00 PM

INSTRUCTOR: BARBARA M. LEUNG LAI, PhD
Telephone number: 416 226 6620 (ext. 6714)
Email: blai@tyndale.ca

Office Hours: Thursday 4:00 – 4:45 PM
(Other times by appointment: 2-week in advance sign-up sheet on office door)

To access your course materials, go to your Tyndale email account: http://mytyndale.ca.
Please note that all official Tyndale correspondence will be sent to your <@MyTyndale.ca e-
mail account. For information how to access and forward Tyndale e-mails to your personal
account, see http://www.tyndale.ca/it/live-at-edu.

I. COURSE DESCRIPTION

This course is a literary, interpretive, and theological study of the book of Daniel with special
focus on the apocalyptic genre, the socio-historical milieu of the apocalyptic movement, the
employment of different reading strategies, and guidelines for interpretation. Using specific
examples, the ultimate goal is to provide tools and directives for appropriating the message
of Daniel to our human and ecclesiastical context. Students are encouraged to engage
themselves in bridging the two worlds --- the biblical world and the world of today by paying
due attention to the timely and timeless aspects of the text.

PREREQUISITE: BIBL0501
Recommended: OLDT 511
II. LEARNING OUTCOMES

At the end of the course, the student will:

- Acquire the knowledge of the ways that the focus on literary dimension, social-historical context, and faith-oriented interpretive agenda may impact the interpretation of the book.
- Be equipped with an array of interpretive tools/lenses to approach the text with different reading strategies, expanding and enriching its meaning-significance through demonstrated examples.
- Be able to self-construct a text-anchored and faith/reader-oriented view of the “Apocalyptic God” with competence.

III. COURSE REQUIREMENTS

A. REQUIRED TEXT (There is no required text, but these 2 are highly recommended):


B. RECOMMENDED BIBLIOGRAPHY

- Entries marked with (R) are on 2-hr. reserve in the library.
- Entries marked with (e-R) are available on-line.
- Entries marked with (SM) are scanned materials uploaded on mytyndale Portal.


C. ASSIGNMENTS AND GRADING

1) **Class Participation** 10%
   This includes attendance and participation in class discussion. All class sessions will be conducted in an interactive fashion. Knowledgeable participation in class is expected after you have fulfilled your reading assignments.

2) **Reading Assignment & Critical Review** 40% **Due: Oct 17 (First half)** **Nov 21 (Second half)**
   Use a log-sheet to report the reading assignments completed. Include the author, title, number of pages completed (if applicable), and the date of your reading. You are required to write a one-page reflective summary/critical review for each assigned reading. Reading assignments are from the recommended books/essays (N.B. the “e-R” and SM)

   **A complete list of assigned readings will be provided at the beginning of class.

3) **Research Paper/Appropriation Project** 50% **Due: Dec 5 (last class session)**
Literature consulted in your paper or application project must be properly footnoted. Otherwise, it is considered as plagiarism. Citations and bibliographical data are to be formatted according to Patrick H. Alexander, et al., eds., *The SBL Handbook of Style*. Peabody: Hendrickson, 1999. This is available in the bookstore and library.

- A general procedural guideline is provided below. You need to choose **only one** of the four options (1.1, 1.2, 2.1, 2.2).
- Topics not included in the list can be submitted for approval.

**1) Research Paper** (15-20 double-spaced, typed written paper)

**1.1) Thematic/Theological:** Choose a topic from the list below. Define your area of research (i.e. the limits of your topic as well as your research agenda), then explore exhaustively within your confined area. Present the result of your research including: (i) the history/context/issues/importance of your selected topic; (ii) the basis/data of your research; (iii) the options and your evaluation; (iv) the result of your research; (v) bibliography.

Topics: (1) View of the “Apocalyptic God” in Daniel  
(2) The Apocalyptic World View  
(3) Toward a Theology of Repentance in Daniel 9  
(4) The Interpretation of Daniel 2 or Daniel 7  
(5) Toward an Interpretive Strategy for the “Apocalyptic Time Table” in Daniel.

**1.2) Literary:** Choose one of the two options below. Through class lectures and recommended readings, you should be provided with sufficient background to work on these literary projects.

Topics: (1) Characterization of Daniel (Internal and External Profiles)  
(2) Characteristics of the Apocalyptic Genre (Confine the scope of your study to Daniel and other apocalyptic literature of the Old Testament, with illustrated examples).

**2) Appropriation Project**

For your preaching or teaching appropriation project, you are expected to achieve the ultimate goal of this course ---- bridging the ancient/biblical world and the contemporary world.

**2.1) Preaching:** Choose a topic from the 12 chapters of Daniel (or you may refer to the topics listed above) for the full script of a sermon. Have a specific setting in mind (thus, describe your audience, the occasion, the style of worship, the design of the other parts of the worship to enhance the stated effect of the sermon [e.g. introductory/response/liturgy/hymn, drama, etc.], the length and place of the sermon, etc.)
You should include: (i) a statement on the ‘purpose’ of the sermon (i.e. Robinson’s ‘homiletical idea’), a title, an outline, an introduction as well as the conclusion; (ii) the full script of your sermon demonstrating the hermeneutical agenda of moving from ‘Exposition’ to ‘Appropriation’; from ‘What it Meant’ (to the first audience in the biblical world) to ‘What it means to the Christian Church At Large’ (today’s ecclesiastical Life) ---- i.e. bridging the ‘then’ and ‘now.’

(2.2) Teaching:
Cf. the guidelines listed in the above ‘Preaching’ section.
Choose a topic from the list below. Define a teaching occasion (e.g. a lecture, a discussion-type Bible study, a discipleship workshop, etc.). Imagine that your responsibility is not only to teach but also to coach some disciples to teach. So what you need to prepare are: (i) your own teaching materials on the subject selected; and (ii) a Sunday School Teacher’s Manual for your disciples on the same subject.

The first part of this project is the teaching content of a series of two to three teaching occasions (as defined by you) in a detailed outline form.

The second part is an outline of the corresponding Teacher’s Manual that includes: (i) the rationale of the series; (ii) a general introduction to the series (e.g. a broader perspective on the topic, the importance/relevance of the topic); (iii) the connection/flow from one session to the next; (iv) pointer, cautions and possible areas of expansion, introductory/concluding activities, and others whenever applicable.

The third part is either (i) a full script of one of your sessions, or (ii) a detailed outline of one session of the Teacher’s Manual.

Topics: (1) Daniel as a Wise Man/Man of Faith/National Hero/…
(2) Approaching Apocalyptic Literature
(3) View of the “Apocalyptic God” in Daniel
(4) The Role of Dreams and Visions in the Contemporary Christian Life (i.e. bridging the two worlds).

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Academic Integrity
Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.
Students should consult the current *Academic Calendar* for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at [www.tyndale.ca/seminary/calendar](http://www.tyndale.ca/seminary/calendar). An excerpt is attached with this syllabus for easy reference.

**E. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Assignment &amp; Critical Review *</td>
<td>40%</td>
</tr>
<tr>
<td>Research Paper/Appropriation Project</td>
<td>50%</td>
</tr>
<tr>
<td>Total Grade</td>
<td>100%</td>
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* If the class size is within 15, Reading Assignment & Critical Review will be replaced with two 15 min. class presentations, each 20%, scheduled in October and November (with details to follow). Please talk to the instructor if this possible replacement is a determining factor in your course selection.

**IV. COURSE OUTLINE**

(N.B. This is only a general outline for the course. A detailed lecture outline will be provided for each class session with recommended reading and the reading assignment).

**A. Introductory Issues**

A.1 Approaching the Apocalyptic Literature: An Overview
A.2 Characteristics of the Apocalyptic Genre
A.3 Apocalyptic Movement
A.4 Book of Daniel: An Introduction
A.5 Book of Daniel: Currents in Research

**B. Daniel: A Literary Study**

B.1 Literary Analysis: A Combination of Stories (Narratives) and Visions
B.2 Characterization of Daniel: External and Internal Profiles
B.3 Identifying and Characterizing the Apocalyptic Genre of Daniel

**C. Interpretation: Six Stories (Narratives) and Five Visions**

C.1 History of Interpretation
C.2 Challenge: Bridging the Ancient/Biblical World and the Postmodern World
C.3 Rationale: Toward A Hermeneutical Framework
C.4 From Interpretive Guidelines to Reading Strategies
C.5 Interpretation

**Six Diaspora Stories about Daniel**

I. Daniel & the Three Friends in Nebuchadnezzar’s Court (Ch. 1)
II. Daniel as Wise Man (Ch. 2)
III. God Saves the Three Friends from the Fiery Furnace (Ch. 3)
IV. Nebuchadnezzar’s Pride Takes a Fall (Ch. 4)
V. The Writing on the Wall and Its Interpretation (Ch. 5)
VI. Daniel in the Lion’s Den (Ch. 6)

**Five Visions**

VII. The Vision of the Four Beasts (Ch. 7)
VIII. The Ram and the Goat (Ch. 8)
IX. Daniel’s Prayer of Repentance (9:1-27)
X. The Vision of a Heavenly Messenger (10:1-11:1)
XI. The Scope and End of History (11:2-12:13)

D. Theology of Daniel

D.1 From Interpretation to Theological Assessment
D.2 Humankind and the World in Conflicts: The Role of Piety, Faith, and Wisdom
D.3 View of the “Apocalyptic God” in Daniel
D.4 Kingdom of God in Daniel

V. Book of Daniel - Master Bibliography (Revised, Summer 2013)

Direct links for e-Rs will be provided.

A. Commentaries/Introductions


Montgomery, James. ICC. Sheffield: T&T Clark, 1927.


**B. Literary Studies**


______. "Story, Vision, Interpretation: Literary Approaches to Daniel." In *The Book of*


Woodward, B. L., Jr. "Literary Strategies and Authorship in the Book of Daniel." JETS

C. **Interpretive Issues**


______. "The Meaning of 'the End' in the Book of Daniel." In *Of Scribes and Scrolls:*


Davies, P. R. "Daniel Chapter Two." JTS 27 (1976): 392-401.  e-R

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Kuhn, Karl A. “The “One Like a Son of Man” Becomes the “Son of God”.” *CBQ* 69 (2007): 22-42.  e-R


McComiskey, T. E. "The Seventy Weeks of Daniel against the Background of Ancient


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