



(Offered in Association with Master's Pentecostal Seminary)

**Course Syllabus
FALL 2011**

**LUKE
PENT 0507 / NEWT 0725**

**SEP 14, 2011 - DEC 7, 2011
WEDNESDAYS, 8:30-11:20 A.M.**

INSTRUCTOR: DR. VAN JOHNSON

Phone Number: 416-291-9575

Address: 2885 Kennedy Rd., Toronto, ON, M1V 1S8

Email: vjohnson@apchurch.com

Available for appointments before and after class; please email to arrange a meeting.

To access your course materials at the start of the course, please go to
<https://www.mytyndale.ca>

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?"

Prerequisite: BIBL 0501. Recommended: NEWT 0522.

II. LEARNING OUTCOMES

At the end of the course, the student will:

- Interpret the gospel through awareness of its narrative form.
- Know the theological emphases of the gospel, and how Luke develops them.

- Be impacted in mind and spirit by the story of Jesus such that the process of sanctification will be furthered in each student's life.
- Teach from this gospel with confidence and skill.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Green, Joel B. *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 2nd class (10% of Final Grade).

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 and the way that the major figures are characterized. Do you see any development of the characters?

1.2 Read the Gospel of Luke once at the end of the course (20% of Final Grade)

Write a final response paper after a final reading of Luke. 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.

Here is 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?
- > Length: no more than 8 double-spaced pages.

2. Reading about Luke (3x 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 a 3-4 page (double-spaced) response paper is to be written. Each report is worth 7.5 marks, and it is **due** at the beginning of class on which it is to be discussed (see course outline below). The significance of the readings and the guidelines for written responses are explained for each selection. If the report is late, the *maximum* that the student may receive is 4 for the assignment.

2.1 Read *The Social World of Luke-Acts*.

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.

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

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 that Jesus interacted with in ch. 4-7. Choose one of these groups (one of the chapters), and record what insights you gained into Luke's gospel from studying this particular group.

2.3 Read *The Theology of the Gospel of Luke*.

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.

3. Writing about Luke (40% of Final Grade)

One research paper will be required. **Due Nov 30**
Choose either--

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 described in Luke's gospel and b) 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]).

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 19th. Two or three quality commentaries should be consulted and cited in your work.

C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

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 <http://tyndale.ca/registrar/calendar>.

D. SUMMARY OF ASSIGNMENTS AND GRADING

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

IV. COURSE SCHEDULE, CONTENT and REQUIRED READINGS

Sep 14	Prologue (Luke 1:1-4); <i>Reading Luke as Narrative</i> ; <i>Syllabus review</i> .
Sep 21	<i>Other Critical Issues</i> ; Infancy Narratives (ch. 1-2:40)
Sep 28	Preparation for Ministry (2:41-4:13) Response to 2 readings of Luke
Oct 05	Programmatic Beginnings (4:14-30)
Oct 12	Galilean Ministry 1 <i>The Social World of Luke-Acts</i>

Oct 19 Galilean Ministry 2
 Oct 26 Galilean Ministry 3
 The Narrative Unity of Luke-Acts
 Nov 02 Galilean Ministry 4
 Discussion of exegetical assignment 2.2
 Nov 09 Galilean Ministry 5
 The Theology of the Gospel of Luke
 Nov 16 Galilean Ministry 6
 Nov 23 Galilean Ministry 7
 Writing assignment due
 Nov 30 Journey to Jerusalem
 Dec 07 Jerusalem and beyond
 Last reading of Luke due

V. SELECTED BIBLIOGRAPHY

Commentaries:

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

Bock, D.L. *Luke*. 2 vols. 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.

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 Soci Context in Luke 1.1-4 and Acts 1.1*. SNTS Monograph Series 78. Cambridge: Cambridge University Press, 1993.

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

Conzelmann, H. *The Theology of St. Luke*. London: SCM, 1982.

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." Pp 87-107 in *The New Literary Criticism and the NT*. Edited by E. McKnight and E. Malbon. Harrisburg, PA: Trinity Press International, 1994.

Green, Joel. "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.

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

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.

Houlden, J.L. "The Purpose of Luke." *Journal for the Study of the New Testament* 21 (1984), 53-65.

- Jervell, J. *Luke and the People of God: A New Look at Luke-Acts*. Minneapolis, MN: Augsburg, 1972.
- Malina, B. *The Social World of Jesus and the Gospels*. Routledge, 1996.
- Marshall, I.H. *Luke: Historian and Theologian*. Grand Rapids, MI: Zondervan, 1970.
- Martin, R.P. "Salvation and Discipleship in Luke's Gospel." *Interpretation* 30 (1976), 366-80.
- Neyrey, J., ed. *The Social World of Luke-Acts*. Peabody, MA: Hendrickson, 1991.
- Osiek, C. *What Are They Saying About the Social Setting of the New Testament?* Rev'd ed. New York: Paulist Press, 2002.
- Powell, M.A. "The Religious Leaders in Luke: A Literary-Critical Study." *Journal of Biblical Literature* 109 (1990), 93-110.
- Sanders, J.T. "The Prophetic Use of the Scriptures in Luke-Acts." Pp. 191-98 in *Early Jewish and Christian Exegesis: Studies in Memory of William Hugh Brownlee*. Edited by C.A. Evans and W.F. Stinespring. Atlanta, GA: Scholars Press, 1987.
- Shelton, J.B. *Mighty in Word and Deed: The Role of the Holy Spirit in Luke-Acts*. Peabody, MA: Hendrickson, 1991.
- Siker, J. "'First to the Gentiles': A Literary Analysis of Luke 4.16-30." *Journal of Biblical Literature* 111 (1992), 73-90.
- Stronstad, R. *The Charismatic Theology of St. Luke*. Peabody, MA: Hendrickson, 1984.
- Tyson, J. *The Death of Jesus in Luke-Acts*. University of South Carolina Press, 1986.
- van Unnik, W.C. "Once More St. Luke's Prologue." *Neotestamentica* 7 (1973), 7-26.
- Wall, R.W. "Mary and Martha (Luke 10.38-42) in the Context of a Christian Deuteronomy." *Journal for the Study of the New Testament* 35 (1989), 19-35.
- Wilson, S.G. "Lucan Eschatology." *New Testament Studies* 15 (1970), 330-47.

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