

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

MS 939: The Mission of God in Luke & Acts

COURSE SYLLABUS

December 5-9, 2011

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Ph.D. (Intercultural Studies), Fuller Theological Seminary, Pasadena, CA (1998)
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M.St.Ed. (Education), University of Wollongong, Wollongong, NSW (1983)
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Born and raised in New South Wales, Australia, Dr. Gallagher grew up in a godly home, but did not become a follower of Jesus until his second year at the University of Wollongong. The ministries of Pastor Bill and Joan Beard and the CRC Churches International deeply influenced him in his walk with Christ. While completing his Bachelor of Science degree in Material Engineering he worked as a metallurgist at John Lysaghts, Port Kembla. Later he joined the teaching staff of Edmund Rice College in Wollongong where he taught mathematics and geography (grades seven to twelve) for seven years.

After teaching at the Catholic boys' high school, Robert pastored with the Lighthouse Christian Centre (an urban multicultural Pentecostal church) in downtown Wollongong. In the twenty one years ministering with this congregation, he served as executive pastor and taught courses in Old and New Testament at their nondenominational Bible schools.

Robert and his wife Dolores, with their daughters Sarita and Luisa, moved in 1990 to Pasadena, California where he studied at Fuller Theological Seminary earning Master of Arts degrees in missiology and theology, in addition to a doctorate in intercultural studies. Following completion of his studies Robert joined the faculty of the graduate program in Intercultural Studies at Wheaton College where he teaches courses in biblical theology of mission, the history of missions, and leadership studies.

In 2002 Robert's wife, Dolores, died of cancer. He has since married Jayna and together with her three children (Landon, Sydney, and Caprice) lives in Wheaton, Illinois.

COURSE DESCRIPTION

The course examines the Book of Acts focusing on the birth and development of the apostolic church, its relationship with Judaism and the broader Greco-Roman culture, and the progress of the missionary enterprise.

OBJECTIVES

Given the description of this course together with the instructor's goal of assisting students to become "biblically rooted and theologically formed," our study together aims to help you to:

- Trace the history of the early church as presented in the Book of Acts within the social and religious contexts of the Roman empire of the first century.
- Understand the fundamental missiological and theological themes woven through the Book of Acts.
- Become acquainted with the critical issues, current debates, and global perspectives surrounding the study of Acts.
- Learn to interpret this book, including understanding its intersection with and application to our lives, our church, and our world.

METHODOLOGY

The course will include lectures, class discussions, videos, case studies, and written reflections. It will also involve library research in the preparation of a final reflective document.

CLASS TOPICS

The following mission motifs in Luke-Acts could be discussed: Christology, contextualization, divine guidance, evangelism, Holy Spirit, Kingdom of God, leadership selection and training, ministry to the marginalized, miracles, mission expansion, persecution, prayer, prophecy, salvation, spiritual conflict, spirituality, suffering, and women in leadership.

STUDENTS WITH DISABILITIES

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Office of Student Services. Contact Student Services, 1435 N. Glenstone Ave, Springfield, MO 65802; 417/286-1081 or email: studentservices@agts.edu. Students are required to provide documentation of disability to Student Services prior to receiving accommodations.

COURSE LITERATURE

Those who have not read the background literature should do so to plan for the qualifying examination later in the program. Write an electronic summary card of each book or article read using *Citation Bibliographic and Research Note Software* (<http://www.citationonline.net>) to facilitate your review of this literature throughout your program.¹ These notes will prove to be a crucial tool for your qualifying exam preparation in which you will be required to show your mastery of missiological literature. You should periodically review these cards and have a good understanding of the content by the time of the exam. The cards will be graded as credit/no credit.

Students should read all the required textbooks. Books will be available for purchase at the Founders Bookstore, Evangel University <http://www.cbamatthews.com/evangel/>. Be sure to buy and read the textbooks for every class before you come to the modules. Another book source is Gary Flokstra who has both new and used books for missionaries and mission organizations at info@4wrd.org. You may also purchase the books from www.amazon.com.

Required Textbooks

The Bible. Use a contemporary translation such as the *NASB*, *NIV*, *NRSV*, or *TNIV*, but not a paraphrase such as *The Living Bible*, *NLT*, *The Message*, *The New Testament in Modern English*, or *The Amplified Bible*; or a translation based on the *Textus Receptus* such as the *KJV* or *NKJV*.

Gallagher, Robert L. and Paul Hertig, eds. *Mission in Acts: Ancient Narratives in Contemporary Context*. American Society of Missiology Series, No. 34. Maryknoll: Orbis Books, 2004 (4th printing, August 2007). ISBN 1-57075-493-4 (pbk). \$21.75. Print 323 pp.

Required Selected Textbooks

The following list of commentaries for the Book of Acts is divided into five sections: the first contains the best detailed, critical commentaries using the Greek text; the second list more mid-level works using the English text (some with references to the Greek in footnotes); the third consists of commentaries that are briefer and/or have a special focus on application; the fourth list contains socio-cultural works that bring understanding to the first century Greco-Roman world; and the fifth list is a collection of Pentecostal scholars that mainly explore the pneumatological issues of Luke-Acts. At least one priority title is asterisked [*] for each level. Items so marked are top priority for acquisition and/or use. Others would be good to have if and when finances allow and are well worth consulting even now. All are selected as excellent out of a much larger list that could have been compiled. Selections are consciously weighted in favor of evangelical scholarship, but excellent works from other perspectives are included.

¹ The Seminary provides *Citation* on your acceptance into the doctoral program, but you are welcome to use the software of your choice. Note: MAC users will need to find a substitute for the Citation software since it is only designed for PCs.

List of Abbreviations:

AB	Anchor Bible
BECNT	Baker Exegetical Commentary on the New Testament
BST	Bible Speaks Today.
CBL	Complete Biblical Library
EBC	Expositor's Bible Commentary
ICC	International Critical Commentary
JPT	Journal of Pentecostal Theology
JSNT	Journal for the Study of the New Testament
NAC	New American Commentary
NICNT	New International Commentary on the New Testament
NIVAC	NIV Application Commentary
NTC	New Testament Commentary
PNTC	Pillar New Testament Commentary
TNTC	Tyndale New Testament Commentary

List 1:

Barrett, C. K. *A Critical and Exegetical Commentary on the Acts of the Apostles* (ICC, rev.). 2 vols. Edinburgh: T & T Clark, 1994-98.

Bock, Darrell L. *Acts* (BECNT). Grand Rapids: Baker, 2007.

*Fitzmyer, Joseph A. *The Acts of the Apostles* (AB, rev.). New York: Doubleday, 1998.

Pervo, Richard I. *Acts* (Hermeneia). Minneapolis: Fortress, 2008.

List 2:

Bruce, F. F. *The Book of the Acts* (NICNT). Grand Rapids: Eerdmans, 1988.

Longenecker, Richard N. "Acts," in EBC, rev., vol. 10, 663-1102. Grand Rapids: Zondervan, 2007.

Marshall, I. Howard. *The Acts of the Apostles* (TNTC, rev.). Grand Rapids: Eerdmans, 1980.

*Peterson, David G. *The Acts of the Apostles* (PNTC). Grand Rapids: Eerdmans, 2009.

Polhill, John B. *Acts* (NAC). Nashville: Broadman, 1992.

Tannehill, Robert C. *The Narrative Unity of Luke-Acts*. 2 vols. Philadelphia: Fortress Press, 1986.

Witherington, Ben, III. *The Acts of the Apostles: A Socio-Rhetorical Commentary*. Grand Rapids: Eerdmans, 1998.

List 3:

*Fernando, Ajith. *Acts* (NIVAC). Grand Rapids: Zondervan, 1998.

Gaventa, Beverly Roberts. *The Acts of the Apostles*. Nashville: Abingdon, 2003.

González, Justo L. *Acts: The Gospel of the Spirit*. Maryknoll: Orbis, 2001.

Larkin, William J. *Acts* (NTC). Downers Grove: IVP, 1995.

Parsons, Mikeal C. *Acts* (Paideia). Grand Rapids: Baker, 2008.

Pelikan, Jaroslav. *Acts*. Grand Rapids: Brazos Press, 2005.

Stott, John R.W. *The Message of Acts: The Spirit, the Church, and the World* (BST). Downers Grove: InterVarsity Press, 1994.

List 4:

Ferguson, Everett. *Backgrounds of Early Christianity*. 3rd ed. Grand Rapids: Eerdmans, 2003.

Hemer, C. J. *The Book of Acts in the Setting of Hellenistic History*. Winona Lake: Eisenbrauns, 1990.

Hubbard, Moyer V. *Christianity in the Greco-Roman World: A Narrative Introduction*. Peabody: Hendrickson Publishers, 2010.

Jeffers, James S. *The Greco-Roman World of the New Testament Era: Exploring the Background of Early Christianity*. Downers Grove: InterVarsity Press, 1999.

Jeremias, Joachim. *Jerusalem in the Time of Jesus*. Translated by F. H. and C. H. Cave. London: SCM, 1973.

Jervell, Jacob. *Luke and the People of God: A New Look at Luke-Acts*. Minneapolis: Augsburg Publishing House, 1972.

*Malina, Bruce J. *The New Testament World: Insights from Cultural Anthropology*. Rev. ed. Louisville: John Knox Press, [1981] 1993.

Neyrey, Jerome H. *The Social World of Luke-Acts: Models for Interpretation*. Peabody: Hendrickson Publishers, 1991.

Talbert, Charles H. *Reading Acts: A Literary and Theological Commentary on the Acts of the Apostles*. Rev. ed. Macon: Smyth & Helwys Publishing, 2005.

Winter, Bruce W., ed. *The Book of Acts in its First Century Setting*. 5 vols. Grand Rapids: Eerdmans, 1993-1996.

Vol. 1: *The Book of Acts in its Ancient Literary Setting*, ed. B.W. Winter and Andrew D. Clark, 1993.

Vol. 2: *The Book of Acts in its Graeco-Roman Setting*, ed. David W. J. Gill and Conrad Gempf, 1994.

Vol. 3: *The Book of Acts and Paul in Roman Custody*, ed. Brian Rapske, 1994.

Vol. 4: *The Book of Acts in its Palestinian Setting*, ed. Richard Bauckham, 1995.

Vol. 5: *The Book of Acts in its Diaspora Setting*, ed. Irina Levinskaya, 1996.

List 5:

Alexander, Paul, Jordan Daniel May, and Robert G. Reid, eds. *Trajectories in the Book of Acts: Essays in Honor of John Wesley Wyckoff*. Eugene: Wifit and Stock, 2010.

Chant, Barry. *Empowered by the Spirit*. Miranda: Tabor Publications, 2008.

Cho, Yongmo. *Spirit and Kingdom in the Writings of Luke and Paul: An Attempt to Reconcile these Concepts*. Carlisle: Paternoster, 2005.

Dunn, James D.G. *The Christ and the Spirit: Collected Essays of James D.G. Dunn*. 2 vols. Grand Rapids: Eerdmans, 1998.

Ervin, Howard. *Spirit Baptism: A Biblical Perspective*. Peabody: Hendrickson Publishers, 1987.

Fee, Gordon D. *Gospel and Spirit: Issues in New Testament Hermeneutics*. Peabody: Hendrickson Publishers, 1991.

Horton, Stanley M. *The Book of Acts* (CBL). Springfield: Gospel Publishing House, 1988.

Horton, Stanley M. *What the Bible Says About the Holy Spirit*. Springfield: Gospel Publishing House, 1979.

Hur, Ju. *A Dynamic Reading of the Holy Spirit in Luke-Acts*. JSNT, 211. Sheffield: Sheffield Academic Press, 2004.

*Menzies, Robert P. *Empowered for Witness: The Spirit in Luke-Acts*. JPT, 6. Sheffield: Sheffield Academic Press, 1994.

Menzies, Robert P. *The Development of Early Christian Pneumatology with Special Reference to Luke-Acts*. JSNT, 54. Sheffield: Sheffield Academic Press, 1991.

Menzies, William W. and Robert P. Menzies. *Spirit and Power: Foundations of Pentecostal Experience*. Grand Rapids: Zondervan, 2000.

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

Mittelstadt, Martin William. *The Spirit and Suffering in Luke-Acts: Implications for a Pentecostal Pneumatology*. JPT, 26. London: T & T Clark, 2004.

Penney, John Michael. *The Missionary Emphasis of Lukan Pneumatology*. Sheffield: Sheffield Academic Press, 1997.

Shelton, James B. *Mighty in Word and Deed: The Role of the Holy Spirit in Luke-Acts*. Peabody: Hendrickson Publishers, 1991.

Stronstad, Roger. *The Prophethood of All Believers: A Study in Luke's Charismatic Theology*. Cleveland: CPT Press, 2010.

Stronstad, Roger. *The Charismatic Theology of St. Luke*. Peabody: Hendrickson Publishers, 1984.

Turner, Max. *Power from on High: The Spirit in Israel's Restoration and Witness in Luke-Acts*. JPT, 9. Sheffield, Sheffield Academic Press, 1996.

Yong, Amos. *The Holy Spirit in Luke-Acts and the Public Square*. Brewster: Paraclete Press (forthcoming).

Yong, Amos. *Who is the Holy Spirit? A Walk with the Apostles*. Brewster: Paraclete Press, 2011.

CALENDAR AND OUTLINE

Monday, December 5, 2011: “Biblical Hermeneutics & the Mission of the Spirit”

<i>Time</i>	<i>Topic</i>	<i>Reading</i>
8:00-10:00 am	Introduction of the Class & Course Biblical Hermeneutics	Syllabus
10:00-10:30	Break	
10:30-12:00 pm	Theologizing in Mission	
12:00-1:00	LUNCH with class catered at AGTS	
1:00-3:00	Background to Luke-Acts	Luke 1:1-4; 24:33-53 Acts 1:1-5 Chapter 1, <i>Mission in Acts</i>
3:00-3:30	Break	
3:30-4:30	Messianic Hope Coming of the Holy Spirit	Luke 1:32-33, 55, 68, 71; 2:11, 38; 17:20-21; 19:11; 23:2; 24:21; Acts 1:1-10 Acts 1:1-2:13 Chapter 2, <i>MIA</i>
4:30-5:00	Personal and corporate missiological reflection of the day's activities	
5:00-6:00	DINNER	
6:00-9:00	Prayer, reading, and reflection of the Book of Acts	

Tuesday, December 6, 2011: “Mission in Jerusalem & Worldview Conflicts”

<i>Time</i>	<i>Topic</i>	<i>Reading</i>
8:00-10:00 am	Peter’s Speech at Pentecost Peter’s Speech in the Temple	Acts 2:14-47 Chapter 3, <i>MiA</i> Acts 3:1-26 Chapter 4, <i>MiA</i>
10:00-10:30	Break	
10:30-12:00 pm	First Persecution	Acts 4:1-31 Chapter 5, <i>MiA</i>
12:00-1:00	LUNCH with class, catered at AGTS	
1:00-3:00	Comparison of Community Sharing Second Persecution	Acts 4:32-5:11 Acts 5:12-42
3:00-3:30	Break	
3:30-4:30	Christian Conflicts	Acts 6:1-7 Chapter 6, <i>MiA</i>
4:30-5:00	Personal and corporate missiological reflection of the day’s activities	
5:00-6:00	DINNER	
6:00-9:00	Prayer, reading, and reflection of the Book of Acts	

Wednesday, December 7, 2011: “New Beginnings: Mission to the Margins”

<i>Time</i>	<i>Topic</i>	<i>Reading</i>
8:00-10:00 am	Martyrdom of Stephen Third Persecution & Mission to Samaria	Acts 6:8-7:60 Chapters 7 & 8, <i>MiA</i> Acts 8:1-13
10:00-10:30	Break	
10:30-12:00 pm	The Samaritans and the Holy Spirit Philip and the Ethiopian Eunuch	Acts 8:14-25 Chapter 9, <i>MiA</i> Acts 8:26-40 Chapter 10, <i>MiA</i>
12:00-1:00	LUNCH with class, catered at AGTS	
1:00-3:00	Saul’s Conversion Saul’s Calling	Acts 9:1-19a Acts 9:19b-31 Chapter 11, <i>MiA</i>
3:00-3:30	Break	
3:30-4:30	Peter’s Conversion	Acts 9:32-11:18 Chapter 12, <i>MiA</i>
4:30-5:00	Personal and corporate missiological reflection of the day’s activities	
5:00-6:00	DINNER	
6:00-9:00	Prayer, reading, and reflection of the Book of Acts	

Thursday, December 8, 2011: “Mission to Asia Minor and Europe”

<i>Time</i>	<i>Topic</i>	<i>Reading</i>
8:00-10:00 am	Hope in the Midst of Suffering Paul’s First Mission Journey: The Contextualized Gospel	Acts 11:19-12:24 Chapter 14, <i>MiA</i> Acts 12:25-14:28 Chs 13, 15, & 16, <i>MiA</i>
10:00-10:30	Break	
10:30-12:00 pm	Council of Jerusalem	Acts 15:1-35 Chapter 17, <i>MiA</i>
12:00-1:00	LUNCH with class, catered at AGTS	
1:00-3:00	Paul’s Second Mission Journey: The Guidance of God	Acts 15:36-16:15 Chapter 18, <i>MiA</i>
3:00-3:30	Break	
3:30-4:30	Proclamation at Philippi & Beyond	Acts 16:16-18:22 Chapters 19 & 20, <i>MiA</i>
4:30-5:00	Personal and corporate missiological reflection of the day’s activities	
5:00-6:00	DINNER	
6:00-9:00	Prayer, reading, and reflection of the Book of Acts	

Friday, December 9, 2011: “**Mission in Power: To Rome or Bust**”

<i>Time</i>	<i>Topic</i>	<i>Reading</i>
8:00-10:00 am	Paul’s Third Mission Journey: The Magic of Ephesus Paul’s Persecution	Acts 18:23-21:16 Chapters 21 & 22, <i>MiA</i> Acts 21:17-22:29 Chapter 23, <i>MiA</i>
10:00-10:30	Break	
10:30-12:00 pm	Trials & Tribulations	Acts 22:30-26:32 Chapters 24 & 25, <i>MiA</i>
12:00-1:00	LUNCH with class, catered at AGTS	
1:00-3:00	Paul’s Fourth Mission Journey: The Voyage to Rome	Acts 27:1-28:31 Chapter 26, <i>MiA</i>
3:00-3:30	Break	
3:30-4:30	Personal and corporate missiological reflection of the Module	
4:30-5:00	Closure of the Course	

COURSE REQUIREMENTS

Pre-session

All pre-session work must be submitted (hard copy) during the first session of the first day of class. Except for illness and emergencies, any late paper received after the due date will automatically receive a grade reduction. That is, if your late paper deserves an A- grade, then you will be given a B+ for the assignment. Thereafter, a grade will be deducted each week your paper is late. No extra-credit work will be given. All assignments *must* be completed to pass the course otherwise a failure will be recorded with the Registrar's Office. The instructor reserves the right to modify this syllabus.

Book Review: Each student is to submit a 5-7-page book review of *Mission in Acts: Ancient Narratives in Contemporary Context* using the following guidelines. A book review is not the same thing as a book report, which simply summarizes the content of a book. When writing a book review, you not only report on the content of the book, but also assess its strengths and weaknesses. In writing a review you do not just relate whether or not you liked the book; you also tell your readers why you liked or disliked it. You must explain your reaction. As a critical observer you are not passive; you should ask questions of the book and note your reactions. Your review then discusses those questions and reactions. (Objectives 1-4).

For your book review answer the following questions:

- What are the publication details concerning the book? (1 point).
- What is the thesis and major message of the book? In other words, after clearly stating the thesis, demonstrate that you have read the book by showing how the author supported his/her thesis in each chapter. (5 points).
- What did you learn from the book? (2 points).
- How would you apply what you learned from the book to your mission context? (2 points).

Thesis Statement Guidelines

A thesis statement is a one-sentence claim made in the introduction of the paper (or the appropriate section of a book review). This claim is the underlying theme that you wish to support throughout a paper or see in a book. It is what you wish to demonstrate in the paper. You should be blunt and clearly state the thesis. For example—“*The thesis of this paper is that Western worldview assumptions have reduced Scripture to a book of propositional truths rather than relational redemption through the mission of God.*” Write out: “The thesis of this book/paper is . . .” or credit will be lost. Writing a thesis statement is a requirement for your paper and book review. Do not use words such as “understand, explore, investigate, examine, look into” in the thesis statement. Those generally deal with purpose. Therefore do not write: “The thesis of this paper is to investigate American culture.” This is not a thesis statement. This is the purpose of the paper. “The thesis of this paper is that American culture has caused increasing individualism and separatism in the U.S.A.” Ultimately, your thesis will make a claim or argument that you will support throughout your paper.

Reading of Required Selected Textbooks: Students will be required to do 500 pages of reading by selecting at least one book from each of the first two lists in the “Required Selected Textbooks” section of the syllabus; and then submit a critical review (2.5-3 pages) of each book read. (Objectives 1-4). For your book reviews answer the following questions:

- What are the publication details concerning the book? (1 point).
- What is the thesis and major message of the book? In other words, after clearly stating the thesis, demonstrate that you have read the book by showing how the author supported his/her thesis in each chapter. (5 points).
- What did you learn from the book? (2 points).
- How would you apply what you learned from the book to your mission context? (2 points).

Electronic Summary Card: Students are to write an electronic summary card of each book read in the pre-session using *Citation Bibliographic and Research Note Software*. (Objectives 1-4). Please use the following format for your card:

- A full bibliographical reference
- Number of pages read
- A brief summary of the author’s key points and theoretical perspective
- Your critique, response, insights, arguments, reflections viz. personal experience
- Significant quote(s) from the book which you might wish to cite in your research, qualifying exam, or comprehensive exam
- One sentence statement of the value of the entry for your program

For your own sake keep your comments brief (no more than a few sentences for summary and critique) and specific. Remember, the value of this is in retrieval for your own future use. Completing a record of each reading should take no more than 5 minutes. The use of *Citation* will greatly facilitate your record keeping and be an asset in your writing. Bring a copy of your reading log to the first class. Again, the more thorough your preparation, the better you will be able to contribute to the discussion in your course.

Reading Log Guidelines

Bibliography: Fauconnier, Gilles, and Mark Turner. *The Way We Think: Conceptual Blending and the Mind’s Hidden Complexities*. New York: Basic Books, 2002.

Pages Read: 464.

Summary: This book takes the research of both authors, over 15 years, with its focus on “conceptual blending,” and brings it all together in a grand-scale book that adds considerably to an understanding of how the human mind works. It includes a healthy dose of Parallel Distributive Processing, and surveys the Cognitive literature, all to show that the mental conceptualization they espouse brings us much closer to understanding “the way we think.”

Critique: This is a capstone book that has implications for cognitive studies in general and is very important for translation. If we can apply conceptual blending to translation theory, it will get us much closer to enabling receptors to make inferences regarding the source intent and bring their encyclopedic knowledge to bear on the translation.

Quote(s): Record various pertinent quotes as you deem relevant to your course and program.

Value: This is a conceptual tool we have been looking for!

Structural Outline: After *two* thorough readings of the Book of Acts, prepare an original outline of Acts (two pages maximum, typewritten, and single-spaced). This outline should indicate the major divisions and subdivisions of the document (include chapter and verses of each division); and by means of appropriate headings, reflect both the major missiological-theological themes of the book and the way the author develops his thought. This outline should be prepared with the use of the biblical text only and not with reference to any existing outline. When composing the outline, use a translation of the Bible as indicated (in the “Required Textbooks” section of the syllabus) for the text of Acts. Note: the wise student will consult various NT Introductions to see how outlines are done on *other* books. (Objectives 1, 4).

Map of the Roman Empire: Prepare an original map of the Roman Empire which includes *all* the geographical sites mentioned in Acts. The map should also trace the missionary journeys of Philip, Peter, and the apostle Paul, including his journeys to Damascus, Jerusalem, and Tarsus (see Acts 9) and Rome. The map should be foldable and poster sized, and may be drawn using the maps found in various Bible atlases and dictionaries.² After the basic map is prepared, read Acts and follow the history on the map and include any geographical places not already noted. The map will be due on the first day of class. (Objective 1, 4).

Session

Engagement: Engage in the course by full attendance and active participation. A significant participation presupposes careful reading and critical reflection on the relevant issues raised in Acts and the secondary literature before coming to class. (Objectives 2-4).

Prayer: Pray each day that we might know the person and missional role of the Trinity in a deeper way.

Relationships: Establish and maintain a supportive relationship with a colleague from your class. This may involve encouragement through discussion, prayer, email, facebook, texting, twitter, writing, and/or phone call. Groups will be allocated in the first session and assigned days for leading worship and ministry. A “Student Information Sheet” will be handed out during the first session and on completion returned the next day.

² See Achtemeier, P.J., ed. *Harper’s Bible Dictionary*. San Francisco: Harper & Row, 1985; Freedman, D.N., ed. *The Anchor Bible Dictionary*. 6 vols. Garden City: Doubleday, 1992; Aharoni, Y. and M. Avi-Yonah. *The Macmillan Bible Atlas*. Rev. ed. New York: Macmillan, 1977; and Beitzel, B. *The Moody Atlas of Bible Lands*. Chicago: Moody Press, 1985.

Post-session

All post-session work must be submitted electronically as an attached Word Document file to Robert Gallagher at Wheaton College Graduate School via e-mail (Robert.Gallagher@wheaton.edu) by Friday, March 9, 2012. Please include your last name as the first word in the file name. It is recommended that you submit your completed work as soon as you finish avoiding the accumulation of work (and stress) at deadlines.

Except for illness and emergencies, any late paper received after the due date will automatically receive a grade reduction. That is, if your late paper deserves an A- grade, then you will be given a B+ for the assignment. Thereafter, a grade will be deducted each week your paper is late. No extra-credit work will be given. All assignments *must* be completed to pass the course otherwise a failure will be recorded with the Registrar's Office.

Reading of Required Selected Textbooks: Students will be required to do 1,500 pages of reading by selecting at least one book from each of the last three lists in the "Required Selected Textbooks" section of the syllabus; and then submit a critical review (2.5-3 pages) of each book read, which will follow the format of the previous book review instructions in the syllabus. (Objectives 1-4).

Electronic Summary Card: Students are to write an electronic summary card of each book read in the post-session using *Citation Bibliographic and Research Note Software*. (Objectives 1-4). For each book we recommend the card format previously suggested in the syllabus.

Reflection Paper: Write a 7-10-page critical reflection paper based on the pre- and post-session textbook readings and your ministry context. (Objectives 1-4). This paper should include responses to the following questions:

- What specific reading most impacted your life? Why?
- What were the most significant missiological issues raised by the reading? Which were the topics that were most germane to your ministry context? Why?
- How has the reading influenced your missiological thinking or future ministry?
- What missions statement or perspective in the reading did you disagree with most?
- Quote what you considered the most significant or impacting citation, and describe why this citation was significant.

Thematic Research Paper: Write a thematic research paper (20-25 pages plus bibliography) describing a missiological motif in Acts. The paper will develop a theme associated with Luke's mission theology that is important for the student's ministry context. In other words, the paper will seek to understand the way in which Luke would approach a particular contextual issue. The essay should *not* be an exegesis paper of a particular passage. In your research of this missiological theme extensive reference should be made to both primary and secondary literature. Examples of possible missiological-theological themes are:

- The evangelistic strategies of the Christian missionaries in Acts, and the significance of those strategies for evangelism today.
- The way the early Christians made decisions and discerned the will of God for mission in Acts, and the lessons that can be drawn from this for seeking God’s present and future missional will.
- The selection and training of leadership that emerged in the early church of Acts, and the implication of those processes and developments for mission leadership in the contemporary church.
- The missiological-historical contexts of speeches in Acts (e.g. “Paul’s Areopagus Speech in light of Epicurean and Stoic Philosophy [Acts 17.16-34]”).
- The missiological-theology of Acts (“Luke’s Theology of the Holy Spirit”).
- The critical issue of the book’s interpretation (“The Speeches in Acts—A Lucan Invention?”). (Objectives 1 and 2, or 3 and 4).

Thematic Paper Guidelines

One of the requirements of this course is an analysis of a theme that is developed in the Book of Acts. The topic of this investigation is to be your choice in consultation with the instructor. The purpose of this type of study is to explore a theme elaborated throughout an entire biblical book—in this case, the Acts of the Apostles.

- Once you have selected the topic of your paper, the first thing you will need to do is to establish a database of biblical texts that relate to your topic. A Bible concordance may be helpful at this stage in surveying the whole book and obtaining an idea on how the theme was developed.
- The next step is to analyze the biblical texts you have recorded, trying to discover how the author expounded the theme you have chosen. As you carefully observe and interpret the scriptures, try to be aware of the literary, cultural, and contextual elements of the text.
- After analyzing the biblical texts for yourself, you may then consult the scholars to gain further insights that might not be readily apparent at this stage of your understanding. This may involve gathering information from Bible dictionaries, commentaries, and books on relevant biblical topics and journal articles. As you use these resources and examine their arguments based on the evidence from ancient sources and the biblical text, you may cite these references to support your work. In all that you read, use your own critical judgment.
- The presentation of the results of your research is to be in the form of an argumentative essay that develops a clearly articulated thesis. This means that your essay will focus around an assertion (the thesis or main point of your essay) that will demonstrate through exegetical argument, the complexity of the issue and consideration of opposing views. In other words, the writer takes a point of view and attempts to convince the reader that this way of looking at things is correct. Focusing the material around a thesis develops the argument of the writer—the results of the research are gathered and presented to support an assertion about its significance.

Formal Writing Guidelines

Each writing assignment must be well-structured, clearly written, and grammatically correct. Make sure you read aloud your written work for editing purposes, and then have someone proof-read your paper before you submit it to the instructor to avoid typographical, grammatical, and editorial errors. Please see Addendums 1 and 2 at the back of this syllabus for: “AGTS (GMD) Rubric for the Evaluation of the Quality of Student Writing” and “Tips for Writing Better Papers.” Follow the guidelines below for your formal writing:

- Your papers should be typed, double-spaced, 12-point Times New Roman font, and include footnotes/endnotes whenever the quoted words or summarized ideas of another author are summoned as witness.
- Please include a title page and page numbers in your essay.
- Extensive reference should be made to both the primary (ancient sources, both biblical and extra-biblical) and secondary literature (books and journal articles). Papers which do not engage appropriate bibliographic resources will be returned for rewrites.
- The essay should include the following elements: 1) a clear and crisp statement of the problem to be researched; 2) an outline which betrays a fundamental understanding of the issues involved; 3) a brief review of scholarly discussion of the question; 4) the student’s own research and conclusion, including critical interaction with scholarly opinion of the subject; 5) a short reflection on the contemporary significance of the issue; and 6) a relevant and adequate bibliography (all of which must be noteworthy pieces of literature related to the research on this topic). Be sure the bibliography includes journal articles and essays in collections, as well as books.
- Non-Discriminatory Language: All AGTS students, employees, and faculty members are urged to use non-discriminatory language in both verbal and written communication at the Seminary. While AGTS does not endorse the following websites, they do provide more information on non-discriminatory language:
 - General: http://www.randomhouse.com/words/language/avoid_guide.html
 - Gender: <http://owl.english.purdue.edu/workshops/hypertext/apa/gender.html>
 - Racial: <http://www.apastyle.org/race.html>
 - Disabilities: <http://www.apastyle.org/disabilities.html>
 - Age: http://www.randomhouse.com/words/language/avoid_guide.html
- The format of footnotes and bibliography in the proposal and essay should follow the Turabian style (aka “Chicago Style”):
 - ☞ Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. Chicago: University of Chicago Press, 2007.
 - Turabian can be found in summary form at:
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html
 - ☞ Pay special attention to the difference between footnote and bibliographic entries.
 - ☞ Failure to adhere to this format will result in a reduction of the paper’s grade.
 - ☞ You will also find the Student Supplement of the *SBL Handbook of Style* to be helpful:
<http://www.sbl-site.org/publications/publishingwithsbl.aspx>

ACADEMIC WORKLOAD

For each four units of Ph.D. Doctoral credit, the instructor expects 175-200 hours of academic work by the student. Campus semester courses average 35 contact hours. An additional number of hours should be spent in other structured learning experiences such as reading, writing, or case studies to make up the 175-200 hours expected.

The instructor has adopted guidelines for measuring the amount of work that various kinds of assignments may be expected to represent. One hour is represented by one hour of class or other required meeting(s), 25 pages of reading, or one page of a research paper.

Thus, a 10-page paper represents 10 hours of the 175-200 hours that may be expected in a 4-unit class; 500 pages of reading represents another 20 hours. These guidelines have been adapted for this course.

Academic Workload:

Engagement	35 hours
Course Reflections	5-7
Book Review	18-20
Reading Selected Texts	72-75
Electronic Summary Cards	1-2
Structural Outline	7-9
Empire Map	5-7
Reflective Paper	7-10
Thematic Research Paper	20-25
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Total	170-190 hours

GRADING PROCEDURE

Final grades will be assigned according to the following calculus:

Book Review	15%
Reading Selected Texts	35
Electronic Summary Cards	0
Structural Outline	10
Empire Map	5
Reflective Paper	10
Thematic Research Paper	25
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Total	100%

Note: the instructor reserves the right to modify course requirements and grading percentages if deemed necessary.

Grading Scale

A+ (100)	100-97	A (96)	100-94	A- (93)	93-90
B+ (89)	89-87	B (86)	86-84	B- (83)	83-80
C+ (79)	79-77	C (76)	76-74	C- (73)	73-70
D+ (69)	69-67	D (66)	66-64	D- (63)	63-60
F	59 or below				

BIBLIOGRAPHY

See the extensive bibliography available on the Intercultural Doctoral Studies website.

SPECIFIC DATA

Prepared by Robert L. Gallagher, Ph.D., September 2011.

LEARNING OUTCOMES OF THE GLOBAL MISSIONS DEPARTMENT

The specific learning outcomes for the programs of the Global Missions Department at AGTS include that the student will be able to:

1. Make decisions, live and serve according to revealed truth and the will of God
2. Develop biblical theology of missions which addresses the contemporary missional context
3. Utilize the tools of the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture
4. Facilitate the ongoing process of contextualization as missional leaders and communities of faith in specific settings
5. Articulate a Spirit driven missiology and praxis
6. Identify, exemplify and stimulate biblical leadership

THE PURPOSE, PROGRAM GOALS, AND SPECIFIC LEARNING OUTCOMES FOR THE DOCTOR OF PHILOSOPHY IN INTERCULTURAL STUDIES

1. The purpose of the PhD/ICS is to facilitate the development and academic certification of vocations in missiological and intercultural teaching and scholarship by:
 - a. providing an environment and essential tools that enable research and theological reflection,
 - b. creating a unique learning experience customized to each student's call, gifts and academic interest,
 - c. equipping missiologists for research, teaching and missional praxis in an increasing complex multicultural world, and
 - d. giving credible voice to scholar practitioner missionaries and national leaders before the academy and the Church.
2. The PhD/ICS program goal is to contribute to the discipline of intercultural studies by enriching research, teaching, and the practice of those involved in the field.
3. The specific learning outcomes for the PhD/ICS program are that the upon completing the program the student will be able to:
 - a. demonstrate a breadth of knowledge in theological and religious studies and other academic disciplines, and a comprehensive knowledge of the disciplines that comprise missiology and intercultural studies
 - b. competently innovate, defend and critique scholarly work and missional practice for the benefit of the academy and the broader community of faith
 - c. demonstrate ability to engage in original missiological intercultural research and writing that contribute to the discipline and to their research context for the sake of their tradition, the Church and the academy
 - d. make decisions, live and serve according to revealed truth and the will of God in a continuing integrated commitment to learning, spiritual formation, and personal and professional growth
 - e. demonstrate the ability to utilize research and theological/missiological reflection in specific contexts
 - f. commit to the vocation of theological, missiological and intercultural scholarship in its dimensions of teaching, learning, and research

ADDENDUM 1

AGTS (GMD) RUBRIC FOR THE EVALUATION OF THE QUALITY OF STUDENT WRITING

The quality of a student's writing will be assessed using the following rubric. Each element will be assessed on a 5-point scale where 5 represents superior work, adequate for publishing. A score of 1 would signify that the work requires significant re-writing and a score of 3 reflects adequate, passable quality.

	5	4	3	2	1
A. TOPIC SELECTION/RATIONALE FOR STUDY 10%					
1. The student gives a clear, cogent rationale for the choice of the subject 2%					
2. The chosen topic is important (worthy of study), relevant, and/or serves to contribute to the knowledge in the field 2%					
3. The research and/or content goals are clearly stated (what data or information they intend to acquire) 2%					
4. There's evidence that the student has read widely enough to identify the major issues 2%					
5. The student understands the issues and is able to critically reflect on their relevance to the chosen topic 2%					
B. RESEARCH DEVELOPMENT AND ORGANIZATION OF THE TOPIC 40%					
1. The student has chosen a research methodology that is adequate to the stated goals of the study 10%					
2. The outline and content of the paper reveals that the investigation of the topic is comprehensive and covers the topic adequately 20%					
3. The outline of the paper is coherent and provides a logical development from concept to concept 10%					
C. CRITICAL THINKING SKILLS 30%					
1. The student has engaged a broad spectrum of views related to the chosen topic 10%					
2. The student demonstrates an ability to critically assess the strengths and weaknesses of differing views or positions 10%					
3. The student shows evidence of independent thinking which evaluates objectively differing views or positions before declaring their own position 10%					
D. BASIC WRITING SKILLS 20%					
1. The paper is mechanically sound in terms of word usage and selection, spelling, punctuation, capitalization, syntax and grammar 5%					
2. The appropriate style format was used (Turabian or APA) 5%					
3. The writing style is clear, straightforward, and easily understood 5%					
4. The development of thought is aided by well-constructed paragraphs, transitional sentences and summations that facilitate the flow of thought 5%					

ADDENDUM 2

TIPS FOR WRITING BETTER PAPERS

The principles below should be applied to the preparation of your papers.

TRUISMS

1. Reading and re-reading the instructions aid in the preparation of superior papers.
2. A good research paper requires hard work. Within five minutes or less of reading a paper, a professor can spot poor work.
3. Writing skills improve with more writing; there are no shortcuts.

WHAT PROFESSORS EXPECT IN RESEARCH PAPERS

1. Solid research in *primary sources*.
2. Familiarity and interaction with *secondary sources*.
3. Logical organization.
4. Original analytical reflection.
5. Integrity in writing.
6. Consistency in following the designated style manual (e.g., Turabian).

WHAT STUDENTS EXPECT OF PROFESSORS

1. Clear instructions about the nature of the paper.
2. Explanation of research methodology for the particular area of study.
3. Clear rationale for the grade should be provided through comments written on the paper.
4. The weight of the grade based first on the content of the paper, secondly on the mechanics.

Note: This does not minimize the problem of mechanical errors, typos, etc., because they interfere with the logical argumentation of the paper. If the number of mechanical problems and typos on a paper exceed the number of pages, the grade will likely be reduced by one grade point. This represents a fair approach to grading. If more than one mistake on the average appears on a page, then the paper has been poorly prepared both mechanically *and analytically*.

GUIDELINES:

1. Before writing, prepare a detailed outline of what you intend to address; this will prevent rambling and guarantee logical development.
2. Somewhere on the first page, a clear statement of purpose needs to be given, one that explains the nature of the paper and what it intends to achieve. The conclusion should then be linked closely with the statement of purpose.
3. Write in good written, not spoken English. All sentences should be complete and coherent. Most people, especially preachers, write like they talk. This means that redundancies will inevitably appear in the text. While repetition and alliteration may be effective in the pulpit, such devices can be unnecessary and distracting in written form. Avoid constant repetitions of proper names (use pronouns), expressions, etc. Also, use adjectives, adverbs, and emphasis words (such as “great” and “very”) sparingly.

4. After completing the first draft, look carefully through the paper and eliminate unnecessary sentences; continue this approach with later drafts. “What?” you ask, “more than one draft?”
5. Keep a sharp eye on paragraph development. The topic presented in the opening sentence must govern what follows. If a paragraph becomes a collection of several unrelated thoughts (e.g., the last sentence has no connection to the opening sentence), then the logical argumentation has broken down. Furthermore, make certain that the paragraph properly fits into the development of the section.
6. Following the introduction of a person’s name (e.g., Harry Jones), only use their last name and/or pronouns afterward. Do not use the person’s first name in subsequent references; this would imply that you are a personal friend of the person cited.
7. Minimize the use of verbs of being: am, is, are, were, and being. They are usually overworked. Regular active verbs make stronger sentences.
8. If in doubt about a long sentence construction, break into two or more sentences.
9. How should you refer to yourself in the paper? I suggest the occasional use of the pronoun “I.” Referring to you as “this writer” or “this author” or “he or she who scribeth this paper” appears awkward in my estimation. At the same time, avoid using the first person plural (“we,” “us,” “our”) and the second person singular and plural (“you”). Refer to others in the third person singular or plural. Consistency avoids confusion and keeps the reader on course.
10. Use direct quotations sparingly. A direct quotation should only be used when a source says something of such importance that the reader would be deprived by not being aware of it. *The frequent use of direct quotations and especially block quotations indicates that the writer has not adequately digested the material; long or frequent quotations then serve as “stuffers” in the text.*
11. Documentation: How many references should be used? How many sources should be listed in a bibliography? Arbitrary numbers for these questions represent an artificial methodology, irrelevant at the graduate level. Review the rationale for references. Use the best sources, the number of which will vary with any given paper.
12. The bibliography should be strongly represented in the references notes. Avoid “stuffing” the bibliography with little used resources.
12. Beware of plagiarism. A safe rule of thumb is that only three to five words from a source may be used without quotation marks and a reference number. Plagiarism is the theft of resources written by other people.
13. Use headings, as well as sub-headings (if necessary). Do not use “chapters;” those would be for theses and dissertations.
14. Proofread the paper carefully and by all means use a spell-check. Have someone else—“THE HONEST FRIEND”—or several people read the paper to look for typos, mechanical errors, and especially for clarity and logical development. Learn from their suggestions, but do not accept them uncritically.
15. THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.
16. Gender inclusive language should always be used except when referring to the members of the Trinity.