



TYNDALE

• SEMINARY •

(Offered in Association with **Master's Pentecostal Seminary**)

Course Syllabus FALL 2013

**LUKE
PENT 0507 / NEWT 0725
SECTION 03**

**5 DAYS: OCT 3-4, NOV 14-15, DEC 6
9:00 AM - 4:00 PM
WESTERN ONTARIO EXTENSION SITE
KGT: 9 CONWAY DR. KITCHENER, ONTARIO**

INSTRUCTOR: DR. VAN JOHNSON
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Available for appointments before and after class; please email to arrange a meeting.

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I. COURSE DESCRIPTION

The purpose of this section-by-section analysis of the third gospel is to determine what Luke wanted his audience to hear. Our approach to his gospel proceeds from the premise that the author was both an historian and a theologian, who chose to communicate through narrative his account of Jesus Christ. Although the introductory matters will be dealt with and some comparisons with the writings of Mark and Matthew will be drawn, the focus will be on Luke's narrative. Having done our work, the question will be asked: "What is the Spirit saying through Luke to us?"

Recommended: BIBL 0501; NEWT 0522.

II. LEARNING OUTCOMES

At the end of the course, the student will be able to:

1. Interpret the gospel through narrative analysis that accounts for its ancient genre and social setting;
2. Identify the theological motifs of the gospel and how they are developed in the narrative sequence of Luke's story of Jesus;
3. Model a Christian life consistent with the Kingdom worldview of the Lukan text, a vision that challenges one's thoughts, actions and affections;
4. Prepare sermons/lesson plans from Luke appropriate to its narrative form and ancient genre.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Green, J. *The Theology of the Gospel of Luke*. Cambridge, UK: Cambridge University Press, 1995. ISBN: 0521469325

Neyrey, J., ed. *The Social World of Luke-Acts*. Peabody, MA: Hendrickson, 1991. ISBN: 1565635124

Tannehill, R. *The Narrative Unity of Luke-Acts, A Literary Interpretation*. Vol. 1: *The Gospel According to Luke*. Philadelphia: Fortress, 1986. ISBN: 0800625579

B. ASSIGNMENTS AND GRADING

1. Reading Luke

1.1 Read the Gospel of Luke twice before the 1st class and write a summary (Oct 3; 10% of Final Grade). ~ 6-8 pages, double-spaced

It is important that this reading be done before any other reading. The student is to read the gospel through in one sitting (any version other than a paraphrase, e.g., the Message). The idea is to approach Luke as one would a story, and to let it impact you as a whole. The second time through, the student should take notes on the development of the plot and the characterizations given of the major figures: Jesus, the disciples, the Pharisees, and the crowds. When you write your report, describe the plot of Luke (summarize the story) and the way that the major figures are characterized. Do you see any development of the characters as the narrative progresses?

[toward learning objectives #1,2,3]

1.2 Read the Gospel of Luke once at the end of the course and write a summary (Dec 6; 20% of Final Grade) ~ 8-10 pages, double spaced

Write a summary of Luke after a final reading. The purpose of the assignment is to test how the student's evaluation of Luke's narrative has changed over the duration of the course. Similar to a final exam, the student will do the assignment without the use of aids-- notes, commentaries, etc. In other words, the student may do preparatory work beforehand (review of notes, Tannehill report, etc.), but once the final reading of Luke begins no other sources are to be used.

The process to follow:

1. Reread your earlier report
2. Read Luke
3. As you read, take notes about what you see in the narrative
4. Write a final response about your reading of Luke that includes:
 - a) any insights that you did not notice during your first two readings;
 - b) how you see the plot develop;
 - c) how the major characters are depicted: Jesus, the disciples, the Pharisees, and the crowds—do these characters change over the course of the narrative?

[toward learning objectives #1,2,3]

2. Reading about Luke: 3 book reports (3 x 10% = 30% of Final Grade)

Three textbooks are to be read. Although primacy is given to the biblical text, these readings will supply context for your study of an ancient piece of Spirit-inspired literature.

For each assigned reading write a 4-5 page (double-spaced) response paper with two sections. Section 1: To demonstrate that you have read thoughtfully, summarize the content in 1.5-2 pages (including a short bio on the author), describing what the author(s) has attempted to do and how he/she went about it. Please write in such a way that your explanation would be clear to someone unfamiliar with the book. Section 2: follow the instructions (as given below) for the appropriate interaction with each reading.

Each report is worth **10 marks**, and it is due at the beginning of class on the day it is to be discussed (see course outline below). If the report is late, the *maximum* that the student may receive for the assignment is **6/10**.

**2.1 Write about *The Social World of Luke-Acts*.
(Oct 18; 10% of Final Grade) ~ 4-5 pages, double spaced**

This text will introduce you to some of the insights that recent social scientific research has contributed to our understanding of the gospels. In your report, summarize the work

as a whole, then identify 3 main ideas that increase your comprehension of the gospels. For each significant idea, explain it clearly as if writing for someone who has not read the book.

[toward learning objective #1]

2.2 Write about *The Narrative Unity of Luke-Acts, A Literary Interpretation. Vol 1. The Gospel According to Luke.*

(Nov 1; 10% of Final Grade) ~ 4-5 pages, double spaced

Tannehill employs some of the insights of narrative criticism in his commentary on Luke.

After reading the entire book, write a report in 2 sections:

(1) From his Introduction, summarize his approach to explaining Luke's message and the advantages he sees in this type of literary analysis. (2) Tannehill focuses on four different groups in chapters 4-7 that Jesus interacted with. Choose one of these groups (one of the chapters), and record what insights you gained into Luke's gospel from studying this particular group.

[toward learning objectives #1,2]

2.3 Write about *The Theology of the Gospel of Luke*

(Nov 14; 10% of Final Grade) ~ 4-5 pages, double spaced

This reading will give the student a clear and concise overview of the theology in Luke. After reading the entire book, choose a chapter that contains a theological theme of particular interest to you. Then write a summary about that theme in Luke and how the theme informs your lifestyle and approach to ministry.

[toward learning objectives #1,2,3]

3. Luke Project (Due Nov. 29; 40% of Final Grade)

Choose

2.1 An examination of one theme in Luke's gospel. Your reading of Green will assist you in choosing an appropriate area of interest, and it will also give you an introduction to the theme. The student is to a) describe what aspects of the theme are found in Luke's gospel and b) analyze how he develops that theme over the course of the narrative. 10-15 pages, double-spaced, 10 sources cited in the text (a combination of commentaries and thematic treatments [articles, monographs]).

[toward learning objective #2]

Or

2.2 The development of a sermon or lesson plan based on one pericope in Luke's gospel (choose any text following Lk 9:51). Part 1 is a brief exegesis of the passage; part 2 is a sermon or lesson plan. Evaluation will be based on the quality of parts 1 and 2, as well as the correspondence between them (i.e., does the lesson plan or sermon flow out of the exegetical work?). See the attachment, Appendix 1, *Exegetical Assignment*, for details. An example of how this assignment should be done will be

given in class (Lk. 10:38-42) on Oct 10. Two or three quality commentaries should be consulted and cited in your work; 8-12 page.

[toward learning objectives #1,4]

C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

All assignments are to be submitted electronically to Ben Wright, sendmepaper@gmail.com

Students should consult the current *Academic Calendar* for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments and Grading System. The Academic Calendar is posted at tyndale.ca/registrar/calendar/2013-2014.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Reading Luke the first 2 times [1.1]	10%
Reading Luke the last time [1.2]	20%
Book Reports (3x10)	30%
Luke Project	40%
Total Grade	100%

IV. COURSE SCHEDULE, CONTENT and REQUIRED READINGS

Oct 3-4 Prologue (Luke 1:1-4);
Reading Luke as Narrative;
Syllabus review
Infancy Narratives (ch. 1-2:40)
Preparation for Ministry (2:41-4:13)
Discussion of 1st 2 readings of Luke

Nov 14-15 Programmatic Beginnings (4:14-30)
Galilean Ministry (4:31-9:50)
Instructions for doing the Lukan project
Discussion of 3 book reports

Dec 6 Journey to Jerusalem (9.51-19.44)
Jerusalem (19:45-24:53)
Discussion of last reading of Luke

V. SELECTED BIBLIOGRAPHY

Surveys of Luke-Acts Scholarship:

Bovon, F. *Luke the Theologian: Thirty-three Years of Research (1950-1983)*. Translated and Updated by K. McKinney. Princeton Theological Monograph Series 12. Allison Park, PA: Pickwick Publications, 1987.

Green, J, and McKeever, M. *Luke-Acts & New Testament Historiography*. Grand Rapids, MI: Baker, 1994.

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

Powell, M. *What Are They Saying About Luke?* New York: Paulist Press, 1989.

Commentaries:

Arrington, F, and Stronstad, R. *Full Life Bible Commentary to the New Testament*. Grand Rapids, MI: Zondervan, 1999.

Bock, D.L. *Luke*. 2 volumes. Baker Exegetical Commentary. Grand Rapids, MI: Baker, 1994, 1996.

Craddock, F. *Luke*. Interpretation. Louisville, KY: John Knox Press, 1990.

Ellis, E. *The Gospel of Luke*. Rev'd ed. NCBC. London: Marshall, Morgan & Scott, 1974.

Evans, Craig. *Luke*. New International Biblical Commentary Series. Peabody, MA: Hendrickson, 1990.

Fitzmyer, J. *The Gospel According to Luke*. Anchor Bible. 2 vols. New York: Doubleday & Co., 1981, 1985.

Green, Joel. *The Gospel of Luke*. NICNT. Grand Rapids, MI: Eerdmans, 1997.

Jervell, J. *Luke and the People of God*. Minneapolis, MN: Augsburg Publishing House, 1972.

Karris, R. *Luke: Artist and Theologian. Luke's Passion Account as Literature*. New York: Paulist Press, 1985.

Marshall, I.H. *The Gospel of Luke*. NIGTC. Grand Rapids, MI: Eerdmans, 1978.

Malina, B. and Rohrbaugh, R. *Social Science Commentary on the Synoptic Gospels*. Minneapolis, MN: Fortress, 1992.

Nolland, J. *Luke*. 3 vols. Word Biblical Commentary 35. Waco, TX: Word, 1989-93.

Talbert, C.H. *Reading Luke: A Literary and Theological Commentary on the Third Gospel*. New York: Crossroad, 1982.

Tiede, D. *Luke*. Augsburg Commentary. Minneapolis, MN: Augsburg Publishing Company, 1988.

Articles and Monographs on Select Topics in Lukan Studies:

Alexander, L.C. *The Preface to Luke's Gospel: Literary Convention and Social Context in Luke 1.1-4 and Acts 1.1*. SNTS Monograph Series 78. Cambridge: Cambridge University Press, 1993.

Arlandson, J. *Women, Class and Society in Early Christianity: Models from Luke-Acts*. Peabody, MA: Hendrickson, 1997.

Bauckham, R., ed. *The Gospels for all Christians: Rethinking the Gospel Audiences*. Grand Rapids, MI: Eerdmans, 1998.

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Conzelmann, H. *The Theology of St. Luke*. London: SCM, 1982 (German original, 1957).

Darr, J. *On Character Building: The Reader and the Rhetoric of Characterization in Luke-Acts*. Louisville, KY: Westminster/John Knox Press, 1992.

_____. " 'Watch how you listen' (Luke 8:18): Jesus and the Rhetoric of Perception in Luke-Acts." Pages 87-107 in *The New Literary Criticism and the NT*. Edited by E. McKnight and E. Malbon. Harrisburg, PA: Trinity Press International, 1994.

Dillon, R.J. "Previewing Luke's Project from the Prologue." *Catholic Biblical Quarterly* 43 (1981), 205-227.

Egelkraut, H. *Jesus' Mission to Jerusalem: A Redaction Critical Study of the Travel Narrative in the Gospel of Luke, Luke 9.51 – 19.48*. Frankfurt: Peter Lang, 1976.

Farris, S. *The Hymns of Luke's Infancy Narratives. Their Origin, Meaning and Significance*. Journal for the Study of the New Testament Supplement Series 9. Sheffield: JSOT Press, 1985.

- Filson, F. "Journey Motif in Luke-Acts." Pages 68-77 in *Apostolic History and the Gospel*. Edited by W. Gasque and R. Martin. Exeter: Paternoster Press, 1970.
- Green, J. "Good News to whom? Jesus and the 'Poor' in the Gospel of Luke." Pp. 59-74 in *Jesus of Nazareth: Lord and Christ*. Edited by J. Green and M. Turner. Grand Rapids, MI: Eerdmans, 1994.
- _____, McKnight, S., and Marshall, I.H., eds. *Dictionary of Jesus and the Gospels*. Downers Grove, IL: Intervarsity Press, 1992.
- _____, ed. *Hearing the New Testament. Strategies for Interpretation*. Grand Rapids, MI: Eerdmans, 1995.
- _____, and M. Pasquarello. *Narrative Reading, Narrative Preaching: Reuniting New Testament Interpretation and Proclamation*. Grand Rapids, MI: Baker, 2003.
- Greene, G. *The Portrayal of Jesus as Prophet in Luke-Acts*. Ann Arbor, MI: Southern Baptist Theological Seminary, 1975.
- Hamm, D. "Sight to the Blind: Vision as Metaphor in Luke." *Biblica* 67 (1986), 457-77.
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- _____. *Prophetic Jesus, Prophetic Church. The Challenge of Luke-Acts to Contemporary Christians*. Grand Rapids, MI: Eerdmans, 2011.
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- _____. "Once Again: Gospel Genre." *Semeia* 43 (1988), 53-73.

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Appendix 1

On doing the EXEGETICAL ASSIGNMENT

Dr. Van Johnson

Aim: *to exegete a Lucan passage, within its narrative context, in order to preach or teach it effectively.*

Format: exegetical sections: essay style

Sermon/teaching outline: point form

Pericope: choose a passage from one of the final two sections of Luke, either the *Journey to Jerusalem* 9:51-19:44 or *Jerusalem: Ministry, Death and Resurrection* 19:45-24:53; > 8-15 verses, a self-contained unit (e.g., parable, miracle story, section of teaching)

Length: 8-14 pages

Sources: Bible (literal translation); notes from class; your analyses of Luke's plot and character development; class texts, 2-3 good commentaries, and any other relevant sources.

Section 1: Broad context—the narrative of Luke as a whole

What themes do you see in your pericope that are seen in the larger narrative?

Comment on the development of these themes elsewhere in Luke, noting in particular their development in Luke before your selected text. Here you are attempting to locate your text within the story as a whole. (1-1.5 pages)

Section 2: Narrow context—the pericopes that immediately precede and follow

What do you find in the surrounding passages that inform your passage? What do the surrounding passages bring to the interpretation of your text? (1-1.5 pages)

Section 3: Exegesis of the pericope

With the help of commentaries, write a verse-by-verse commentary on your passage (style: similar to the Tyndale commentaries). (4-6 pages)

Section 4: summary and application

In one paragraph, summarize your exegesis; in another paragraph, what it means for us today

Section 5: sermon/teaching outline

Based on your work above, create an outline for presentation of the text to an adult audience

- Write out your first sentence (or paragraph)
- Write out your last sentence (or paragraph)
- Take the main points from the main points in the text
- Cite any illustrations you would use