



Course Syllabus
Wycliffe College
Toronto School of Theology
Winter 2023

Instructor Information

Instructor: Prof Mark W. Elliott
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Office hours: TBA

Course Identification

Course Number : WYJ3105H/WYH6105H
Course Format: TBD
Course Name: Acts of the Apostles. Mission and Ethics in Its History of Interpretation
Class Day & Time: TBA

Course Prerequisites or Requisites

NT 1&2; CH 1 or equivalent.

Course Description

The course will begin with input and discussion on the themes of Mission and Ethics, as well as an introduction to Acts. Each week there will be a consideration of a passage from Acts in light of the joint topic of 'Mission and Ethics'-how do they relate within these texts? The passages from Acts will be chosen according to their featuring this question and will be examined in light of modern commentaries and linguistic and historical aids, before moving to consider a range of selected commentators on Acts through the centuries: all these will be made available in English translation as basic. Reading of primary sources (commentaries both pre-modern and modern) will be emphasized, along with their interpretive and creative moves, but there will also be the opportunity and responsibility of getting familiar with some of the major recent scholarship on the book, not least the theological and ideological tendencies of Luke and the question of how this biblical book serves to offer an apology for the church of Paul and the other Apostles. The matters of theological interpretation, theology of history, *missio Dei*, communal and 'evangelistic' ecclesial ethics and reception-history as an appropriate method – these will emerge as discussion points during the course, and in the assignments.

Course Methodology

Close reading of texts, lectures, class discussions, research papers.

Course Resources

Basic Texts

Heidi J. Hornik, Mikeal C. Parsons, *The Acts of the Apostles Through the Centuries* (Wiley Blackwell Bible Commentaries), 2016.

Jaroslav Pelikan, *Acts*, Brazos Theological Commentary on the Bible, Grand Rapids, MI: Brazos Press, 2005.

Major commentaries (Basis):

C.K. Barrett, *Acts: ICC*; London: T&T Clark; 2 volumes, 2004.

Carl Holladay, *Acts*, Louisville: Westminster/John Knox Press, 2016.

Daniel Marguerat, *Les Actes des Apôtres*, Geneva: Labor et Fides, 2 vols, 2007, 2015.

Craig Keener, *Acts: An Exegetical Commentary* (4 vols.), Grand Rapids: Baker, 2014-15.

Other readings as assigned (posted to Quercus).

Course Website

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Quercus should ask the assistant registrar for further help.

Course Learning Objectives/Outcomes

College

Learning Goals and Outcomes

BD Level:

Course outcomes	Course element	Program Outcomes
By the end of this course, students:	This outcome will be achieved through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
Should demonstrate skill in appraising primary and	Discussion; research papers	

secondary material, interpret and evaluate opposing views. To learn to recognize the extent of how far these interpreted texts could shape today's views of the content of Missionary and Ethical Practice as well as theory		
Cultivate an understanding of how the theme of Mission and Ethics also relates to wider theological doctrines (Christology, Pneumatology, Ecclesiology, Eschatology),	Lectures; discussion; research papers	
Show progress on the way to arriving at an understanding of continuities and new directions in successive ages of interpretation of Acts	Discussion; research papers	

Graduate Level

Each graduate program has detailed statements of “degree level expectations” (goals and outcomes) found in the respective program Handbooks. The harmonized course goals and outcomes (below) describe the level of knowledge and skill that will be characteristic of a typical graduate of the program. Instructors are required to develop a statement of learning outcomes for each course. These outcomes will provide benchmarks for course evaluation/grading and program assessment. Doctoral students are typically required to demonstrate higher levels of ability or expertise.

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i>		
1. Depth and Breadth of Knowledge is defined as a set of increasing levels of understanding within a student's area of specialization, methodologies, primary &	<i>(e.g. Students in this course will learn, study, discuss, etc. [a,b,c] ... so that they can demonstrate, illustrate, assess, compare, etc.. [x,y,z]).</i>	Research papers

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
secondary sources, historical developments and inter-disciplinarity.	Students will study sources and methodologies from secondary sources , so as to demonstrate their working efficiently with a volume of material and both summarize and select to make arguments.	
<p>2. Research and Scholarship is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research & assess critically the relevant literature, to adopt a methodology(-ies), and to then formulate a thesis and reasoned argument(s) on the basis of the evidence.</p>	Students will evaluate how different eras, settings and methods of approached Scriptural interpretation, and recognize the extent of how far these interpreted texts could shape today’s views of the content of Missionary and Ethical Practice as well as theory.	Research papers
<p>3. Level of Application of Knowledge is defined as the ability to engage in self-directed or assisted research, and the ability to produce innovative or original analysis within the context of graduate seminars and courses. In some cases this includes the application of a research language.</p>	Students will evaluate the relevance of the tradition in order to demonstrate confidence and competence in taking a lead in weekly discussion.	Leading presentation. discussion,
<p>4. Professional Capacity or Autonomy is defined as the ability to translate the knowledge gained in other research or professional settings, e.g., to undertake further studies in their area of concentration; or to enter or return to other professional vocations for which an advanced understanding of Theological</p>	They will interpret and synthesize their learning so as to finalize their thinking in a research paper.	Research papers

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
Studies is necessary or beneficial.		
<p>5. Level of Communication Skills is defined as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing. Cohort formation is a component of all graduate programs.</p>	<p>They will learn how to ask and answer questions from peers and teacher in order to articulate knowledge and point of view and to give a defined account of this in their writing.</p>	<p>Research Paper; Discussions</p>
<p>6. Awareness of the Limits of Knowledge is defined as the recognition that Theological Studies is a complex discipline, comprising: a broad array of subject areas; methods and sources; various ecclesiastical traditions and social contexts; and, insights from other disciplines.</p>	<p>At all times students will show awareness of the need to be open to traditions and thinking that are new to them, in order to demonstrate sufficiently informed understanding.</p>	<p>Lectures, discussion, summaries and reviews of books and articles</p>

Evaluation

Requirements

The final grade for the course will be based on evaluations in [three] areas:

Basic Degree Students:

- (1) Participation (10%) – In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to take turns in presenting a section of the weekly class.
- (2) History of interpretation-commentary: 40% (Due Week 8). Students will write a **6-7 page exegetical paper** on a chapter or half-chapter of Acts that integrates insights from the history of interpretation, with special attention to the issues of mission and ethics in the interpretations of the text.

(3) Final paper (50%), Due week 12. A **10-12 page research paper** on a theme of (1) Providence and the Church OR (2) The extent of the concept of Mission in Acts and Church History OR(3) the relationship between Ecclesiology and 'Special Ethics' for Christians OR (4) a topic agreed with the Lecturer.

Graduate Students:

(1) Participation (10%) – In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to...

(2) History of interpretation-commentary: 40% (Due Week 8). Students will write a **11-12 page exegetical paper** on a chapter or half-chapter of Acts that integrates insights from the history of interpretation, with special attention to the issues of mission and ethics in the interpretations of the text.

(3) Final paper (50%), Due week 12. A **17-18 page research paper** on a theme of (1) Providence and the Church OR (2) The extent of the concept of Mission in Acts and Church History OR(3) the relationship between Ecclesiology and 'Special Ethics' for Christians OR (4) a topic agreed with the Lecturer.

Students will be expected to submit a proposal for the research paper by **week 7** of the course, detailing the proposed topic, thesis, as well as a list of 8 prospective sources. This research proposal is not graded, but must be submitted for completion.

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale;

A+	(90-100)	Profound & creative
A	(85-89)	Outstanding
A-	(80-84)	Excellent
B+	(77-79)	Very Good
B	(73-76)	Good
B-	(70-72)	Satisfactory at a post-baccalaureate level
FZ	(0-69)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Late work (Graduate). The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken. Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

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Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges: <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Schedule of Classes and Topics

Each week readings from the major commentators will be provided:

Week One: Introductions: Acts of the Apostles, Mission, Ethics.

Week Two: Acts 1:1-2:13

Week Three: Acts 2:14-41; 3:14-26 & 13:16-52.

Week Four: Acts 2: 42-46; 4:32-36; 5:27-42.

Week Five: Acts 7-8(vv.9-24)

Week Six: Acts 15

Week Seven: Acts 16

Week Eight: Acts 17

Week Nine: Acts 19

Week Ten: Acts 20

Week Eleven: Acts 27-28

Week 12: thematic conclusions

Bibliography

General History of Acts-interpretation

Werner Bieder, *Die Apostelgeschichte in der Historie. Ein Beitrag zur Auslegungsgeschichte des Missionsbuches der Kirche* (Theologische Studien, Heft 61), Zürich, TVZ 1960.

Paul F. Stuehrenberg, "The Study of Acts before the Reformation: A Bibliographic Introduction", *Novum Testamentum* 29 (1987): 100-136.

A.J. Mattill, Mary Bedford Mattill, *A Classified Bibliography of Literature on the Acts of the Apostles*, Leiden: E. J. Brill, 1966.

W. Ward Gasque, *A History of the Criticism of the Acts of the Apostles*, Tübingen: Mohr, 1975 = *A History of the Interpretation of the Acts of the Apostles*, Eugene: Wipf&Stock, 2000.

Classic Interpretations In Translation

Chrysostom on Acts, <https://www.ccel.org/ccel/schaff/npnf111.html>

Arator's On the Acts of the Apostles (De Actibus Apostolorum), Chico: Scholars Press, 1987.

Richard Hillier, *Arator on the Acts of the Apostles: a Baptismal Commentary, Series: Oxford Early Christian Studies*. Oxford: Clarendon Press, 1993.

Bede: *The Venerable Bede: Commentary on the Acts of the Apostles*; Lawrence T. Martin; More in Cistercian Studies Series, Cistercian Publications, 1989.

Peter of John Olivi on Acts of the Apostles (tr. Robert Karris, 2014); based on *Peter of John Olivi on the Acts of the Apostles*, ed. David Flood (Franciscan Institute, 2001=Latin edition)

Erasmus: *Collected Works of Erasmus, vol 50: Paraphrase on the Acts of the Apostles*, (ed. by John J. Bateman), Toronto, University of Toronto Press, 1995.

John Calvin: *Calvin's New Testament Commentaries: Acts 1 – 13; 14-28*,

(Book #6, 7 in the Calvin's New Testament Commentaries Series) (Torrance translation) OR

<https://www.ccel.org/ccel/calvin/calcom36.html>

Rudolf Gwalther (1519-1586), *An hundred, threescore and fiftene homelyes or sermons, vppon the Actes of the Apostles*, Bridges, John, d. 1618. [Imprinted at London: By Henrie Denham, dwelling in Pater noster rowe, at the signe of the Starre], Anno Domini. 1572.

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Josep Rius-Camps, and Jenny Read-Heimerdinger. *The Message of Acts in Codex Bezae: A Comparison with the Alexandrian Tradition*. Vol. 1, *Acts 1.1–5.42: Jerusalem*. Journal for the Study of the New Testament Supplement Series 257. London: T&T Clark International, 2004.

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