



NEW ORLEANS
BAPTIST THEOLOGICAL SEMINARY

BIGK9401 Interpreting the Gospels: Luke
New Orleans Baptist Theological Seminary
Biblical Studies Division
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NOBTS MISSION STATEMENT

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfil the Great Commission and the Great Commandments through the local church and its ministries.

COURSE PURPOSE, CORE VALUE FOCUS, AND CURRICULUM COMPETENCIES

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. These values shape both the context and manner in which all curricula are taught, with “doctrinal integrity” and “academic excellence” especially highlighted in this course. This year, the Seminary core value focus is *Doctrinal Integrity*.

NOBTS has seven basic competencies: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual & Character Formation, and Worship Leadership. This course addresses the “*Biblical Exposition*” competency by helping the student learn to interpret the Bible accurately.

COURSE DESCRIPTION

This seminar is designed for intensive exegetical work in the Gospel of Luke in the New Testament. Attention is given to introductory and background matters as well as the current scholarly literature on the Gospel of Luke. Special focus is given to exegetical issues in the history of interpretation, genre considerations, theological issues, and historical issues of the Roman Empire that impact the Gospel. Exegesis and interpretation of the Greek text is made with the help of the best critical literature available.

STUDENT LEARNING OUTCOMES

- To comprehend the meaning of the Gospel of Luke in its original context and its application to the current day through the development of critical insight into the background, theological and textual issues of the Gospel.

- To demonstrate skill in conducting a high level of exegetical research through writing assignments, translating Koine Greek, oral presentations and defence of research and ideas.
- To value the need for the study, interpretation and use of the Gospel of Luke not only in the academic setting, but also in the local church.

COURSE TEACHING METHODS:

This course will use a combination of pedagogical methods, including but not limited to the following: lectures, student assignments, small group work, computer resources, textbook reviews, class discussions, and student presentations. Both inductive and deductive approaches to learning will be utilized.

SEMINAR REQUIREMENTS

The seminar will meet on the dates set in ReDoc course schedule. The first half of the semester will be focused on historical and background issues, the Synoptic Problem, theological issues in Luke, and translation of selected passages in the Greek text Luke. Selected morphological analysis will be conducted upon selected words.

The second half of the term will focus on research papers with formal responses. Each student should begin considering questions from the Gospel that could become potential research topics for a paper.

Using Zotero: Bibliography Manager

I am requiring each of you to download and learn to use Zotero. This free software is located at Zotero.org. YouTube has many training videos from how to download it, download the Mac or PC plug-in, and how to find sources. Learn this over the break and start using it for your first round of assignments. You will thank me for requiring you to learn this software. Experiment over the break and teach yourselves how to use it, if you do not use it presently. This software will insert your footnotes and bibliography automatically once you have the given resource in your library cards. I cannot imagine not using this software to save time, insert footnotes and bibliography accurately, and use time for research more than typing and re-typing sources.

First Half of the Semester

First Half of the Semester Overview: The first four sessions will cover: book reviews, translation of the Greek text, morphological analysis of selected verbs, and a background paper for Luke. As you prepare your work for each meeting, consider constructing your materials for use in studying for your oral examination. The background papers will prepare you for questions on Luke. The morphology work will deepen your understanding of Greek. I have kept the translation work to a minimum so you can focus on the morphology. Assignments are due at the class time for the first four sessions. I have started easing off on the assignments at session four so you can start working on your research paper. I suggest that those who take a later date on the papers consider an earlier date for your response. All major papers will be re-written after you present them and the re-writes are due May 18.

Session One (Jan 28 5:00–9:00 CST) The Study of the Historical Jesus & the Synoptic Problem: Luke

Session One will be a review of the Synoptic Problem (SP) with consideration of how Luke fits into these various theories. We will also survey a number of related issues on the study of the historical Jesus. Students are expected to come to class prepared to take part in the discussions in the seminar.

Assignments due:

1. Porter & Holmen¹ - *Handbook for the Study of the Historical Jesus*. Select 10 articles from Vol 2. Write a 500-word review on each of your 10 articles.
2. Read Stein² – *Studying the Synoptic Gospels*; Write a Book Review: (500-750 word).
3. Read Porter³ - *The Synoptic Problem: 4 Views*; Write a Book Review: (500-750 word).
4. Select a Passage (start considering the passage from Luke you will focus on)

Session Two (Feb 11) Language and Biblical Interpretation: Background of Luke

In Session Two you will finalize your passage for your paper. You will start building your resources and start thinking about your research question, which method you plan to use, and what sources you need for your paper. You may need to request sources from Inter-Library Loan. This can take time to receive your books, so start the process now.

Assignments Due:

1. Porter & Holmen,⁴ *Handbook for the Study of the Historical Jesus*. Select any five articles from Vol 1. Write a 500-word review on each of your 5 articles surveying methodologies.
2. Background paper on Luke (1500 words, SBL) – Use Fitzmyer, Bock, Green, Bovon, and other quality sources to survey what you will include.
3. Bartholomew⁵ Vol 2 *After Pentecost* – Write a 500-750 word review of Bartholomew.

In Session Three, you will submit a Paper Proposal for your paper (see below). During this session you will select a paper to respond to in the second half of the course. We will determine our dates and map out the second half of the semester.

You will submit a book review on Bartholomew’s text and we will discuss interpretation issues from the readings. We will also discuss how the papers will be structured and items to be included. From this date forward you will want to be working on your paper and researching your topic and passage.

¹ Tom Holmén and Stanley E. Porter, eds., *Handbook for the Study of the Historical Jesus. How to Study the Historical Jesus 4 Vols.* (Boston, MA: Brill, 2011).

² Robert H. Stein, *Studying the Synoptic Gospels: Origin and Interpretation*, 2nd ed. (Grand Rapids, Mich: Baker Academic, 2001).

³ Stanley E. Porter and Bryan Dyer, eds., *The Synoptic Problem: Four Views* (Grand Rapids, MI: Baker Academic, 2016).

⁴ Holmén and Porter, *Handbook for the Study of the Historical Jesus*.

⁵ Craig G. Bartholomew, Colin J. D. Greene, and Karl Möller, eds., *After Pentecost: Language and Biblical Interpretation* (Grand Rapids, MI: Zondervan, 2001).

Session Three (Feb 25) Theological Issues in Luke

Assignments Due:

1. Read: Porter & Holmén⁶ From Vol 3, read Intro, Tuckett, Nolland, Roukema in Part 1 and any other 5 articles you choose from Parts 2 & 3. Look for papers that will help you on your paper and/or articles that interest you. Write a 500-word review on each of your the 8 articles.
2. Translation of your Luke passage with a morphological analysis of your choice on 5 verbal forms analysed morphologically using Brooks/Winbury.⁷ Include at least one participle and one infinitive.
3. Book Review:⁸ Read *Reading Luke: Interpretation, Reflection, Formation*

Session Four (March 11) Interpreting Luke: Preparing Your Research

Assignments due:

1. Lexical Word Study (1000-1500 words) Select a Word from your passage to perform a word study using the guidelines from Margaret Mitchell's article as a guide. Following Margaret Mitchell's word study as a guide in "Diotrephes Does Not Receive Us": The Lexicographical and Social Context of 3 John 9–10, JBL 117/2 (1998) 299–320. Select a significant word from the Gospel of Luke from your passage you will write on and conduct a diachronic and synchronic analysis of your word following Mitchell's example.
2. Translation of the passage to which you will respond. Analyse 3 verbals of your choice from Greek text in the paper to which you will respond.

Book Review Guidelines/Rubric

Your book review should follow the standard format for turning in book reviews to a peer reviewed journal for publication (see the suggested book review guideline handout). You should include a clear statement of the author's thesis, a summary of his/her chapters and/or sections, a discussion of the strengths of the book, its weaknesses, and whether or not you think the author accomplished answering the question or thesis of the book. Lengths are given for each assignment.

Book reviews will be evaluated on the following criteria:

1. **Grammar and Style:** spelling, sentence and paragraph development; punctuation; conformity to Turabian or SBL.
2. **Summary:** State the author's thesis/question and give a fair, concise presentation of the book's / journal article's content.

⁶ Holmén and Porter, *Handbook for the Study of the Historical Jesus*.

⁷ James A. Brooks and Carlton L. Winbery, *A Morphology of New Testament Greek: A Review and Reference Grammar* (Lanham, MD: University Press of America, 1994).

⁸ Craig Bartholomew, Joel B. Green, and Anthony C. Thiselton, *Reading Luke: Interpretation, Reflection, Formation*, Scripture and Hermeneutics Series 6 (Grand Rapids, MI: Zondervan, 2005).

3. **Evaluation:** A balanced, critical assessment of the book's / journal article's strengths and weaknesses.
4. **Research Insight:** Awareness of the book's interpretive significance and place in the literature and field today.

Paper Proposal Guidelines

Your paper proposal will be written in the format ETS requires for paper submissions (see ETSJETS.org for instructions and word length). Use several sentences to introduce your topic and to build interest. State your research question clearly and concisely. Next, state the methodology you will use to answer the question and include a description of how (your paper sections) will answer your question. I will critique these and return for re-drafting. This may take several submissions, but you will have a proposal ready for submission to a professional meeting when you are done.

Second Half of the Semester

Sessions 5-8:

We will have two papers each session. There will be a respondent for each paper. Every seminar member is expected to come to class having read the papers & responses for that particular day and have substantive questions on the content, methodology, etc. of the paper. You will be expected to give a source or sources on the topic that the author did not cover so that your comments give added content to the discussions.

For this process to work properly, everyone must have your papers turned in on the given deadlines. This facilitates optimum discussion and allows for the seminar members to do research on the topic and survey sources, etc. The respondent will lead the discussion for each paper. Respondent's paper are also due prior to the seminar session.

Presenters will not read the papers. We will all do this ahead of time. You will have 2 minutes to summarize the thesis and results of your research. Respondents will have 7–10 minutes to summarize the salient points of the paper and give overall critique. Responders will initiate the discussion by asking a question or two of the presenter. This process will give us a more meaningful and fruitful experience in the seminar. Active engagement is expected by each seminar participant.

Session 5: March 25 Papers, responders, and dates will be assigned in class.

Session 6: April 8

Session 7: April 22

Session 8: May 6

Further Details

Research Paper

For the research paper assignment, the student will write a major research paper on a specific topic in current discussion in the field. The paper is to provide critique of the standard viewpoints and advance the learning on the subject and provide a thorough exegesis of the passage(s) from the Gospel of Luke. The presenter should write in such a manner as intending to publish the paper.

Paper Presenter: Using your paper proposal prepared early in this course to give a clearly stated research question you are seeking to explore and answer. Next, clearly state your methodology you plan to use for carrying out the research. The research papers are to be from 9,000 to 10,000 words (including bibliography, footnotes and title page, etc.).

Papers will be distributed to each member of the seminar *one week prior* to the presentation in class. (By Monday noon, a week prior to class). With the paper, suggested reading will be offered for the class members to encourage class discussion. The presenter will have two minutes to make a few statements.

Paper Responder: The responder will distribute the response papers to the class *two days prior* (by Saturday evening) to the class members. Responses will be 1000 words and the responder will have 7–10 minutes to summarize the salient points of the paper. The response paper should outline the strengths, weaknesses, and offer questions for discussion and/or clarification.

Class Response: The seminar members will read the distributed papers before coming to class. Members should also engage the recommended readings for the most fruitful discussion. When the response papers are received, the seminar members will read the responses prior to class. *For optimal learning, this seminar requires that each person be responsible in meeting the deadlines for all papers and responses.*

Professor: The professor will provide a marked copy of the paper to the presenters at the end of the class period. The presenters will then make corrections based upon the professor's remarks, the responder's remarks, and class discussions. Each paper will then be corrected, improved, and submitted by **May 18**. Include with the finished paper your re-drafted 300-word proposal suitable for submitting to a professional meeting in the future.

Mentors: I hope the more senior members of the class will consider mentoring the younger members. Consider establishing groups in social media or otherwise to exchange ideas, information, and encouragement. Build camaraderie and friendships to promote optimum learning and scholarship in the academy.

Papers will be evaluated on the following criteria:

1. **Grammar and Style:** Spelling; sentence and paragraph development; punctuation; conformity to Turabian; use of quotations (use them sparingly to clarify your analysis and interpretation).
2. **Clarity and Coherence:** Organization; logical development; overall sense of the paper. State the question/thesis clearly, define the methodology for answering the question/thesis clearly.
3. **Research:** Bibliography; type and variety of sources (primary, secondary monographs, journal articles, etc.); [Most bibliographic entries should be accompanied by footnote citations].

4. **Interpretive awareness and insight:** Factual accuracy; awareness of context and connection to other material (i.e., continuity/discontinuity; cause/effect; relationships/comparisons; sensitivity to context; awareness of persons, movements, or forces, historical and otherwise); use of the languages (Greek, Hebrew if applicable, and the LXX)
5. **Analysis and Evaluation:** Going beyond the mere reporting of facts to include explanation, interpretation, analysis of material; evaluation of the material at hand; demonstration that you have done a thorough critique of the material that you have researched.
6. **On-time Work:** Grade reductions will be tallied for late papers and responses. Part of your Ph.D. training is to learn how to manage your time and start work early enough to accommodate unexpected events or delays.

Classroom Behavior Guidelines and Policies

The following guidelines are presented to encourage all students to participate together in this course, and should be kept in mind at all times.

1. Please do not hesitate to offer constructive criticism of the work of others in the class. Be sure to offer serious arguments and do so in ways that address the issues and do not attack the person.
2. Please do not be offended if criticism of your work is offered in the above spirit. Learning to give and accept criticism is part of scholarly development. Respect the right to disagree.
3. Please respect the opinions of others, even if you do not agree with them. Extend courtesy by not ridiculing others' ideas, but feel free to respond to them logically and critically and in an orderly manner.
4. Students should be on time to class or be prepared to offer an explanation after class to the professor.
5. Students are expected to stay for the entire class session, unless arranged in advance.
6. Students may eat and drink in class so long as they do not distract others or leave the remains of such activities behind for others to clean up.
7. Students are expected not to be doing work on any other subject except that of this course.
8. Students are not to carry on other conversations in class, especially with those seated immediately adjacent to them. Let all benefit from your comments or critiques.

Selected Bibliography

Bartholomew, Craig G., Colin J. D. Greene, and Karl Möller, eds. *After Pentecost: Language and Biblical Interpretation*. Grand Rapids, MI: Zondervan, 2001.

Bartholomew, Craig, Joel B. Green, and Anthony C. Thiselton. *Reading Luke: Interpretation, Reflection, Formation*. Scripture and Hermeneutics Series 6. Grand Rapids, MI: Zondervan, 2005.

Bovon, François. *Luke the Theologian: Fifty-Five Years of Research (1950-2005)*. Baylor University Press, 2006.

Brooks, James A., and Carlton L. Winbery. *A Morphology of New Testament Greek: A Review and Reference Grammar*. Lanham, MD: University Press of America, 1994.

Holmén, Tom, and Stanley E. Porter, eds. *Handbook for the Study of the Historical Jesus. How to Study the Historical Jesus 4 Vols*. Boston, MA: Brill, 2011.

Porter, Stanley E., and Bryan Dyer, eds. *The Synoptic Problem: Four Views*. Grand Rapids, MI: Baker Academic, 2016.

Stein, Robert H. *Studying the Synoptic Gospels: Origin and Interpretation*. 2nd ed. Grand Rapids, Mich: Baker Academic, 2001.

Additional Commentary Bibliography for the Gospel of Luke

Bock, Darrell L. *Luke*, 2 vols. (BECNT). Grand Rapids: Baker, 1994-96.

_____ *Luke* (NIVAC). Grand Rapids: Zondervan, 1996.

_____ *Luke* (NTC). Downers Grove: IVP, 1994.

Bovon, François. *Luke*, 3 vols. (Hermeneia). Minneapolis: Fortress, 2002-13.

_____ *Luke the Theologian*. 2nd rev ed. Waco: Baylor Univ Press, 2006.

Carroll, John T. *Luke: A Commentary* (NTL). Louisville: Westminster John Knox, 2012.

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

Fitzmyer, Joseph A. *The Gospel According to Luke*, 2 vols. 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, rev.). Grand Rapids: Eerdmans, 1997.

Marshall, I. Howard. *The Gospel of Luke* (NIGTC). Grand Rapids: Eerdmans, 1978.

Liefeld, Walter L. and David Pao, "Luke," in EBC, rev., vol. 10, 19-355. Grand Rapids: Zondervan, 2007.

Nolland, John. *Luke*, 3 vols. (WBC). Dallas: Word, 1990-93.

Talbert, C. H. *Reading Luke* (RNT). 2nd edition. Macon: Smyth & Helwys, 2002.

Greek Texts and Additional Language Helps

Ideally, the student should have both the UBS5 or NA28 in order to interact with the textual variants in the apparatuses. The student should be familiar with the current revision of the Greek text using the ECM (see front matter in the Greek texts).

Brooks, James A. and Winbery, Carlton, L. *A Morphology of New Testament Greek: A Review and Reference Grammar*. New York: University Press of America, 1994.

Martin M. Culy, Mikeal C. Parsons, and Joshua J. Stigall, *Luke: A Handbook on the Greek Text*, Baylor Handbook on the Greek Text.

Nomum Testamentum Graece, 28th ed. (NA 28), ed. Barbara and Kurt Aland.

United Bible Society 5th rev. ed. (UBS5) of the *Greek New Testament with Dictionary*.

Monograph Bibliography on Closed Reserve

I have a number of monographs on closed reserve in the Library. You may check these out for three (3) hours at a time. Since several of you might be needing the same monograph, we are making sure you can get to these sources in the Library. For those joining by SYNC, we may need to work with you on these sources. You will receive a dropbox invitation to download some books that I have found in public domain.

One of the best bibliographic sources is Francois Bovon, *Luke the Theologian: Fifty-Five Years of Research (1950–2005)*, Baylor University Press, 2006. This is on closed reserve in the NOBTS Library for all to use. For this reason, I have not included a comprehensive bibliography here.