



**THE GOSPEL OF LUKE**  
**NT 730**

**Spring, 2011**

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**Due West Campus**

**Thursdays, 6:00 – 9:00 p.m.**

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**I. COURSE DESCRIPTION**

The aim of this course is to understand the message of Luke by addressing the following issues: origin and purpose, history of interpretation, theology, and the preaching and teaching value of Luke.

ELECTIVE. Three hours credit.

**II. COURSE OBJECTIVES**

"The mission of Erskine Theological Seminary is to educate persons for service in the Christian Church." (*ETS 2010-2011 Catalog*, p. 6)  
Central to service in the church is a knowledge and understanding of the Gospels. This course is designed to accomplish this mission.

**By the end of this course, the student should be able to:**

1. Summarize the basic options for the date, authorship, and purposes of the Gospel of Luke;
2. Outline the basic structure of Luke;
3. Describe the probable literary relationships between Luke and Matthew and Mark;
4. Describe the probable relationship between the Gospel of Luke and Acts;
5. List and describe the unique features/emphases in the Gospel of Luke;

6. Interpret any passage in Luke in light of the Gospel's overall purposes and structure;
7. Describe the preaching value of the Gospel of Luke;
8. List and describe at least five major works on the Gospel of Luke;
9. Begin a preliminary bibliography on the Gospel of Luke.

### III. REQUIRED TEXTBOOKS

Each student is required to purchase the following textbooks for the course:

Joel B. Green, *The Theology of the Gospel of Luke* (Cambridge: Cambridge University Press, 1995). ISBN 0-5214-6932-5

K. C. Hanson and Douglas E. Oakman, *Palestine In the Time of Jesus* (Minneapolis: Fortress Press, 1998). ISBN 0-8006-3470-5

Eduard Schweizer, *The Good News According to Luke*, trans. David E. Green (Louisville: Westminster John Knox Press, 1984). ISBN 0-6642-2361-3

In addition, each student will need to bring to class a New Testament in the translation of his/her choice. Students who are proficient in Greek are encouraged to use the Greek New Testament.

Students are expected to secure their own copies of all required textbooks. As a convenience, the seminary has a bookstore portal of the website at <http://www.erskineseminary.org/bookstore.html>. There you will find links to familiar vendors (CBD, Amazon, B&N, and Books-a-Million) and can check availability of texts, compare prices, and place orders. The ETS SBA will receive a modest percentage of the profits from students' and professors' purchases through this portal. The Erskine Campus Bookstore will carry a limited number of copies of every required text and orders for books can be placed through the Campus Bookstore.

#### IV. COURSE REQUIREMENTS

1. Each student must attend every class meeting. If a student must miss part or all of a class meeting, he/she is responsible for all work done and/or missed that day. **A student who misses more than a total of three class meetings will not pass the course.** Normally, a student who misses all or part of a class session will be assigned additional written work. Usually, this will take the form of writing analyses of books written about Luke. Some of these are included in the bibliography in this syllabus.
2. Each student must be adequately prepared for each class session. Adequate preparation consists of completion of all reading and/or writing assignments for that day. It is especially important that each student read the portion of Luke that will be discussed that day. The format of the course will be lecture-discussion. The student is expected to participate intelligently in classroom discussions based on his/her reading.
3. All work must be done on time. **Work that is turned in past the due date may be graded down at least one letter.** The professor reserves the right to reject any work that is excessively late.
4. **Three tests will be given.** See the **Course Outline** for the dates and material covered on these tests. Specific instructions about the nature, scope, etc. of the tests will be given in the session prior to each one.
5. The student is required to do one major paper. What this paper will be is determined by the student's purpose in taking this course. If the student is taking this course to fulfill his/her New Testament exegesis requirement, then the paper must be a systematic, detailed, critical treatment of a passage in the Gospel of Luke. The student should use the exegetical procedure he/she has been taught. In order for this paper to count as fulfilling the exegesis requirement, the student

must have successfully completed **BI 502: Principles of Exegesis** and, for those who began in Fall 2008 or after, **BI 503: Introduction to the Biblical Languages**. A student who has had Greek and who is taking this course to fulfill his/her exegesis requirement must have successfully completed Greek I and II and will be expected to use the Greek text in his/her work on this passage.

If the student is taking this course either to fulfill Bible elective or free elective requirements, he/she has some liberty in choosing a research topic. Some options are listed in this syllabus under **Possible Research Topics in Luke**.

The paper must be carefully researched and fully documented in the proper form. It should not be longer than 20 pages. It will be graded primarily on the basis of content but also on style and proper form. **The final copy of the paper is due no later than Friday, April 29.**

6. The student is required to do one other shorter paper. This paper is an analysis of Joel B. Green, *The Theology of the Gospel of Luke*. A guide-sheet will be provided for this work. **This paper is due April 14.**
7. All papers must be typed/processed (12-point type, double-spaced, one-inch margins) and fully documented, following the standards in the “Style and Form Standards” (Erskine Seminary). In this course, footnotes and a bibliography are required for the major paper. The paper’s cover page and bibliography are not counted towards page requirements.
8. Throughout the course, students may be given short, individual assignments which they will complete and usually report back to the class at the next session. These assignments will relate to issues that naturally arise in the study of Luke.
9. The student is encouraged to secure a loose-leaf notebook for the course. He/she can use it for class notes, reading notes, hand-outs, sermon ideas, bibliographical information, etc.

10. The student should review the Seminary policy on "Incompletes." An "Incomplete" is not a privilege of the student. It is the prerogative of the professor. It can be given as a final grade only (1) when the student has completed most of his/her course work and (2) when the student has been providentially hindered from doing the rest. In this class, the grade "Incomplete" will be given **only** when both of these conditions are met. **The deadline for removing an Incomplete is August 1, 2011. After this date, the student's grade automatically becomes an "F."**
11. Although God transcends the distinction between male and female, the Bible and the Church's historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing "humanity" rather than "man" or "people" rather than "men").
12. Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classrooms, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the *Catalog* for more information.
13. If the student has a portfolio requirement of a New Testament exegesis paper and he/she plans to use the major paper in this course to fulfill it, it is his/her responsibility to submit the graded, polished document to the appropriate administrative

person for filing in the portfolio. The specific portfolio requirements are on the back of the worksheet for each degree program.

14. The student should note the following administrative policy concerning registration, withdrawal, etc. The student's completed and signed registration form for any course is a binding contract and the student's billing is based on this contract. If the student decides to drop/add a course, he/she must fill out the appropriate form and submit it to the Registrar. Failure to do this will result in the student's being charged for the course even if he/she does not attend class. Under no circumstances can a professor withdraw a student from or add a student to a course. **NO EXCEPTIONS WILL BE MADE TO THIS POLICY.**
  
14. The student must guard against plagiarism. Plagiarism is using someone else's work without giving proper credit. It is a serious offense that undermines both the witness and the integrity of the Christian community. A student who is found guilty of plagiarism is subject to dismissal from the Seminary. For details, the student should consult the *Erskine Seminary Handbook* under the Honor Code.
  
15. My spring semester office hours are posted on my door (Office 20). It is preferable to make an appointment before coming.

## V. EVALUATION

The Seminary grade scale (*ETS 2010-2011 Catalog*, p. 46) will be used. The student's final grade will be determined as follows:

Three tests	=	60%
One book analysis	=	10%
Major paper	=	30%

## **COURSE OUTLINE**

**Class Dates: 2-3, 2-10**

Course introduction, goals, requirements, etc.

### **I. An Introduction to the Gospel of Luke**

- A. What is a Gospel?
- B. The probable emergence of the Gospels and their probable relationships
- C. The unique features of Luke
- D. Authorship, date, and recipients
- E. The relationship between Luke and Acts
- F. The probable purpose(s) of the Gospel of Luke
- G. Entering into the world of Jesus
  - 1. Sociological analysis of the world of Jesus
  - 2. The growing awareness of the Biblical world
  - 3. A model for first-century society in Palestine

### **II. The Prologue to Luke (1:1-4)**

- A. Introduction
- B. The identity and function of Theophilus
- C. The preface as an interpretative key to Luke

### **III. The Beginnings of Jesus' Life (1:5--2:52)**

- A. Introduction
- B. The births of John and Jesus (1:5--2:20)
- C. Jesus' early years (2:21-52)

### **ASSIGNMENT FOR 2-3, 2-10:**

1. Begin your study of Luke by reading the entire Gospel through in an English translation of your choice. Do not consult a commentary. Record your own impressions of the peculiar

- features and emphases of Luke in your notebook.
2. Go back and read carefully Luke 1:1--2:52.
  3. Read Eduard Schweizer, *The Good News According to Luke*, pp. 1-67.
  4. Read K. C. Hanson and Douglas E. Oakman, *Palestine In the Time of Jesus*, pp. 3-17.

**Class Date: 2-17**

**IV. The Beginning of Jesus' Public Ministry (3:1--4:13)**

- A. Introduction
- B. The place of John the Baptist (3:1-20)
- C. The inauguration of Jesus' public ministry (3:21--4:13)

**ASSIGNMENT FOR 2-17:**

1. Read carefully Luke 3:1—4:13. Note any unusual features of the story. What themes seem to be emphasized?
2. Read Eduard Schweizer, *The Good News According to Luke*, pp. 68-84.
3. Read K. C. Hanson and Douglas E. Oakman, *Palestine In the Time of Jesus*, pp. 19-61.

**Class Dates: 2-24, 3-3**

**TEST # 1 ON I-IV ABOVE (first part of period, 2-24)**

**V. Jesus' Ministry in Galilee (4:14--9:50)**

- A. Introduction
- B. The fame in Galilee (4:14-15)

- C. The rejection at Nazareth (4:16-30)  
**Excursus:** *Luke 4:16-30 as the frontispiece of the Gospel.*
- D. The great miracles of Jesus (4:31--5:16)
- E. Early conflicts with religious officials (5:17--6:11)
- F. The choosing of the Twelve (6:12-49)
- G. Who is Jesus? (7:1-50)
- H. Further ministry in Galilee (8:1-56)
- I. Jesus' teaching of the Twelve (9:1-50)
- J. Palestinian society issues raised in this section

### **ASSIGNMENT FOR SESSION 2:**

1. Read carefully Luke 4:14--9:50 in an English translation of your choice. Note the unusual features and emphases in the story. Note especially the role that is given to "outsiders."
2. Read Eduard Schweizer, *The Good News According to Luke*, pp. 84-164.
3. Read K. C. Hanson and Douglas E. Oakman, *Palestine In the Time of Jesus*, pp. 63-130.

**Class Dates: 3-10, 3-17, 3-24, 3-31**

### **VI. From Galilee to Jerusalem (9:51--19:27)**

- A. Introduction
- B. The importance of this section in Luke's Gospel
- C. The beginning of the journey to Jerusalem (9:51-62)
- D. The sending out of the Seventy (10:1-24)
- E. Jesus' teaching about relationships (10:25-42)
- F. Jesus' teaching about prayer (11:1-13)
- G. Conflicts with Jesus (11:14-54)
- H. The coming persecutions (12:1-12)
- I. The seduction of wealth (12:13-34)
- J. The coming perilous future (12:35--13:9)
- K. The healing of a crippled woman (13:10-17)

- L. What the Kingdom is really like (13:18-30)
- M. Jesus' announcement of His fate in Jerusalem (13:31-35)
- N. Various teachings around a meal (14:1-24)
- O. The cost of discipleship (14:25-35)
- P. Three pictures of God (15:1-30)
- Q. Further teachings about wealth (16:1-31)
- R. The character of the disciple (17:1-10)
- S. The healing of ten lepers (17:11-19)
- T. The Son of Man and the coming Kingdom (17:20--18:14)
- U. Entrance into the Kingdom (18:15-30)
- V. On the brink of entering Jerusalem (18:31--19:27)
- W. Palestinian society issues raised in this section

**ASSIGNMENT FOR 3-10, 3-17, 3-24, 3-31:**

1. Read carefully Luke 9:51--19:27 in an English translation of your choice. Note the number of times that Luke mentions that Jesus is on the road to Jerusalem. What is the significance of this?
2. Read Eduard Schweizer, *The Good News According to Luke*, pp. 165-296.
3. Read K. C. Hanson and Douglas E. Oakman, *Palestine In the Time of Jesus*, pp. 131-166.

**Class Dates: 4-7, 4-14, 4-28**

**TEST # 2 ON V AND VI ABOVE (first part of period, 4-7)**

**4-21 NO CLASS. SPRING BREAK.**

**VII. Jesus' Ministry in Jerusalem (19:28--22:53)**

- A. Introduction

*Christian Commitment and Excellent in Learning*

- B. Jesus' explicit/implicit Messianic claims (19:28-48)
- C. Temple conflicts (20:1--21:4)
- D. The coming end of the age (21:5-38)
- E. Jesus' preparation for His Passion (22:1-53)

### **VIII. The Passion of Jesus (22:54--23:56a)**

- A. Introduction
- B. The place of the Passion story in the Gospel traditions
- C. The trial of Jesus (22:54--23:25)
- D. The crucifixion of Jesus (23:26-56a)

### **IX. The Resurrection of Jesus (23:56b--24:53)**

- A. Introduction
- B. The problems with the Resurrection traditions in the New Testament
- C. Jesus' appearance to the women at the tomb (23:56b--24:12)
- D. Jesus' appearance to the two disciples (24:13-35)
- E. Jesus' appearance in Jerusalem (24:36-53)
- F. Palestinian society issues raised in this section

### **X. Luke as a Theologian and Story Crafter**

- A. Introduction
- B. The preaching/teaching value of Luke
- C. The themes of Luke

### **ASSIGNMENT FOR 4-7, 4-14, 4-28:**

1. Read carefully Luke 19:28--24:53 in an English translation of your choice.
2. Read Eduard Schweizer, *The Good News According to Luke*, pp. 297-385.

3. **The analysis of Joel B. Green, *The Theology of the Gospel of Luke*, is due on April 14.**

**Class Date: 5-5**

**TEST #3 ON VII – X ABOVE.**

**RESEARCH/EXEGETICAL PAPER DUE ON FRIDAY,  
APRIL 29.**

#### **POSSIBLE RESEARCH TOPICS IN LUKE**

1. The Pharisees in Luke's Gospel
2. Wealth in Luke's Gospel
3. A Study of Parables Unique to Luke
4. The Theological Significance of the Birth Stories in Luke
5. The Function and Purpose of Luke's Travel-Narrative (9:51--19:27)
6. The Kingdom of God in Luke
7. The Holy Spirit in Luke's Gospel
8. Luke and Gnosticism
9. Luke's Use of the Old Testament
10. Discipleship in Luke's Gospel
11. The View of the Roman Government In Luke

12. The Importance of Women in Luke's Gospel
13. The Place of Angels in Luke
14. The "Poor" in Luke
15. An Analysis of Hans Conzelmann's *The Theology of St. Luke*
16. The Theory of Lucan Priority Among the Synoptic Gospels
17. Prayer In Luke's Gospel
18. Recent Trends In the Study of Luke

#### **SELECT BIBLIOGRAPHY ON THE GOSPEL OF LUKE**

- Brown, Raymond E. *The Birth of the Messiah*. Garden City: Doubleday, 1977.
- Cadbury, Henry J. *The Making of Luke-Acts*. Second Edition. London: SPCK, 1958.
- Caird, George B. *The Gospel of St. Luke*. Baltimore: Penguin Books, 1963.
- Conzelmann, Hans. *The Theology of St. Luke*. London: Faber and Faber, 1960.
- Danker, Frederick. *Jesus and the New Age*. Philadelphia: Fortress, 1987.
- Ellis, E. Earle. *The Gospel of Luke*. Revised Edition. Greenwood, S. C.: Attic Press, 1974.
- Evans, C. F. *Saint Luke*. London: SCM, 1990.
- Fitzmyer, Joseph A. *Luke the Theologian: Aspects of His Teaching*. New York: Paulist, 1989.
- \_\_\_\_\_. *The Gospel According to Luke*. 2 volumes.

Garden City: Doubleday, 1981-85.

Juel, Donald. *Luke-Acts: The Promise of History*. Atlanta: John Knox, 1983.

Marshall, I. Howard. *Luke: Historian and Theologian*. Second Edition. Grand Rapids: Zondervan, 1989.

\_\_\_\_\_. *The Gospel of Luke: A Commentary on the Greek Text*. Grand Rapids: Eerdmans, 1978.

Morris, Leon. *The Gospel According to St. Luke*. Grand Rapids: Eerdmans, 1974.

Nolland, John. *Luke*. 3 volumes. Dallas: Word, 1989-93.

Talbert, Charles. *Reading Luke: A Literary and Theological Commentary on the Third Gospel*. New York: Crossroads, 1982.

Tolbert, Malcolm O. "Luke" in *Broadman Bible Commentary*, Vol. 9. Nashville: Broadman Press, 1970.

**These titles are only a few of the wealth of works on Luke. The student will need to find others in the library and to consult the journal literature on Luke.**