DE 5350 | THE GOSPEL OF LUKE

3 sem. hrs.

I. **Course Description**


II. **Course Objectives**

As a result of the course, the student should be able to:

A. Interpret a piece of narrative material and isolate the key theological themes it teaches.

B. Trace the argument of a Gospel through its units.

C. Be prepared to communicate the message of a passage that is accurate with regard to the text and relevant to a contemporary audience.

III. **Course Structure**

The course will work through the argument of Luke at one chapter per lecture. Each lecture contains an overview of the chapter before proceeding through the presentation of the text. For the most part, issues of method are not covered.

The course can be used on either a Greek or Non-Greek track.

IV. **Course Materials**

In addition to the audio lectures and study guide, you are required to have both a technical commentary and a more popular commentary on the Gospel of Luke. These can be selected from the following list. If you do not know Greek, then you can use the two popular commentaries and need not have a technical one.

A. **Required**


B. **Popular Commentaries**


C. Technical Commentaries


V. Assignments for the Course

A. Daily Preparation - 25%

If the student has had two years of Greek, the student is required to translate the entire Gospel of Luke with the aid of Sakae Kubo or an equivalent lexical list. One should work one chapter at a time in preparation for each recorded lecture. One may use other tools as needed if one gets stuck; but only after making a reasonable effort to work with the original text.

If the student only knows the English Bible, then one is to read through the chapter in English four times before listening to the recorded lecture. In preparation for the lesson, the student is to spend, in addition to his translation, an hour and a half per class or lecture period in whatever way desired to prepare for the class discussion. One may pursue a particular issue in a passage, may read the commentaries on that passage, or whatever else is of interest. As such, this part of the requirement has only a "time spent" element. A written report about this assignment should be submitted along with the other papers and assignments.

B. Argument Studies - 30%

The student is to write three (3) argument studies, each of different chapters within Luke. Each paper is to be 5-6 pages long, double spaced. Each argument is to be based on interaction with the notes, lecture, and commentaries, yet there should be more detail than what
is in the class lecture. The outline and notes should help you here. Each of the papers should address the following issues:

How do the paragraphs within the chapter contribute to its argument? The paper should address major interpretative issues or themes in the chapter that influence how the argument of the chapter as a whole is seen. We are interested in your choosing issues that influence the message of Luke, not particularly complex historical problems or other points of detail if they do not influence the argument of the chapter. At least four issues should be raised. Each issue or theme should be described, the options noted, and then a solution posed with reasons for its adoption.

How does this chapter contribute to the argument of the Gospel of Luke?

C. An Interpretative Paper - 30%

The student is to choose a paragraph from the Gospel of Luke and write an interpretative paper on this text that reflects careful study of the text, consideration of synoptic parallels where applicable, the noting of any points of background that apply, and the isolation of key theological themes. The paper should read like your popular commentary, but should also include a page of orientation which places the paragraph in its literary context in Luke.

The length of this paper should be 15 pages, double spaced. The paper is due at the end of the semester. Greek students are expected to interact with the Greek text when making their points.

D. Gospel Argument - 10%

In 8-10 pages, double spaced, walk through the argument of Luke's Gospel. Be sure to suggest: (1) Why you think the Gospel of Luke was written; (2) the major sections of the Gospel; and (3) the major themes about which Luke teaches.


C. TriNet Discussion Questions - 5%

The student is required to participate in the discussion areas of TriNet. Thoughtful responses should be given to at least one question in each discussion area, and responses to the comments of other students are encouraged.

All assignments should be submitted directly to your Course Tutor using the icon within your TriNet course labeled with your course tutor’s name. Exams
should be mailed by your proctor to the address below. Course work may be submitted by mail if necessary.

Distance Education
Trinity International University
2065 Half Day Road
Deerfield, IL 60015

If you have questions related to your assignments, please contact your Course Tutor in TriNet. All other questions should be directed to the Distance Education office (email or 847-317-6554).

VI. Select Bibliography

The following is a very select bibliography for Luke. It contains mostly commentaries and major Lucan monograph studies. Fuller bibliographies based on pericopes can be found in Marshall, Fitzmyer, Schurmann, Bovon, and Nolland. These often contain the most relevant periodical materials. Asterisks (*) indicate important works.


_____. Interpreting the Parables. Downers Grove, ILL.: InterVarsity, 1990. [Parables]


______. "Is the Paul of Acts the Real Paul?" *BJRL* 58 (1975/76): 282-305.


Green, J. *The Death of Jesus*: Tradition and Interpretation in the Passion Narrative. (WUNT 2:33.) Tubingen: Mohr, 1988. [Death]


Scott, B. B. *Hear Then the Parable: A Commentary on the Parables of Jesus.* Minneapolis: Fortress Press, 1989. [Hear then the Parable]


Zmijewski, J. Die Eschatologiereden des Lukas-Evangeliums (BBB 40.) Bonn: Peter Hanstein, 1972. [Eschatologiereden]