

## NT 4494                      LUKE-ACTS

**Semester:** Spring 2006

**Day:** Tuesday

**Time:** 9:40 — 12:30

**Place:** Mudd 103

**Instructor:** Jean-François Racine

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### 1. OBJECTIVES

- ÿ To become familiar with Luke-Acts as a story
- ÿ To master basic elements of narrative criticism applied to biblical texts
- ÿ To apply narrative criticism to the study of Luke-Acts
- ÿ To explain some perspectives of the Lukan writings on themes such as Jesus, the Spirit, the apostles, the Church, the role of women and salvation.

### 2. COURSE FORMAT

ÿ Lectures

ÿ Seminars

- . As a class project we will survey Luke-Acts from a narrative criticism point of view. This is a project we will undertake as a group. We will divide sections of the gospel and Acts among the participants, and in some cases students will be encouraged to take a research project as a two-people team.
- . The instructor will lecture during the month of February. From March until the end of the semester, students will take turn in presenting their interpretations of sections in Luke-Acts.
- . Students will be asked to post drafts of their papers one week prior to the discussion so that it can be made available as a *Portable Format Document* (i.e., Acrobat PDF) to the rest of the class on the *Blackboard* site of the course.
- . For each paper discussed, the participants will be asked to write a one page assessment. One copy will be handed to the presenter at the end of the discussion and another copy to the instructor. Presentors will be expected to turn a final version of their papers two weeks after the discussion which will integrate relevant comments during the class discussion of their draft.
- . Written assignments will follow the rules of the *Turabian Manual of Style*. See Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed. Chicago/London: University of Chicago Press, 1996.
- . *Note:* Students are expected to come to class with required readings done so that they can make valuable contributions to discussions.
- . Students upgrading this class to 5000 level will take part in a one hour weekly seminar discussing some additional readings about narrative theory. Their final paper will show evidence of familiarity with the Greek text of Luke-Acts.

**3. EVALUATION**

ÿ First paper (10-15 p.)	35%
ÿ Second paper (10-15 p.)	35%
ÿ Class attendance and participation:	30% (see form for self-evaluation)

**SCALE OF GRADES JSTB**

A (and A+)	4.0
A-	3.7
B+	3.3
B	3.0
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B-	2.7
C+	2.3
C	2.0
C-	1.7

Adapted from the JTSB Catalog 2005-2007, p. 10-11

**4. BIBLIOGRAPHY**

MARGUERAT, Daniel and BOURQUIN, Yvan. *How to read Bible stories : an introduction to narrative criticism*. London : SCM, 1999. (REQUIRED)

TANNEHILL, Robert C. *The Narrative Unity of Luke-Acts. A Literary Interpretation*. Volume One: The Gospel according to Luke. Foundation and Facets; Philadelphia: Fortress, 1991. (REQUIRED)

----- *The Narrative Unity of Luke-Acts. A Literary Interpretation*. Volume Two: The Acts of the Apostles. Foundation and Facets; Philadelphia: Fortress, 1991. (REQUIRED)

**ADDITIONAL BIBLIOGRAPHY****NARRATIVE THEORY**

Abbott, H. Porter. *The Cambridge Introduction to Narrative*. Cambridge/New York: Cambridge University Press, 2002.

Bal, Mieke. *Narratology: Introduction to the Theory of Narrative*. Transl. by Christine van Boheemen. Toronto: University of Toronto Press, 1985.

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Booth, Wayne C. *A Rhetoric of Irony*. Chicago: University of Chicago Press, 1974.

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Aletti, Jean-Noël. *Quand Luc raconte: le récit comme théologie*. Lire la Bible 115. Paris: Cerf, 1998.

Chatman, Seymour. *Story and Discourse: Narrative Structure in Fiction and Film*. Ithaca, N.Y.: Cornell University Press, 1978.

Dumais, Marcel. "La critique narrative." In *Entendre la voix du Dieu vivant. Interprétations et pratiques actuelle de la Bible*, Jean Duhaime and Odette Mainville, 189-99. Montréal: Médiaspaul, 1994.

Marguerat, Daniel, ed. *La Bible en récits. L'exégèse biblique à l'heure du lecteur : colloque international d'analyse narrative des textes de la Bible, Lausanne (mars 2002)*. Monde de la Bible 48. Genève: Labor et Fides, 2003.

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- Merenlahti, Petri. *Poetics for the Gospels? Rethinking Narrative Criticism*. Studies of the New Testament and Its World. London/New York: T & T Clark, 2002.
- Phelan, James; Rabinowitz, Peter J. *A Companion to Narrative Theory*. Blackwell Companions to Literature and Culture. Malden, MA Oxford, UK: Blackwell, 2005.
- Powell, Mark Allan. *What is Narrative Criticism?* New Testament Series. Minneapolis: Fortress Press, 1990.
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- Rhoads, David, Donald Michie, and Joanna Dewey. *Mark as Story. An Introduction to the Narrative of a Gospel*. 2nd ed. Philadelphia: Fortress, 1999.
- Rhoads, David, and Kari Syreeni, eds. *Characterization in the Gospels: Reconceiving Narrative Criticism*. JSNTSup 184. Sheffield: Sheffield Academic Press, 1999.
- Uspenskii, Boris Andreevich. *A Poetics of Composition. The Structure of the Artistic Text and Typology of a Compositional Form*. Berkeley: University of California Press, 1973.

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- Allen, O Wesley. *The Death of Herod. The Narrative and Theological Function of Retribution in Luke-Acts*. SBLDS 158. Atlanta: Scholars Press, 1997.
- Aletti, Jean-Noël. *L'art de raconter Jésus Christ. L'écriture narrative de l'évangile de Luc*. Parole de Dieu. Paris: Seuil, 1989.
- Brawley, Robert. *Centering on God method and message in Luke-Acts*. Literary Currents in Biblical Interpretation. Louisville: Westminster/John Knox Press, 1990.
- Darr, John A. *On character building. the reader and the rhetoric of characterization in Luke-Acts*. Literary Currents in Biblical Interpretation. Louisville: Westminster/John Knox Press, 1992.
- Cadbury, Henry J. *The Making of Luke-Acts*. 2d ed. London: SPCK, 1961.
- Coleridge, Mark. *The Birth of the Lukan Narrative: Narrative as Christology in Luke 1-2*. JSNTSup 88. Sheffield: JSOT Press, 1993.
- Gowler, David B. *Host, Guest, Enemy, and Friend. Portraits of the Pharisees in Luke and Acts*. Emory studies in early Christianity. New York: P. Lang, 1991.
- Kurz, William S. *Reading Luke-Acts: Dynamics of Biblical Narrative*. Louisville, Ky.: Westminster/John Knox, 1993.
- Mathieu, Yvan. *La figure de Pierre dans l'œuvre de Luc (Évangile et Actes des Apôtres) une approche synchronique*. Etudes Bibliques Nouv. Sér., 52. Paris: J. Gabalda, 2004.
- Moessner, David P. "The Christ Must Suffer": New Light on the Jesus—Peter, Stephen, Paul Parallels in Luke-Acts," *Novum Testamentum* 28 (1986): 220-256.
- \_\_\_\_\_. *Lord of the Banquet: The Literary and Theological Significance of the Lukan Travel Narrative*. Philadelphia: Fortress, 1989.
- Morris, Joseph A. "Irony and Ethics in the Lukan Narrative World: A Narrative Rhetorical Reading of Luke 4:14-30." Ph.D. diss., Graduate Theological Union, Berkeley, 1992.
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- Sheeley, Steven M. *Narrative Asides in Luke-Acts*. JSNTSup 72. Sheffield: JSOT Press, 1992.
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- Skinner, Matthew L. *Locating Paul Places of Custody as Narrative Settings in Acts 21-28*. SBL *Academica Biblica* 13. Atlanta: Society of Biblical Literature, 2003.
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- Verheyden, Jozef, ed. *The Unity of Luke-Acts*. BETL 142. Leuven: Leuven University Press, 1999.

## 5. CONTENT AND SCHEDULE

Week 1	January 31	Introduction: Luke-Acts as a narrative <i>Reading:</i> Luke-Acts
Week 2	February 7	Narrative criticism, basic elements: delimitations, events <i>Reading:</i> Marguerat & Bourquin: 3-57
Week 3	February 14	Narrative criticism: characters and settings <i>Reading:</i> Marguerat & Bourquin: 58-101
Week 4	February 21	Case Study: Luke 1:1 - 2:52 <i>Readings:</i> Tannehill, vol. 1, 1-44; Marguerat & Bourquin: 150-153
Week 5	February 28	Luke 3:1 - 4:13 <i>Readings:</i> Tannehill, vol. 1, 47-60; Marguerat & Bourquin: 102-149
Week 6	March 7	Luke 4:14 - 5:38; 6:12 - 7:35 <i>Reading:</i> Tannehill, vol. 1, 60-99
Week 7	March 14	Luke 7:36 - 8:56; 9:1 - 10:42 <i>Readings:</i> Tannehill, vol. 1, 103-166
Week 8	March 21	Luke 11:1 - 13:35; 15 - 16; 19:28 - 21:38 <i>Reading:</i> Tannehill, vol. 1, 167-253
Week 9	March 28	Spring Break — No class
Week 10	April 4	Luke 22:1 - 23:56; 24 <i>Reading:</i> Tannehill, vol. 1, 253-301
Week 11	April 11	Ac 1:1 - 2:47; 6:1 - 8:4 <i>Reading:</i> Tannehill, vol. 2, 1-101
Week 12	April 18	Ac 8:5 - 9:31; Ac 9:32 - 11:18 <i>Reading:</i> Tannehill, vol. 2, 102-145
Week 13	April 25	Ac 13:1 - 15:40; 16:1 - 18:17 <i>Reading:</i> Tannehill, vol. 2, 146-?
Week 14	May 2	18:18 - 20:5; 20:6 - 22:29 <i>Reading:</i> Tannehill, vol. 2, ?-284
Week 15	May 9	Ac 23:30 - 26:32; 27:1 - 28:31 <i>Reading:</i> Tannehill, vol. 2, 285-357

## SELF-EVALUATION OF PARTICIPATION

Circle the number that best describes you.

### CLASS PREPARATION

- 5 I did the required readings for each class. I read, reread and “rereread,” underlined elements of information, wrote summaries to help me conceptualize them. I could serve as a model.
- 4 I did all the required readings. I confess that there is room for minor improvement to my work.
- 3 I did all the required readings, but I am aware that my reading was sometimes superficial.
- 2 I have not done all the required readings and I often read superficially.
- 1 I have not done the required readings.

### CLASS DISCUSSIONS AND COLLECTIVE PROJECTS

#### **Participations**

I make an important contribution to discussions and projects

- 5 Always
- 4 Very often
- 3 Often
- 2 Not often
- 1 Rarely
- 0 Never

#### **Use of resources**

When I do not understand something, I ask the other members of the group for additional information

- 5 Always
- 4 Very often
- 3 Often
- 2 Not often
- 1 Rarely
- 0 Never

**Attitude**

With enthusiasm and respect for others, I help to establish a good work climate and to maintain good relations among the participants. I express a positive attitude.

- 5 Always
- 4 Very often
- 3 Often
- 2 Not often
- 1 Rarely
- 0 Never

Result on \_\_\_\_\_ /20

Your name: \_\_\_\_\_

**Nota bene:** The instructor may request additional information from you if s-he perceives that there is a too significant discrepancy between your assessment of your participation and his/her assessment.

Adapted from GOULET, Paul. *Psychologie cognitive et enseignement collégial. Textes et travaux de cours*. Université Laval, 2002, pp. 299-301.