



McMaster Divinity
College

The Gospel of Luke: So that You May Be Certain of the Things You Have Been Taught

NT 3LX3
MTS/MDiv/DipMin/Cert

Cynthia Long Westfall, Ph.D.
Email: westfal@mcmaster.ca

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Wednesdays 4–5:50 p.m.

Course Description

Every MDC student should take a course on at least one of the gospels, because the life, death and resurrection of Jesus is at the very core of our faith, and the gospels are the primary means of how we come to know him. The Gospel of Luke provides a particularly excellent entry point, given that Luke-Acts is actually a two-volume set which is particularly foundational for Christianity. Luke is an exciting gospel, given its fascinating content (epitomized by the infancy narratives) and its special interest in themes that are relevant to current concerns such as poverty, the outcast and universal salvation. This class involves the study of introductory such as structure, message, context, and its genre within its literary environment, but the bulk of attention is given to and analysis, discussion and application of the gospel's content.

With permission from the Registrar's Office, students may have the option to participate sessions through live-streaming.

Specializations

Biblical Studies (BS)

Students taking the Gospel of Luke for the Biblical Studies (BS) specialization will find this course supports all of their objectives. They will gain comprehensive general knowledge of the content and critical issues of one of the key books of the New Testament and with a focus life of Jesus. They will be exposed to tools and methods in Gospel studies and will have the opportunity to prepare exegetically responsible material for teaching or preaching.

Church and Culture (CC)

Students taking the of Luke Gospel for a Church and Culture (CC) specialization will encounter texts and participate in discussions that will equip them to address current cultural issues with specific Bible passages and the biblical theology of Luke. Luke intentionally brings the gospel into the multi-cultural context of the Roman Empire. Studying the biblical text should always be a cross-cultural encounter that requires the identification and analysis of cultural distinctives.

Christian History and Worldview (CW)

Students taking the of Luke Gospel for a Christian History and Worldview (CW) specialization will encounter an account of the life of Jesus that is foundational for theology. Furthermore, the Gospel of Luke is written to segue into Acts, which is a narrative about the early history of the church. Richard Hayes argues that Luke is unique among the gospels in that it offers a sense of orientation within time and history which should be of special interest to the CW specialization.

Pastoral Studies (PS)

Students taking the Gospel of Luke for a Pastoral Studies (PS) specialization will practice using this important biblical text on the person and life of Jesus to transform and build their own ethics and worldview on a biblical basis as well as practicing the communication of the biblical text and its application. Jesus himself provides a model and teaching for leadership/discipleship in Luke that will challenge the PS specialist to re-envision in contemporary contexts.

As an Elective

As I said above, all students are encouraged to take the Gospel of Luke as a foundational New Testament text in which they encounter Jesus, and which is a two-volume set with Acts.

Course Objectives

Specific Objectives – Through reading, lectures, discussion, and assignments

Knowing

- The student will know the account of Jesus' life, including his person, teaching and the theology of Luke, and consider its use in preaching, teaching, and Bible study.
- The student will understand Luke in its social, historical, literary, and Greco-Roman context.
- The student will become familiar with critical views concerning introductory questions (i.e., authorship, date, relationship to the other gospels, etc.)

Being

- The student will be spiritually challenged by the life, teaching and person of Christ.
- The student will appreciate the distinctive content and theology of the text and goal(s) of the author.
- The student will recognize the call to discipleship in their own lives.

Doing

- In class discussion and online threads, the class will participate in exercises that deal with critical issues, bridge the gaps of time, space and culture and apply the text.
- The student will research and write a paper on a text or aspect of Luke relevant to the area of their specialization.
- The student will utilize their research and the course resources to develop a project for the representation of a passage, theme, or issue in Luke in the area of their specialization in a contemporary context.

Reading

For CC, CW and PS specializations:

Chen, Diane. Luke. NCCS. Eugene, OR: Cascade, 2017.

For BS and possibly PS specializations:

Green, Joel B. The Gospel of Luke. NICNT. Grand Rapids: Eerdmans, 1997.

Recommended

Edwards, James R. The Gospel according to Luke (PNTC). Grand Rapids: Eerdmans, 2015.

France, R. T. Luke. TTC. Grand Rapids: Baker, 2013.

Course Requirements

Class Participation (15%)

Student participation includes interactive lectures, and class and group discussions is expected, and online participation in discussion threads based on your readings for the week.

Reading (10%)

See the Daily Schedule at the end of the syllabus for dates and pages.

- Read the scheduled material
- Read the scheduled passage in Luke in a modern translation.

The student will submit the percentage of reading completed on **Friday, December 9, 11:59 p.m.**; submit it to A2L under Assignments: Reading.

Written Assignments

In order to pass the course, all assignments must be completed

1. Research, Commentary or Exegetical Paper (35%)

Each student will write a research or exegetical paper on Luke that is relevant to Biblical Studies, Church and Culture, Christian History and Worldview, or Pastoral Studies. **It will be due November 4, by 11:59 p.m.** It will be submitted in PDF form to A2L under Assignments: Paper. Late papers will be docked at the rate of 2% per day for the first 7 days (including weekends) and 5% per day after that.

Length & style: It should be approximately 4,000 words (about fifteen pages) of text, excluding footnotes and bibliography. For all matters of style and form, consult the McMaster Divinity College Style Guide (see Style).

Option A: Research paper

Approach:

- Select one of the rich topics or issues in the study of the Gospel of Luke
- Watch the PowerPoint presentation on “Writing a Research Paper” available on A2L in introductory material and (advised) watch the videos on how to write a research paper by Mary Conway (link given)
- Discuss your topic with the professor (optional).
- Write a research paper with research and documentation of at least 15 good quality sources, not including your text book.

Length & style: It should be no more than 5,000 words (about 15 pages) of text, excluding footnotes and bibliography. For all matters of style and form, consult the McMaster style guide.

See the Rubric on A2L under Content: Introductory Material for grading.

Option B: Exegetical Paper

Student may choose to write a type of exegetical paper that is the traditional seminary assignment for the preparation of a sermon or a Bible study. This is the preferred option for BS and PS.

Approach:

- Choose a text from the Gospel of Luke. It must form a cohesive unit, of 10–15 verses.
- Detailed instructions (“Steps to Exegesis”) will be placed on Avenue to Learn under Content: Introductory Material.

Length & style: it should be approximately 5,000 words (about 15 pages of text) excluding footnotes and bibliography. For all matters of style and form, see the MDC Style Guide. There should be a minimum of 15 good quality sources used in the footnotes and bibliography. For all other matters, follow the “Steps to Exegesis,” including the subheadings.

See Rubric on A2L under Content: Introductory Material for grading.

2. Profile Project & Presentation (35%)

- Each student will complete a paper or project designed to make your research accessible in a specific contemporary context; submit your project on A2L under Assignment: Project **by 4:00 p.m. December 7**. If you are streaming, and your project is an artifact, submit a video of your project as an attachment under Communication: Discussion on A2L All students will present their profile project in class on **December 7**.
- Length & style: If written, it should be approximately 3000 words (about twelve pages) of text, excluding footnotes and bibliography. For all matters of style and form, consult the McMaster Divinity College Style Guide (see Style). If it is a project, it should be somewhat comparable in time and effort to a 12 pg. research paper.
- Each project should be discussed in advance with the professor and a written **Project Proposal** describing the appropriateness for one's specialization, the specific contemporary context targeted, the passage that is being re-presented, the goal of the project, and the approach, **due 11:59 p.m. on Wednesday, November 9 on A2L**.

Portfolio projects should largely be determined by the application of your research and your specialization. Sermons, Bible studies and devotionals are always appropriate, but creativity is encouraged. You may choose to design an artifact: an art project, poetry or song, but in that case, you must also submit a written detailed description of exactly how your artifact utilizes, interprets, and applies Scripture and principles of biblical interpretation. Marking will be based on:

- How the message and content utilizes and applies the gospel of Luke
- The appropriateness of the project for the identified target group
- The quality and proficient use of the medium
- The estimated effort expended on the project (it should be nearly equal to the effort of a 15 pg. exegetical paper).

Grading Summary

➤ Reading	10%
➤ Participation	15%
➤ Research Paper	40%
➤ Profile Project	35%

Classroom Behavior

Attendance

- Students should be on time to class or be prepared to offer an explanation to the professor.
- Students are expected to stay for the entire class session, unless arranged in advance.
- More than 2 absences may result in a penalty. More than 4 absences will result in a failure of the course.

Participation

- Please respect the opinions of others without disrespect or ridicule, even if you do not agree with them. However, feel free to respond logically and critically in an orderly manner.
- Students are not expected to be doing work on any other subject except what is appropriate in the course outline.
- Students are not to carry on off-topic conversations in class.
- Students are not to access e-mail, send or receive text messages, surf the net, etc., while class is in

session.

- Students may eat or drink in class if they do not distract others and they clean up their desks.
- Students who stream are encouraged to follow best practices to optimize their learning.

Students who fail to respect these guidelines may lose participation points and/or be dismissed from the class.

Textbook Purchase

All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3: phone 416.620.2934; fax 416.622.2308; email books@readon.ca. Other book services may also carry the texts.

Academic Honesty

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College. Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty ~ <https://mcmasterdivinity.ca/rules-regulations/>

Gender-Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

Style

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses <https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>
Failure to observe appropriate form will result in grade reductions.

Appointments

Contact me if I can assist you in any way via e-mail (most effective): westfal@mcmaster.ca
Friend me on Facebook and send me a message! We can meet in person or on Zoom outside of office hours if you need accomodation.

Office hours (Rm 242):

Monday: 2:30–4:00 p.m.

Wednesday: 2:30–4:00 p.m.

Disclaimer

This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.

Class Schedule

DATE	CLASS SESSION	Chen (Green)	New Testament Reading
Sept 14	Introduction to the course The critical introductory issues	1–11 (1–32)	Read Luke in one sitting
Sept 21	Divine Origins: Jesus' Birth and Childhood	12–46 (33–158)	Luke 1—2
Sept 28	Mission: Preparation and Inauguration	47–67 (159–96)	Luke 3—4
Oct 5	New Community	68–91 (197–281)	Luke 5—6
Oct 12	Jesus' Identity	108–37 (281–393)	Luke 7—9
Oct 19	Discipleship	138–200 (394–539)	Luke 10—13
Oct 24–28	Intensive Hybrid/Reading Week		
Nov 2	Teaching in Parables, Pt 1 Paper due 11:59 p.m., Friday, Nov 4	201–29 (539–610)	Luke 14—16
Nov 9	Teaching in Parables, Pt 2 Proposal for project due 11:59 p.m., Wednesday, Nov 9	230–54 (610–695)	Luke 17—18
Nov 16	No class (ETS/IBR/SBL)		
Nov 23	Arrival of King, Controversy,	255–74 (696–743)	Luke 19—21
Nov 30	Passion & Resurrection	275–313 (744–863)	Luke 22—24
Dec 7	Close & Presentation of Projects Projects due Dec 7, 4 p.m. Projects presented in class		
	Reading Reports due 11:59 p.m., Dec 9		

Very Select Bibliography of Luke
See bibliographies in commentaries for a fuller list

- Bock, Darrell L. *Luke*. 2 vols. BECNT. Grand Rapids: Baker, 1994-96.
- _____. *Luke*. NTC. Downers Grove: IVP, 1994.
- Bovon, François. *Luke*. 3 vols. Hermeneia. Minneapolis: Fortress, 2002-13.
- Carroll, John T. *Luke: A Commentary*. NTL. Louisville: Westminster John Knox, 2012.
- Chen, Diane. *Luke*. NCCS. Eugene, OR: Cascade, 2017.
- Culy, Martin M et al. *Luke: A Handbook on the Greek Text*. BCGNT. Waco, TX: Baylor University Press, 2010.
- Edwards, James R. *The Gospel according to Luke*. PNTC. Grand Rapids: Eerdmans, 2015.
- Fitzmyer, Joseph A. *The Gospel According to Luke*. 2 vols. AB. Garden City: Doubleday, 1981-85.
- France, R. T. *Luke*. TTC. Grand Rapids: Baker, 2013.
- Garland, David E. *Luke*. ZECNT. Grand Rapids: Zondervan, 2011.
- Green, Joel B. *The Gospel of Luke*. NICNT. Grand Rapids: Eerdmans, 1997.
- Marshall, I. Howard. *The Gospel of Luke*. NIGTC. Grand Rapids: Eerdmans, 1978.
- Nolland, John. *Luke*. 3 vols. WBC. Dallas: Word, 1990-93.
- Talbert, C. H. *Reading Luke*. RNT. Macon: Smyth & Helwys, 2002.
- Wolter, Michael. *The Gospel according to Luke*. 2 vols. Waco: Baylor University Press, 2016-17.