B261 Acts

3 credits. Prerequisite: Introduction to the New Testament

February 29-March 4, 2016
Module D
Mon-Fri. 9:00am - 4:00 pm

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Martin Mittelstadt (PhD, Marquette University) is Professor of Biblical Studies at Evangel University in Springfield, MO (2000). He is a lifer in the Pentecostal tradition; he grew up in Winnipeg and served as a pastor for 10 years prior to his current position at EU. His publications include The Spirit and Suffering in Luke-Acts: Implications for a Pentecostal Pneumatology (London: T & T Clark, 2004) and Reading Luke-Acts in the Pentecostal Tradition (Cleveland, TN: CPT Press, 2010). For a complete list of publications see his bio and links at: http://web.evangel.edu/Directory/Bios/Index.asp?username=MittelstadtM

Course Description

(Luke)-Acts is a pastoral narrative that documents the origin and advancement of the early church. Attention will be given not only to Luke the historian, but Luke the theologian and literary artist. Students will be encouraged to utilize these literary conventions for personal and vocational application. In recent years, exciting developments concerning Luke as a historian and theologian have produced exciting opportunities for fresh scholarship, particularly among Pentecostals.

Relationship to Horizon’s Mission and Core Competencies

The college’s mission is to Prepare Leaders for Christian Life and Ministry. Please describe the contribution this course makes toward this mission as you see it.

- Therefore, following areas of competency development apply to this course:
  - **Biblically and Theologically Literate** – applies God’s Word carefully in order to uphold the Christian faith and discern unsound teachings.
  - **Disciple Maker** – a faithful and effective witness for Jesus Christ, demonstrates global awareness and missionary needs, able to mentor others to become competent kingdom leaders.

Essential Elements of Competency Development

In order to meet a level of competency, students should be able to:
1. Interpret biblical passages appropriate to their genre, language, and historical and canonical context. (accessing original languages, knowing key biblical themes).
2. Compose and defend interpretations of Scripture and theology.
3. Explain and apply Scripture and theology as a foundation for ministry (evangelism, worship, liturgy, etc.).
4. Articulate sound, doctrinal truths using language and metaphor consistent with the hearer and occasion. Demonstrates the ability to infer life principles from these truths and to convey them to others.
5. Displays awareness of the needs of the culture and prevailing worldviews around them both on the local and the global level. This awareness is accompanied by tangible action to extend grace and bring hope.
6. Clearly defines the essential Christian doctrines and creates opportunity to share these in loving, humble and non-confrontational ways.

Learning Outcomes
Upon completion of this course, the student will be able to:
   1. Assess the various purposes proposed for the penning of Acts.
   2. Articulate and evaluate the various structural and literary proposals of the Lukan story.
   3. Evaluate the history of interpretation and current trends of Lukan scholarship.

Portfolio Components
This course supports the following portfolio components (See Student Handbook, p. 45 for further description):
   • Not applicable

Ministry Formation Components
This course includes one assignment that also applies to your Ministry Formation requirements (See Student Handbook, p. 43 and 71 for further description):
   • Not applicable

Required Textbooks and Readings

Recommended Textbook

Course Assignments and Activities

BEFORE THE COURSE

- The following assignments prepare you to interact not only with Luke, but with your fellow learners. We will come to class with some shared experience of Luke’s story.

1. Reading and Analysis (5 pages) Due – First Day of Class. Though the course is officially a study of Acts, it is imperative that you gain a grasp of Luke-Acts as a two volume work. Imagine for a moment that Acts is the sequel or the Third Gospel is the prequel!
   - Read or listen to Luke-Acts. This should be done in one sitting before any other secondary readings. After the first reading of Luke-Acts reflect upon its purpose(s) and theme(s). How do the two volumes function as a whole? Write down any other observations/insights that come from this reading. For the audio option, see www.biblegateway.com/resources/audio.
   - Read Acts (for the second time) and take note of plot development, characterization of major and minor figures, and flow of the narrative. Where is the narrative going? Begin to consider preliminary didactic purpose(s) that might be gleaned from the Lukan story?
   - This assignment is not meant to be technical but rather an entry into the primary literature. Don’t fret but enjoy! Grading will be gracious for completed work (I’ll get you on later assignments!). We want to be careful not to read around the text but make sure to dive in ourselves.
   - If the requirement to read in one sitting seems long, consider your ability to watch an entire hockey game or full length epic film for 3-4 hours. Give the story a chance to excite you!
   - I would also suggest that at least one reading be from a translation that you do not normally use (do not use The Message).

2. Critical Review of Roger Stronstad (approximately 5 pages) Due: First day of class.
   - In my opinion, this is the most helpful handbook of a Pentecostal approach to Lukan pneumatology.
   - For a guide, see pp. 15-18 of this syllabus. Note: a critical review need not take into account every question on the guide. Instead, the guide serves as a sample of host of questions a reader might bring to the text.

DURING THE COURSE

- If you take a look at the course schedule below, you will see our plan to interact with various methods, theological models, and approaches for application of Luke’s story. We will test several of these in class. Upon completion of our week together, you should be able to tackle such questions and topics on your own.
AFTER THE COURSE

- Upon completion of the work above, you will demonstrate your abilities as a critic of Luke. You will demonstrate the ability to assess important theological questions and wrestle with their value for your personal spiritual development and the formation of the people of God (the church).

3. History of Pentecostal Criticism  
   Due: April 8
   - Read Martin Mittelstadt’s *Reading Luke-Acts in the Pentecostal Tradition*. This work will familiarize you with the development of Lukan studies in the Pentecostal tradition.
   - See the attached questionnaire on p.19 of this syllabus.

3. Research Paper  
   Due: April 8
   - Choose a passage or theme in (Luke)-Acts. The student will develop a thesis and demonstrate solid exegetical skills. Each paper should include thorough analysis of the role of the passage/theme in the Lukan narrative followed by application for contemporary Christian life. A resource and writing guide will be distributed early in the course.
   - Since this paper serves as your FINAL exam, you will demonstrate solid understanding and application of the skills learned in class.
   - It would be in your best interest to discuss your topic with the instructor before the end of our week together.
   - 10 pages, DS, one inch margins, footnotes, bibliography.

GRADING SCHEME

1. Reading and Analysis  5 pages  First Day of Class  15 %
2. Stronstad Review  5 pages  First Day of Class  20 %
3. Mittelstadt Questions  5 pages  April 8  20 %
4. Research Paper  10 pages  April 8  40 %
5. Class Participation  5 %
                        100 %

Time Investment

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Reading</td>
<td>15</td>
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<tr>
<td>Classroom time</td>
<td>36</td>
</tr>
<tr>
<td>Daily class prep</td>
<td>4</td>
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<tr>
<td>Reading and Analysis</td>
<td>7</td>
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<tr>
<td>Stronstad Review</td>
<td>7</td>
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<tr>
<td>Mittelstadt Questionnaire</td>
<td>7</td>
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<tr>
<td>Research Paper</td>
<td>30</td>
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<td><strong>Total =</strong></td>
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<td><strong>100-110 hours</strong></td>
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COURSE SCHEDULE / OUTLINE

The following topics will be addressed and discussed in class. The schedule is flexible. Adjustments will be made based upon time and student interest.

Monday
- Syllabus + Introduction
- History of Interpretation

Tuesday
- Literary Criticism
- Journey Motif
- Landscape
- Hospitality

Wednesday
- Pneumatology
- Healing
- Social Justice

Thursday
- Persecution / Suffering
- Birth Narrative
- Passion / Resurrection
- Pauline Mission
- Women
- Poetry (Kilian McDonnell)

Friday
- Recent and Emerging Critical Methodologies
- Empire, Peace, Canonical, Post-Colonial

General Assignment Guidelines
Please see the Horizon College and Seminary Format Guide (click here) for assignment submission and formatting guidelines as well as policies for late assignments, extensions, and rescheduling of exams.

Academic Honesty
Horizon College and Seminary uses the following definition of plagiarism from the University of Saskatchewan: Plagiarism is “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results
are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to 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, p. 40.

Disability Services Information
If you have specific physical or mental health conditions or learning disabilities that require accommodations, please contact the Student Services department as early as possible so that your learning and/or physical needs can be met appropriately. You will need to provide current documentation of your disability or condition. For more information, please contact Sonia Estrada at sestrada@horizon.edu.

Assessment/Grading
For students in a competency-based program (CBE), Horizon’s grading is based on the stated criteria for learning outcomes, which is in keeping with a CBE approach. Since competency is the focus of assessment, students will receive grades on assignments according to the four-level CBE scale below. Assessments will include feedback on specific elements of the competencies with commendations and suggestions for improvement. However, for transferability purposes the final grade for the course will include a U of S equivalency letter grade.

<table>
<thead>
<tr>
<th>Horizon CBE scale</th>
<th>U of S equivalent</th>
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<tbody>
<tr>
<td>E</td>
<td>Exceeding competency requirements A- to A+</td>
</tr>
<tr>
<td>M</td>
<td>Meeting competency requirements B- to B+</td>
</tr>
<tr>
<td>BTM</td>
<td>Beginning to meet competency requirements C- to C+</td>
</tr>
<tr>
<td>NYM</td>
<td>Not yet meeting competency requirements F to D-</td>
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**Please note that in order to pass this course, you must achieve a level that either meets or exceeds the competency requirements.

Bibliography


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The Critical Review

- In today’s world, so many books are written and published that one cannot hope to read everything, even in a specific field. In order to have an idea of what others are saying, I can read book reviews. They give the thrust of the work, an evaluation of its contents, and an assessment of its importance.

- In a university environment, critical book reviews force students to read carefully and write thoughtfully.

What is a critical Review?

- A critical review is not a destructive criticism of the author and his or her ideas, but a careful analysis of the work. A critical review attempts to answer at least seven different questions:
  - What is the basic thrust of the author’s work?
  - Why does the author say what he or she says?
  - To whom is the writing directed and for what purpose?
  - For whom or what (or against whom or what) does the author stand?
  - How well has the author met his or her own objectives?
  - How does this work compare with other writings?
  - What is the reviewer’s opinion of the work?

How do I write a critical review?

- Preparing a 4-5 page book review entails reading, taking notes, evaluating what has been read, and writing out a summary, assessment, and comments of the book or article.

- A book review should contain four main components:
  1. A complete title with bibliographical data. For example

This information must be at the top of the first page. This is standard procedure.

2. Relevant information regarding the author, his or her academic training, position, and other books authored. Information on the author may be obtained from the book itself, from biographical files many libraries keep, and from other sources. This information should be selective and integrated into the review. Do not open with a lengthy paragraph filled with the accomplishments of the author. Your goal is to establish credibility or lack thereof.

3. A summary should synthesize the thrust of the book and its main arguments. Take care not to distort the emphasis given by the author. The length of the summary will depend, not only on the length of the material, but on the complexity of its contents. Try to keep the summary to no more than two-thirds of the review. A summary must precede the evaluation. The reader must first understand the content of the book before hearing the reviewer’s critique.

4. An evaluation of the book should be made first of all on the basis of the author’s own objectives, as stated in the introduction. This mandates a careful reading of the introduction or preface. A critique must document the author’s statements, giving the page where the item was found. Sometimes a review quotes paragraphs that show the author’s
position. Be sure to keep in mind the author’s content in order not to distort the ideas. Although one may disagree with the author and with the position he or she espouses, the language of a book or article review must be courteous. A well-documented analysis will be more convincing than a heated, emotional tirade. The language of a review written for a class assignment should be similar to that of research—cool, calm, and collected. Think of meeting the author of the book at a professional meeting and having him say in dismay, “So are you the reviewer who hit me so hard?”

- For formatting and content samples see the following journals on reserve in the library: *Pneuma, Journal of Pentecostal Theology*.

Questions to guide evaluation:

- Is the subject vital? If so, to whom? What difference will it make ten years from now?
- Is the subject too broad or too broad for the author? Is it too shallow, too restricted?
- Is the author straightforward? Does he announce his bias? His limitations? His intentions? Every writer leaks bias for good or for ill!
- In the introduction, are the purpose of the study and the statement of the problem clear?
- Is the presentation clear and logical? Is the sequence natural? Are there missing points? Are the sections clear and self-contained?
- Is the research reliable? Does anything indicate you cannot fully trust this paper? Do you feel the author really looked everywhere she possibly could and reported accurately and without bias?
- What does the use of footnotes show? Are there too many notes? Too few? Are they from old sources? All from similar sources? Or from the same sources? Is the form clear and consistently used?
- Does the bibliography tell you something additional about the paper? Can you tell whether the author is using primary sources? General sources? Or authorities in the field?
- Is the language clear, concise, or wordy and unnecessarily difficult? Does the choice of words show carelessness? Conceit?
- Does the paper show a sincere desire to search out truth or is it a defense of a position?
- Usually the last item in an evaluation includes assessment of what group(s) will profit from reading this book. You may also want to suggest how useful the book will be for this certain group.

Further Tips for a critical review:

- A title page is not necessary.
- Insert page numbers. If you do use a title page (and it is not necessary), start pagination with the first page of your text— not the title page.
- Put your name, course, and date in the top right hand corner of page. Single space in the header (see my header).
- Do not leave spaces between paragraphs.

- Be sure to indent new paragraphs – hit enter (one time) and the tab button.
- Do not use a footnote when citing or quoting the author of the work. Put the page number at the end of the sentence in brackets with the punctuation to follow. For example, “Jesus and Paul share the same view” (33).
- Every quotation or reference to another work requires citation!!!
Reviews typically require FEW secondary references.

- All direct quotations longer than two lines must be single spaced. The margins must also be reduced by one tab on the left and right sides.
- For a short review, be careful to limit the number of quotations – shorten lengthy quotes by citing only what is crucial. Try to catch the sense of the writer and put her thoughts in your own words.
- The first time you use the name of any person give the full name. Every subsequent reference should refer to the last name only.
  - Thus Luke Timothy Johnson… Then Johnson… Not Luke, Dr., Mr., Mister, Mrs., Johnson!
  - Refer to the author by name. Refrain from statements like… “the author/writer states:” The writer has a name. Use it.
  - Refer to the author by name not the book. “What Saint Paul Really Said emphasizes…” is not legit. The book is not personal. The book does not communicate. Use the name of the writer – she is the communicator. “Jackson emphasizes…”
- The title of a work must be in italics. A chapter must be in double “quotation marks.”
  - All foreign terms must be in italics - Pax Romana, imago Dei.
- Don’t use contractions.
- Do not use numbers – “21st century” = twenty first century.
- Be sure your spell check is on. Take note of the red squiggly lines (lines).
  - Please take note of the spelling of proper names. Thus the name of the instructor or author conveys attention (or lack thereof) to detail. I’ve seen more than I care to share.
    - Mittlestat, Middlestat, Middlemann, Martinstat. Mitteldale, etc. OUCH. First impressions are crucial – imagine sending this through your office or as a resume.
- Avoid superlatives unless absolutely necessary. “Everyone will agree that this book is the best on the subject…” This cannot be quantified.

Concerning your commentary:

- The introduction should grab the attention of the reader. Provide the reader with a statement or two concerning the big idea of the work. Think of the magnitude of the work – pioneering, controversial, summarizing, etc.
  - Don’t just jump into chapter one.
- The conclusion should summarize again the big idea of the book and your primary response.

Before submitting your final paper:

- Read your paper out loud. Ask a friend to read it to you – preferably twice – for grammar and structure, then content.
- Imagine giving the paper to your boss.
• No need for binders, folders, etc. Simply staple your paper!

See further Nancy Jean Vyhmeister, Quality Research Papers (Zondervan, 2001).

Why write?
• Values/Personal Interests (choosing your topic; i.e., asking, “What’s important to me?”)
• Focus/Scope/Conciseness (narrowing of ideas)
• Dependence on God (Yes! Why not?)
• Resourcefulness (finding appropriate sources)
• Organization (putting your thoughts together in a way that can be clearly presented)
• Honor (acknowledging those who have gone before, i.e., the academic efforts of others)
• Integration (How does this paper relate to life?)
• Creativity (making the most of the opportunity to express yourself)
• Resolve (figuring out what you believe on the issue, why, and being bold enough to express it)
• Responsibility & Time Management (meeting process deadlines, making your Write Place appt.)
• Clarity and Coherence (learning to write well)
• Accountability (avoiding plagiarism)
• Thoroughness (making sure you’ve covered the main elements of the topic)
• Format requirements (i.e., Turabian vs. APA) – may make it easier next time!
• Attention to detail (meeting the requirements of responsibility)
• Computer Skills (ah, those footnotes!)
• Fruit of the Spirit (patience in particular; also peacefulness, faithfulness, etc.!!!)
• Community (realizing the benefit of a good editor) & (learning the librarian’s name!)
• Punctuality (making the due date)
• Achievement (sense of a job well done)
• Improvement (taking professor comments on the paper and learning from them)
• Insight (you become more of an “expert” on the topic than you were before!)
• Community (publishable material can become part of the greater academic community)

I am indebted to my colleague Lois Olena for this list!!

- This is not a traditional review. Instead, work through the following questions – number by number. Write approximately a one-page response per question. Locate references in parentheses, for example (21).

1. What is the underlying purpose of this work? Stated simply, what leads Mittelstadt to sit down and write this volume?

2. Give a thumbnail sketch of the major issues to guide and inform Pentecostal reading of Luke-Acts during what Mittelstadt calls “the pre-critical era” (Stage 1).

3. What factors give rise to the emergence of Pentecostal scholars in the academic marketplace?

4. Of the issues to emerge in Stage 3, which single issue strikes you as most significant in your reading and experience of Luke-Acts? You may think in terms of what angle has been most emphasized in your church(es)? If you are not in a Pentecostal environment, what category do you believe your tradition most emphasizes?

5. In stage 4, Mittelstadt discusses new areas of research among Pentecostal scholars. Whether you are Pentecostal or otherwise, discuss the single issue you think carries the most weight in your personal and life? And what issue requires the most attention in the church at large? Why and Why?

6. Of the future possibilities (final section), what topic would you suggest needs immediate attention in today’s church? Why?

7. Mittelstadt provides summaries of a vast assortment of Pentecostal scholarship. In light of his survey, read 200 pages of secondary literature? Give full bibliographic and page parameters for your reading. Explain your choice and how (or if) these works proved valuable?

8. Optional - Final thoughts! Share any final reflections, questions, or concerns to emerge from this work.