

Azusa Pacific University  
Division of Religion and Philosophy  
Department of Biblical Studies  
Course Instruction Plan  
Fall 2014

**Course:** UBBL-230H (02): Luke/Acts (3 units) TR 2:35-4:00 PM Duke 618

**Course Credit**

**Description:** Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this 3 unit course, delivered over a 15 week term will approximate:

3 hours/week classroom or direct faculty instruction

6 hours/week (approximate minimum) out of class student work, including (but not limited to) reading, research, and writing assignments.

**Instructor:** Matthew Ryan Hauge, Ph.D. Associate Professor of Biblical Studies

**Contact:** My office is located on the second story of the Duke building in the School of Theology – Duke 234. My office hours are by appointment only. Please feel free to contact me via email ([mhauge@apu.edu](mailto:mhauge@apu.edu)) or phone (626) 815-5434 to setup a guaranteed appointment time. In case of an emergency, you are welcome to use my personal line (626) 263-0272. Please consult our course website (<http://matthewryanhauge.com>) for a digital copy of the syllabus, the list of required textbooks, writing guides as well as other relevant resources for the critical study of biblical literature. I hope that you will consider me a lifelong resource as your life unfolds within and beyond the walls of Azusa Pacific University. In that vein, please join the ongoing conversation on Facebook ([Matthew Ryan Hauge](https://www.facebook.com/MatthewRyanHauge)), Twitter ([@MatthewHauge](https://twitter.com/MatthewHauge)), and the podcast/blog (<http://biblestudyandthechristianlife.com>).

**University**

**Mission**

**Statement:** Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

**Division**

**Mission**

**Statement:** The Division of Religion and Philosophy of Azusa Pacific University exists to equip and encourage our students and faculty as they grow in comprehension and enactment of philosophical, theological, and biblical truth. The Division pursues this mission through coordinated programs of study appropriate to our various majors and to the general studies requirements of Azusa Pacific University, and through opportunities for Christian scholarship and ministry.

**Department**

**Mission**

**Statement:** The Department of Biblical Studies at Azusa Pacific University aims to equip undergraduate students by offering degree programs in Biblical Studies, supporting the General Studies program with courses in Biblical Studies, and preparing undergraduate men and women for ministry and/or graduate programs. Emphasis is placed upon training them in leadership perspectives, intelligent interpretation of the Christian Scriptures, and integrating their understanding of the Bible with their responses to God, self, and neighbor as well as to just responses to human need.

**Personal Mission**

**Statement:** As a Christian biblical scholar, it is my privilege to serve the Church and the academy, to model intellectual rigor embodied within a confessional commitment to the Body of Christ. The Bible is the inspired, the only infallible, authoritative Word of God, testifying to the redemptive activity of God through the death and resurrection of Christ, a divine song summoning each one of us to the cross. My task is to bear witness to this divine song so that it may be heard more clearly, understood more soundly, and applied more justly within our contemporary social and cultural context.

**Catalog Course**

**Description:** This course introduces New Testament biblical literature, hermeneutics, and literary critical methodologies with a primary focus upon the Gospel of Luke and Acts of the Apostles. Special attention is given to the text with regard to its political, cultural, religious, and geographical setting, the literary genre, and the intended meaning of the text in its original cultural and literary context.

**General Education**

**Status:** Meets the general education core requirement in God's Word and the Christian Response.

**Prerequisite:** UBBL-100: Introduction to Biblical Literature: Exodus/Deuteronomy

**Student Learning**

- Outcomes:**
1. Identify the books and recall the general structure of the New Testament;
  2. Explain the basic process of New Testament canonization and transmission;
  3. Describe the historical, social, political, religious, literary, and geographical world of the New Testament;
  4. Recall content and structure within the Gospel of Luke and the book of Acts;
  5. Identify and describe how the followers of Jesus interacted with their scriptures in richly diverse ways;
  6. Analyze and evaluate current scholarship on Luke/Acts in light of the text and compose a paper/project which demonstrates an understanding of both exegesis and hermeneutics;
  7. Identify and analyze obscured themes, characters, and/or motifs that are highlighted by interpreters that represent marginalized voices;
  8. Explain the Wesleyan Quadrilateral and assess the merits of this approach to reading Scripture;
  9. Evaluate how the material from the Gospel of Luke and the book of Acts can be integrated into their own walk of faith.

<b>Student Learning Outcomes</b>	<b>IDEA Objectives</b>	<b>Course Requirements</b>
1. Identify the books and recall the general structure of the New Testament.	Gaining factual knowledge	Exam
2. Explain the basic process of New Testament canonization and transmission.	Gaining factual knowledge	Exam
3. Describe the historical, social, political, religious, literary, and geographical world of the New Testament.	Gaining factual knowledge	Exam
4. Recall content and structure within the Gospel of Luke and the book of Acts.	Gaining factual knowledge	Exam
5. Identify and describe how	Gaining factual knowledge	Exam

the followers of Jesus interacted with their scriptures in richly diverse ways.		
6. Analyze and evaluate current scholarship on Luke/Acts in light of the text and compose a paper/project which demonstrates an understanding of both exegesis and hermeneutics.	Gaining factual knowledge; Learning to analyze and critically evaluate ideas, arguments, and points of view; Acquiring an interest in learning more by asking my own questions and seeking answers	Exam; Exegetical writing project
7. Identify and analyze obscured themes, characters, and/or motifs that are highlighted by interpreters that represent marginalized voices.	Gaining factual knowledge; Learning to analyze and critically evaluate ideas, arguments, and points of view	Exam; Exegetical writing project
8. Explain the Wesleyan Quadrilateral and assess the merits of this approach to reading Scripture.	Gaining factual knowledge; Learning to analyze and critically evaluate ideas, arguments, and points of view	Exam
9. Evaluate how the material from the Gospel of Luke and the book of Acts can be integrated into their own walk of faith.	Learning to analyze and critically evaluate ideas, arguments, and points of view; Acquiring an interest in learning more by asking my own questions and seeking answers	Exam; Exegetical writing project

**Required**

**Textbooks:**

Craddock, Fred B. *Luke*. Interpretation. Louisville: John Knox Press, 1990 (ISBN 978-0-664234-35-5).

*The New Oxford Annotated Bible with the Apocrypha* (NRSV). 4th ed. Michael D. Coogan, ed. New York: Oxford University Press, 2010 (ISBN 978-0-195289-59-6).

Patzia, Arthur G. *The Making of the New Testament: Origin, Collection, Text & Canon*. Downers Grove, Illinois: IVP Academic, 2011 (ISBN 978-0-830827-21-3).

Willimon, William H. *Acts*. Interpretation. Louisville: John Knox Press, 1988 (ISBN 978-0-664236-25-0).

**Recommended**

**Textbooks:**

Keener, Craig S. *The IVP Bible Background Commentary: New Testament*. Downer's Grove: InterVarsity Press, 1993 (ISBN 978-0-830814-05-3).

*The Oxford Companion to the Bible*. Bruce M. Metzger and Michael D. Coogan, eds. New York: Oxford University Press, 1993 (ISBN 978-0-195046-45-8).

**Course**

**Requirements:**

**I. Attendance.** In this course every student is responsible for the entire contents of every class, regardless of whether or not the student is present. This includes announcements made in class that may revise this syllabus or alter the class schedule. Attendance will be taken regularly and each unexcused absence will deduct 1% from your total grade (up to 10%) for the semester. A student who accumulates more than 10 absences will receive an F for the course regardless of the reasons for the absences.

This course is built upon preparation for each session on the part of both the instructor and the students. It is therefore very important that you keep up with the assignments for each session.

Reading: Almost every session will require readings from various sources. These readings must be read for the assigned date.

Participation: If you find insufficient opportunity in our class sessions to contribute to discussion, send me your comments via email and you will get credit for class participation.

**II. Exam.** This course requires one final essay exam, which is based on the class lectures and readings. The World of Luke/Acts essay exam fulfills Student Learning Outcomes 1-9.

### **Dec 8-12            The World of Luke/Acts**

There will be **no make-up exams** except in the case of a documented illness on the date of the exam. It is the student's responsibility to make arrangements in such a case. If you know you cannot avoid an absence on an exam date, you must make arrangements *prior* to the exam date.

**III. Exegetical Writing Project.** This is a fifteen-page exegesis of a personally meaningful passage from either the Gospel of Luke or the book of Acts to be selected in consultation with the professor (**Due: Dec 4**). Please note that **no late exegetical writing projects will be accepted** except in the case of a documented illness/emergency. You are expected to make use of at least six secondary sources from the selected bibliography, including one required source to be determined by the professor. This assignment fulfills Student Learning Outcomes 6-7 and 9.

*Introduction* (1 pg): Write an introductory paragraph. Introduce the reader to your topic and offer your thesis in a succinct, one or two sentence summary. For clarity, please italicize your thesis statement. This should represent your final opinion or key discovery relative to the text's ultimate meaning. You cannot write the Introduction until you have written most of the paper. Summarize the contents of your passage (do not reprint the words of your passage). Analyze the context of your passage, discussing its relationship to the surrounding context.

*Structural Analysis* (1 pg): Write out a detailed structural analysis (Roman numeral system with indentations) for your passage. Devise a structure that clearly shows your understanding of the text's logic, patterns, and movement. Follow the structural outline with a paragraph describing your reasons for making the divisions and/or groupings where you did. Essentially, describe what you see in the text that leads you to structuring it the way you do.

*Interpretation* (12 pgs): In this, the heart of your paper, you are to report on your research findings. Do this in an organized verse-by-verse format. Be sure to address the text's major questions and issues. Throughout the analysis be sure to show how you reach your above-mentioned thesis. Do not merely catalog what the secondary literature says but engage their thinking with your own to make decisions about the text's ultimate meaning.

*Application* (1 pg): In the first paragraph, summarize your findings and restate your thesis statement by italicizing it as you did in the Introduction. In the second paragraph answer the following question dealing with Universal Level Analysis: How does what I have learned from the passage affect the way I think about God, the world/society, the church in general? In the third paragraph answer the following questions dealing with Personal Level Analysis: How does what I have learned from the passage affect the way I live? How does this message/s challenge or encourage me? In both cases, do not be afraid of using first person language. I want know what you are thinking about the passage.

Please follow these guidelines for the exegetical writing project.

\* Please consult the [Exegetical Writing Guide](#) on our course website.

\* Unless otherwise noted, all writing assignments must be written according to the [Student Supplement to the SBL Handbook of Style](#).

\* It must be stapled, typed, double-spaced, left-justified, and must not exceed the page limit.

\* It should be written in the third person impersonal, unless otherwise noted.

- \* Use Times New Roman set at 12 dpi with black ink only.
- \* Include page numbers (bottom-center), beginning on the first page of writing.
- \* Include a title page with paper title, course name, instructor's name, student's name, and date.
- \* Do not quote the author(s); put it in your own words.
- \* Plagiarism of any kind automatically disqualifies the assignment from receiving any credit.
- \* Use inclusive language and correct grammar and spelling.
- \* Fully document your paper to indicate the name of any source from which ideas or information have been derived.
- \* For documentation, please use the footnote system. For reference, please consult the [Exegetical Writing Guide](#) on our course website. All footnotes should be single-spaced and set at 10 dpi.
- \* The only statements that do not require footnotes are those that are either common knowledge or the student's own personal observations.
- \* Please include a "Works Cited" bibliography; only include sources in your bibliography that you cite in your paper (this page should not have a page number).

**Style Standard:** All writing assignments must be written according to the [Student Supplement to the SBL Handbook of Style](#). For documentation, please use the footnote system. For reference, please consult the [Exegetical Writing Guide](#) on our course website. All footnotes should be single-spaced and set at 10 dpi.

<b>Grading:</b>	Attendance	100 points	10%
	World of Luke/Acts Exam	450 points	45%
	Exegetical Writing Project	<u>450 points</u>	<u>45%</u>
	Total Grade	1000 points	100%

**Grading Scale:**

A	100-94	B	86-84	C	76-74	D	66-64
A-	93-90	B-	83-80	C-	73-70	D-	63-60
B+	89-87	C+	79-77	D+	69-67	F	59-0

**Grading Criteria:**

A	Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique, and relationship to other information.
B	More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information.
C	Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of field or discipline.
D	Serious gaps in knowledge, confusion of concepts and categories, inability to recall basic information.
F	Absence of knowledge, incapable of carrying on a conversation about the subject, misunderstands most concepts, confuses all categories.

**Information Literacy:**

Information literacy is defined as "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the

Council of Independent Colleges (2004). The students in this course will:

- determine the nature and extent of the information needed.
- access needed information effectively and efficiently.
- evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- individually or as a member of a group, use information effectively to accomplish a specific purpose.
- understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally

*This course requires students to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at <http://apu.libguides.com/>*

**Academic Integrity Policy:**

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

**Plagiarism Statement:**

Students found guilty of plagiarism will be reported to the Provost, and a memorandum of the plagiarism event will be placed in the student's permanent file in the Provost's office.

Additionally, papers and/or assignments determined to be the result of plagiarism will receive *no credit (0%)*. In the case of a second infraction, the student will be given an *F grade* for the entire course and may be suspended and/or dismissed from the university.

**Course Policies: Attendance.** In this course every student is responsible for the entire contents of every class, regardless of whether or not the student is present. This includes announcements made in class that may revise this syllabus or alter the class schedule. Attendance will be taken regularly and each unexcused absence will deduct 1% from your total grade (up to 10%) for the semester. A student who accumulates more than 10 absences will receive an F for the course regardless of the reasons for the absences.

This course is built upon preparation for each session on the part of both the instructor and the students. It is therefore very important that you keep up with the assignments for each session.

**Reading:** Almost every session will require readings from various sources. These readings must be read for the assigned date.

**Participation:** If you find insufficient opportunity in our class sessions to contribute to discussion, send me your comments via email and you will get credit for class participation.

**Deadlines.** All assignments are due in class on the date assigned per the class-schedule. No late assignments will be accepted.

**Make-Up Work.** There will be no make-up exams except in the case of a documented illness on the date of the exam. It is the student's responsibility to make arrangements in such a case. If you

know you cannot avoid an absence on an exam date, you must make arrangements *prior* to the exam date.

**Incomplete Grades.** The grade “*Incomplete*” (*I*) is given only under special circumstances. An *I* grade may be given upon recommendation of the professor with the permission of the appropriate academic dean. To obtain an incomplete, the student must fill out the official Incomplete Form available from the Office of the Undergraduate Registrar. An Incomplete may be granted for up to 12 weeks from date of issue. Petition for extension beyond the 12 weeks will be subject to review by the faculty member and the appropriate academic dean. An Incomplete submitted without the Incomplete Form or not made up within the allotted period, will automatically become an *F*. An *IN* grade reflects an Incomplete with no filed paperwork at the time the grades were issued.

**Students with Disabilities:**

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

**Writing Center Statement:**

Students are encouraged to make use of the resources available at the Writing Center, offices located in the Marshburn Library on East Campus. The Writing Center is available to help students with all aspects of their writing projects.

**University & Department Policies:**

All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

**Class Visitors Policy:**

Having uninvited guests in class may interfere with the classroom community-building process, impose someone on the class who lacks the shared history and background preparation often necessary to deal with sensitive issues, make some students reluctant to engage meaningfully and thus interfere with the learning process, and disrupt classroom activity. All prospective guest(s) must have a visitation date approved in advance by the registrar’s office, who will then contact the instructor for final approval.

### Selected Bibliography

**Commentaries (Luke)**

Bock, Darrell L. *Luke 1:1-9:50*. Baker Exegetical Commentary on the New Testament 3A. Grand Rapids: Baker Books, 1994.

\_\_\_\_\_. *Luke 9:51-24:53*. Baker Exegetical Commentary on the New Testament 3B. Grand Rapids: Baker Books, 1996.

\_\_\_\_\_. *Luke*. The IVP New Testament Commentary Series, ed. Grant R. Osborne. Downers Grove, IL and Leicester, ENG: InterVarsity Press, 1994.

Crowder, Stephanie Buckhanon. “The Gospel of Luke.” *True to our Native Land: An African American New Testament Commentary*, ed. Brian K. Blount, 158-185. Minneapolis: Fortress Press, 2007.

Culpepper, R. Alan. “The Gospel of Luke: Introduction, Commentary, and Reflections.” *Luke, John*. The New Interpreter’s Bible: A Commentary in Twelve Volumes 9, ed. Leander E. Keck et al., 3-490. Nashville: Abingdon Press, 1995.

- Ellis, E. Earle, ed. *The Gospel of Luke*. New Century Bible. Greenwood, S.C: The Attic Press, Inc. 1974.
- Fitzmyer, Joseph A. *The Gospel According to Luke 1-IX: Introduction, Translation, and Notes*. Anchor Bible 28. Garden City, NY: Doubleday & Company, Inc., 1985.
- \_\_\_\_\_. *The Gospel According to Luke X-XXIV: Introduction, Translation, and Notes*. Anchor Bible 28A. Garden City, NY: Doubleday & Company, Inc., 1985.
- Geldenhuis, Norval. *Commentary on the Gospel of Luke*. The New International Commentary on the New Testament. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1968.
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- Johnson, Luke Timothy. *The Gospel of Luke*. Sacra Pagina Series 3. Collegeville, MN: The Liturgical Press, 1991.
- Keener, Craig. S. *New Testament*. The IVP Bible Background Commentary. Downers Grove, IL: InterVarsity Press, 1993.
- Nolland, John. *Luke 1-9:20*. Word Biblical Commentary 35A. Dallas: Word Books, Publisher, 1989.
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- Commentaries (Acts)**
- Alexander, Joseph Addison. *Commentary on the Acts of the Apostles*. Classic Commentary Library. Grand Rapids, MI: Zondervan Publishing House, 1956.
- Barrett, C.K. *The Acts of the Apostles*. 2 Vols. The International Critical Commentary 44. Edinburgh: T & T Clark, 1975.
- Bruce, Frederick F. *Commentary on the Book of Acts*. The New International Commentary on the New Testament 44. London and Edinburgh: Marshall, Morgan, and Scott, LTD., 1954.
- Conzelmann, Hans. *Acts of the Apostles*. Hermeneia-A Critical and Historical Commentary on the Bible. Philadelphia: Fortress Press, 1987.
- Dunn, James D.G. *The Acts of the Apostles*. Narrative Commentaries. Valley Forge, PA: Trinity Press International, 1996.
- Faw, Chalmer E. *Acts*. Believers Church Bible Commentaries. Scottsdale, PA. And Waterloo, ONT: Herald Press, 1993.
- Fernando, Ajith. *Acts*. The NIV Application Commentary. Grand Rapids, MI.: Zondervan Publishing House, 1998.
- Kisau, Paul Mumo. "Acts of the Apostles." *Africa Bible Commentary: A One-Volume Commentary*, ed. Tokunboh Adeyemo, 1297-1348. Grand Rapids: Zondervan Publishing Company, 2006.
- Krodel, Gerhard. *Acts*. Proclamation Commentaries: The New Testament Witnesses for Preaching. Philadelphia: Fortress Press, 1981.
- Longenecker, Richard N. "The Acts of the Apostles." *John-Acts*. The Expositor's Bible Commentary 9. Grand Rapids, MI: Zondervan Publishing House, 1981.

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- Williams, Demetrius K. "The Acts of the Apostles." *True to our Native Land: An African American New Testament Commentary*, ed. Brian K. Blount, 213-248. Minneapolis: Fortress Press, 2007.
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- Studies (Luke/Acts)**
- Arlandson, James Malcolm. *Women, Class, and Society in Early Christianity: Models From Luke-Acts*. Peabody, MA: Hendrickson Publishers, 1997.
- Brawley, Robert L. *Centering on God: Method and Message in Luke-Acts*. Louisville, KY: Westminster/John Knox Press, 1990.
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- Seim, Turid Karlsen. *The Double Message: Patterns of Gender in Luke & Acts*. Nashville: Abingdon Press, 1994.
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Tiede, David L. *Prophecy and History in Luke-Acts*. Philadelphia: Fortress Press, 1980.

Luke/Acts  
Course Calendar  
Fall 2014

(course schedule, topics, evaluation and assignments may be changed at the instructor's discretion)

- Sept 4            *Introduction to the Course*  
Reading: Please carefully read the entire syllabus.
- Sept 9            *Methodological Considerations*  
Reading: Patzia, 23-83.
- Sept 11           *Survey of Greco-Roman History*  
Reading: Patzia, 83-144.
- Sept 16           *Survey of Palestinian History*  
Reading: Patzia, 144-204.
- Sept 18           *The Making of the New Testament*  
Reading: Patzia, 204-265.  
Assignment: Please come to class prepared to discuss *The Making of the New Testament*.
- Sept 23           *Introduction to Luke/Acts*  
Reading: Luke 1:1-24:53.
- Sept 25           *Preparations for Public Ministry*  
Reading: Craddock, 1-31.
- Sept 30           *Nazareth Event*  
Reading: Craddock, 31-64.
- Oct 2             *Sermon on the Plain*  
Reading: Craddock, 64-98.
- Oct 7             *Sower*  
Reading: Craddock, 98-138.
- Oct 9             *Good Samaritan*  
Reading: Craddock, 139-169.
- Oct 14            *Foolish Rich Man*  
Reading: Craddock, 169-201.
- Oct 16            *Rich Man and Lazarus*  
Reading: Craddock, 201-231.
- Oct 21            *Crucifixion*  
Reading: Craddock, 231-262.
- Oct 23            *Road to Emmaus*  
Reading: Craddock, 262-295.
- Oct 28            *Preparations for Public Ministry*  
Reading: Acts 1:1-28:31.

- Oct 30 *Jerusalem Event*  
Reading: Willimon, 1-22.
- Nov 4 *Ananias and Sapphira*  
Reading: Willimon, 22-42.
- Nov 6 *Martyrdom of Stephen*  
Reading: Willimon, 42-64.
- Nov 11 *Simon Magus*  
Reading: Willimon, 64-91.
- Nov 13 *Road to Damascus*  
Reading: Willimon, 93-115.
- Nov 18 *Jerusalem Council*  
Reading: Willimon, 115-136.
- Nov 20 *Society of Biblical Literature Annual Meeting*  
No class today.
- Nov 25 *Society of Biblical Literature Annual Meeting*  
No class today.
- Nov 27 *Thanksgiving Vacation*  
No class today.
- Dec 2 *Aeropagus*  
Reading: Willimon, 136-155.
- Dec 4 *Without Hindrance*  
Reading: Willimon, 155-193.  
**Exegetical Writing Project Due**
- Dec 8-12 **Exam: The World of Luke/Acts**

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**Student Information Sheet**  
**UBBL-230H (02): Luke/Acts**  
**Fall 2014**

1. Name \_\_\_\_\_

2. APU Box No. \_\_\_\_\_

Phone No. (    ) \_\_\_\_\_

Email: \_\_\_\_\_

3. Home Address (Residence/Campus):  
\_\_\_\_\_

\_\_\_\_\_

Zip Code	City	State
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4. Major: \_\_\_\_\_

Why did you choose this major? \_\_\_\_\_

5. Previous biblical literature courses completed (and name of instructor if taken at APU):

UBBL-100: \_\_\_\_\_

UBBL-xxx: \_\_\_\_\_

6. Present Standing: \_\_\_\_\_ Sr. \_\_\_\_\_ Jr. \_\_\_\_\_ Soph. \_\_\_\_\_ Fr.

7. Life Plans: \_\_\_\_\_

8. Comments: \_\_\_\_\_

9. Signature: \_\_\_\_\_

I agree to abide by the terms and conditions of this syllabus (sign, print name, and give date).