Nazarene Theological Seminary

1700 E Meyer Blvd ● Kansas City, MO 64131 ● 816/268-5400

NTL653 — Gospel of Luke Module
Spring 2011

Course Structure

This is a modular course with three major sections with regard to course structure and schedule of assignments:

1. Pre-Module Work: Monday, December 6, 2010 to Monday, January 17, 2011
2. Module Sessions: Monday, January 17 to Thursday, January 27, 2011, 5:30-9:45 PM
3. Post-Module Work: Friday, January 28 to Friday, March 11, 2011

Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available at http://support.nts.edu/index.php/Essential_Information. Additional technical support information can be found at http://support.nts.edu.

- NTS Mission Statement & Purpose and Master of Divinity Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *A Handbook for Inclusive Language*

Instructor Information

Professor: Jirair Tashjian, Ph.D.
Office: None
Office Hours: By appointment

Email: [Information will be available on Moodle]
Home/cell:
Please do not call between 9:00 p.m. and 8:00 a.m.

Catalog Description

A study of the Third Gospel, with special reference to its use of traditional material and its consequent unique rendering of the gospel message.

Course Narrative & Rationale

This course is a study of the Gospel of Luke, utilizing historical-critical, literary, and theological methods of inquiry. Luke was careful to locate the story of Jesus in a particular historical context.

We will explore the life and ministry of Jesus in the historical, cultural, political and religious milieu of first-century Palestine. Luke tells us that there were others who had written accounts of Jesus. Since we have three other Gospels besides Luke in our New Testament canon, we will from time to time explore Luke's relationship to the other Gospels, while at the same time highlighting Luke's unique way of telling the story of Jesus.

Although Luke tells us that he carefully investigated everything, the Gospel of Luke is not merely a historical account of Jesus. It is a literary accomplishment. In view of the fact that Luke has told a story, we must use certain literary tools, particularly narrative criticism, to understand how Luke has structured the story of Jesus.

But Luke was much more than a historian and a literary genius, as commendable as these functions are. Luke was a theologian at heart. He wrote the story of God's saving act in Jesus, the good news, the *euaggelion*, the gospel. Luke was careful, on one hand, to connect the story of Jesus to the story of God in the Old Testament, as we see most clearly in the first two chapters of the Gospel, but also elsewhere. On the other hand, Luke was equally careful to connect the story of Jesus to God's ongoing work through the Holy Spirit in the life of the church, as the Acts of the Apostles, Luke's second volume, clearly indicates. We will therefore endeavor to listen to Luke's theological concerns and ethical implications not only for his first readers but also for us today.

Course Outcomes

1. To understand the historical, cultural, political and religious setting of the life, ministry and death of Jesus (Assignments 2, 3, 7, 10, 11)
2. To understand the literary genre of the Gospel of Luke and its unique features in comparison with the other NT Gospels (Assignments 1, 3, 7)
3. To learn and apply the methodology of narrative criticism to the Gospel of Luke and gain appreciation for Luke's narrative rationale (Assignments 1, 3, 6, 7)
4. To recognize various literary genres in Luke, such as parables, miracles, sayings, and narrative material and learn how to apply appropriate exegetical procedures to them (Assignments 1, 3, 7, 11)
5. To understand the literary and theological links between Luke's two volumes — the Gospel and Acts of the Apostles (Assignment 7)
6. To gain insights into Luke's theological understanding of the person of Jesus and the significance of his ministry, death and resurrection (Assignments 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)
7. To learn the theological and ethical themes that run through the Gospel of Luke (Assignments 1, 3, 4, 5, 6, 7, 8, 9, 11)
8. To address the hermeneutical issue of hearing the Gospel of Luke as the word of God to us for faith and practice (Assignments 3, 4, 5, 7, 8, 9, 11)

Church of the Nazarene COSAC Competencies

This course is designed to provide, at least partially, the following required competencies for ordination in the Church of the Nazarene as mandated by the Course of Study Advisory Committee:

CN10 Ability to summarize the significant life events of Jesus and Paul (Assignments 1, 3, 6, 7, 8)
CN11 Ability to identify the significant elements of the message of Jesus and Paul (Assignments 1, 3, 4, 5, 6, 7, 8, 9, 10)
CN12 Ability to describe the impact of the historical background of the New Testament on the message of Jesus and Paul (Assignments 2, 7, 10)
CN14 Ability to identify and describe the major theological concepts of the NT (Assignments 1, 3, 4, 5, 6, 7, 8, 9, 10)

CN16 Ability to identify the steps of historical, literary, and theological analysis used in exegesis (Assignments 2, 3, 7, 11)
CN17 Ability to exegete a passage of Scripture using the steps listed above (Assignment 11)
CN19 Ability to identify and explain the main characteristics of the nature of God, Christ, the Holy Spirit, the Human Person, Sin, Salvation, the Christian Life, the Church and sacraments, and Eschatology (Assignments 1, 3, 4, 5, 6, 7, 8, 9, 10)
CN20 Ability to reflect theologically on life and ministry (Assignments 4, 5, 7, 8, 9, 10, 11)
CP 1 Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity and creativity for the sake of fostering meaning (Assignments 1, 2, 3, 7, 8, 9, 10, 11)
CP 2 Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry (Assignments 1, 2, 3, 9, 10, 11)
CP 3 Ability to speak coherently and cogently in the modes of discourse appropriate for the various ministry contexts (Assignments 7, 8)

Required Texts & Course Materials

The Bible. NASB, NRSV, ESV, or the Greek New Testament if you have proficiency in Greek.
Borg, Marcus and Wright, N. T. *The Meaning of Jesus: Two Visions*. New York: HarperSanFrancisco, 1999. 0-06-060876-5.
Byrne, Brendan. *The Hospitality of God: A Reading of Luke's Gospel*. Collegeville, MN: Liturgical Press, 2000. 0-8146-2390-5.
Green, Joel. *The Theology of the Gospel of Luke*. New Testament Theology. Cambridge: Cambridge University Press, 1995. 0-521-46932-5.
Horsley, Richard. *Jesus and Empire: The Kingdom of God and the New World Disorder*. Minneapolis: Augsburg Fortress, 2003. 0-8006-3490-X.
Ringe, Sharon. *Jesus, Liberation, and the Biblical Jubilee*. Eugene: Wipf & Stock, 2004. [Previously published by Fortress Press, 1985]. 1-59244-713-9.
Tannehill, Robert. *Luke*. Abingdon New Testament Commentaries. Nashville: Abingdon, 1996. 0-687-06132-6.

Recommended Texts & Course Materials

Bovon, François. *Luke 1: A Commentary on the Gospel of Luke 1:1—9:50*. Hermeneia. Minneapolis: Fortress, 2002. This is a commentary on the Greek text, but with English translation provided.
Craddock, Fred. *Luke*. Interpretation. Louisville: John Knox, 1990.
Culpepper, R. Alan. "The Gospel of Luke: Introduction, Commentary, and Reflections," in *The New Interpreter's Bible*, ed. by Leander E. Keck, et. al. Vol. IX. Nashville: Abingdon, 1995.
Danker, Frederick. *Jesus and the New Age: A Commentary on St. Luke's Gospel*. Philadelphia: Fortress, 1988.
Fitzmyer, Joseph. *The Gospel According to Luke I-IX*. The Anchor Bible. New York: Doubleday, 1981.
_____. *The Gospel According to Luke X-XXIV*. The Anchor Bible. New York: Doubleday, 1985.
Green, Joel. *The Gospel of Luke*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1997.
Johnson, Luke Timothy. *The Gospel of Luke*. Sacra Pagina. Collegeville: Liturgical Press, 1991.
Noland, John. *Luke 1—9:20*. Word Biblical Commentary. Dallas: Word Books, 1989. This and the next two volumes in this series are a commentary on the Greek text, but with English translation provided.
_____. *Luke 9:21—18:34*. Word Biblical Commentary. Dallas: Word Books, 1993.
_____. *Luke 18:35—24:53*. Word Biblical Commentary. Dallas: Word Books, 1993.

Course Assignments & Requirements

Pre-Module Assignments and Requirements

1. **Analytical Reading of the Gospel of Luke and Reflective Essay, Dec 6-15, 2010 (Outcomes 2, 3, 4, 6, 7, CN 10, CN 11, CN 14, CN 19, CP 1, CP 2).** Your first assignment is to read the Gospel of Luke three times, preferably in three different versions of the Bible recommended above. Each reading should be done in one or two sittings, with paper and pencil or computer at hand, and with a particular purpose in mind, as explained below. Set aside several hours in a single day to do each reading. **The first reading** should be done for the purpose of discovering recurring theological and ethical themes in Luke. Jot down words, phrases, or even sentences that would capture Luke's favorite themes. **The second reading** should be with the purpose of discovering Luke's portrait of Jesus. While the whole Gospel of Luke should be kept in view, it would be particularly helpful to note stories, parables, sayings, or miracles of Jesus that occur only in Luke. What do these accounts tell us about Luke's understanding of the person of Jesus? Cross-reference Bibles would be helpful in locating texts in Luke that do not occur in Matthew and Mark. **The third reading** should be done to discover the overall narrative rationale and structure of the Gospel of Luke. Divide the Gospel into major sections and give each section a title as well as chapter and verse references. Write an **essay** of 1,000 words in which you incorporate and synthesize your notes and reflections on the Gospel of Luke. Post your essay under the "Luke Essay" tab on the NTS Moodle site for this course by **Wednesday, Dec 15, 2010, 11:55 PM (CST)**.

2. **Reading and Critique of Textbook by Horsley, Dec 16-20, 2010 (Outcomes 1, 6, CN 12, CN 16, CP 1, CP 2). Read** the textbook by Richard Horsley, *Jesus and Empire*, and write a thoughtful **critique** in 500 words to summarize and evaluate Horsley's presentation of the life and message of Jesus in the historical and political context of the Roman Empire. Post your essay under the "Horsley" tab on Moodle by **Monday, Dec 20, 2010, 11:55 PM (CST)**.

3. **Reading of Textbook by Tannehill and Writing of Discussion Questions, Dec 21, 2010—Jan 7, 2011 (Outcomes 1, 2, 3, 4, 6, 7, 8, CN 10, CN 11, CN 14, CN 16, CN 19, CP 1, CP 2). Read** the textbook by Tannehill, *Luke*, in 5 installments. For each of the 5 installments write **3 discussion questions**, each question in a separate paragraph of 80 words or so, for a total of approximately 250 words. In each of the 3 paragraphs raise an issue from a different part of the reading, and formulate a thought-provoking question that you would like to see discussed in class. Give the page numbers in Tannehill that provoked your questions.

   Tannehill 1: **Read Tannehill, pp. 19-99, Dec 21-24, 2010. Post** your 3 questions under the "Tannehill 1" tab on Moodle by **Friday, Dec 24, 2010, 11:55 PM (CST).**

   Tannehill 2: **Read Tannehill, pp. 99-167, Dec 25-28, 2010. Post** your 3 questions under the "Tannehill 2" tab on Moodle by **Tuesday, Dec 28, 2010, 11:55 PM (CST).**

   Tannehill 3: **Read Tannehill, pp. 167-227, Dec 29-31, 2010. Post** your 3 questions under the "Tannehill 3" tab on Moodle by **Friday, Dec 31, 2010, 11:55 PM (CST).**

   Tannehill 4: **Read Tannehill, pp. 227-286, Jan 1-4, 2011. Post** your 3 questions under the "Tannehill 4" tab on Moodle by **Tuesday, Jan 4, 2011, 11:55 PM (CST).**

   Tannehill 5: **Read Tannehill, pp. 286-364, Jan 5-7, 2011. Post** your 3 questions under the "Tannehill 5" tab on Moodle by **Friday, Jan 7, 2011, 11:55 PM (CST).**

4. **Reading of Textbook by Green, Jan 8-11, 2011 (Outcomes 6, 7, 8, CN 11, CN 14, CN 19, CN 20). Read** the textbook by Joel Green, *The Theology of the Gospel of Luke*. Although there is no written assignment for this reading at this point, you should keep in mind the later assignments and expectations during the module and post-module segments of the course. To save time later on, it would be wise to write notes, mark the book, and jot down your observations and evaluations as you do your reading.

5. **Reading of Textbook by Ringe, Jan 12-16, 2011 (Outcomes 6, 7, 8, CN 11, CN 14, CN 19, CN 20). Read** the textbook by Sharon Ringe, *Jesus, Liberation, and the Biblical Jubilee*. Follow the same instructions for this reading as you did for Green's book.

Module Assignments and Requirements

6. **Reading of Textbook by Byrne, Jan 17-24, 2011 (Outcomes 3, 6, 7, CN 11, CN 14, CN 19). Read** the textbook by Brendan Byrne, *The Hospitality of God*. Follow the same instructions for this reading as you did for Green's book. In addition, plan to do your daily reading in Byrne so that it corresponds as much as possible with the chapters in Luke scheduled to be discussed in class, enabling you to participate more effectively in class discussions.

7. **Attendance and Participation (Outcomes 1, 2, 3, 4, 5, 6, 7, 8, CN 10, CN 11, CN 12, CN 14, CN 16, CN 19, CN 20, CP 1, CP 3).** You are expected to attend and actively participate in class sessions. The quality of your contribution to class discussion will be evaluated on the basis of your familiarity with and thoughtful response to the assigned readings and will be a factor in determining the course grade. If you anticipate being absent more than once, consider taking the course at another time.

8. **Community Learning Experience (Outcomes 6, 7, 8, CN 10, CN 11, CN 14, CN 19, CN 20, CP 1, CP 3).** During the first week of the module, you will be assigned to a small group and given the task of presenting an oral report to the class on Wednesday, January 26, on one of the three textbooks (Green, Ringe, Byrne). Your group should present to the class a 20-minute oral report which should include a summary of the book and an evaluation of its strengths and/or weaknesses. Then you as a group should plan to lead the class in an open discussion of the book for 10 minutes. Your group should meet no later than Tuesday of the second week of the module and decide how to make the oral presentation. The group need not be unanimous in its views, but everyone in the group must take part in the oral presentation to the class.

Post-Module Assignments and Requirements

9. **Evaluation of Green, Ringe, Byrne (Outcomes 6, 7, 8, CN 11, CN 14, CN 19, CN 20, CP 1, CP 2).** In 750 words, **summarize and evaluate** the main thrust of each of these three textbooks that we have already read and reflected on prior to and during the module. **Post** your essay under the "Green, Ringe, Byrne" tab on Moodle by **Tuesday, Feb 1, 2011, 11:55 PM (CST).**

10. **Reading and Critique of Textbook by Borg and Wright, Feb 2-18, 2011 (Outcomes 1, 6, CN 11, CN 12, CN 14, CN 19, CN 20, CP 1, CP 2). Read** the textbook by Marcus Borg and N. T. Wright, *The Meaning of Jesus: Two Visions*, and write a **critique** in which you compare and contrast the positions of the two authors on each of the eight topics in the book (Parts I-VIII). Evaluate the strengths and/or weaknesses of the two positions on each of the eight topics and support each evaluation with a reference to a text in the Gospel of Luke. Each of the eight topics should be evaluated in 250 words, for a total of 2,000 words for the entire essay. **Post** your essay under the "Borg & Wright" tab on Moodle by **Friday, Feb 18, 2011, 11:55 PM (CST).**

11. **Exegesis Paper, Feb 19—March 11, 2011 (Outcomes 1, 4, 6, 7, 8, CN 16, CN 17, CN 20, CP 1, CP 2).** Write an exegesis paper, 3,500 words in length, on a coherent unit of text from the Gospel of Luke about 6-8 verses in length. If you are not certain as to what might constitute a coherent unit, feel free to discuss it with the professor. Apply the following methods of analysis to the text:

    - Literary context. How does the text fit in its immediate context as well as the overall narrative structure of the Gospel of Luke?
    - Historical setting. How can the text be illuminated if it is placed in the historical, social, cultural, political and/or religious setting of the life of Jesus?
    - Theological commentary. This should be a verse-by-verse commentary to explain the theological significance of the passage in the context of Jesus' life and ministry as well as Luke's literary design.
    - Hermeneutical reflections. How should the text be heard in the context of today's world? How would you go about using it in preaching or teaching so that it communicates a relevant message that people need to hear today?

    In addition to the relevant parts of the textbooks, use at least two commentaries listed under "*Recommended Texts & Course Materials*" and at least two other resources listed in the *Bibliography*. Make use of all these materials in the paper and document their use with footnotes, following the Turabian form and style. Organize the paper under major headings, such as those suggested above. Add a title page at the beginning and a bibliography page at the end where you list all the resources that you have actually used in the paper. **Post** your paper under the "Exegesis Paper" tab on Moodle by **Friday, March 11, 2011, 11:55 PM (CST).**

Distribution of Student Learning Hours

	pre-module hours	module hours	post-module hours
Face-to-face Class Sessions		34	
Online Participation in forums, groups, etc.	0		0
Reading	36	8	10
Writing	11	0	39
Community Learning Activity	0	4	0
TOTAL	47	46	49

Method for Submitting Assignments

All assignments should be written double-spaced in MS Word and submitted to the NTS Moodle site for this course and posted under the appropriate assignment tabs. Be sure your name is on each assignment. The title of each file you upload to Moodle should include your last name, first name, and a descriptive word or phrase (e.g., SmithAshley Tannehill 1). Be sure to save an electronic copy of all written assignments in case there is an accidental loss of files on Moodle.

Form and Style Expectations

The Turabian form and style should be used for the exegesis paper. In the other written assignments, citations of author(s) and page number(s) may be placed in parentheses within the text of the essay.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work

The grade for late work will receive a reduction of 10 percentage points per day late, which means that an assignment will receive no credit if it is more than ten days late.

Additional Costs

Students coming to Kansas City from a distance for the module may incur additional expenses for travel, housing, food, and copying of study resources in the library.

Course Grading

The letter grade for this course will be determined in accordance with the grading standards outlined in the NTS catalog, page 38, as follows:

A (EXCELLENT) — Indicates superior quality, diligence and creativity, effective grasp of material beyond memorization.

B (GOOD) — Indicates above-average quality of work, industrious attitude, and thoroughness in what is undertaken with considerable insight into the material of the course.

C (SATISFACTORY) — Indicates work is satisfactory, tending to be correct, but lacking in consistent creativity, insight and depth.

D (PASSING) — Indicates work is unsatisfactory but passing. It may be given for lack of initiative, lack of responsibility, or inability to grasp the significance of the material studied.

F (FAILURE) — Indicates failure to do satisfactory work, and also means loss of course credit.

Written assignments that fall short or exceed the specified word count by more than 10% in either direction may receive a grade reduction of 10 percentage points or more, depending on the actual size of the paper.

All assignments will be given a grade of 0-100, depending on the quality of work. In calculating the course grade, the percentage of weight given to the different assignments will be as follows:

Essay on the Gospel of Luke	10
Reading & Critique of Horsley	8
Reading & Questions on Tannehill	16
Attendance & Participation	8
Community Learning Experience	4
Reading & Evaluation of Green, Ringe, and Byrne	16
Reading & Critique of Borg/Wright	16
Exegesis Paper	22

The letter grade for the course will be determined using the following scale:

A 90-100
B 80-89
C 70-79
D 60-69
F 0-59

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities, Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies which have been beneficial for the student in the past.

Course Calendar

Pre-Module Calendar

Date	Assignment
Dec 6-15	Read Gospel of Luke, 3 times Write reflective essay and post by Wednesday, Dec 15, 11:55 PM (CST)
Dec 16-20	Read textbook by Horsley Write critique and post by Monday, Dec 20, 11:55 PM (CST)
Dec 21-24	Read textbook by Tannehill, pp. 19-99 Write 3 discussion questions and post by Friday, Dec 24, 11:55 PM (CST)
Dec 25-28	Read textbook by Tannehill, pp. 99-167 Write 3 discussion questions and post by Tuesday, Dec 28, 11:55 PM (CST)
Dec 29-31	Read textbook by Tannehill, pp. 167-227 Write 3 discussion questions and post by Friday, Dec 31, 11:55 PM (CST)
Jan 1-4	Read textbook by Tannehill, pp. 227-286 Write 3 discussion questions and post by Tuesday, Jan 4, 11:55 PM (CST)
Jan 5-7	Read textbook by Tannehill, pp. 286-364 Write 3 discussion questions and post by Friday, Jan 7, 11:55 PM (CST)
Jan 8-11	Read textbook by Green
Jan 12-16	Read textbook by Ringe

Module Calendar

Day/ Date	Schedule of Classes					Assignment
	5:30-6:30	6:30-7:30		7:45-8:45	8:45-9:45	
Mon Jan 17	Introduction to Syllabus	Introduction to Luke		Luke 1-2	Luke 1-2	Read textbook by Byrne to correspond as much as possible with schedule of classes
Tue Jan 18	Luke 1-2	Luke 3		Chapel	Luke 3-4	
Wed Jan 19	Luke 4	Luke 5		Chapel	Luke 6	
Thu Jan 20	Luke 7	Luke 8		Luke 8-9	Luke 8-9	
Fri Jan 21	Luke 9-10	Luke 10-11		Luke 11-12	Luke 13-14	

Mon Jan 24	Luke 15	Luke 16		Luke 17-18	Luke 18-19	Meet in small groups for community learning experience and to plan group report to the class
Tue Jan 25	Luke 19	Luke 20		Luke 21	Luke 22	
Wed Jan 26	Community learning report			Luke 22-23	Luke 23	
Thu Jan 27	Luke 24	Luke 24		Concluding Remarks	Post-module assignments	

Post-Module Calendar

Date	Assignment
Jan 28—Feb 1	Write evaluation of 3 textbooks (Green, Ringe, Byrne) and post by Tuesday, Feb 1, 11:55 PM (CST)
Feb 2-18	Read textbook by Borg and Wright Write critique and post by Friday, Feb 18, 11:55 PM (CST)
Feb 19—March 11	Write exegesis paper and post by Friday, March 11, 11:55 PM (CST)

Bibliography

General Studies on Jesus and the Gospels

Beasley-Murray, G. R. *Jesus and the Kingdom of God*. Eerdmans, 1986.

Borg, Marcus. *Jesus: A New Vision*. Harper & Row, 1987.

_____. *Meeting Jesus Again for the First Time*. Harper, 1994.

Boring, M. Eugene. *Sayings of the Risen Jesus: Christian Prophecy in the Synoptic Tradition*. Cambridge University, 1982.

Carter, Warren. *Pontius Pilate*. Liturgical, 2003.

Cosby, Michael. *Portraits of Jesus*. Westminster John Knox, 1999.

Crossan, John Dominic. *The Historical Jesus*. Harper, 1991.

Dunn, James D. G. *The Evidence for Jesus*. Westminster, 1985.

Freyne, Sean. *Galilee, Jesus, and the Gospels*. Fortress, 1988.

Goergen, Donald. J. *The Mission and Ministry of Jesus*. Michael Glazier, 1986.

Green, Joel., et al, eds. *Dictionary of Jesus and the Gospels*. InterVarsity Press, 1992.

Hengel, Martin. *The Charismatic Leader and His Followers*. Crossroad, 1981.

Hengel, Martin. *The Four Gospels and the One Gospel of Jesus Christ: An Investigation of the Collection and Origin of the Canonical Gospels*. Trinity Press International, 2000.

Herzog, William R. II. *Jesus, Justice, and the Reign of God: A Ministry of Liberation*. Westminster John Knox, 2000.

Horsley, Richard. *Jesus and the Powers: Conflict, Covenant, and the Hope of the Poor*. Fortress, 2011.

_____. *Jesus and the Spiral of Violence*. Fortress, 1993.

Johnson, Luke Timothy. *The Real Jesus: The Misguided Quest for the Historical Jesus and the Truth of the Traditional Gospels*. HarperSanFrancisco, 1996.

Meier, John P. *A Marginal Jew: Rethinking the Historical Jesus*. 4 vols. Doubleday, 1991-2009.

Nolan, Albert. *Jesus Before Christianity*. Orbis, 1992.

Patterson, Stephen. *The God of Jesus: The Historical Jesus and the Search for Meaning*. Trinity Press International, 1998.

Sanders, E. P. *Jesus and Judaism*. Fortress, 1985.

Stanton, Graham. *Jesus and Gospel*. Cambridge University Press, 2004.

Stegemann, Wolfgang, Malina, Bruce J., and Theissen, Gerd, eds. *The Social Setting of Jesus and the Gospels*. Fortress, 2002.

Theissen, Gerd. *Sociology of Early Palestinian Christianity*. Fortress, 1978.
_____. *The Shadow of the Galilean*. Fortress, 1987.
Verhey, Allen. *Remembering Jesus*. Eerdmans, 2001.
Vermes, Geza. *The Religion of Jesus the Jew*. Fortress, 1993.
Walker, Peter. *Jesus and His World*. InterVarsity Press, 2003.
Witherington, Ben III. *The Christology of Jesus*. Fortress, 1990.
Wright, N. T. *Jesus and the Victory of God*. Fortress, 1996.
_____. *The Challenge of Jesus: Rediscovering Who Jesus Was and Is*. InterVarsity Press, 1999.
_____. *The Resurrection of the Son of God*. Fortress, 2003.

Commentaries and Studies on the Gospel of Luke

Allen, Ronald J. *Preaching Luke-Acts*. Chalice, 2000.
Bartholomew, Craig, et. al., eds. *Reading Luke: Interpretation, Reflection, Formation*. Grand Rapids: Zondervan, 2005.
Betz, Hans Dieter. *The Sermon on the Mount: A Commentary on the Sermon on the Mount, Including the Sermon on the Plain (Matthew 5:3-7:27 and Luke 6:20-49)*. Hermeneia. Fortress, 1995.
Bock, Darrell. *Luke*. InterVarsity Press, 1994.
Bonz, Marianne Palmer. *The Past as Legacy: Luke-Acts and Ancient Epic*. Fortress, 2000.
Borgman, Paul C. *The Way According to Luke: Hearing the Whole Story of Luke-Acts*. Eerdmans, 2006.
Brown, Raymond E. *The Birth of the Messiah: A Commentary on the Infancy Narratives in Matthew and Luke*. Image Books, 1979.
_____. *The Death of the Messiah: From Gethsemane to the Grave: A Commentary on the Passion Narratives in the Four Gospels*. Doubleday, 1994.
Buckwalter, Douglas. *The Character and Purpose of Luke's Christology*. Cambridge University Press, 1996.
Crump, David Michael. *Jesus the Intercessor: Prayer and Christology in Luke-Acts*. Mohr, 1992.
Doble, Peter. *The Paradox of Salvation: Luke's Theology of the Cross*. Cambridge University Press, 1996.
Fitzmyer, Joseph. *Luke the Theologian: Aspects of His Teaching*. Paulist, 1989.
Francis, Leslie and Atkins, Peter. *Exploring Luke's Gospel: Personality Type and Scripture*. London: Mowbray, 2000.
Gooding, D. W. *According to Luke: A New Exposition of the Third Gospel*. Eerdmans, 1987.
Goulder, M. D. *Luke: A New Paradigm*. 2 vols. JSOT, 1989.
Gowler, David. *Host, Guest, Enemy, and Friend: Portraits of the Pharisees in Luke and Acts*. Peter Lang, 1991.
Green, Joel. *Methods for Luke*. Cambridge University Press, 2010.
Juel, Donald. *Luke-Acts: The Promise of History*. John Knox, 1983.
Knight, Jonathan. *Luke's Gospel*. Routledge, 1998.
Kurz, William. *Reading Luke-Acts: Dynamics of Biblical Narrative*. Westminster John Knox, 1993.
Malina, Bruce and Rohrbaugh, Richard. *Social Science Commentary on the Synoptic Gospels*. Fortress, 1992.
Marshall, I. Howard. *The Gospel of Luke: A Commentary on the Greek Text*. NIGTC. Eerdmans, 1978.
Marshall, Jonathan. *Jesus, Patrons, and Benefactors: Roman Palestine and the Gospel of Luke*. Mohr Siebeck, 2009.
Metzger, James. *Consumption and Wealth in Luke's Travel Narrative*. Brill, 2007.
Moessner, David. *Jesus and the Heritage of Israel: Luke's Narrative Claim upon Israel's Legacy*. . Trinity Press International, 1999.
_____. *Lord of the Banquet: The Literary and Theological Significance of the Lukan Travel Narrative*. Trinity Press International, 1989.

Nickle, Keith. *Preaching the Gospel of Luke*. Westminster John Knox, 2000.
O'Collins, Gerald. *Luke and Acts*. Paulist, 1993.
Parsons, Mikeal Carl. *Rethinking the Unity of Luke and Acts*. Fortress, 1993.
Patella, Michael. *The Gospel according to Luke*. Liturgical Press, 2005.
Powell, Mark Allan. *What Are They Saying About Luke?* Paulist, 1989.
Reid, Barbara. *Choosing the Better Part?: Women in the Gospel of Luke*. Liturgical Press, 1996.
Seim, Turid Karlsen. *The Double Message: Patterns of Gender in Luke-Acts*. Abingdon, 1994.
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