



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry



NT6301: Pentecostal Theology of Luke and Paul 3 credits

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Course Goals

Course Description

In recognition of Luke's unique contribution as a literary artist, historian, and theologian, this course studies his account of the story of Jesus and the emergence of the nascent Christ-believing community. Besides exploring the genre and socio-cultural context of Luke-Acts, the course will invite students to respond positively to Luke's aim to inform and deepen the faith of Christ-followers. Throughout the coursework, particular attention will be given to the interpretation of Luke-Acts and the development of theology within the Pentecostal tradition.

Relationship to Horizon's Mission

This course prepares students for Spirit-empowered life and ministry by equipping them to understand and apply biblical truth with greater proficiency.

Core Competencies and Learning Outcomes



1. Outline the elements and structure of the narrative of Luke-Acts.
 - *Assessment:* Reading Log and Outline of Luke-Acts
2. Identify and explain key emphases and their significance in Luke-Acts.
 - *Assessment:* Summary Notes on Commentary, Course Lectures

3. Interpret Luke-Acts in light of its literary and socio-historical contexts, and distinct theological perspective with the assistance of relevant secondary literature.
 - *Assessment:* Research Paper, Summary Notes on Commentary, Course Lectures
4. Reflect upon how a Pentecostal theology and perspective informs the interpretation of Luke-Acts.
 - *Assessment:* Research Paper, Mittelstadt and Stronstad Book Reviews, Course Lectures

Course Work

Required Readings

NRSV or NIV version of Luke and Acts

Keener, Craig. *An Exegetical Commentary: Introduction and 1:1-2:47*. Grand Rapids: Baker, 2012.

Mittelstadt, Martin W. *Reading Luke-Acts in the Pentecostal Tradition*. Cleveland: CPT Press, 2010.

Stronstad, Roger. *The Charismatic Theology of St. Luke*. Grand Rapids: Baker, 2012.

****While students have the benefit of accessing 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. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.**

Course Assignments and Activities

1. *Reading Log and Outline of Luke-Acts* – Read the assigned portions of Luke-Acts before each class. As you do so, follow the outline of Luke-Acts provided on Populi and keep a record of the date and time it took to read the assigned chapters. When you have completed the readings, submit the outline, record of reading duration, along with a statement of confirmation that you have completed the readings (at the bottom of the outline provided on Populi). 5%
 - Related learning outcome: #1.
 - **Due date:** Dec. 1, 2022
2. *Mittlestad and Stronstad Book Reviews* – For each textbook, write a book review that includes two parts: 1) a description of the book, including its primary argument, perspective of the author, and the purpose of each chapter (3-4 pages); and 2) an evaluation of the extent to which the author provides a compelling argument and relevant message for the church (3-4 pages). A more detailed description of this assignment will be provided during the first week of class. 40%
 - Related learning outcomes: #4.
 - Assignment length: 6-8 pages for each review.

- **Due date:** Nov. 7, 2022

3. *Summary Notes on Keener's Commentary:* Read the introduction and take point-form notes. 15%

- Related to learning outcomes: #2, 3
- **Due date:** Oct. 7, 2022

4. *Research Paper* – Write a research paper on one of the following topics: 30%

Deity of Jesus	Harmony	Atonement	Resurrection
Discipleship	Healing	Baptism	Salvation
Evangelism	Holy Spirit	Christology	Suffering
Exorcism	Leadership	Church	Temple
Food	Miracles	Church + Israel	Witness
Food laws	Fellowship	Mission	Idolatry
Church leadership	Church Order	Women	Holy Spirit
Generosity	Money	Prayer	Guidance
Gospel	Persecution	Death of Jesus	Politics

- The research paper must include the following components: 1) a clearly-articulated thesis and conclusion; 2) a well-organized discussion of your chosen theme; and 3) at least ten scholarly sources that support your findings, including the work of at least three Pentecostal scholars. At the conclusion of the paper, reflect upon how your chosen topic and thesis relates to the history of Pentecostal thought and interpretation of Luke-Acts (~2-3 pages).
 - Related learning outcomes: #4.
 - Assignment length: 12-15 pages.
 - **Due date:** Dec. 16, 2022
5. *Course Lectures* – Listen to all the VOD course lectures and write five reflective responses in which you highlight how at least five class topics had an impact on your ministry and/or the development of your Pentecostal perspective on Luke-Acts.
- Related learning outcomes: #2-4.
 - Assignment length: 2 pages per reflective response.
 - **Due date:** Sept. 16, Oct. 14, 28, Nov. 11, 25, 2022

Course Outline

Text	Class Topic
Luke 1:1-4	Introduction: Authorship, Date, Purpose and Genre
Luke 1-2	Methods for Studying Luke-Acts
Luke 1-3	Methods for Studying Luke-Acts
Luke 3-4	Luke's Apocalyptic Perspective
Luke 4-8	Mission and Identity of Jesus
Luke 5-8	Mission and Identity of the Disciples

Luke 5-8	Jesus Mobilizes His Mission
Luke 9-19	Journey to Jerusalem
Luke 9-19	Economics, Justice, and the Kingdom
Luke 9-19	Transformation of Social Order in the Kingdom
Luke 20-23	Death of Jesus and the Plan of God
Luke 24; Acts 1	Resurrection and Mission
Acts 2-3	Descent of Spirit: Restoration of God's People
Acts 4-5	External and Internal Conflict
Acts 6-8	Expansion of the Mission
Acts 9, 13, 28	Saul's Transformation and Mission
Acts 10-11	Peter and Cornelius
Acts 15	A Turning Point: Israel and the Nations
Acts 14, 16	Cultural Collision in Luke-Acts
Acts 17-19	Luke-Acts and Empire

Academic Policies

Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good

B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “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 Seminary [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to optimize their learning experience. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above 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.

Campus Health Policy

Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of full 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 encourages 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 Horizon College and Seminary 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.

Select Bibliography

Select Commentaries:

Gospel of Luke

*Bock, Darrell L. *Luke*. 2 vols. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 1994-1996.

*Bovon, François. *A Commentary on the Gospel of Luke 1:1-9:50*. Hermeneia. Translated by Christine M. Thomas. Minneapolis: Fortress Press, 2002.

- *Carroll, John T. *Luke: A Commentary*. NTL. Westminster John Knox, 2012.
- Ellis, Earle. E. *The Gospel of Luke*. London: Marshall, Morgan & Scott, 1981.
- *_____. *The Gospel of Luke*. New International Commentary on the New Testament. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1997.
- *Fitzmyer, Joseph A. *The Gospel According to Luke*. 2 vols. Anchor Bible Commentary Series 28-28A. Garden City: Doubleday & Company, 1981-1985.
- *Green, Joel B. *The Gospel of Luke*. New International Commentary on the New Testament. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1997.
- *Johnson, Luke Timothy. *The Gospel of Luke*. Sacra Pagina 3. Collegeville: Liturgical Press, 1991.
- *Marshall, I. Howard. *The Gospel of Luke: A Commentary on the Greek Text*. New International Greek Commentary. repr., Grand Rapids: Wm. B. Eerdmans Publishing Company, 1992.
- *Nolland, John. *Luke 1-9:20*. Word Biblical Commentary 35a. Nashville: Thomas Nelson Press, 1989.
- _____. *Luke 9:21-18:34*. Word Biblical Commentary 35b. Nashville: Thomas Nelson Press, 1989.
- _____. *Luke 18:35-24:53*. Word Biblical Commentary 35c. Nashville: Thomas Nelson Press, 1989.
- *Tannehill, Robert C. *The Narrative Unity of Luke-Acts: A Literary Interpretation*. 2 vols. Philadelphia: Fortress Press, 1986-1990.

Book of Acts

- *Barrett, C. K. *A Critical and Exegetical Commentary on the Acts of the Apostles*. ICC. 2 vols. Edinburgh: T&T Clark International, 1994, 1998.
- *Bock, Darrell. *Acts*. BECNT. Grand Rapids: Baker Academic, 2007.
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- *Fitzmyer, Joseph A. *The Acts of the Apostles: A New Translation with Introduction and Commentary*. AB. New York: Doubleday, 1998.
- *Gaventa, Beverly Roberts. *The Acts of the Apostles*. Abingdon Press, 2003.
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- *Johnson, Luke Timothy. *The Acts of the Apostles*. Collegeville, MN: Liturgical Press, 1992.
- Kistemaker, Simon J. *Exposition of the Acts of the Apostles*. Grand Rapids: Baker, 1990.
- *Larkin, William J. *Acts*. Downers, Ill., USA: InterVarsity Press, 1995.
- *Marshall, I. Howard. *The Acts of the Apostles*. TNTC. Grand Rapids: Eerdmans, 1980.
- *Parsons, Mikeal C. *Acts*. Paideia. Grand Rapids: BakerAcademic, 2008.
- *Pelikan, Jaroslav. *Acts*. Grand Rapids: Brazos, 2005.
- *Peterson, David G. *The Acts of the Apostles*. PNTC. Grand Rapids: Eerdmans, 2009.
- Stott, John R. W. *The Message of Acts: The Spirit, the Church and the World*. Downers Grove, IL: InterVarsity Press, 1994.
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- *Tannehill, Robert C. *The Narrative Unity of Luke-Acts: A Literary Interpretation Volume Two: The Acts of the Apostles*. Philadelphia: Fortress, 1990.
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General:

- Allison, Dale C. "Who Will Come from East and West? Observations on Matt. 8:11-12 - Luke 13:28-29." *Irish Biblical Studies* 11 (1989): 158-170.
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Luke’s Use of the Old Testament

- Barrett, C. K. “Luke/Acts.” Pages 231-244 in *It is Written: Scripture Citing Scripture: Essays in Honour of Barnabas Lindars, SSF*. Edited by D. A. Carson and H. G. M. Williamson. Cambridge: Cambridge University Press, 1988.
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Luke and the Jewish People:

- Brawley, Robert L. *Luke-Acts and the Jews: Conflict, Apology, and Conciliation*. Society of Biblical Literature Monograph Series 33. Atlanta: Scholars Press, 1987.
- Jervell, Jacob. "The Divided People of God: The Restoration of Israel and Salvation for the Gentiles." Pages 41-74 in *Luke and the People of God*. Minneapolis: Augsburg, 1972.
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Identity of Jesus in Luke-Acts:

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Travel Narrative in Luke's Gospel:

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