Overview

The course will concentrate on an intensive investigation of the gospel of Luke. We will emphasize both the narrative shape of Luke’s gospel and the contribution the gospel makes to our understanding of Jesus in his historical context.

Textbooks

- Nestle-Aland, *Novum Testamentum*, 27th Edition. OR The English-Greek Reverse Interlinear New Testament: English Standard Version (you should be able to find the reverse interlinear online, for free. Check out NTGateway.com, or your Bible software program.
- Hebrew-Greek Key Word Study Bible-NASB

Course Requirements

Course requirements and evaluation

Assignments/Tasks (these might change as the date approaches)

We will work through selected passages in the Gospel of Luke dealing with the various kinds of exegetical, historical and theological issues raised in the text. We will focus primarily on the journey motif and unique passages in Luke.

1. **In preparation for each class period the student should:**
   1. Analyze the assigned texts from Luke, using whatever tools are necessary. Read the sections of your commentaries that deal with the assigned passage.
   2. The student shall prepare an “Exegetical Notebook” on the Gospel of Luke in which he/she will record his/her analysis of Luke chapters 1-6, 10, 15, and 19-24, along with other relevant exegetical and theological notes gathered from the reading, class lectures and the exegetical task. The exegetical notebook will be turned in on the last day of class (Friday, February 17).

2. The student will write two brief papers tracing the theological argument of two different chapters in the Gospel of Luke. **Both papers will be due Friday, March 2.**

These papers, though brief [no more than 3 pages] shall incorporate data based on
exegetical analysis and interaction with the secondary literature. There are two questions that should be kept in mind:

a) What is the contribution of this chapter to the main theological motifs of the Gospel as a literary unity?

b) How do the pericopes in the chapter contribute to the theological ideas of the chapter. That is, how does Luke maintain his theological focus and how does it move forward?

3. The student will write an exegesis paper of 12-15 pages in which he/she will systematically analyze a complete passage in the Gospel of Luke according to the principles laid out below in the section entitled Questions to ask about every passage. The paper should demonstrate familiarity with all the issues raised by the text and with the secondary literature. The exegesis paper is due April 2.

Class Schedule (subject to adjustment)

Feb 13
Introduction
Infancy Narratives
John the Baptist
Temptation

Read Luke Chapters 1-4

Small Group Discussions
1. How do you feel about the Old Testament? Is it still relevant since the coming of Jesus?
3. We read that the boy Jesus “increased in wisdom and in stature” (2:52). What do you appreciate about the full humanity of Jesus? What questions does it raise in your mind?

Feb 14
Public Ministry

Read Chapters 5-9

Small Group Discussions
1. We read in 5:29 that Levi made a great feast for Jesus at his house. This theme of hospitality plays a major role in Luke’s gospel. Discuss the role of hospitality and feasting in your own ministry setting. How might you help your people appreciate the spiritual significance of eating together and spending time with one another?
2. What sorts of “enemies” have you encountered in your life? Does loving your enemy mean laying down for them? What is a Christian response to oppression at the individual level? The group level?
3. Why does Jesus speak in parables? How might your own teaching and preaching take Jesus’ parables as a model?
Feb 15
Public Ministry

Small Group Discussion
1. Jesus’ public ministry was marked by mighty works, notably healings and exorcisms. What has the role of such mighty works been in your own experience? Can we extend this to Christian nurses and doctors attempting to bring healing to people through other means?
2. Jesus gives some specific directives to his disciples in 10:1-12. How can these principles speak to ministry in the modern world? What is the same as at the time of Jesus’ commission to the 72? What is different?
3. Jesus has some harsh words for the Pharisees in 11:37-54. Can we fall into the same attitudes and actions as those condemned by Jesus? How? What can we do to avoid the same condemnation?

Feb 16
Public Ministry

Small Group Discussion
1. Develop a short play to illustrate the central themes of the parables in Luke 15
2. How do you see the Kingdom of God making its way forward in the world? Is it something that is something primarily in the church, or something in the world at large?
3.

Feb 17
The Passion and Resurrection

Small Group Discussion
1. What do you think about when you hear about “the end of the world”? How can Christian leaders speak sensibly about the future of the world?
2. Discuss the significance of Jesus’ words on the cross, “Father, into your hands I commit my spirit”. How do you relate this to his cry, “My God, my God, why have you forsaken me?”
3. Why is Jesus’ resurrection in a body so critical for Christian life?
APPENDIX

Questions to ask about every passage

1. What do the individual words in my passage mean? How do I make sure the way I take a word is the same thing Luke intends by it?
2. What sort of thing is my passage – is it a parable, a healing story, a command, or something else? How does this affect the meaning of my passage?
3. How is my passage set up? How does it flow? Are there patterns or repetitions in it that can help me see what the main point is?
5. What historical information will help me understand the passage better?
7. What do I learn about God from my passage? What do I learn about the world? What do I learn about people?
8. What can I learn from others about this passage?
9. How should this passage help shape the way I look at the world? What should I do or think or teach in response to this passage?

Key Emphases

- Reading contextually – taking Luke as one (true) story
- Reading historically – taking Luke as one true story
- Reading theologically – taking this as God’s story
- Reading pastorally – taking this as our story

Key Skills

- Paying attention to the Old Testament backgrounds to Luke
- Paying attention to the details of individual texts
- Paying attention to the major themes of the gospel and the rhythm of the story

Key Themes

- Christ
- Crisis
- Community
- Commission