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NT 615 Exegesis of the Gospel of Luke

Michael McKeever

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NT615 Exegesis of the Gospel of Luke

DRAFT

Asbury Theological Seminary

Fall 2004

Michael McKeever, Ph.D.

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During the course please direct all email to the NT615 Course Office

Online Office Hours: MF 3:30-5:00

Welcome

Greetings. Welcome to NT615: The Gospel of Luke. I look forward to sharing with you our exploration of Luke's Gospel. Take some time to get familiar with our syllabus and the layout of our course. The Introductory Module will be located in the Course Center. This is the same location where I will be placing the other assignments in the future. After familiarizing yourself with the course, please share some information about yourself on your résumé as part of the first assignment. In a traditional class setting I always pass out a student survey on the first day and then ask each student to share a few categories which help us to get to know them better. This first exercise will give you the opportunity to share in this fashion with the rest of the class on your résumé.

About Me

I am currently Associate Professor of Biblical Studies at Judson College in Elgin Illinois, just outside Chicago. My wife, Karen, and I have two children, Madeline, age eight, and Aidan, age five. Prior to teaching at Judson College, I taught at Westmont College in Santa Barbara, Fresno Pacific University and the Mennonite Brethren Biblical Seminary in Fresno, California, as well as various seminaries in the San Francisco Bay area. I did my Ph.D. in New Testament at the Graduate Theological Union in Berkeley and wrote my dissertation in the area of Luke-Acts under the direction of Joel Green. I was also associated with Wycliffe Bible Translators for a time and this led to getting Masters in Linguistics as well.

I "cut my teeth" in terms of teaching the Gospel of Luke at the Graduate Theological Union in Berkeley when I was Joel Green's Graduate Assistant in the early 90's. Since then I have taught this course a number of times in both seminary and undergraduate contexts. Nevertheless, this is my first time teaching this course online at Asbury, so I genuinely look forward to the kind of interactions we can have in this format. I believe that we can create a great learning environment in this course. I am sure there will be some adjustments along the way, just as there might be in a traditional classroom. So let us strive to create a learning environment which is characterized by graciousness and patience as we seek to master this technology and tap its wonderful potential.

Contacting the Professor and Office Hours

Email: Please post general questions to me in the Discussion Center of our course. Just as in a traditional classroom, it often benefits the entire class to hear and interact with the answer to these questions. When you need to send personal emails, send them to me by clicking on the Office icon in the NT615 folder. I am the only one who will view these materials. If you have an urgent matter, please flag your email with the word "Urgent" in the subject line.

Telephone: 847.628.1054 (work) or 847.697.8783 (home)

Office Hours: I will typically be checking in and working on the course for a period sometime each Monday, Wednesday, and Friday. I will respond to correspondence in the order in which it was received. In reviewing class discussions and postings, I will read all of the entries which are posted, but I will not respond to all postings. I will however be sure to respond to each of you each week. If the need arises, we can also arrange times to chat or to speak via telephone by special appointment. Just let me know if you would like to set that up and when you might be available for questions and/or conversation.

Course Description

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: NT(IBS) 510 or 511; NT520; and NT500 or 501/502 or equivalent. (May be taken by students in M.A. programs not requiring Greek by special arrangement with the professor.)

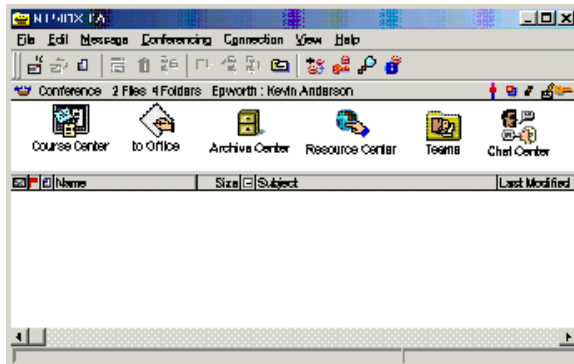
Course Objectives

Having successfully completed this course, participants should be able:

- to identify a range of questions (e.g., historical, literary, canonical) relevant to the Gospel of Luke and explore those questions in the process of interpreting particular Lukan passages;
- to identify central issues and essential resources for the critical study of Luke's Gospel and to engage these in a critical study of the Gospel of Luke;
- to evaluate critically the usefulness of secondary literature in the study of the Gospel of Luke;
- to probe the interplay between narrative, theology and ethics in Luke's Gospel;
- to explore a variety of exegetical approaches relevant to the interpretation of the Gospel of Luke;
- to demonstrate proficiency in the use of a range of Greek-based language tools to in engage Luke's narrative in its original language

- to integrate these concerns and methodologies in a sound hermeneutical method.

Windows, Icons and Course Navigation:



The Course Center will contain a copy of the course syllabus and course modules. This is the starting point for most class directions. No interaction takes place here but this is where I will be posting course material

The Discussion Center is the unlabeled bottom half of the window, such as above, and it will be used for all *public*, class communication. Anytime you have a question or comment about the course, the modules, the assignments, or anything else which would be of interest to me or your classmates, you should post to the Discussion Center.

The NT615 Office is for *private* correspondence between you and the professor. This will contain items that you do not want to appear publicly before all of your classmates. This is the icon you should click on to send personal correspondence directly to me. **Once the semester begins, please discontinue addressing class related messages to my ATS email but rather use this icon exclusively.** This is also the icon you will click to submit coursework including assignments, papers, projects, and personal correspondence. This should not be used to ask general course-related questions.

The Archives Center will be used for storing conversations that have already taken place during the course of the semester. As the Discussion Center begins to fill up with our threaded discussions I will periodically archive the older part of the discussion in the Archives center. This keeps the Discussion Center from becoming too unmanageable and will speed up down load time when dialing in to FirstClass. You will not be able to post within this section but you will have access to the archived discussions. Please feel free to refer to previous messages which have already been archived.

The Chat Center is intended primarily for real-time interaction among students. You can get together with other members to study, ask questions, or to explore topics. *Remember:* None of the conversations carried on in this location are ever saved.

The Teams folder is where the class will periodically work collaboratively in smaller groups on certain assignments.

The Resource Center provides access to a number of specific tools available to all ExL students. These include access to the B.L. Fisher Library, chapel services in Estes Chapel, ExL Updates, Guidelines for Success, Helpful Hints, Interesting Links, a PowerPoint Viewer, and a Real Audio Player.

Expectations:

What you can expect of me:

1. Prompt replies to your questions and postings. Typically this should be by the end of the next day I have scheduled online office hours.
2. Interaction, participation, and direction in the ongoing discussions that will occur over the course of the semester.
3. Timely and substantive feedback on your assignments. For example, when one assignment builds on a previous assignment, you will have received back the first assignment before the second is due. I will strive to make my comments substantive by affirming what you have done well and underscoring areas for improvement.
4. Occasional mistakes in my ongoing adjustment to this mode of teaching and means of interacting.
5. My genuine enthusiasm for this material and my excitement about what we will be learning.

What I can expect of you:

1. Active and engaged participation in our online discussions, in the Discussion Center and in your Team Folder.
2. Timely completion of assignments.
3. Your honest questions when you don't understand the material or the instructions.
4. Your patience as we work together in this medium.
5. Your willingness to engage in material that may stretch and challenge you.
6. Your willingness to entertain and engage different perspectives on their own terms in a non-dismissive manner.

What to expect from this course:

Through a variety of readings, online discussion, mini-lectures, sectional overviews and selected close readings of Luke's Gospel, we will strive to engage personally and critically with the ministry and message of Jesus as communicated in Luke's narrative. Though Luke's Gospel has long been recognized as a source of information on the historical Jesus, recent decades have increasingly demonstrated the Gospel of Luke's theological and literary genius as well. Today we understand much more of the gospel writers' roles as narrators of the story of Jesus in their capacity as evangelists, pastors, historians, theologians, and literary artists. In this course we will focus on how Luke's narrative was shaped, influenced, and heard within its original cultural and historical contexts as we grapple with its inherent interplay of culture, theology, and ethics.

We will be reading a variety of sources on the Gospel of Luke. No doubt some of this reading will stretch you in terms of the challenging ideas and information. Nevertheless, this reading will lay a vital foundation for much of our class discussion and “hands on” interpretive work. Please make a commitment to set aside ample time to stay on schedule with your reading. If you find unfamiliar terms or concepts in your reading, I would also suggest picking up a copy of Patzia and Petrotta’s *Pocket Dictionary of Biblical Studies* listed in our recommended bibliography.

Course Guidelines:

Postings: Postings in the Discussion Center should strive for substantive engagement without being excessive. As a rule of thumb, your postings should fall in the range of 50 to 75 words. Postings should be at least 50 words in length. Each week’s assignments run from 8:00 a.m. Tuesday to 8:00 a.m. on the following Tuesday. (All times listed in this course are Central Time.) In a typical week I will be posting an initial question or assignment to the class by 8:00 Tuesday morning. You will need to post one substantive response to my initial question/assignment for that week and two substantive responses to your classmate's postings for that week in the Discussion Center. You must post your initial response to my question/assignment by Friday 5:00 p.m.. All students are expected to read ALL the initial posts of the class. Watch the discussion as it unfolds and then jump in again at some point with your responses. Substantial responses will demonstrate some critical reflection and content in relation to the question or posting being addressed. Hence, three postings per module is just the MINIMUM requirement to fulfill this part of the course. Additional postings are always welcomed and encouraged.

When you post your "first" message, i.e. your own contribution to the discussion, please post it as a NEW message. In the Subject header, use the following form:

QUESTION # YOURLASTNAME

If I were posting my first response, the subject header would read Question 1 McKeever

When you reply to a colleague's message, please use the "Reply" command. It will subordinate your reply to the one you are answering, making it possible to read the discussion in sequence.

Grammar and English Usage: Proper English grammar should be used at all times. Please always incorporate complete sentences, punctuation, capitalization, and correct spelling. Poor grammar will be reflected in the final grade. Granted, communication in the Discussion Center will certainly be more conversational and spontaneous. Nevertheless, we should aim for clarity and precision in all of our communication. This is particularly important given the constraints of online communication.

Discussion: A crucial element of this course is the dialogue that we enter into with each other. All discussions are to be in the vein of encouragement, gentleness, patience, persistence, and hope. This does not mean that we will not challenge, confront, or

question each other. It does mean that these things will be undertaken for the purpose of growth and stimulation to think and understand the subject at hand more deeply and more intimately.

Course Requirements:

The assignments in this course are meant both to introduce you to foundational concepts and skills and to build toward integration in your final research paper. That is, we will develop interpretive skills for engaging our primary text, the Gospel of Luke, and critical skills for engaging secondary literature, our course texts. These will both be integrated in our final research assignment which will incorporate both of these skills.

Preparation and Participation: Students should prepare for each module by completing all biblical and other readings and actively participating in group discussions and/or team assignments. Your participation grade will be based upon *quality* of participation in online discussions, and evidence of appropriate preparation. Your comments should give evidence of careful thought about the topic of discussion or question posed and careful reading of class sources.

Quantity of interaction will only prove relevant in terms of the *depth* of your treatment of the topic. Quantity just for quantity's sake or at the expense of quality should be avoided. In short, think through the issue and think about what others—your professor, your classmates and other authors—have said about the subject.

In my own assessment I will attend to the following: Have you posted the minimum three postings per assignment? How many total postings did you make per module? How many were significant and substantive postings? How well did you respond when questions were posed to you by the professor or other students? Did your postings show evidence of interacting with course readings? (15%)

Critical Book Review: Each student will write a critical book review of one of the following books. This book review (**Due 10/26, 8 a.m.**) is to be on either Knight, Resseguie or Longenecker. Reviews should be 1,000-1,250 words in length (4-5 pages), typed, and double-spaced. These will be submitted to the NT615 Office. Please follow the guidelines for writing critical book reviews as found in the Course Center in the Guidelines Folder. (20%)

Jonathan Knight. *Luke's Gospel*. New Testament Readings. London/New York: Routledge, 1998. ISBN: 0415173221

(Provides a comprehensive and schematic reading of Luke's Gospel, and offers a detailed, chapter-by-chapter exposition of the Gospel and alternative perspectives, including feminism and deconstruction, as well as the principal motifs of the Gospel.)

James L. Resseguie. *Spiritual Landscape: Images of the Spiritual Life in the Gospel of Luke*. Hendrickson, 2003. ISBN: 1565638271

(Culls recent study in narrative criticism to present the spiritual significance of the geographic environment, social relationships, and the local economy in Luke's

Gospel.)

Bruce W. Longenecker. *The Lost Letters of Pergamum: A Story from the New Testament World*. Baker Academic, 2002. ISBN: 0801026075

(A fictional correspondence between Luke and a Roman citizen concerning his Gospel and the early church movement.)

Interpretive Assignments: For (at least) three of the Close Reading Texts, the student will prepare an interpretive assignment. Each close reading should be 750-1,000 words. Your observations should always be supported by reference to the passage under consideration and your work should be carefully written with attention to grammar and spelling. However, these essays are *not* intended to be research assignments. Hence, consultation of secondary materials is not allowed. Nor are they intended to be *application papers* or *sermons*. Rather, they should give evidence a close reading of the assigned passage in the Gospel of Luke, attending to literary form and structure, with sensitivity to social, cultural, historical and theological issues. Interpretive Assignments are NEVER accepted late. If you do not have it in on time, then you will have to do a different one. Remember you have at least eight opportunities to complete the necessary three assignments. However, I would encourage your to do one of the first two assignments so that I can begin to give you feedback early on. Please follow the handouts and guidelines for writing interpretive assignments as found in the Course Center in the Guidelines Folder. (3 x 10% = 30%).

Exegetical Paper and/or Project: This will be a 2500-3000 word (10-12 pages) research paper typed, double-spaced, with appropriate notes and bibliography (the appropriate number of sources is the amount needed to adequately cover your chosen topic; there is a limit of 3 *scholarly* internet sources), presenting an interpretation of a Lukan passage chosen from among your interpretive assignments. This essay should exhibit *both* a close reading of the Lukan text(s) selected for study (as in the Interpretive Assignments, above) *and* critical engagement with fellow interpreters of the Gospel of Luke (as in the Critical Review Assignments, above--e.g., commentaries, special studies, articles). Students are encouraged to discuss their projects beforehand with the instructor and to peruse other bibliographical tools for relevant secondary literature. **Papers are due on 12/17, 5 p.m.** (35%)

On questions of style, especially with regard to paper organization and references see Carole Slade, *Form and Style: Research Papers, Reports, Theses* (10th ed.; Boston: Houghton Mifflin, 1997).

When submitting your assignments as an attachment please follow the format as outlined here: Your last name followed by IA for Interpretive Assignment followed by the number, 1,2, 3, etc., BR for Book Review, and RP for Research Paper. For example, if I were turning in my first interpretive assignment using an attachment I would call it McKeeverIA#1. If I were turning in my book review I would label the attachment McKeeverBR. Additionally, messages sent to me and message threads should always have an accurately filled Subject line. Your assistance in this manner will go a long way

toward helping manage and organize the course. Also, please keep a copy of all of your assignments until your final grade is issued.

Grading:

Asbury Seminary defines grades using the following criteria (catalog, p. 24):

A= Exceptional work: outstanding or surpassing achievement of course objectives

B= Good work: strong, significant achievement of course objectives

C= Acceptable work: essential achievement of course objectives

D= Marginal work: minimal or inadequate achievement of course objectives

F= Unacceptable work: failure to achieve course objectives

A plus (+) or minus (-) indicates positions between categories (for example, B+ = very good; C- = slightly below acceptable, etc.).

Incompletes: "A grade of 'I' denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment" (*Catalog*, 29). I know that all of us feel overworked and face a variety time related pressures, but please note that this policy is strictly adhered to. Plan accordingly.

Specific Grading Policies for NT615:

1. If you should complete more than three Interpretive Assignments and I will assign your grade based upon your top three assignments. However, Interpretive Assignments will not be accepted late.
2. Other late papers will not receive written comments and will be marked down 1/3 of a letter grade per day late. For example, a "B" paper will become a "B-" if a day late.
3. Poor grammar and spelling will have an effect on your final grade.

Required Reading:

Joel B. Green, *The Theology of the Gospel of Luke*, New Testament Theology, (Cambridge: Cambridge University Press, 1995). ISBN 0521469325

And any one of the following Commentaries:

Luke Timothy Johnson. *The Gospel of Luke*. Sacra Pagina 3. Collegeville, Minnesota: Liturgical, 1991. ISBN: 0814658059

Joel B. Green. *The Gospel of Luke*, The New International Commentary on the New Testament. Wm.B. Eerdmans, 1997. ISBN: 0802823157

John Nolland. *Luke*. 3 vols. Word Biblical Commentary 35. Word, 1989-93. ISBN: 0849902347

Darrell L. Bock, *Luke*, 2 vols. Baker Exegetical Commentary on the New Testament 3. Baker Book House, 1994 & 1996. ISBN: 0801010535

Related Bibliography and Recommended Reading

- Joel B. Green and Michael C. McKeever. *Luke-Acts and New Testament Historiography*. Institute for Biblical Research Bibliographies No. 8. Baker, 1994. ISBN: 0801038723
- Francois Bovon. *Luke the Theologian: Thirty-three Years of Research. 1950- 1983* Princeton Theological Monograph Series 12. Pickwick, 1987.
- Frans Van Segbroeck. *The Gospel of Luke: A Cumulative Bibliography 1973- 1988*. Bibliotheca Ephemeridum Theologicarum Lovaniensium 88. Leuven University, 1989.
- Gunter Wagner. *An Exegetical Bibliography of the New Testament, vol. 2: Luke and Acts*. Mercer University, 1985.
- Joel B. Green and Scot McKnight, eds. *Dictionary of Jesus and the Gospels*. InterVarsity, 1992.
- Jerome H. Neyrey, ed. *The Social World of Luke-Acts: Models for Interpretation*. Hendrickson, 1991.
- Arthur G. Patzia and Anthony J. Petrotta, *Pocket Dictionary of Biblical Studies*. Downers Grove: InterVarsity, 2002.

Course and Reading Schedule

Date	Session	Material to Cover	Close Reading Texts
9/7-14	1.	The Unity of Luke-Acts; The Preface (1:1-4); The Birth and Childhood of Jesus (1:5-2:52)	1:26-38
9/14-21	2.	The Birth and Childhood of Jesus (1:5-2:52)	2:25-35
9/21-28	3.	The Preparation for the Ministry of Jesus (3:1-4:13)	3:21-38
9/28-10/5	4.	The Ministry of Jesus in Galilee (4:14-9:50)	4:31-44
10/5-12	5.	The Ministry of Jesus in Galilee (4:14-9:50)	6:39-49
10/12-19	6.	The Ministry of Jesus in Galilee (4:14-9:50)	9:28-36
10/19-26	7.	On the Way to Jerusalem (9:51-19:48)	10:38-42
		Due: Critical Review	
10/26-11/2	8.	On the Way to Jerusalem (9:51-19:48)	13:6-21
11/2-9	9.	On the Way to Jerusalem (9:51-19:48)	15:1-10
11/9-16	10.	On the Way to Jerusalem (9:51-19:48)	16:1-8
11/16-23	11.	On the Way to Jerusalem (9:51-19:48); Teaching in the Jerusalem Temple (20:1-21:38)	19:28-40
11/23-30		No Class: Fall Reading Week	
11/30-12/7	12.	Teaching in the Jerusalem Temple (20:1-21:38) The Suffering and Death of Jesus (22:1-23:56)	20:45-21:4
12/7-14	13.	The Suffering and Death of Jesus (22:1-23:56) Jesus' Resurrection and Ascension (24)	22:15-38 24:1-12
12/17		Due: Research Assignment	

ExL Support Team:

For technical difficulties with FirstClass, contact Jared Porter, ExL Support, at Exl_Support@asburyseminary.edu

For general concerns, questions, or problems email Extended_Learning@asburyseminary.edu or contact Kevin Osborn at ExL_Director@asburyseminary.edu

For library assistance contact Hannah_Kirsh@asburyseminary.edu
Bookstore: exlbooks@asburyseminary.edu

Obtaining Library Materials and Assistance

General Questions: information_commons@asburyseminary.edu **Toll-free 1-866-454-2733**

This is the best place to start when you have questions about library resources. Help is available Monday-Thursday from 8AM-7PM and Friday and Saturday from 8AM-5:45PM. If the people at the desk can not answer your questions, they will direct you to the person or department who can.

Materials Requests: library_loan@asburyseminary.edu **Or call toll-free 1-866-454-2733**

ExL Students may request books, photocopies or emailed attachments of journal articles/reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the library loan office for information on costs and instructions on how to make requests.

ExL students are also encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Wilmore campus should come to campus to obtain their materials.

Research Questions: Hannah_Kirsch@asburyseminary.edu
Or call the toll-free number and ask to be transferred to Hannah (x2189).

ExL students are encouraged to contact Hannah Kirsch for research assistance including help choosing a paper topic, determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

Online Databases:

To access the online library resources including the library catalog and full-text journal databases, go to www.asburyseminary.edu/library and enter your 10 digit student id number in the login box. Your student id is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a ten digit number (20000XXXXX where XXXXX = your student id). If you have questions, contact the information commons desk.

“The development of this extended learning syllabus is intended for distribution to members of the course and others by my permission. It is not intended for general

distribution on the internet. Permission to copy, in whole or in part, must be requested from the professor (Michael McKeever).