

| Course ID: | Course Title: | Fall 2020 |
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| NT 603 GK | The Gospel of Luke and the Acts of the Apostles | Prerequisite: NT 502 or OT 502 BL 522 |
| | | Credits: 3 |

| Class Information | | Instructor Information | | Important Dates | |
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| Delivery: | In class | Instructor: | Jo-Ann Badley, Ph.D. | First day of classes: | Wed, Sept 9 |
| Days: | Wednesday | Email: | jbadley@ambrose.edu | Last day to add/drop, or change to audit: | Sun, Sept 20 |
| Time: | 3:45-6:15 | Phone: | 403-410-2000 ext.3994 | Last day to request revised final exam: | Mon, Nov 2 |
| Room: | RE 132 | Office: | L2043 | Last day to withdraw from course: | Fri, Nov 20 |
| Lab/ Tutorial: | Thursday 5:00-6:15 A 2212 | Office Hours: | By appointment DQuapp@Ambrose.edu | Last day to apply for coursework extension: | Mon, Nov 23 |
| Final Exam: | No Final Exam | | | Last day of classes: | Mon, Dec 14 |

Course Description

A detailed thematic and exegetical study of the Gospel of Luke and the Acts of the Apostles, with special attention given to Luke's theology of Christ, the Holy Spirit, and the life and mission of the church.

NT 603 GK will include a language lab to facilitate study of the Gospel and Acts from the Greek text. All assignments for NT 603 GK must be based on the Greek text.

Luke gives an account of Jesus's life in the Gospel of Luke and an account of the early church in the Acts of the Apostles. He tells the story of the resurrection twice (Lk.24 and Acts 1). Resurrection became a problematic concept in the modern era because of its 'super-historical' character (a unique event with continuing significance). This course studies Luke's Gospel and Acts to inform a conversation about the nature and significance of the resurrection for understanding the identity of God and the church.

Expected Learning Outcomes

Upon successful conclusion of the course, students will be able to:

- identify the basic content of the Gospel of Luke and the Acts of the Apostles, including their overall structure and characteristic themes;

- understand and apply the results of the modern discussion of important critical issues in interpreting Luke and Acts (in particular questions of genre, unity, and text critical considerations);
- articulate how Luke understands Jesus’ resurrection and its contribution to understanding who God is and what it means to be the church;
- engage the secondary literature responsibly;
- apply knowledge of New Testament Greek syntax to selected passages of the Gospel of Luke and the Acts of the Apostles.

Textbooks

All assigned reading are from periodicals. They are listed on the course schedule below, and will be available through ATLA in the library, on the internet, or on Moodle.

Students will need access to a basic summary of Greek syntax. Typically the textbook from first year Greek will suffice. There is an adequate overview at http://biblegreekvpod.com/File/Bible_Greek_vpod.pdf Another option is Mounce, Wm. *Biblical Greek: A Compact Guide*. Grand Rapids, MI: Zondervan, 2011.

Recommended Books

Byrne, Brendan. *The Hospitality of God: A Reading of Luke's Gospel*. Collegeville, MN: Liturgical Press, 2000.

Gaventa, Beverly Roberts. *Acts*. Abingdon New Testament Commentaries. Nashville, TN: Abingdon Press, 2003.

González, Justo L. *Luke*. Belief: A Theological Commentary on the Bible. Louisville, KY: John Knox Press, 2010.

Green, J. B. *The Theology of the Gospel of Luke*. Cambridge, UK: Cambridge University Press, 1995.

Green, J. B. *The Gospel of Luke*. New International Commentary on the New Testament. Grand Rapids, MI: Eerdmans, 1997.

Jennings, Willie James. *Acts*. Belief: A Theological Commentary on the Bible. Louisville, KY: Westminster John Knox Press, 2017.

Pervo, R. I. *Acts: A Commentary*. Hermeneia. Minneapolis, MN: Fortress, 2009.

Senior, Donald. *The Passion of Jesus in the Gospel of Luke*. Collegeville, MN: Liturgical Press Glazier, 1990.

Tannehill, Robert C. *Luke*. Abingdon New Testament Commentaries. Nashville, TN: Abingdon Press, 1996.

Course Schedule

| Date | Topic | Required Reading |
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| Sept.9 | Introduction: Starting with the Resurrection | Prologues: Luke 1:1-4 and Acts 1:1-14 Resurrection Narrative: Luke 24:1-53 Pahl, Michael. "Is Belief in Jesus' Resurrection Necessary?" <i>Canadian Mennonite</i> 22,6 (2018). |

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| | | https://canadianmennonite.org/stories/belief-jesus%E2%80%99-resurrection-necessary (accessed Aug.7 2020) |
| Sept.10 | Language Lab: Getting Organized | |
| Sept.16 | Gospel Infancy and Preparation Narratives | Luke 1:4-4:13 Reid, Barbara. "An Overture to the Gospel of Luke." <i>Currents in Theology and Mission</i> 39 (2012): 428-34. |
| Sept.17 | Language Lab | Mary's Song: Luke 1:46-55 Grammatical analysis |
| Sept.23 | Jesus's Ministry in Galilee | Luke 4:14-9:50 Okure, T. "The Will to Arise: Reflections on Luke 8:40-56." In <i>The Will to Arise: Women, Tradition and the Church in Africa</i> , edited by M. A. Oduyoye and M. R. A. Kanyoro, 221-230. Maryknoll, NY: Orbis Books, 1992. Moodle |
| Sept.24 | Language Lab | Mary's Song: Luke 1:46-55 cont'd Brown, R. E. <i>The Birth of the Messiah: A Commentary on the Infancy Narratives in Matthew and Luke</i> . Garden City, Doubleday, 1993. [pages 357-65, including Table XII] Moodle |
| Sept.30 | Jesus Journeys to Jerusalem | Luke 9:51-19:46 Matera, Frank J. "Jesus' Journey to Jerusalem (Luke 9:51-19:46): A Conflict with Israel." <i>Journal for the Study of the New Testament</i> 51 (1993): 57-77. |
| Oct.1 | Language Lab | Mary's Song: Luke 1:46-55 cont'd Grammatical notes due (Luke 1:46-55) |
| Oct.7 | Deeper Life Conference | No class |
| Oct.8 | Language Lab | The Son of the Widow of Nain: Luke 7:11-17 Grammatical Analysis |
| Oct.14 | Parables in Luke's Gospels | Luke 15:1-7 and 20:9-19 Notley, R. S. "Reading Gospel Parables as Jewish Literature." <i>Journal for the Study of the New Testament</i> 41(2018): 29-43. |
| Oct.15 | Language Lab | The Son of the Widow of Nain: Luke 7:11-17 cont'd Brodie, T. L. (1986). "Towards Unravelling Luke's Use of the Old Testament: Luke 7:11-17 as an Imitatio of 1 Kings 17:17-24." <i>New Testament Studies</i> 32: 247-267. Moodle |
| Oct.21 | Jesus's Ministry in Jerusalem Death of Jesus | Luke 19:47-23:56 Kinman, B. "Parousia, Jesus' 'A-Triumphal' Entry, and the Fate of Jerusalem (Luke 19:28-44)." <i>Journal of Biblical Literature</i> 118 (1999): 279-294. |
| Oct.22 | Language Lab | The Son of the Widow of Nain: Luke 7:11-17 cont'd Grammatical notes due (Luke 7:11-17) |
| Oct.28 | Acts Preparation Narrative | Gospel of Luke quiz Acts 1:15-2:47 Míguez-Bonino, J., P. M. Siyemeto, et al. "Acts 2:1-42." In <i>Return to Babel: Global Perspectives on the</i> |

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| | | <i>Bible</i> . Edited by P. Pope-Levison and J. R. Levison, 161-79. Louisville, KY: Westminster John Knox Press, 1999. Moodle |
| Oct.29 | Language Lab | Peter and John in Jerusalem: Acts 3:1-4:22 Grammatical Analysis |
| Nov.4 | Ministry from Jerusalem | Acts 3:1-14:28 <i>Acts of Paul and Thecla</i> (Apocryphal NT Acts) http://wesley.nnu.edu/sermons-essays-books/noncanonical-literature/noncanonical-literature-nt-acts/acts-of-paul-and-thecla/ Alexander, Loveday. "Mapping Early Christianity: Acts and the Shape of Early Church History." <i>Interpretation</i> 57 (2003): 163-73. |
| Nov.5 | Language Lab | Peter and John in Jerusalem: Acts 3:1-4:12 cont'd Hamm, D. "Acts 3:1-10: The Healing of the Temple Beggar as Lucan Theology." <i>Biblica</i> 67(1986): 305-319. |
| Nov.11 | Reading Week: no class | |
| Nov.12 | Reading Week: no class | |
| Nov.18 | Paul's conversion | Paul's Conversion: Acts 9:1-31, 22:1-21 and 26:1-23 Barreto, Eric D. "Negotiating Difference: Theology and Ethnicity in the Acts of the Apostles." <i>Word & World</i> 31 (2011): 129-37. |
| Nov.19 | Language Lab | Peter and John in Jerusalem: Acts 3:1-4:12 cont'd Kamba, M. "Holistic Healing in Acts 3:1-10: A Transformative Church for All People." <i>International Review of Mission</i> 105(2016): 268-279. Grammatical notes due (Acts 3:1-4:12) |
| Nov.25 | Jerusalem Council | Acts 15:1-35 Glenny, W. Edward. "The Septuagint and Apostolic Hermeneutics: Amos 9 in Acts 15." <i>Bulletin for Biblical Research</i> 22 (2012): 1-25. |
| Nov.26 | Language Lab | Paul at Athens Acts 17:16-34 Grammatical Analysis |
| Dec.2 | Ministry beyond Jerusalem | Acts 15:36-28:31 Gaventa, Beverly Roberts. "'You Will Be My Witnesses': Aspects of Mission in the Acts of the Apostles." <i>Missiology</i> 10 (1982): 413-25. Term Paper due |
| Dec.3 | Language Lab | Paul at Athens: Acts 17:16-34 cont'd Rowe, C. K. <i>World Upside Down: Reading Acts in the Graeco-Roman Age</i> . Oxford: Oxford University Press, 2009. [Pages 27-41] Moodle |
| Dec.9 | Conclusions: Luke's Theology of the Resurrection | Acts of the Apostles quiz Film Review due Mittelstadt, Martin William. "Eat, Drink, and Be Merry: A Theology of Hospitality in Luke-Acts." <i>Word & World</i> 34 (2014): 131-39. |

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| Dec.10 | Language Lab | Paul at Athens: Acts 17:16-34 cont'd Grammatical notes due (Acts 17:16-34) |
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Requirements:

- 1. Reading and Participation:** the success of this course depends on students reading in the biblical text, the assigned secondary literature, and preparing Greek texts for class discussion. Recommended additional reading is listed on the bibliography posted on Moodle. Attendance at class is also very important. To encourage reading and attendance, 10% of the course grade is allotted to participation. If you must be absent from a class, please notify the instructor ahead of time.
- 2. Four exegetical analyses (term work):** the course schedule above identifies 4 texts from Luke's Gospel and Acts, each of which will be the focus of study for three weeks. Students will provide grammatical notes on these four texts: Luke 1:46-55 on Oct. 1; Luke 7:11-17 on Oct.22; Acts 3:1-4:12 on Nov.19; and Acts 17:16-34 on Dec.10. The analysis will include comments on grammar, words, and exegetical concepts of importance to understanding the text. No page maximum; no word count required. Submit as either pdf file on Moodle or in paper. Each analysis is worth 10% (4 x 10%). The analysis is due on the date indicated; late assignments will not be accepted.
- 3. Term Paper (Exegesis):** choose one of the texts used for grammatical analysis and extend the work into an exegetical paper. The exegesis should include identifying important issues in understanding the text (e.g. social practices, links to Old Testament scriptures or other contemporary literature, context in the book, text critical questions if they are important as well as grammatical and lexical issues). The thesis of the paper should indicate how this narrative contributes to major theme(s) in Luke's writing.
Submit the term paper through Moodle.
Maximum length: 10 pages (2500 to 3000 words); put a word count at the end of the paper
Minimum number of sources: 8 (not including versions of the Bible)
Value: 30% of the final grade
Due: December 2
Late papers will be accepted but will be docked grades (5% a week)
Grading rubric: on Moodle
Citation Style: Chicago Manual of Style (Notes and Bibliography)
For general information see the fact sheet on the Moodle or
<https://ambrose.edu/academics/student-academic-success/writing-centre/citation-styles>
For examples see:
https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html
https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmofstyle_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html
- 4. Term quizzes:** there will be a quiz on the contents and structure of the Gospel (Oct.28) and one on the content and structure of the Acts (Dec.9). Each quiz is worth 10% of the grade (20% total). The quizzes will be held at the start of class on the date indicated.

Grade Summary:

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| Participation | 10% |
| Weekly assignments (4 @ 10%) | 30% |
| Term paper | 30% |
| Quizzes (2 @ 10%) | 20% |

| Grade | Interpretation | Grade Points |
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| A+ | Mastery: Comprehensive understanding of subject matter | 4.00 |
| A | | 4.00 |
| A- | | 3.70 |
| B+ | Proficient: Well-developed understanding of subject matter. | 3.30 |
| B | | 3.00 |
| B- | | 2.70 |
| C+ | Basic: Developing understanding of subject matter | 2.30 |
| C | | 2.00 |
| C- | | 1.70 |
| D+ | Minimal Pass: Limited understanding of subject matter | 1.30 |
| D | | 1.00 |
| F | Failure: Failure to meet course requirements | 0.00 |

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students

will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course,

or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.