



TYNDALE

• SEMINARY •

Course Syllabus

Fall 2012

LUKE
PENT 0507 / NEWT 0725

SEPT. 12 – DEC. 5, 2012
WEDNESDAYS, 8:30 – 11:20 AM

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To access your course material, please go to <http://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 3rd 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 as the narrative progresses?

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.

Length: 8-10 double-spaced pages.

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?

2. Reading about Luke (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 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 and how the theme affects your approach to ministry.

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

One research paper will be required. **Due Nov 21**

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

C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration

with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

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.

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.46 to 10.51](#) and [14.253 to 14.254](#).

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 12 Prologue (Luke 1:1-4);

Reading Luke as Narrative;

Syllabus review.

Sep 19 *Other Critical Issues;*

Infancy Narratives (ch. 1-2:40)

Sep 26 Preparation for Ministry (2:41-4:13)

Response to 2 readings of Luke

Oct 03 Programmatic Beginnings (4:14-30)

Oct 10 Galilean Ministry 1

The Social World of Luke-Acts

Discussion of exegetical assignment 2.2

Oct 17 No class scheduled

Oct 24 Seminary Reading Week

Oct 31 Galilean Ministry 2

The Narrative Unity of Luke-Acts

Nov 07 Galilean Ministry 3

The Theology of the Gospel of Luke

Nov 14 Galilean Ministry 4

Nov 21 Galilean Ministry 5

Writing assignment due

Nov 28 Journey to Jerusalem

Dec 05 Jerusalem and beyond

Last reading of Luke due

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.

_____. *Narrative Reading, Narrative Preaching: The Recovery of Narrative and*

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.

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

_____. *Jesus and the Eyewitnesses. The Gospels as Eyewitness Testimony*. Grand Rapids, MI: Eerdmans, 2006.

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.
- Klink, E., ed. *The Audience of the Gospels: Further Conversation about the Origin and Function of the Gospels in Early Christianity*. London: T & T Clark, 2010.
- 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.
- Mittelstadt, M. *The Spirit and Suffering in Luke-Acts: Implications for a Pentecostal Pneumatology*. Journal of Pentecostal Theology Supplement #26. London: T&T Clark, 2004.

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

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