



**Course Syllabus**  
**WYB 3551HS – The Gospel of Luke**  
**Wycliffe College**  
**Toronto School of Theology**  
**Winter 2025**

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***Instructor Information***

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***Course Identification***

Course Number: WYB3551HS  
Course Format:  
Course Name: The Gospel of Luke  
Course Location:  
Class Times:  
Prerequisites: None

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***Course Description***

This course will introduce students to the text of Luke's Gospel, to the issues central to its interpretation, and to its relevance in contemporary contexts. Introductory topics such as authorship, date, sources, genre, socio-political context, and literary character will be examined. Particular attention will focus on the narrative's formulation of Christology and articulation of salvation history. This focus will inform an examination of the Gospel's presentation of the followers of Christ and of the believing community, especially its attitude toward the marginalized, possessions, and hierarchy.

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***Course Resources***

**Required Course Text(s)**

- Joel B. Green, *The Theology of the Gospel of Luke* (Cambridge: Cambridge University Press, 2001).
- V. George Shillington, *An Introduction to the Study of Luke-Acts* (New York/London: Bloomsbury T&T Clark, 2015).

**Course Website**

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the

course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

**Course Methodology**

This class studies the composition and theology of Luke’s Gospel by critically engaging the text. Class meetings will typically be divided between lectures and text seminars followed by discussion guided by analysis, synthesis and evaluation. The lectures will inform students of thematic issues central to the respective sections of assigned Gospel reading. The text seminars will discuss selected texts in appropriate detail, relating their content to these themes. All students are expected to be prepared and therefore to contribute meaningfully to the discussion subsequent to the text seminar. The text seminars and assessments will also provide the opportunity for students to explore alternative approaches to interpreting Luke (historical criticism approaches, postmodern/literary approaches, feminist approaches, post-colonial approaches *etc.*) and to explore the significance of Luke’s Gospel for Christian communities and for mission in the contemporary world. The learning of the class builds towards a final exegesis paper in which students will propose their own critical interpretation of a passage from Luke’s Gospel.

**Course Learning Outcomes**

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students:	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe’s statement of outcomes (MTS, MDiv):
Read and appraise the text of Luke’s Gospel with reference to the findings of critical scholarship.	Lectures, text seminars, exegetical research paper.	<b>MTS:</b> 1.1, 1.2 <b>MDiv:</b> 1.1, 1.2
Analyze and assess fundamental literary, socio-rhetorical, and theological themes and purposes of Luke’s Gospel as they relate to the portrayal of Jesus and presentation of salvation.	Lectures, text seminars, exegetical research paper.	<b>MTS:</b> 1.1, 2.1 <b>MDiv:</b> 1.1, 1.2, 2.1

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
Propose and sustain a thesis in a critical exegesis of selected text from the Gospel of Luke.	Exegetical research paper	<b>MTS:</b> 1.1, 2.1  <b>MDiv:</b> 1.2, 2.1
Evaluate Luke’s contribution to ethical, justice, social and ecclesial issues in the world today.	Lectures, text seminars, reflection Paper	<b>MTS:</b> 1.4, 2.1  <b>MDiv:</b> 1.6, 2.1

***Evaluation***

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**Requirements**

The final grade for the course will be based on evaluations in four areas:

- 10% - Participation
- 25% - Reflection Paper
- 25% - Text Seminar Presentation and Paper
- 40% - Exegetical Research Paper

- **Participation:** Students are expected to have read the Gospel of Luke by the end of the semester, to attend classes, to participate in class discussion, and to complete the required reading. A record of attendance will be kept, and a reading log template will be provided, which **students will submit at the final class of the semester on [March/April date].**
- **Reflection Paper:** Students will write a paper of 1200 – 1500 words on the subject of the contextualization of Luke’s Gospel, reflecting the student’s appraisal of the Gospel of Luke’s relevance and contribution to contemporary issues in ethics, justice, social and ecclesial issues.

**The paper is due the week following Reading Week on [Feb].** Further written guidance will be provided at the beginning of the semester.

- **Text Seminar Presentation and Paper:** Each student will be assigned one (1) of the weekly text seminars from those between third week [Jan. date] and [Mar. date] and asked to report to the class on one of the following approaches to interpreting the verses under discussion:
  - Historical Critical Approaches
  - Postmodern/Literary Approaches
  - Feminist Approaches
  - Post-Colonial Approaches

A bibliography for this assignment is included below. After the class students will write up their report into a paper of 1200-1500 words. The **presentation and paper** should focus on the main distinctive features of the approaches to interpretation explored and will critically assess them; the **paper** should include salient points from class discussion. **The paper is due the week following the respective presentation.** Further written guidance will be provided at the beginning of the semester.

- **Exegetical Research Paper:** Students will write a scholarly paper of 3000 – 5000 words on one of the texts listed below. Further printed guidance and a rubric as to how students are to approach the paper will be provided. It is important that students should use **at least five exegetical commentaries** and **at least two articles** focused on your passage. Students will select from the following passages:

Luke 1:46–55 - Mary’s Song/Magnificat  
Luke 3:15–18 - John, Holy Spirit & Christ  
Luke 9:1–6 - Mission of the Twelve  
Luke 13:10–17 - Healing of Woman on Sabbath  
Luke 18:35–43 - Blind Beggar Given Sight  
Luke 24:36–49 - Jesus’ Appearance to the Disciples

**The paper is due on April [2<sup>nd</sup> week/date].**

**Those with Greek** should make use of it in their exegesis (paying attention to textual variants etc.) and attach their own translation of the passage selected to the paper (additional to word count).

**Those without Greek** should compare several major English translations of the passage selected and attach to their paper a list of points at which differences in translation involve significant differences in meaning (additional to word count).

### Grading System

Letter Grade	Numerical Equivalent	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding

A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

**Late work (BD).** Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be negotiated with the instructor. Instructors are not obliged to accept assignments that are late. If the instructor chooses to accept an assignment, where an extension has not been requested and approved before the due date, then **one percentage point per day will be deducted**. The absolute deadline for the submission of assignments is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

Students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term are requested to consult with their instructor and request an SDF. The form is available on our website at this link <https://www.wycliffecollege.ca/sites/default/files/Basic%20Degree%20Request%20For%20Extension.pdf> or can be collected from the registrar's office. An SDF request must be submitted, with written instructor approval and with an agreed deadline, to the registrar's office no later than the last day of the exam week or the last day of class in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond one year. If a student has not completed work and has not been granted an SDF, a final mark will be calculated that reckons a grade of zero for that component of work that was not submitted.

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at [www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf](http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf), policies found in the TST conjoint program handbooks, or college grading policy.

## ***Additional Policies***

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***Accessibility.*** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

***Plagiarism.*** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

***Other academic offences.*** TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

***Use of AI.*** Students are not to submit work generated by AI chatbots such as ChatGPT. If students are found to have done so, they will receive a mark of 'zero' for the assignment concerned.

***Recording Policy.*** Students may not create audio or video recordings of classes with the exception of those students requiring an accommodation for a disability (as identified by the Accessibility Services). These students should speak to the instructor in advance of the class.

***Back-up copies.*** Please make back-up copies of all papers before handing them in.

***Obligation to check email.*** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

***Email communication with the course instructor.*** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses

are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

**Course Evaluations.** At the end of the course students are expected to complete a course evaluation. The evaluation is done online, and instructions will be contained in an e-mal message that will be sent out by the Wycliffe College registrar.

## Course Schedule

Week	Date	Topics	Text Seminar	Assigned Readings
1	January	Introduction to the class; the Authorship, Date, Sources, and Purpose of Luke's Gospel	Luke 1:1-4	Luke 1:1-4; Green 16-41, 47-49, 134-136; Shillington 7-22.
2	January	Methods of Interpretation; Genre-1, Social context, Themes of Luke; John-Jesus & Elizabeth-Mary parallels	Luke 1:39-45	Luke 1:5-80; Green 1-16, 28-31, 50-54; Shillington 23-42, 45-47, 63-66, 79-82, 99-101, 117-121, 132-134.
3	January	Socio-political context; Idea of God; Christology & Response; Genre-2	Luke 2:25-35 [Luke 3:1-14]	Luke 2:1-3:38; Green 31-37, 55-58; Shillington 66-70
4	January	Holy Spirit in Luke; Lukan Christology - Isaianic Servant vocation and the Davidite	Luke 4:1-13 [Luke 5:1-11]	Luke 4:1-5:39; Green 41-47, 76-101.
5	February	Jesus' Hermeneutic; Purity & Faith	Luke 7:36-50 [Luke 8:22-25]	Luke 6:1-9:50; Green 60-64; Shillington 53-54, 121-122, 152-159.
6	February	Discipleship, Ministry & Conflict in Luke	Luke 10:38-42 [Luke 11:33-36]	Luke 9:51-13:17; Green 68-75, 102-112; Shillington 47-48, 50-52, 101-105, 123-126, 135.
	February 17-21 READING WEEK (no class)			
7	February	Kingdom & Hierarchy in Luke	Luke 13:22-30 [Luke 15:1-7]	Luke 13:18-15:32;



				Green 117-121; Shillington 82-92.
<b>8</b>	March	Kingdom, Wealth & Poverty; Prayer & Perseverance in Luke	Luke 18:18-30 [Luke 17:11-19]	Luke 16:1-19:27; Green 58-60, 112-116, 147-150; Shillington 49-50.
<b>9</b>	March	Jerusalem, Apocalypticism & Luke; the Authority of Jesus in Luke	Luke 19:45-48 [Luke 21:29-33]	Luke 19:28-21:38; Green 137-144; Shillington 127.
<b>10</b>	March	Rejection Theme; Institution of Lord's Supper in Luke	Luke 22:35-38 [Luke 22:39-46]	Luke 22:1-46; Shillington 54-56, 127-129.
<b>11</b>	March	Trial and Crucifixion; Atonement in Luke	Luke 23:44-49	Luke 22:47-23:56; Green 64-68.
<b>12</b>	March/April	Resurrection; Post- Resurrection Ministry of Jesus in Luke	Luke 24:13-35	Luke 24:1-53; Green 122-124, 150-152; Shillington 134.

### **Commentaries Suitable for Class Preparation and Initial Suggestions for Text Seminars**

#### **Historical Critical Approaches**

Barbour, R. S. *Traditio-Historical Criticism of the Gospels: Some Comments on Current Methods*. London: SPCK, 1972. [tradition criticism]

Bauckham, Richard. *Jesus and the Eyewitnesses: The Gospels as Eyewitness Testimony*. Grand Rapids, Mich.: Eerdmans, 2006.

Bovon, François. *Luke*. Hermeneia. Minneapolis: Fortress, 2002.

Brawley, Robert. *Luke: A Social Identity Commentary*. London/New York: Bloomsbury T&T Clark, 2020.

Bultmann, Rudolf. *History of the Synoptic Tradition*. New York: Harper & Row, 1963. [classic form-critical]

Conzelmann, Hans. *The Theology of St. Luke*. London: Faber & Faber, 1960. [redaction criticism]

Dibelius, Martin. *From Tradition to Gospel*. New York: Charles Scribner's Sons, 1935. [classic form-critical]

Fitzmyer, Joseph A. *The Gospel according to Luke (I–IX): Introduction, Translation, and Notes*. Anchor Bible 28. Garden City, NY: Doubleday, 1981.

Fitzmyer, Joseph A. *The Gospel according to Luke (X–XXIV): Introduction, Translation, and Notes*. Anchor Bible 28. New York: Doubleday, 1985.

Krentz, Edgar. *The Historical-Critical Method*. Eugene, Ore.: Wipf and Stock, 2002.

Marshall, I. Howard. *The Gospel of Luke: A Commentary on the Greek Text*. Grand Rapids, Mich.: Eerdmans, 1978. [redaction criticism]

Meier, John P. *A Marginal Jew: Rethinking the Historical Jesus*. New York: Doubleday, 1991. [tradition criticism]

Metzger, Bruce M. *The Text of the New Testament: Its Transmission, Corruption, and Restoration*, 3rd ed. New York: Oxford University Press, 1992. [text criticism]

Neyrey, Jerome H., ed. *The Social World of Luke-Acts: Models for Interpretation*. Peabody, Mass.: Hendrickson, 1991. [social-scientific approach]

Nolland, John. *Luke*, 3 vols. Dallas: Word, 1989–93. [composition criticism]

Porter, Stanley E., ed. *Handbook of Classical Rhetoric in the Hellenistic Period, 330 B.C.–A.D. 400*. Leiden: Brill, 1997. [ancient rhetoric]

Rothschild, Clare K. *Luke-Acts and the Rhetoric of History: An Investigation of Early Christian Historiography*. Tübingen: Mohr Siebeck, 2004. [ancient rhetoric & history]

#### **Feminist Approaches**

Anderson, Janice Capel. "Mapping Feminist Biblical Criticism: The American Scene, 1983–1990," *Critical Books in Religion*. ed. Eldon Jay Epp; Atlanta: Scholars Press, 1991, 21–44.

Cheney, Emily. *She Can Read: Feminist Strategies for Biblical Narrative*. Valley Forge, Penn.: Trinity, 1996.

- Claassens, J.L. & Sharp, Carolyn J. *Feminist Frameworks and the Bible: Power, Ambiguity, and Intersectionality*. London: Bloomsbury T&T Clark, 2017.
- D'Angelo, Mary Rose. "Women in Luke-Acts: A Redactional View." *Journal of Biblical Literature* 109 (1990): 441–461.
- Elisabeth Schüssler Fiorenza, ed., *Searching the Scriptures: A Feminist Commentary*. New York: Crossroad, 1993.
- Karris, Robert J. "Women and Discipleship in Luke." *Catholic Biblical Quarterly* 56 (1994): 1–20.
- Lieu, Judith. *The Gospel of Luke*. Epworth Commentaries. London: Epworth, 1997.
- Levine, Amy-Jill, with Marianne Blickenstaff, eds. *A Feminist Companion to Luke*. Feminist Companion to the New Testament and Early Christian Writings 3. London and New York: Sheffield Academic Press, 2002.
- Reid, Barbara. "Luke: The Gospel for Women?" *Currents in Theology and Mission* 21 (1994): 405–414.
- Reid, Barbara. *Choosing the Better Part? Women in the Gospel of Luke*. Collegeville, Minn.: Liturgical, 1996.
- Reid, Barbara & Matthews, Shelly. *Luke*. 2 vols. Collegeville, Minn.: Liturgical, 2021.
- Ringe, Sharon. H. *Luke*. Westminster Bible Companion. Louisville: Westminster John Knox, 1995.
- Seim, Turid K. *The Double Message: Patterns of Gender in Luke-Acts*. Nashville: Abingdon, 1994.
- Thurston, Anne. *Knowing Her Place: Gender and the Gospels*. New York: Paulist Press, 1999.
- Postmodern/Literary Approaches**
- Abbott, H. Porter. *The Cambridge Introduction to Narrative*. Cambridge: Cambridge University Press, 2002.
- Aichele, George. *The Postmodern Bible*. New Haven: Yale University Press, 1995.
- Green, Joel B. *The Gospel of Luke*. Grand Rapids, Mich.: Eerdmans, 1997. [narrative criticism and social-cultural criticism]
- Johnson, Luke Timothy. *The Gospel of Luke*. Collegeville, Minn.: Liturgical, 1991.
- Kovacs, F.Z. *The Covenant Concept as an Organizing Principle in Luke-Acts*. New York: Peter Lang, 2022.
- Meynet, Roland. *L'Évangile selon Saint Luc: Analyse rhétorique*. 2 vols. Paris: Cerf, 1988.
- Powell, Mark Allan. *What Is Narrative Criticism?* Minneapolis, Minn.: Fortress, 1990.
- Rhoads, David, and Kari Syreeni, eds. *Characterization in the Gospels: Reconceiving Narrative Criticism*. Sheffield: Sheffield Academic Press, 1999.
- Sarup, Madan. *An Introductory Guide to Post-structuralism and Postmodernism*. New York: Harvester Wheatsheaf, 1988.
- Talbert, Charles H. *Reading Luke: A Literary and Theological Commentary on the Third Gospel*. Macon, GA: Smyth & Helwys, 2002.
- Tannehill, Robert C. *The Narrative Unity of Luke-Acts: A Literary Interpretation*. 2 vols, *The Gospel according to Luke*. Foundations and Facets. Minneapolis: Fortress, 1986.

### **Post-Colonial Approaches**

González, Justo. *Santa Biblia: The Bible through Hispanic Eyes*. Nashville, Tenn.: Abingdon, 1996.

Michui, R. *Spirit, resistance, and community formation in Luke : a postcolonial cultural reading*. Christian World Imprints, 2021.

Segovia, F. F., & Sugirtharajah, R. S. *A postcolonial commentary on the New Testament writings*. T & T Clark. Macon, GA: Smyth & Helwys, 2002.

Sugirtharajah, R. S., & Broadbent, R. *Exploring postcolonial biblical criticism : history, method, practice*. Wiley-Blackwell, 2012.

### **General Commentaries**

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

Culpepper, R. Alan. "Luke." In *The New Interpreter's Bible*. Vol. 9, *The Gospel of Luke, The Gospel of John*. Edited by Leander E. Keck, 1–490. Nashville: Abingdon, 1995.

Danker, Frederick. W. *Jesus and the New Age: A Commentary on St. Luke's Gospel*. Rev. ed. Philadelphia: Fortress, 1988.

Evans, Christopher F. *Saint Luke*. TPI New Testament Commentaries. London: SCM, 1990.

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

Klein, Hans. *Das Lukasevangelium*. Kritisch-exegetischer Kommentar über das Neue Testament 1/3. Göttingen, Germany: Vandenhoeck & Ruprecht, 2006.

Nolland, J. *Luke*. 3 vols. Word Biblical Commentary 35A–C. Dallas: Word Books, 1989–1993.

Schweizer, Eduard. *The Good News according to Luke*. Translated by David E. Green. Atlanta: Knox, 1984.

Schürmann, Heinz. *Das Lukasevangelium*. 2d rev. ed. Herders Theologischer Kommentar zum Neuen Testament 3. Freiburg, Germany: Herder, 1982.

Seim, Turid K. "Luke." In *Searching the Scriptures*. Vol. 2. Edited by Elisabeth Schüssler Fiorenza, 728–762. London: SCM, 1994.

Spencer, F. Scott. *The Gospel of Luke and Acts of the Apostles*. Interpreting Biblical Texts. Nashville: Abingdon, 2008.

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

Wolter, Michael. *Das Lukasevangelium*. Handbuch zum Neuen Testament 5. Tübingen, Germany: Mohr Siebeck, 2008.

**Topical list of Select Commentaries, Monographs and Articles (Infancy Narrative, Sermon on the Plain, Transfiguration, Travel Narrative etc.) will be provided.**