

## COURSE SYLLABUS

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# NT506: The Gospel of Luke

Course Lecturer: Darrell L. Bock, PhD

### About This Course

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This course was originally created through the Institute of Theological Studies in association with the Evangelical Seminary Deans' Council. There are nearly 100 evangelical seminaries of various denominations represented within the council and many continue to use the ITS courses to supplement their curriculum. The lecturers were selected primarily by the Deans' Council as highly recognized scholars in their particular fields of study.

### Course Description

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At the heart of Luke's gospel are questions about God's plan, His Messiah, and the emerging new community of Gentile Christians. In this course, Dr. Bock highlights these and other significant theological themes found in the gospel of Luke. Learners complete a textual examination of the gospel of Luke and its message by working through the argument of Luke at one chapter per lecture. Dr. Bock's purpose is to show "how Jesus' life, teaching, death, and resurrection actually reflect divine events fulfilled among us" (Luke 1:1). The course enables students to prepare this narrative material for teaching in ministry, and to apply the message of Luke to life.

### Course Objectives

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Upon completion of the course, the student should be able to do the following:

- Trace the argument of the gospel through its narrative units.
- Interpret any specific narrative material found in Luke and isolate the key theological themes it teaches.
- Communicate the message of a passage that is accurate to the text and relevant to a contemporary audience.
- Identify ways of applying the lessons of the gospel of Luke to his/her life and ministry.

### Accessibility

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If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

## Course Structure

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The course will work through the argument of Luke one chapter per lecture. Each lecture contains an overview of the chapter before proceeding through the presentation of the text. For the most part, issues of method are not covered.

**The course can be used on either a Greek or Non-Greek track.** The Greek Track is available to students who have had at least 2 years of prior Greek studies.

## Course Lecturer

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*Darrell L. Bock, PhD*

**Education:**

- University of Tübingen, postgraduate work on the book of Luke
- University of Aberdeen, Scotland, PhD
- Dallas Theological Seminary, ThM
- University of Texas, BA

**Teaching Career:**

- Research Professor of New Testament Studies, Dallas Theological Seminary since 1982 – special fields of study include the use of the Old Testament in the New and Luke-Acts
- Professor of Spiritual Development and Culture, Dallas Theological Seminary's Center for Christian Leadership
- Guest lecturer or adjunct professor at more than 50 institutions including Reformed Theological Seminary, Trinity Evangelical Divinity School, Westminster Seminary in California, Southern Seminary, the University of Michigan, and the Seminario Teologico Centro Americano

**Other Career Highlights:**

- Editor at large for *Christianity Today*
- Board of Chosen People Ministries
- Offered theological background information for a variety of publications and TV shows including *Dateline*, *Good Morning America*, *20/20*, CNN, *Anderson Cooper 360*, *The O'Reilly Factor*, *NPR*, the BBC Network, the Australian Broadcasting Company, *Nightlight*, *Day of Discovery*, and the *Washington Post*
- Participant in the Lausanne Conference (2008)
- Speaker at the Lausanne Conference on Jewish Evangelism (2007)
- President of the Evangelical Theological Society (2001)
- *Bibliotheca Sacra* Editorial Advisory Board (1991-1993)
- Leader of seminars across Europe, specifically in Hungary and internationally has lectured across Asia, Europe, and the Middle East

## Online Professor

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If you are taking this course for credit, CUGN will assign one of its faculty members as the online professor for this course. This professor will contact you upon enrollment in the course and will guide your study. Your online professor will be available to you by email and, at set times, by chat room or

other real-time technology. Your online professor will do the following in order to stimulate student involvement and facilitate effective learning:

- Evaluate and assign grades to all coursework.
- Provide assistance with technological problems that may occur.
- Answer questions that may arise.
- Issue your final grades.

## Course Texts

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You are required to have both a technical commentary and a more popular commentary on the Gospel of Luke. These can be selected from the following list. If a student does not know Greek, then one can select two popular commentaries and need not have a technical one.

### 1. Popular Commentaries

Bock, Darrell L. *Luke (The NIV Application Commentary)*. Grand Rapids: Zondervan, 1996.

Evans, C.A., *Luke (New International Biblical Commentary)*. Peabody, MA: Hendricksen, 1990.

Tiede, D. *Luke (ACNT)*. Minneapolis: Augsburg Publishing House, 1988.

### 2. Technical Commentaries

Fitzmyer, J.A., *The Gospel According to St. Luke*. 2 volumes. Anchor Bible Commentary, 28, 28a. Garden City, NY: Doubleday & Co., 1981, 1985.

Marshall, I. Howard, *Commentary on Luke, New International Greek New Testament*. Grand Rapids: William B. Eerdmans, 1978.

Bock, Darrell L., *Baker's Exegetical New Testament Commentary*, 2 Volumes. Grand Rapids: Baker Publishing House, (after 1993).

Textbooks can be ordered through our online store at CUGN.org, through your local bookstore, or through your preferred eReader when available.

### Additional Course Materials

This course is accompanied by a Study Guide that contains a detailed Outline on the Gospel of Luke, a Bibliography to technical works and commentaries, and a set of study notes on the Gospel. The outline and notes are a valuable supplement to the lectures and will help in fulfilling the course assignments.

## Academic Honesty

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At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

**Quizzes and Exams:** Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

**Plagiarism:** If a student’s work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar’s Office at [registrar@cugn.org](mailto:registrar@cugn.org) or toll free at (888) 487-5376 ext. 3.

## Course Methods

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Throughout this course, a number of methods will be used to engage the students in learning and processing information, and applying the learning to their lives. These methods include the following:

### **Media/Materials**

The course will include media presentations of lectures and supplementary materials to be listened to and/or read throughout the lessons of the course.

- **Audio-based teaching**

The primary teaching session in each lesson is provided in audio format. If available, we also provide the option of reading the lesson from a transcript of the audio lecture (found in the course Audio Lecture section).

- **Readings**

Reading from the required textbook(s) is assigned in this syllabus.

### **Mentor Relationship**

Students are required to seek out a mentor with whom they can discuss the spiritual impact of the course on their life. The goal of this process is to facilitate the student’s growth through interaction with a mature believer.

## Spiritual Formation Project

Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection through the course's Spiritual Formation Project.

## Course Requirements

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1. **Time:** The student is required to spend a minimum of 120 hours in this course. All course requirements must be completed within 6 months of enrolling in the course.
2. **Recorded Lectures:** The student is required to listen to all 24 audio lectures recorded by Dr. Darrell L. Bock.
3. **Daily Preparation (Translation and Reading):**

Greek Track: Translate the entire Gospel of Luke with the aid of Sakae Kubo or an equivalent lexical list working one chapter at a time in preparation for each recorded lecture. You may use other tools as needed if you get stuck but only after making a reasonable effort to work with the original text.

Non-Greek Track: Read through each chapter in English four times before listening to the recorded lecture.

In addition to translation/reading, spend **one hour** of preparation per lecture in whatever way desired. You may pursue a particular issue in a passage, read the commentaries on that passage, or whatever else is of interest. As such, this part of the requirement has only a “time spent” element.

4. **Argument Studies:** Select a chapter from the Gospel of Luke and write a **six-page, single-spaced** argument study. This should be based on interaction with the notes, lecture, and commentaries. (*Greek Track students are required to write **one** argument study; Non-Greek Track students are required to write **two** argument studies.*)

Each paper should contain two parts:

Part 1: The first three pages of the argument study should address two questions: (1) How does this chapter contribute to the argument of the Gospel of Luke? and (2) How do the paragraphs within the chapter contribute to its argument? There should be more detail here than is in the class lecture. Consult the outline, notes, and commentaries for additional help.

Part 2: The last three pages should note at least **four** major interpretative issues or themes **crucial to the argument of the chapter as a whole**. (Do not address complex historical problems or details that have little affect on the argument.) Describe the issue, note the options, and propose a solution with valid support. This final section can be in prose or outline form. *Greek Track students:* Refer to details in the Greek text to make your points.

5. **Interpretive Paper:** Select a paragraph from the Gospel of Luke and write an interpretative paper reflecting careful study of the text, consideration of synoptic parallels (if applicable), discussion of any applicable background issues, and isolation of key theological themes. The paper should read like a popular commentary, but should also include a page orienting the paragraph in its literary context.

The paper should be no longer than **ten (10) pages, single-spaced** and is due at the end of the course. *Greek Track students*: Interact with the Greek text in making your points.

6. **Gospel Argument:** In no more than **five (5) single-spaced pages**, walk through the argument of Luke's Gospel. Be sure to suggest: (1) Why you think the Gospel of Luke was written; (2) the major sections of the Gospel; and (3) the major themes about which Luke teaches.

For this assignment, use the introductory sections of your texts or look up articles on Luke in dictionaries or encyclopedias. Recommended here is Bock's article on "Luke" in the *Dictionary of Jesus and the Gospels*, ed. by Joel B. Green, Scot McKnight, and I. Howard Marshall. InterVarsity Press, 1992.

## 7. Spiritual Formation Project

**RATIONALE:** Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. With this in mind, CUGN includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. Identify your mentor early in the course, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following:

**A. Personal Reflection and Evaluation:** Reflect on the course – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.

- i. Follow these steps in your reflection:
  - Step 1: What one theme, principle, or concept in the course is the most significant to you personally? Why is it significant?
  - Step 2: What portion(s) of the course brought this theme/principle/concept to light?
  - Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?
  - Step 4: How should this affect your thoughts and actions, and what specific steps should you take to concretely apply what you have learned?
- ii. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: approximately three pages)
- iii. Give a copy of this reflection to your mentor (see #2).

**B. Community Reflection and Interaction:** Interview a mentor – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following



guidelines:

- i. Who should you interview? (1-3 are required; 4-6 are recommended)
  1. Someone with whom you have a reasonably close relationship.
  2. Someone who is a mature Christian ministry leader (i.e. a pastor).
  3. Someone who is not your grader or a family member.
  4. Someone who values the spiritual formation process.
  5. Someone who is familiar with and values the subject of the course.
  6. Someone who has experience using the content of the course in ministry.

**NOTE:** Identify your mentor early in the course, and give him/her the page entitled “Guidelines for Mentors.”

- ii. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
  - What feedback can your mentor give in response to your essay?
  - In light of the course content, are the conclusions you made appropriate? Why or why not?
  - What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

**NOTE:** Conduct this interview either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

**C. Synthesis and Application:** Draw your final conclusions – Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:

- i. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
- ii. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
  - What were the mentor’s comments regarding your essay?
  - What advice did he/she give?
  - How did his/her comments expand or correct your application of the course?
  - Include the person’s name, occupation, and the length of the interview.
- iii. Section 3: Conclude with a synthesis of what you have learned. Answer the following:
  - If your mentor corrected any thoughts in your “Personal Reflection and Evaluation”, how do you feel about these corrections? Do you agree or disagree? Why?

- Synthesizing your thoughts from section one and your mentor's insight in section two, what final conclusions have you reached? How is this different from section one?
- In light of the interview and further reflection, what additional, specific changes need to occur in your life and what concrete steps will you take to implement them?

**NOTE TO STUDENTS:** Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life. If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

## Course Grading

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Your grade for the course will be determined as follows:

### Greek Track

Daily Preparation	30% of Course Grade
Argument Study	15% of Course Grade
Interpretive Paper	30% of Course Grade
Gospel Argument	10% of Course Grade
Spiritual Formation Project	15% of Course Grade
Total	100%

### Non-Greek Track

Daily Preparation	25% of Course Grade
Argument Studies (10% ea.)	20% of Course Grade
Interpretive Paper	30% of Course Grade
Gospel Argument	10% of Course Grade
Spiritual Formation Project	15% of Course Grade
Total	100%

Grades will be issued within two weeks of the end of the course.



Student Name: \_\_\_\_\_ Course: \_\_\_\_\_ Date/Time: \_\_\_\_\_

## Guidelines for Mentors

(Students, give this sheet to your mentor for the Spiritual Formation Project.)

Thank you for your involvement in this student's CUGN coursework. We believe the Christian life is more than an academic exercise, so we encourage students to critically reflect on their life in light of what they learn and then apply those insights to the daily life of faith.

Therefore, students taking CUGN courses are required to complete a final assignment called the "Spiritual Formation Project." This assignment involves two parts: an essay and an interview:

**The ESSAY:** After completing their coursework, students reflect on the content of the course, evaluate their lives, and discuss the one theme, principle or concept that is most significant to them and why. Students are to identify specific ways this theme/principle/concept should apply to their lives and what action steps they plan to take in order to make these changes a reality.

**The INTERVIEW:** After writing this reflection, students give a copy to their mentor and meet with him/her to discuss their thoughts and get feedback. The goal of this interview is to facilitate the student's growth through interaction with a mature believer.

### NOTES ON THE INTERVIEW:

- You do not need to be familiar with the course to participate in this interview. You will primarily respond to the thoughts of the student. (However, general knowledge of the subject matter of the course and/or experience applying it to ministry is valuable.)
- Prior to meeting with the student, read his/her "Personal Reflection and Evaluation" and prepare to discuss the following:
  1. What feedback can you give the student in response to his/her essay?
  2. Are the student's conclusions from the course appropriate? Why or why not?
  3. What additional advice, deeper insights or broader applications would you suggest from your own life and ministry?
- Meet with the student either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc.).
- Suggested length of the interview: 45 minutes

Thanks again for participating in this project! You have a real opportunity to guide this student in the application process and to help him/her connect academics to life – *a valuable process for all who wish to grow in Christ.*

**NOTE: If the student's school makes any changes to this assignment, their requirements should replace those described here.**

## Select Bibliography

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The following is a very select bibliography for Luke. It contains mostly commentaries and major Lucan monograph studies. Fuller bibliographies based on pericopes can be found in Marshall, Fitzmyer, Schurmann, Bovon, and Nolland. These often contain the most relevant periodical materials. Asterisks indicate important works.

Achtemeier, P. "The Lucan Perspective on the Miracles of Jesus: A Preliminary Sketch." In *Perspectives on Luke Acts*, Ed. by C. H. Talbert. Edinburgh: T. & T. Clark, 1978: 153-67.

Aland, K. *Synopsis Quattuor Evangelorum*. Tenth Edition. Stuttgart: Deutsche Bibelstiftung, 1978. [Synopsis]

\*Arndt, W. F. *The Gospel according to St. Luke*. St. Louis: Concordia, 1956.

Bailey, K. E. *Poet and Peasant: A Literary Approach to the Parables in Luke*. Grand Rapids: William B. Eerdmans, 1976.

Berger, K. *Formgeschichte des Neuen Testaments*. Heidelberg: Quelle & Meyer, 1984. [Formg.]

Blomberg, Craig. "The Law in Luke Acts." *JSNT* 22 (1984): 53-80.

\_\_\_\_\_. *Interpreting the Parables*. Downers Grove, IL: InterVarsity, 1990. [Parables]

Bock, D. L. *Proclamation from Prophecy and Pattern: Lucan Old Testament Christology*. (JSNTSS 12.) Sheffield: Sheffield Academic Press, 1987.

\*Bovon, F. C. *Das Evangelium nach Lukas*. (EKK 3/1.) Koln and NeuKirchen Vluyn: Benzinger Verlag und Neukirchener Verlag, 1989.

\_\_\_\_\_. *Luke The Theologian: Thirty-three Years of Research (1950-1983)*. Trans. Ken McKinney (PTMS 12.) Allison Park: Pickwick Publications, 1987.

Brawley, R. L. *Luke Acts and the Jews: Conflict, Apology, and Conciliation*. (SBLMS 33.) Atlanta: Scholars Press, 1987.

\*Brown, R. E. *The Birth of the Messiah: A Commentary on the Infancy Narratives of Matthew and Luke*. London: Geoffrey Chapman, 1977. [Birth]

Brown, S. *Apostasy and Perseverance in the Theology of Luke*. (AnBib 36.) Rome: Pontifical Biblical Institute, 1969.

Bruce, F. F. *The Book of the Acts*. Revised edition. (NICNT.) Grand Rapids: William B. Eerdmans, 1988.

\_\_\_\_\_. "Is the Paul of Acts the Real Paul?" *BJRL* 58 (1975/76): 282-305.

Buchele, A. *Der Tod Jesu im Lukasevangelium*. Frankfurt am Main: J. Knecht, 1978.

Bultmann, R. *The History of the Synoptic Tradition*. Trans. J. Marsh. Revised edition. New York: Harper & Row, 1963. [History]

Busse, U. *Die Wundern des Propheten Jesus* (FB 24.) Stuttgart: Katholisches Bibelwerk, 1979.

- Cadbury, H. J. "Lexical Notes on Luke Acts: II. Recent Arguments for Medical Language." *JBL* 45 (1926): 190-206.
- \_\_\_\_\_. "V. Luke and the Horse Doctors," *JBL* 52 (1933): 55-65.
- \_\_\_\_\_. *The Making of Luke Acts*. 2nd edition. London: S.P.C.K, 1958.
- Cassidy, R. *Jesus, Politics and Society: A Study of Luke's Gospel*. Maryknoll, NY: Orbis, 1978.
- Chance, J. B. *Jerusalem, the Temple, and the New Age*. Macon, GA: Mercer Press, 1988.
- Conzelmann, H. *The Theology of St. Luke*. Trans. Geoffrey Buswell. New York: Harper & Row, 1960.
- Craddock, F. *Luke* (Interpretation) John Knox: Atlanta, 1991.
- \*Creed, J. M. *The Gospel according to St. Luke*. London: MacMillan and Company, 1950.
- \*Danker, F. *Jesus and the New Age*, Revised edition. Philadelphia: Fortress: 1988.
- Dibelius, M. *Studies in the Acts of the Apostles*. Ed. by H. Greeven. Trans. M. Ling. New York: Charles Scribner's Sons, 1956.
- Dillon, R. J. *From Eye Witnesses to Minsters of the Word*. (AnBib 82.) Rome: Pontifical Institute Press, 1978. [*Eye-Witnesses*]
- Dodd, C. H. "The Fall of Jerusalem and the Abomination of Desolation." *JRS* 37 (1947): 47-54.
- Dupont, J. *The Salvation of the Gentiles: Essays on the Acts of the Apostles*. New York: Paulist Press, 1979.
- Egelkraut, H. *Jesus' Mission to Jerusalem: A Redaction Critical Study of the Travel Narrative in the Gospel of Luke, 9:51-19:48*. Bern/Frankfurt: Lang, 1976. [*Jesus' Mission*]
- \*Ellis, E. E. *The Gospel of Luke*. (NCB.) London: Oliphants, 1974.
- Esler, P. F. *Community and Gospel in Luke Acts*. (SNTMS 57.) Cambridge: Cambridge University Press, 1987.
- \*Ernst, J. *Das Evangelium nach Lukas*. (RNT.) Regensburg: Pustet, 1977.
- \*Evans, C. A. *Luke*. (NIBC.) Peabody, MASS: Hendricksen, 1990.
- Evans, C. F. *Saint Luke*. (TPINTC.) London: SCM Press, 1990.
- Farmer, W. *The Synoptic Problem*. Revised edition. Dillsburo, NC: Western North Carolina Press, 1976.
- \*Farris, S. *The Hymns of Luke's Infancy Narratives*. (JSNTS 9.) Sheffield: JSOT Press, 1985. [*Hymns*]
- Feiler, P. F. *Jesus the Prophet: The Lucan Portrayal of Jesus as the Prophet Like Moses*. Unpublished Doctoral Diss., Princeton, 1986.
- \*Fitzmyer, J. *The Gospel According to Luke*. 2 volumes. (AB 28, 28a.) Garden City, NY: Doubleday & Co., 1981, 1985.

- \_\_\_\_\_. *Luke the Theologian: Aspects of His Teaching*. London: Geoffrey Chapman, 1989.
- Fornara, C. W. *The Nature of History in Ancient Greece and Rome*. Los Angeles: University of California Press, 1983.
- Franklin, E. *Christ the Lord: A Study in the Purpose and Theology of Luke Acts*. London: S.P.C.K., 1975.
- Geiger, R. *Die Lukanischen Endzeitreden: Studien zur Eschatologie des Lukas Evangeliums (Europäische Hochschulschriften 16.)* Frankfurt am Main: Peter Lang, 1973. [Endzeitreden]
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- \*Godet, F. *A Commentary on the Gospel of St. Luke*. 2 volumes. Edinburgh: T. & T. Clark, 1870, 1975 printing.
- \*Goulder, M. *Luke: A New Paradigm*. (JSNTSS 20.) Sheffield: Sheffield Academic Press, 1989.
- Green, J. *The Death of Jesus: Tradition and Interpretation in the Passion Narrative*. (WUNT 2:33.) Tübingen: Mohr, 1988. [Death]
- \*Grundmann, W. *Das Evangelium nach Lukas*. (THNT III.) Berlin: Evangelische Verlagsanstalt, 1963.
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- Hemer, C. J. *The Book of Acts in the Setting of Hellenistic History*. Ed. by C. Gempf. (WUNT 49.) Tübingen: J. C. B. Mohr, 1989.
- \*Hendriksen, W. *Luke*. Grand Rapids: Baker, 1978.
- Hengel, M. *Acts and the History of Earliest Christianity*. Trans. John Bowden. Philadelphia: Fortress, 1980.
- Hobart, W. K. *The Medical Language of St. Luke*. Dublin: Hodges, Figgis, 1882.
- Jeremias, J. *The Eucharistic Words of Jesus*. Trans. Norman Perrin. London: SCM Press, 1966. [Words]
- \_\_\_\_\_. *The Parables of Jesus*. Trans. S. H. Hooke. New York: Charles Scribner's Sons, 1972. [Parables]
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- Jervell, J. *Luke and the People of God*. Minneapolis: Augsburg Publishing House, 1972.
- Johnson, L. T. *Luke*. Sacra Pagina. Wilmington, Del.: Michale Glazier, 1991.
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- \*Klostermann, E. *Das Lukasevangelium*. (HNT.) Tübingen: J. C. B. Mohr, 1929, 1975 printing.
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- \*Liefeld, W. "Luke." In *The Expositor's Bible Commentary*. Volume 9. Ed. by Frank C. Gaebelein. Grand Rapids: Zondervan, 1981.
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- Loos, H. van der. *The Miracles of Jesus*. (NovTSup IX.) Leiden: E. J. Brill, 1968. [Miracles]
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- Maddox, R. *The Purpose of Luke-Acts*. (SNTIW.) Edinburgh: T. & T. Clark, 1982.
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- Neyrey, J. *The Passion according to Luke*. New York: Paulist Press, 1985. [Passion]
- \*Nolland, J. *Luke 1-9:20*. (WBC 35a.) Dallas: Word, 1990.
- O'Neill, J. C. *The Theology of Acts in its Historical Setting*. 2nd edition. London: S.P.C.K., 1970.
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- Parsons, M. C. *The Departure of Jesus in Luke Acts: The Ascension Narratives in Context*. (JSNTS 21.) Sheffield: Sheffield Academic Press, 1987.



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