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## NT 615 Exegesis of the Gospel of Luke

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# NT615 The Gospel of Luke

*Draft Version 1.0*

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Fall 2001  
2:30 – 5:15 pm  
Thursdays

## **Introduction**

A close reading of the Gospel of Luke, with attention to its status as historiographical narrative, its relationship to the Acts of the Apostles, and the development of its message within the socio-historical environment of Roman antiquity.

Prerequisite: IBS – 1, NT500 (or NT501/502), NT520

## **Course Objectives**

Having successfully completed this course, participants should be able:

- § to employ a range of exegetical approaches relevant to the interpretation of the Gospel of Luke, and to apply those approaches to other NT narratives;
- § to understand the Gospel of Luke within its socio-historical, literary, and canonical contexts;
- § to identify central issues in the critical study of the Gospel of Luke;
- § to articulate the importance of one's own presuppositions in the task of interpretation;
- § to articulate primary theological and ethical concerns of the Gospel of Luke;
- § to demonstrate awareness of how the theological and ethical concerns of the Gospel of Luke contribute to those of the canon and of constructive theology and ethics;
- § to differentiate between critical and homiletical/devotional commentaries and studies of the Gospel of Luke (and other NT books);
- § to evaluate critically the usefulness of secondary literature in the study of the Gospel of Luke (and other NT books);
- § to use Greek-based language tools to demonstrate proficiency in lexical semantics;
- § to use Greek-based language tools to identify grammatical constructions (i.e, with regard to sentence structure and use of clauses);
- § to use Greek-based language tools to engage in syntactical analyses (i.e, with regard to verbal aspect, mood, and voice; use of the genitive and dative cases);

- § to recognize the importance of, and to apply, close-reading skills and social-anthropological sensitivities to the text of the Gospel of Luke;
- § to evaluate the faithfulness of their own readings of the Gospel of Luke, as well as the readings of others;
- § to propose fruitful ways in which the Gospel of Luke may be read within the horizons of the contemporary church and world; and
- § to demonstrate a heightened sense of and commitment to the grand story of God's purpose as this is articulated within the narrative of Luke-Acts.

## Course Requirements and Reading

*On questions of style, especially with regard to paper organization and references, see Carol Slade, Form and Style: Research Papers, Reports, Theses, 11th ed. (New York: Houghton Mifflin, 2000).*

*Students should submit written materials on time; late papers will receive no written comments and the grade will be penalized one-third of a grade per day. Late interpretive assignments will not be received.*

**(1) Class Preparation, Attendance, and Participation:** Participants should prepare for each class session by (1) carefully reading the assigned texts in the Gospel of Luke (see the reading schedule, below), (2) taking notes on the Lukan text, and (3) comparing their observations with those in at least one of the following commentaries. (15%)

Green, Joel B. *The Gospel of Luke*. New International Commentary on the New Testament. Grand Rapids, Michigan: Wm.B. Eerdmans, 1997.

Johnson, Luke Timothy. *The Gospel of Luke*. Sacra Pagina 3. Collegeville, Minnesota: Liturgical, 1991.

Nolland, John. *Luke*. 3 vols. Word Biblical Commentary 35. Dallas, Texas: Word, 1989-93.

*Attendance at all sessions of the course is expected. In order to complete the course with a passing grade, no more than five sessions may be missed.*

**(2) A Critical Review:** A review of one of the following books, approximately 1300-1600 words (i.e., 5-6 pages, with a standard 12-point font like Times New Roman and one-inch margins) in length, typed, double-spaced. Due at the beginning of class, 18 October 2001. As a critical review, this essay should summarize the author's central theses; demonstrate the author's approach to the subject matter; and critique the author's analysis (e.g., with regard to the author's method, its faithfulness to the primary materials, its engagement with the wider discussion on the topic, and so on). (25%)

- Green, Joel B. *The Theology of the Gospel of Luke*. New Testament Theology. Cambridge: Cambridge University Press, 1995.
- Knight, Jonathan. *Luke's Gospel*. New Testament Readings. London/New York: Routledge, 1998.
- Reid, Barbara E. *Choosing the Better Part? Women in the Gospel of Luke*. Collegeville: Liturgical, 1996.

More information regarding my expectations of book reviews can be located on the Intranet: Intranet/ Students/ Lecture Power Points/ Green/ Course Assignments/ Book Reviews.

**(3) Interpretive Assignments:** For four class sessions, prepare in advance and submit to the instructor at the beginning of class an interpretive assignment for the assigned text (see "Int. Assign." on the course schedule, below). These papers should be single-spaced, typed, no more than two pages (i.e., about 900 words, with a standard 12-point font like Times New Roman and one-inch margins) in length. These are not designed to be research papers, application papers, or homilies, and no secondary materials should be consulted in their preparation. They should evidence a close reading of the text on its own terms, with attention to the usual literary, sociohistorical, and theological concerns. (30%)

More information regarding my expectations of "interpretive assignments" can be located on the Intranet: Intranet/ Students/ Lecture Power Points/ Green/ Course Assignments/ Interpretive Assignments.

**(4) A Research Assignment:** An essay of approximately 10-12 pages (i.e., 2500-3000 words, with a standard 12-point font like Times New Roman and one-inch margins), typed, double-spaced, with appropriate notes and bibliography, treating a selected pericope within the Gospel of Luke. This paper should evidence *both* a close reading of the text *and* critical engagement with the range of secondary resources appropriate to the study. (See the bibliographic resources below, as well as *New Testament Abstracts* in the Library.) Due by 4:00 pm, 13 December 2001. (30%)

- Bovon, François. *Luke the Theologian: Thirty-three Years of Research (1950-83)*. Princeton Theological Monograph Series 12. Allison Park, Pennsylvania: Pickwick, 1987.
- Green, Joel B. and Michael C. McKeever. *Luke-Acts and New Testament Historiography*. Institute of Biblical Research Bibliographies 8. Grand Rapids, Michigan: Baker, 1994.

Van Segbroeck, Frans. *The Gospel of Luke: A Cumulative Bibliography 1973-1988*.  
 Bibliotheca Ephemeridum Theologiarum Lovaniensium 88. Leuven:  
 Leuven University, 1989.

More information regarding my expectations of research papers can be  
 located on on the Intranet: Intranet/ Students/ Lecture Power Points/  
 Green/ Course Assignments/ Research Papers.

### Course and Reading Schedule

<i>Date</i>	<i>Session</i>	<i>Material to Cover</i>	<i>Int. Assign.</i>
6 Sept	1. The Unity of Luke-Acts; The Preface (1:1-4); The Birth and Childhood of Jesus (1:5-2:52)		1:26-38
13 Sept	2. The Birth and Childhood of Jesus (1:5-2:52)		2:25-35
20 Sept	3. The Preparation for the Ministry of Jesus (3:1-4:13)		3:7-18
27 Sept	4. The Ministry of Jesus in Galilee (4:14-9:50)		4:31-44
4 Oct	5. The Ministry of Jesus in Galilee (4:14-9:50)		6:39-49
11 Oct	6. The Ministry of Jesus in Galilee (4:14-9:50)		9:28-36
18 Oct	7. On the Way to Jerusalem (9:51-19:48)		10:38-42
	<b>Due: Critical Review</b>		
25 Oct	8. On the Way to Jerusalem (9:51-19:48)		13:1-9
1 Nov	9. On the Way to Jerusalem (9:51-19:48)		15:1-10
8 Nov	10. On the Way to Jerusalem (9:51-19:48)		17:11-19
15 Nov	11. On the Way to Jerusalem (9:51-19:48); Teaching in the Jerusalem Temple (20:1-21:38)		19:28-40
22 Nov	No Class: Thanksgiving Day		
29 Nov	12. Teaching in the Jerusalem Temple (20:1-21:38) The Suffering and Death of Jesus (22:1-23:56)		20:41-44
6 Dec	13. The Suffering and Death of Jesus (22:1-23:56) Jesus' Resurrection and Ascension (24)		24:1-12
13 Dec	<b>Due: Research Assignment</b>		