



New Testament Exegesis: Acts (English) (NTEN5305)

New Orleans Baptist Theological Seminary

Biblical Studies Division—Spring 2018

Dr. Gerald L. Stevens, PhD (gstevens@nobts.edu)

Professor of New Testament and Greek

Office: Hardin 262; Phone: (504) 282-4455 ext. 3734

I. MISSION STATEMENT

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandment through the local church and its ministries.

II. CORE VALUE FOCUS

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course supports these five core values of the seminary.

1. *Doctrinal Integrity:* We believe, teach, proclaim, and submit to the Bible as the Word of God. This course addresses Doctrinal Integrity specifically by equipping students to understand and gain ability to articulate biblical, theological, and historical truths.
2. *Spiritual Vitality:* We emphasize both personal spirituality as a worshipping seminary family gathering together for the praise and adoration of God and instruction in his Word. Spiritual Vitality is addressed by challenging students to grow in spiritual and moral integrity through biblical study and spiritual and ethical practices.
3. *Mission Focus:* We purpose to change the world by fulfilling the Great Commission and the Great Commandment through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and Great Commandment.
4. *Characteristic Excellence:* We aim for characteristic excellence to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to understand and interpret Scripture, which is foundational to effective ministry.
5. *Servant Leadership:* We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment and lifestyle patterns.

The core value emphasis for this academic year is: Servant Leadership.

III. COURSE PURPOSE

This purpose for this course is to introduce the book of Acts for purposes of teaching and preaching and building the faith and ministry of the local church.

IV. CURRICULUM COMPETENCIES

All ministers need to develop specific competencies to have effective ministries. The seminary has developed a competency-based curriculum centered on seven essential competencies for effective ministry: Biblical Exposition, Christian Theological Heritage,

Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. This course addresses six competencies directly.

1. *Biblical Exposition*: by preparing students to understand, interpret, and communicate the Bible accurately.
2. *Christian and Theological Heritage*: by reminding students of the Christian theological heritage of the Old and New Testament and Baptist polity for the church
3. *Discipleship Making*: by stimulating church health through mobilizing the church for missions, evangelism, discipleship, and church growth through modeling the principles of discipleship through classroom deportment.
4. *Interpersonal Skills*: by performing pastoral care effectively with skills in communication and conflict management through interaction among students in the class and in small group activities.
5. *Servant Leadership*: by serving churches effectively in team ministry through modeling and reflecting the attitude of Christ in the life of a disciple.
6. *Spiritual and Character Formation*: by providing moral leadership and modeling and mentoring Christian character and devotion through discussion and modeling of spiritual disciplines as a normal part of class discussion and activity.

V. COURSE DESCRIPTION

This course is a thorough study of the Book of Acts through verse-by-verse and paragraph-by-paragraph analysis, comparison of various English versions, consideration of pertinent historical and cultural issues, and consultation of academic resources and commentaries. The course emphasizes proper methods for discovering the meaning of a text and applying that meaning in teaching and preaching. This course has two prerequisites: *Introduction to Biblical Hermeneutics* and *Exploring the New Testament*. A video describing the course is here:

<http://drkoine.com/classes/internet/acts-internet/index.html>

VI. STUDENT LEARNING OUTCOMES

Knowledge

Students who complete this course successfully should:

- Know a basic thematic outline for the Book of Acts
- Know the literary and thematic connections with the Gospel of Luke
- Know Luke's literary purpose for writing Acts
- Know the historical setting of the Book of Acts
- Know the critical and historical problems associated with a study of Acts
- Know the cities, provinces, territories and itineraries of the Pauline missions

Attitudes

Students who complete this course successfully should:

- Appreciate the richness of the Book of Acts for teaching and preaching
- Recognize the importance of Acts as a foundational document for the church
- Recognize the importance of historical-grammatical exegesis to interpreting Acts
- Be more confident in interpreting the Book of Acts

Skills

Students who complete this course successfully should be able to:

- Supply a summary analysis on any assigned section of Acts demonstrating interaction with historical-grammatical exegesis and narrative reading

- Incorporate the characters and plot in Acts within the global perspective of a literary connection with the Gospel of Luke
- Explain the significance of the character of Paul within the literary strategy of Acts
- Be able to access good critical commentaries on the book of Acts

VII. TEACHING METHODOLOGY

- Class sessions will consist of presentations overviewing units of study followed by general discussion. Readings and audio lectures are central to covering the knowledge base needed for the course. Blackboard discussions allow for student interaction with the material presented. Multimedia technology, including video, audio, graphics, and presentation media, are incorporated into weekly activity to enhance the learning process. The combination of reading, lectures, multimedia, Blackboard discussions, and exams should help build appreciation for sound exegesis of the Bible.
- Class preparation will consist of textbook readings according to the syllabus schedule, audio lectures, viewing online videos, assignment reports, and threaded discussions.
- Class units presented are: one unit on introduction, three units on major themes in Acts, and twelve units on the text of Acts.

VIII. REQUIRED TEXTS

- The Bible: any modern committee translation, such as RSV, NRSV, NIV, NASB, etc.
- F. F. Bruce, *The Book of Acts, Revised Edition* (Grand Rapids: William B. Eerdmans, 1988)
- Gerald L. Stevens, *Acts: A New Vision of the People of God* (Eugene, OR: Pickwick Press, 2016)

IX. OTHER RESOURCES

- *The course developer is Dr. Gerald L. Stevens, and his personal website is:*

<http://www.drkoine.com>

This website is for students in classes taught by Dr. Stevens. The site has a three-fold purpose: (1) to provide personal information to get to know the professor beyond the classroom in the areas of background, family, music and photography, (2) to provide professional information to get to know the professor within the academic guild in the areas of publications, presentations, and sermons, and (3) to provide educational information in support of his teaching career in the areas of classes, travel, and museums.

- To go straight to the Classes page for information about any of Dr. Stevens's classes, use the following link:

<http://drkoine.com/classes/index.html>

- To go straight to the Acts course page with a brief course description, introductory video, syllabus, textbooks used, and related course files, use this link:

<http://drkoine.com/classes/internet/acts-internet/index.html>

- For NOBTS assistance with technology issues, call ITC (504-816-8180) or consult the following websites.

—For online registration, financial account, online transcript. etc.:

selfserve.nobts.edu (email: selfserve@nobts.edu)

—For Blackboard Learning Management system:

nobts.blackboard.com (email: blackboardhelpdesk@nobts.edu)

—For general technical questions and support requests:

www.nobts.edu/itc/ (email: itcsupport@nobts.edu)

—For general NOBTS technical help information:

www.nobts.edu/itc/

- For help in writing papers, NOBTS maintains a Writing Center called “The Write Stuff” (HSC 290B, x8193) to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information towards becoming a better writer. Email writingcenter@nobts.edu

X. COURSE REQUIREMENTS and EVALUATION

1. **Bluejeans Sessions (counts as threaded discussion).** Students will attend two Bluejeans video-conferencing sessions during the semester. These sessions occur in Units 2 and 12. Each Bluejeans session is offered two different times that week to accommodate each student’s personal schedule. Students should plan calendars accordingly. Each Bluejeans session counts as a threaded discussion for that week.
2. **Student Questionnaire (5%).** Students will fill out the student questionnaire. The questionnaire personalizes the student to the rest of the class and offers opportunity to become aware of shared backgrounds and experiences among class members. Title the student questionnaire file “SQ-LastName.” Leave no spaces on either side of the hyphen. Thus, if I were turning in a student questionnaire, for example, my file title would be:

SQ-Stevens

3. **Reading Summaries (10%).** The student will preserve commentary information by summarizing in brief, narrative outline the discussion, exegetical options pointed out, as well as specific positions taken by each commentator. Use the pdf form provided on Blackboard to submit your summaries. *Submit one pdf document per weekly unit* (combine both Bruce and Stevens readings into one summary document, with one section summarizing Bruce and one section summarizing Stevens in the same document). Title the reading summary file “RSxx-LastName,” xx is the weekly unit number. Leave no spaces on either side of the hyphen. Thus, if I were turning in Unit 1, for example, my file title would be:

RS01-Stevens

4. **Reading Quizzes (10%).** A timed short quiz will be given over units with reading assignments. You may not advance to the next exegetical unit until the quiz for the previous unit is completed. You must take all quizzes. You must appeal by email to the course instructor for a makeup quiz for any missed quiz.
5. **iTunesU Summaries (10%).** The student will listen to the series of iTunesU podcasts on Acts by Dr. Hans Bayer lecturing at Covenant Theological Seminary. For each

podcast, the student will summarize the content and evaluate ideas presented. Thus, if a weekly unit includes three podcasts, submit three pdf files, one ITU report for each podcast. Use the pdf form provided on Blackboard to submit your summaries. Title the iTunesU summary file “ITUxx-LastName,” where “xx” is the podcast lesson number. Leave no spaces on either side of the hyphen. Thus, if I were turning in an iTunesU summary for podcast 1, for example, my file title would be:

ITU01-Stevens

6. **Threaded Discussion (10%).** The student will participate in Blackboard threaded discussions online for each unit of the text assigned in the syllabus. The purpose is to discuss together:

- (1) *Exegesis*—issues of exegesis, that is, the meaning of a given text in its *original* historical and grammatical setting, and
- (2) *Application*—issues of application, that is, the application of the text to a *modern* setting.

Every student must participate in threaded discussions regularly just like one does with any social media, such as Facebook or Twitter—daily and multiple times. Postings must be substantial (not just “ditto that”) and significant (genuine interaction and reflection). They should demonstrate intelligent synthesis and interaction with commentary reading, podcasts, and other resources. The professor may redirect the direction of discussion with a comment or question, but the obligation for serious reflection and interaction remains with each student.

Courtesy and good online etiquette is expected in these discussions. The professor has zero tolerance for talking down, deriding, or ridiculing of persons or ideas shared, or grandstanding controversial theological or political positions. Violation of proper and respectful online behavior will be referred to the Dean of Students Office.

7. **Journal Article Review (5%).** One journal article review is required, 2 pages, typed, single-spaced. Use the pdf form provided on Blackboard to submit your review. The review is to be uploaded by Monday midnight of Unit 9. The journal article should be a full-text article accessible and downloadable through the seminary library online. The preferred topics are sociology and history. Consult the Blackboard description. Title the journal article file “JA-LastName.” Leave no spaces on either side of the hyphen. Thus, if I were turning in a journal article review, for example, my file title would be:

JA-Stevens

8. **Map Exams (20%):** Four map exams on geography related to the Pauline missionary journeys will be given on the assigned dates in the syllabus. You will have two pdf files related to each of the four map exams. One pdf file is a study guide. The other pdf file is the actual exam.

(1) *Study Guide.* One pdf file provided for you is a map exam study guide. This study guide is located in the Course Documents section on Blackboard as a pdf file you can download. This study guide provides two pieces of information; one is a journey map, and the other is a journey summary.

a.) *Journey Map*. The study guide gives a map exactly as you will see the map on the exam. The study guide map includes the geographical names and cities. The map on the exam will not have the names. You will supply the names on the exam.

b.) *Journey Summary*. The study guide also includes a journey summary. The journey summary consists of a list of the journey data, such as companions, dates, time, cities, etc. This journey summary on the exam will appear as a fill-in-the-blank page. The study guide shows you the journey summary page with the blanks you will be filling in on the actual exam. *To be counted as correct on the exam, the cities must be listed in the order in which Paul visited them as indicated in Acts.*

(2) *Map Exam*. The other pdf file is the actual map exam. This map exam is located in the Map Exams section on Blackboard as a pdf file you can download. Each map exam will have two pages. One page is a set of blanks that you are to fill out of data related to the journey summary, *including listing the cities in their correct order in which Paul visited them*. The other page is a blank map that will have fields you are to fill in for the regions, provinces, and city names in their proper geographical location.

(3) *Exam Procedure*. You will download the pdf file for the map exam and take the exam on your own. Sometimes the only way to do an Internet course is to depend on the personal integrity of each student. You will be taking these exams as a closed book exam with no one present to proctor the exam. You will be asked to sign a cover page in the pdf file in which you give your personal word that you have not used any resources of any kind to take the exam.

(4) *Exam Submission*. When you finish the map exam, use the “Save As” function to save the completed pdf file having all the fields filled in as a new file name. The new file name is to have a prescribed format of “MEx-LastName,” where “x” is the exam number. If I were taking map exam 1, then my file title would look like the following:

ME1-Stevens.pdf

9. **Video Report (10%)**. Syllabus assignments are coordinated with Dr. Stevens’s on-location Acts videos. These videos enhance key narrative concepts in Dr. Stevens’s textbook and illustrate the first-century world. Each short, 3–5 minute presentation engages the student personally and directly. For each video watched, the student will earn 1/2 point toward a maximum 100 points. A class handout describes the content of each video with convenient, direct hyperlinks. The student will submit a report at the end of the course to indicate which videos were watched. Honesty is expected.

To submit the video report, download the supplied pdf form and use the “Save As” function to save the completed pdf form under a new file name. The new file name is to have a prescribed format of “VR-LastName.” If I were turning in a video report, for example, then my file title would look like the following:

VR-Stevens.pdf

10. **Mid-term Exam (10%)**. The mid-term exam has two components. The first is completed offline using any resources available to the student. The student can be working on this component all along the way during the first part of the course. The other component is completed online and is a timed, forced completion exam as scheduled in the syllabus. Blackboard has detailed instructions for both components.
11. **Final Exam (10%)**. The final exam has two components. The first is completed offline using any resources available to the student. The student can be working on this

component all along the way during the second part of the course. The other component is completed online and is a timed, forced completion exam as scheduled in the syllabus. Detailed instructions for both components are given on Blackboard.

12. **Grading:** average by percentage of all components as indicated.

XI. INTERNET ATTENDANCE and ETIQUETTE

- **Attendance:** Consult the student handbook and seminary bulletin on measuring attendance in Internet classes. Punctual assignments, threaded discussion participation, timely tests, and other factors count for class attendance.
- **Etiquette:** Show respect in online interactions. Written words have no body language, so you can be misunderstood easily. Patiently clarify your meaning. Avoid abuse, ridicule, or demeaning comments or personal attack. Any perceived violations will be referred to the office of the Dean of Students.

XII. PLAGIARISM, HONESTY AND INTEGRITY

- **Plagiarism:** NOBTS has a *no tolerance policy* for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.
- **Honesty and Integrity:** An Internet course by default puts almost all accountability and responsibility on the student. In this environment, NOBTS students are expected to exemplify the highest levels of honesty of work and integrity of character in the performance of assignments for this class. Unless specifically indicated otherwise, *all online quizzes and exams are closed-book* and the use of any memory aids of any kind whatsoever is *expressly forbidden*. All work is expected to be the student's own.

XIII. ASSIGNMENTS

Unit 1: Introduction, Week: _____

- Watch class introductory video [here](#)
- Watch course developer video [here](#)
- Watch Unit 1 introductory video [here](#)
- Read Bruce: 3–17; Stevens: 1–34
- Listen to iTunesU Lessons
 - Lesson 01: Reading Acts
 - Lesson 02: Speeches in Acts
- **Take Reading Quiz 1 (Mon.–Tues.)**
- **Submit Student Questionnaire Form**
- **Submit Reading Summary (combined)**
- **Submit 2 iTunesU Summaries**

Unit 2: Acts 1, Week: _____

- **Attend Bluejeans Session**
 - Mon., 7:30–8:30 pm, CST, or
 - Tues., 7:30–8:30 pm, CST
- Watch Unit 2 introductory video [here](#)
- Read Acts 1:1–26 (Beginnings)
- Read Bruce: 28–48; Stevens: 147–63
- Listen to iTunesU Lessons

- Lesson 03: Salvation History 1

- Lesson 04: Salvation History 2

- Lesson 05: Acts 1–9 Thought Flow

- Lesson 06: Acts 1:8

- **Take Reading Quiz 2 (Mon.–Tues.)**

- **Submit Reading Summary (combined)**

- **Submit 4 iTunesU Summaries**

Unit 3: Acts 2, Week: _____

- Watch Unit 3 introductory video [here](#)

- Read Acts 2:1–47 (Pentecost)

- Read Bruce: 49–75; Stevens: 165–83

- Read Stevens: 37–71 (“Pentecost”)

- See handout: Peter’s Speeches (Stevens)

- Listen to iTunesU Lessons

- Lesson 07: Spirit at Pentecost

- Lesson 08: Spirit in Acts 8 and 19

- Lesson 09: Spirit Quick Summary

- Lesson 10: Peter’s Pentecost Speech

- **Take Reading Quiz 3 (Mon.–Tues.)**

- **Submit Reading Summary (combined)**

- **Submit 4 iTunesU Summaries**
- **Post in Threaded Discussion (Wed.–Fri.)**

Unit 4: Acts 3–5, Week: _____

- Watch Unit 4 introductory video [here](#)
- Read Acts 3:1–5:42 (Lame/Sanhedrin)
- Read Bruce: 76–118; Stevens: 185–210
- Listen to iTunesU Lessons
 - Lesson 11: Acts 2:36, Christology
 - Lesson 12: Acts 2:42–47, Ecclesiology
- **Take Reading Quiz 4 (Mon.–Tues.)**
- **Submit Reading Summary (combined)**
- **Submit 2 iTunesU Summaries**
- **Post in Threaded Discussion (Wed.–Fri.)**

Unit 5: Acts 6–8, Week: _____

- Watch Unit 5 introductory video [here](#)
- Read Acts 6:1–8:40 (Hellenists, Steph/ Phil)
- Read Bruce: 119–79; Stevens: 211–44
- Read Stevens: 73–111 (“Hellenists”)
- See handout: Stephen’s Speech (Bruce)
- **Take Reading Quiz 5 (Mon.–Tues.)**
- **Submit Reading Summary (combined)**
- **Post in Threaded Discussion (Wed.–Fri.)**

Unit 6: Acts 9, Week: _____

- Watch Unit 6 introductory video [here](#)
- Read Acts 9:1–31 (Damascus Road)
- Read Bruce: 180–97; Stevens: 244–53
- Read Stevens: 113–43 (“Saul-Paul”)
- Watch [Tarsus](#) videos
- See handout: Damascus Road (Polhill)
- **Take Reading Quiz 6 (Mon.–Tues.)**
- **Submit Reading Summary (combined)**
- **Post in Threaded Discussion (Wed.–Fri.)**

Unit 7: Acts 10–12, Week: _____

- Watch Unit 7 introductory video [here](#)
- Read Acts 9:32–12:25 (Cornelius, Her., Ant.)
- Read Bruce: 197–243; Stevens: 253–85
- Watch [Caesarea](#) videos
- Listen to iTunesU Lesson
 - Lesson 13: Acts 10–17 Thought Flow
- **Take Reading Quiz 7 (Mon.–Tues.)**
- **Submit Journal Article Review**
- **Submit Reading Summary (combined)**
- **Submit 1 iTunesU Summary**
- **Post in Threaded Discussion (Wed.–Fri.)**

Unit 8: Acts 13–15, Week: _____

- Watch Unit 8 introductory video [here](#)
- Read Acts 13:1–15:35 (1MJ, Council)
- Read Bruce: 244–300; Stevens: 289–336
- Watch [Cyprus](#) and [South Galatia](#) videos
- See handout: Paul’s Speeches (Polhill)
- **Take Map Exam 1 (1MJ) (Mon.–Tues.)**
- **Take Reading Quiz 8 (Mon.–Tues.)**
- **Submit Reading Summary (combined)**

Unit 9: Mid-Term, Week: _____

- **Take Mid-Term Exam**

Unit 10: Acts 15–17, Week: _____

- Watch Unit 10 introductory video [here](#)
- Read Acts 15:36–17:34 (2MJ to Athens)
- Read Bruce: 301–44; Stevens: 337–78
- Watch [Asia](#) and [Europe to Philippi](#)
- Watch [Amphipolis to Athens](#) videos
- Listen to iTunesU Lesson
 - Lesson 14: Paul’s Areopagus Speech
- **Take Map Exam 2 (2MJ) (Mon.–Tues.)**
- **Take Reading Quiz 9 (Mon.–Tues.)**
- **Submit Reading Summary (combined)**
- **Submit 1 iTunesU Summary**

Unit 11: Acts 18–19, Week: _____

- Watch Unit 11 introductory video [here](#)
- Read Acts 18:1–19:20 (Corinth/Ephesus)
- Read Bruce: 345–70; Stevens: 379–412
- Watch [Corinth to Cenchreae](#) videos
- Watch [Ephesus](#) videos
- **Take Map Exam 3 (3MJ) (Mon.–Tues.)**
- **Take Reading Quiz 10 (Mon.–Tues.)**
- **Submit Reading Summary (combined)**
- **Post in Threaded Discussion (Wed.–Fri.)**

Unit 12: Acts 19–21, Week: _____

- **Attend Bluejeans Session**
 - Mon., 7:30–8:30 pm, CST, or
 - Tues., 7:30–8:30 pm, CST
- Watch Unit 12 introductory video [here](#)
- Read Acts 19:21–21:16 (Crisis/Miletus)
- Read Bruce: 370–403; Stevens: 412–49
- Watch [Macedonia](#), [Greece](#), [Asia](#) videos
- Watch [Roman Governors](#) video
- See handout: Paul’s Miletus Sp. (Polhill)
- **Take Reading Quiz 11 (Mon.–Tues.)**
- **Submit Reading Summary (combined)**

Unit 13: Acts 21–26, Week: _____

- Watch Unit 13 introductory video [here](#)
- Read Acts 21:17–26:32 (Jeru/Caesarea)
- Read Bruce: 403–73; Stevens: 451–98
- Watch [Rhodes](#) and [Jerusalem](#) videos
- Take Reading Quiz 12 (Mon.–Tues.)
- Submit Reading Summary (combined)
- Post in Threaded Discussion (Wed.–Fri.)

Unit 14: Acts 27–28, Week: _____

- Watch Unit 14 introductory video [here](#)
- Read Acts 27:1–28:31 (Voyage/Rome)

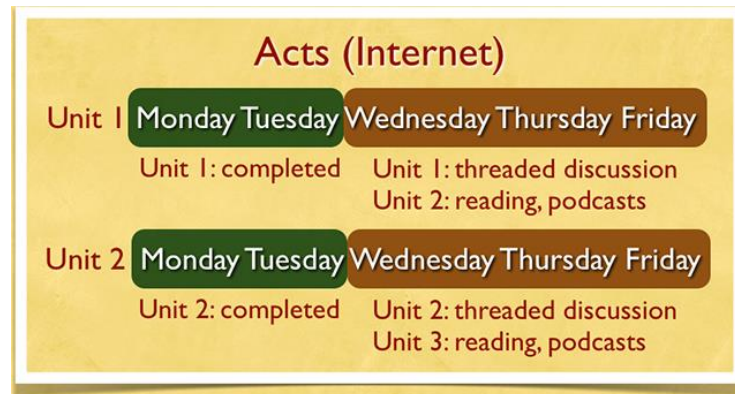
- Read Bruce: 474–511; Stevens: 524–75
- Watch [Caesarea](#), [Crete](#), [Malta](#) videos
- Watch [Sicily](#) and [Italy](#) videos
- Take Map Exam 4 (JR) (Mon.–Tues.)
- Take Reading Quiz 13 (Mon.–Tues.)
- Submit Reading Summary (combined)
- Submit Video Report (Friday midnight)
- Post in Threaded Discussion (Wed.–Fri.)

Unit 15, Final Exam, Week: _____

- Take Final Exam

XIII. Weekly Workflow:

The following graphic illustrates the weekly workflow of the class.

**XIV. SELECTED BIBLIOGRAPHY:**

I. Selected Commentaries

Barrett, C. K. *A Critical and Exegetical Commentary on the Acts of the Apostles*. International Critical Commentary. Vol. 1. Edinburgh: Clark, 1994.

_____. *A Critical and Exegetical Commentary on the Acts of the Apostles*. International Critical Commentary. Vol. 2. Edinburgh: Clark, 1998.

Bock, Darrell L. *Acts*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker Academic, 2007.

Bruce, F. F. *The Book of the Acts*. New International Commentary on the New Testament. Rev. ed. Grand Rapids: Eerdmans, 1988.

Dunn, James D. G. *The Acts of the Apostles*. Peabody, Mass.: Hendrickson, 1993.

- Gaventa, B. R. *The Acts of the Apostles*. Abingdon New Testament Commentaries. Nashville: Abingdon, 2003.
- Green, C. *The Word of His Grace: A Guide to Teaching and Preaching from Acts*. Leicester: InterVarsity, 2005.
- Haenchen, Ernst. *The Acts of the Apostles: A Commentary*. English translation. Oxford: Blackwell, 1971.
- Johnson, Luke Timothy. *The Acts of the Apostles*. Sacra Pagina 5. Collegeville: Liturgical, 1992.
- Larkin, W. J., Jr. *Acts*. The IVP New Testament Commentary Series. Downers Grove: InterVarsity, 1995.
- Longenecker, Richard N. "Acts." In *The Expositor's Bible Commentary, Revised Edition*. Vol. 10: *Luke-Acts*. Edited by T. Longman III and D. E. Garland. Grand Rapids: Zondervan, 2007.
- Marshall, I. Howard. *The Acts of the Apostles: An Introduction and Commentary*. Tyndale New Testament Commentary. Leicester: InterVarsity, 1980.
- Munch, Johannes. *The Acts of the Apostles*. Anchor Bible, Vol. 31. Garden City, New York: Doubleday, 1967.
- Peterson, David G. *The Acts of the Apostles*. Pillar New Testament Commentary. Grand Rapids: Eerdmans, 2009.
- Polhill, John B. *Acts*. New American Commentary 26. Nashville: Broadman, 1992.
- Spencer, F. S. *Acts*. Sheffield: Sheffield Academic, 1997.
- Talbert, Charles H. *Reading Acts: A Literary and Theological Commentary on the Acts of the Apostles*. New York: Crossroad, 1997.
- Tannehill, R. C. *The Narrative Unity of Luke-Acts: A Literary Interpretation*, Vol. 2: *The Acts of the Apostles*. Minneapolis: Fortress, 1990.
- Witherington III, Ben. *The Acts of the Apostles: A Socio-Rhetorical Commentary*. Grand Rapids: Eerdmans, 1998.

II. Other Books and Articles

- Aune, D. *The New Testament in Its Literary Environment*. Philadelphia: Westminster, 1987.
- Barrett, C. K. *The New Testament Background*. Rev. ed. New York: HarperCollins, 1989.

- Bauckham, Richard, ed. *The Book of Acts in Its First-Century Setting*, Vol. 4: *Palestinian Setting*. Grand Rapids: Eerdmans, 1995.
- Beale, G. K., and D. A. Carson, eds. *Commentary on the New Testament Use of the Old Testament*. Grand Rapids: Baker Academic, 2007.
- Beasley-Murray, George R. *Baptism in the New Testament*. Exeter: Paternoster, 1972.
- Bird, M. F. "The Unity of Luke-Acts in Recent Discussion." *Journal for the Study of the New Testament* 29 (2007): 425–48.
- Bock, Darrell L. *Proclamation from Prophecy and Pattern: Lucan Old Testament Christology*. Journal for the Study of the New Testament Supplement Series 12. Sheffield: JSOT Press, 1987.
- Bovon, F. *Luke the Theologian: Thirty-three Years of Research (1950–1983)*. Translated by K. McKinney. Allison Park, PA: Pickwick, 1987.
- Bruce, F. F. "The Holy Spirit in the Acts of the Apostles." *Interpretation* 27 (1973): 170–71.
- Cadbury, Henry J. *The Making of Luke-Acts, Second Edition*. Grand Rapids: Baker Academic, 1999; originally published 1927.
- Caird, G. B. *The Apostolic Age*. London: Duckworth, 1995.
- Campbell, W. S. *The 'We' Passages in the Acts of the Apostles: The Narrator as Narrative Character*. Society of Biblical Literature Studies in Biblical Literature 14. Atlanta: SBL, 2007.
- Cato, S. "A Critical Analysis of the Present State of Synagogue Research and Its Implications for the Study of Luke-Acts." *Tyndale Bulletin* 57 (2006): 313–15.
- Cullmann, Oscar. *Peter: Disciple-Apostle-Martyr: A Historical and Theological Study*. English translation. London: SCM, 1953.
- _____. *Christ and Time: The Primitive Christian Conception of Time and History*. Revised Edition. Louisville: Westminster Press, 1975; originally published 1950.
- Dibelius, Martin. *Studies in the Acts of the Apostles*. Edited by H. Greeven. Translated by M. Ling. London: SCM, 1956.
- Dodd, Charles H. *The Apostolic Preaching and Its Development: Three Lectures with an Appendix on Eschatology and History*. New York: Harper & Brothers, 1960.
- Dunn, James D. G. *Unity and Diversity in the New Testament: An Inquiry into the Character of Earliest Christianity*. 3d. ed. London: SCM, 2006.

- Gaventa, B. R. "Theology and Ecclesiology in the Miletus Speech: Reflections on Content and Context." *New Testament Studies* 50 (2004): 36–50.
- Giles, K. N. "Luke's Use of the Term *ekklesia* with Special Reference to Acts 20.28 and 9.31." *New Testament Studies* 31 (1985): 135–42.
- Gill, D. W. J., and C. Gempf, eds. *The Book of Acts in Its First-Century Setting*, Vol. 2: *Graeco-Roman Setting*. Grand Rapids: Eerdmans, 1994.
- Hemer, C. J. *The Book of Acts in the Setting of Hellenistic History*. Edited by C. Gempf. WUNT 49. Tübingen: Mohr, 1989; reprinted Winona Lake: Eisenbrauns, 1990.
- Hengel, Martin. *Acts and the History of Earliest Christianity*. Philadelphia: Fortress, 1979.
- Hock, R. F. "Paul's Tent-Making and the Problem of His Social Class." *Journal of Biblical Literature* 97 (1978): 555–64.
- House, P. R. "Suffering and the Purpose of Acts." *Journal of the Evangelical Theological Society* 33 (1990): 317–30.
- Hur, J. *A Dynamic Reading of the Holy Spirit in Luke-Acts*. Journal for the Study of the New Testament Supplement Series 211. Sheffield: Sheffield Academic, 2001.
- Jackson, F. J. Foakes and Kirsopp Lake, eds. *The Beginnings of Christianity*. Eugene, Ore.: Wipf & Stock, 2002; originally published 1922–33.
- Keck, Leander E. and J. Louis Martyn, eds. *Studies in Luke-Acts*. Minneapolis: Fortress Press, 1980.
- Kern, P. H. "Paul's Conversion and Luke's Portrayal of Character in Acts 8–10." *Tyndale Bulletin* 54 (2003): 63–80.
- Larkin, W. J. "Luke's Use of the Old Testament." *Journal of the Evangelical Theological Society* 20 (1977): 326–36.
- Levinskaya, I. *The Book of Acts in Its First-Century Setting*, Vol. 5: *Diaspora Setting*. Grand Rapids: Eerdmans, 1996.
- Marshall, I. Howard. *Luke: Historian and Theologian*. Exeter: Paternoster, 1970.
- _____. "The Significance of Pentecost." *Scottish Journal of Theology* 30 (1977): 347–69.
- Marshall, I. Howard, and D. Peterson, eds. *Witness to the Gospel: The Theology of Acts*. Grand Rapids: Eerdmans, 1998.
- Mitchell, A. C. "The Social Function of Friendship in Acts 2:44–47 and 4:32–37." *Journal of Biblical Literature* 111 (1992): 255–72.

- O'Brien, Peter T. "Prayer in Luke-Acts." *Tyndale Bulletin* 24 (1973): 111–27.
- O'Neill, J. C. *The Theology of Acts in Its Historical Setting*. 2d. ed. London: SPCK, 1970.
- Pao, D. W. *Acts and the Isaianic New Exodus*. WUNT 2/130. Tübingen: Mohr, 2000; reprint Grand Rapids: Baker Academic, 2002.
- Parsons, M. C. *Luke: Storyteller, Interpreter, Evangelist*. Peabody, Mass.: Hendrickson, 2007.
- Parsons, M. C., and R. I. Pervo. *Rethinking the Unity of Luke and Acts*. Philadelphia: Fortress, 1993.
- Pervo, R. I. *Dating Acts: Between the Evangelists and the Apologists*. Santa Rose, CA: Polebridge, 2006.
- Praeder, S. M. "Acts 27:1–28:16: Sea Voyages in Ancient Literature and the Theology of Luke-Acts." *Catholic Biblical Quarterly* 46 (1984): 683–706.
- Ramsey, William M. *St. Paul the Traveler and Roman Citizen*, rev., updated ed. Grand Rapids: Kregel Academic, 2001; originally published 1896.
- Rapske, B. *The Book of Acts in Its First-Century Setting*, Vol. 3: *The Book of Acts and Paul in Roman Custody*. Grand Rapids: Eerdmans, 1994.
- Sanders, J. T. *The Jews in Luke-Acts*. London: SCM, 1987.
- Sherwin-White, A. N. *Roman Society and Roman Law in the New Testament: The Sarum Lectures*. Eugene, Ore.: Wipf & Stock, 2004; originally published 1963.
- Smith, Joseph. *The Voyage and Shipwreck of St. Paul: With Dissertations on the Life and Writings of St. Luke, and the Ships and Navigation of the Antients*. Charleston, SC: Nabu Press, 2010 (a print on demand subsidiary of Amazon.com); originally published 1880.
- Soards, M. *The Speeches in Acts: Their Content, Context, and Concerns*. Louisville: Westminster John Knox, 1994.
- Stagg, Frank. *The Book of Acts: The Early Struggle for an Unhindered Gospel*. Nashville: Broadman, 1955.
- Stoops, R. F. "Riot and Assembly: The Social Context of Acts 19:23–41." *Journal of Biblical Literature* 108 (1989): 73–91.
- Talbert, Charles H. *Luke-Acts: New Perspectives from the Society of Biblical Literature Seminar*. New York: Crossroad, 1984.

Tannehill, R. C. *The Narrative Unity of Luke-Acts: A Literary Interpretation*, Vol. 1: *The Gospel of Luke*. Minneapolis: Fortress, 1986.

_____. *The Shape of Luke's Story: Essays on Luke-Acts*. Eugene, OR: Cascade, 2005.

Tyson, J. B., ed. *Luke-Acts and the Jewish People: Eight Critical Perspectives*. Minneapolis: Augsburg, 1988.

Wiarda, T. "The Jerusalem Council and the Theological Task." *Journal of the Evangelical Theological Society* 46 (2003): 233–48.

Winter, Bruce W. "On Introducing Gods to Athens: An Alternative Reading of Acts 17:18–20." *Tyndale Bulletin* 47 (1996): 71–90.

_____. "Rehabilitating Gallio and His Judgement in Acts 18:14–15." *Tyndale Bulletin* 57 (2006): 291–308.

Winter, Bruce W., and A. D. Clarke, eds. *The Book of Acts in Its First-Century Setting*, Vol. 1: *Ancient Literary Setting*. Grand Rapids: Eerdmans, 1993.

Witherington III, Ben. *Women in the Earliest Churches*. Cambridge: Cambridge University Press, 1988.