

# HORIZON COLLEGE & SEMINARY

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Advancing God's Kingdom by Preparing Competent Christian  
Leaders for Spirit-Empowered Life and Ministry



## B266-CB Luke-Acts

3 credits

Pre-requisites: B119-CB; B115-CB

On Campus 'A' Live-Stream

Video on Demand

Term D

March 14 – April 21, 2022

Mon.-Thurs.: 9:00-10:30 am

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## Course Goals

### Course Description

In recognition of Luke's unique contribution as a literary artist, historian, and theologian, this course studies his account of the story of Jesus and the emergence of the nascent Christ-believing community. Besides exploring the genre and socio-cultural context of Luke-Acts, the course will invite students to respond positively to Luke's aim to inform and deepen the faith of Christ-followers.

### Relationship to Horizon's Mission

This course prepares students for Spirit-empowered life and ministry by equipping them to understand and apply biblical truth with greater proficiency.

### Core Competencies and Learning Outcomes



To demonstrate competency in *Biblical and Theological Literacy*, students will:

1. Outline the elements and structure of the narrative of Luke-Acts.
  - *Assessment:* Reading Log and Outline of Luke-Acts

2. Identify and explain key emphases and their significance in Luke-Acts.
  - *Assessment:* Research Paper (stage one)
  - *Assessment:* Johnson Book Review
3. Interpret Luke-Acts in light of its literary and socio-historical contexts, and distinct theological perspective with the assistance of relevant secondary literature.
  - *Assessment:* Research Paper (submitted in two stages; see below)
  - *Assessment:* Johnson Book Review
  - *Assessment:* Final Post-Course Competency Assessment
4. Interpret Luke-Acts in light of its literary and socio-historical contexts, and distinct theological perspective with the assistance of relevant secondary literature.
  - *Assessment:* Research Paper (submitted in two stages; see below)

## **Course Work**

### **Required Readings**

NRSV or NIV version of Luke and Acts

Aland, Kurt. *Synopsis of the Four Gospels: Revised Standard Version*. 2<sup>nd</sup> edition. American Bible Society, 2010. ISBN: 9781585169429.

Johnson, Luke Timothy. *Prophetic Jesus, Prophetic Church: The Challenge of Luke-Acts to Contemporary Christians*. Grand Rapids, MI: Eerdmans, 2011. ISBN: 978-0802803900.

\*\*While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

### **Course Assignments and Activities**

**Portfolio Components. Research Paper.** This assignment must be edited and submitted to the Biblical and Theological Literacy *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

1. *Reading Log and Outline of Luke-Acts* – Read the assigned portions of Luke-Acts before each class. As you do so, follow the outline of Luke-Acts provided on Populi and keep a record of the date and time it took to read the assigned chapters. When you have completed the readings, submit the outline, record of reading duration, along with a statement of confirmation that you have completed the readings (at the bottom of the outline provided on Populi).
  - Related learning outcome: #1.
  - **Due date:** April 14, 2022.

2. *Johnson Book Review* – Write a four-page book review that includes two parts: 1) Johnson’s description of the different problems with how the church has interpreted the Gospels and his suggested solution to these problems (1.5-2 pages); and 2) an evaluation of the extent to which Johnson provides a compelling solution to these problems (1.5-2 pages). A more detailed description of this assignment will be provided during the first week of class.
- Related learning outcomes: #2, 3.
  - Assignment length: 3-4 pages.
  - **Due date:** March 24, 2022.
3. *Research Paper* – Write a research paper, which will be submitted in two stages:
- *Stage One:* Discussion of key theme in Luke *or* Acts:
    - Select a key theme in Luke *or* Acts. Locate every passage that refers to this theme. Where relevant, compare passages with the other synoptic Gospels and take notes on what you learn about this topic from Luke *or* Acts. Examples of themes to study:
 

Deity of Jesus	Harmony	Atonement	Resurrection
Discipleship	Healing	Baptism	Salvation
Evangelism	Holy Spirit	Christology	Suffering
Exorcism	Leadership	Church	Temple
Food	Miracles	Church + Israel	Witness
Food laws	Fellowship	Mission	Idolatry
Church leadership	Church Order	Women	Holy Spirit
Generosity	Money	Prayer	Guidance
Gospel	Persecution	Death of Jesus	Politics
    - After assembling notes on your chosen theme, write a 2-page (500-600 word) summary of the significance of this theme in Luke *or* Acts. Submit a copy of your notes along with the 2-page summary of the significance of your chosen theme.
  - Related learning outcomes: #2, 3.
  - Assignment length: 2 pages.
  - **Due date:** March 31, 2022.
  - *Stage Two:* Using your findings in stage one, together with the instructions provided in the paper-writing tutorial, write a research paper that includes the following components: 1) a clearly-articulated thesis and conclusion; 2) a well-organized discussion of your chosen theme; and 3) at least five scholarly sources that support your findings. At the conclusion of the paper, reflect upon how your chosen topic and thesis help us to think, live, and minister in present-day contexts (~1 page).
  - Related learning outcomes: #3, 4.
  - Assignment length: 4-6 pages.
  - **Due date:** April 11, 2022.
4. *Final Competency Assessment* – Prepare for and write a take-home exam that requires students to discuss key interpretive issues in Luke-Acts. At the beginning of the final week in

class, students will receive a list of possible exam questions to study in preparation for the final exam.

- Related to learning outcome: #3, 4
- Assignment length: 2 hours (to write).
- **Due date:** April 16, 2022.

### Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students who intend to take the course primarily through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have the same assignment due dates as in-class students.
- Each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week's classes.
- By Monday at 11:59 pm each week, VOD students will submit written confirmation that
  - 1) affirms they have watched the required recording for the last seven days, and
  - 2) summarizes two-three items from the course that help them to reach the course learning outcomes (300-500 words).
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked as pass/fail based on whether they demonstrate thoughtful engagement with the lecture content and in-class activities.

### Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	
1. <i>Reading Log and Outline of Luke-Acts</i>	15 hrs	April 14, 2022
2. <i>Johnson Book Review</i>	20 hrs	March 24, 2022
3. <i>Research Paper – Stage 1</i>	10 hrs	March 31, 2022
<i>Research Paper – Stage 2</i>	15 hrs	April 11, 2022
4. <i>Final Competency Assessment</i>	5 hrs	April 16, 2022
Total =	90-100 hrs	

### Assessment Rubrics

Rubrics for each assignment will be posted on Populi under “B266 Assessment Rubrics” prior to the first day of class.

### Course Outline/Class Schedule Mar 14 - Apr 21

Date	Text	Class Topic	Supporting Assignments
March 14	Luke 1:1-4	Introduction: Authorship, Date, Purpose and Genre	
March 15	Luke 1-2	Methods for Studying Luke-Acts	
March 16	Luke 1-3	Methods for Studying Luke-Acts	
March 17	Luke 3-4	Luke's Apocalyptic Perspective	
March 21	Luke 4-8	Mission and Identity of Jesus	

March 22	Luke 5-8	Mission and Identity of the Disciples	
March 23	Luke 5-8	Jesus Mobilizes His Mission	
March 24	Luke 9-19	Journey to Jerusalem	Johnson Book Review
March 28	Luke 9-19	Economics, Justice, and the Kingdom	
March 29	Luke 9-19	Transformation of Social Order in the Kingdom	
March 30	Luke 20-23	Death of Jesus and the Plan of God	
March 31	Luke 24; Acts 1	Resurrection and Mission	Research Paper: Part 1
<b>April 1</b>		<b>Paper-Writing Tutorial</b>	
April 4	Acts 2-3	Descent of Spirit: Restoration of God's People	
April 5	Acts 4-5	External and Internal Conflict	
April 6	Acts 6-8	Expansion of the Mission	
April 7	Acts 9, 13, 28	Saul's Transformation and Mission	
April 11	Acts 10-11	Peter and Cornelius	Research Paper: Part 2
April 12	Acts 15	A Turning Point: Israel and the Nations	
April 13	Acts 14, 16	Cultural Collision in Luke-Acts	
April 14	Acts 17-19	Luke-Acts and Empire	Reading Log and Outline
<b>April 16</b>			Final Competency Assessment

- No first submissions of assignments will be accepted after Friday, April 16, 2022.

#### **Due Dates for Revisions:**

Monday, April 4	Research Paper: Stage 1
Tuesday, April 19	Research Paper: Stage 2 Final Competency Assessment
Wednesday, April 20	Reading Log and Outline of Luke-Acts
Thursday, April 21	Secondary Resubmissions (as necessary)

- No resubmission of assignments will be accepted after **Thursday**, April 21, 2022.

## Academic Policies

### General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

### Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

### Resubmission of Assignments

Students have until the last day of revision week to submit revisions. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

### Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student <b>exceeded competency requirements for more than 40%</b> of the learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student <b>met competency requirements for all</b> learning outcomes and may have exceeded in 40% or less.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency

requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was <b>beginning to meet competency requirements for any one or more</b> learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was <b>not yet meeting competency requirements for one or more</b> learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

### Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the College [Student Handbook](#).

### Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at [bwilliamson@horizon.edu](mailto:bwilliamson@horizon.edu); Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu); or Leanne Bellamy, Academic Coach, at [lbellamy@horizon.edu](mailto:lbellamy@horizon.edu).

### Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Campus Health Policy**

Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

### **Live-Streaming Etiquette**

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

### **Use of Technology**

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

### **Select Bibliography**

#### **Select Commentaries:**

#### **Gospel of Luke**

\*Bock, Darrell L. *Luke*. 2 vols. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 1994-1996.

\*Bovon, François. *A Commentary on the Gospel of Luke 1:1-9:50*. Hermeneia. Translated by Christine M. Thomas. Minneapolis: Fortress Press, 2002.

\*Carroll, John T. *Luke: A Commentary*. NTL. Westminster John Knox, 2012.

Ellis, Earle. E. *The Gospel of Luke*. London: Marshall, Morgan & Scott, 1981.



- \*\_\_\_\_\_. *The Gospel of Luke*. New International Commentary on the New Testament. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1997.
- \*Fitzmyer, Joseph A. *The Gospel According to Luke*. 2 vols. Anchor Bible Commentary Series 28-28A. Garden City: Doubleday & Company, 1981-1985.
- \*Green, Joel B. *The Gospel of Luke*. New International Commentary on the New Testament. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1997.
- \*Johnson, Luke Timothy. *The Gospel of Luke*. Sacra Pagina 3. Collegeville: Liturgical Press, 1991.
- \*Marshall, I. Howard. *The Gospel of Luke: A Commentary on the Greek Text*. New International Greek Commentary. repr., Grand Rapids: Wm. B. Eerdmans Publishing Company, 1992.
- \*Nolland, John. *Luke 1-9:20*. Word Biblical Commentary 35a. Nashville: Thomas Nelson Press, 1989.
- \_\_\_\_\_. *Luke 9:21-18:34*. Word Biblical Commentary 35b. Nashville: Thomas Nelson Press, 1989.
- \_\_\_\_\_. *Luke 18:35-24:53*. Word Biblical Commentary 35c. Nashville: Thomas Nelson Press, 1989.
- “Tannehill, Robert C. *The Narrative Unity of Luke-Acts: A Literary Interpretation*. 2 vols. Philadelphia: Fortress Press, 1986-1990.

### Book of Acts

- \*Barrett, C. K. *A Critical and Exegetical Commentary on the Acts of the Apostles*. ICC. 2 vols. Edinburgh: T&T Clark International, 1994, 1998.
- \*Bock, Darrell. *Acts*. BECNT. Grand Rapids: Baker Academic, 2007
- \*Bruce, F. F. *The Book of the Acts*. NICNT. Rev ed. Grand Rapids: Eerdmans, 1990.
- \*Chance, J. Bradley. *Acts*. Smyth & Helwys Bible Commentary. Smyth & Helwys, 2007.
- \*Conzelmann, Hans. *Acts of the Apostles*. Hermeneia. Translated by James Limburg, A. Thomas Kraabel, and Donald H. Juel. Philadelphia: Fortress Press, 1987.
- \*Dunn, James D. G. *The Acts of the Apostles*. Valley Forge, PA: Trinity Press International, 1996.
- \*Fitzmyer, Joseph A. *The Acts of the Apostles: A New Translation with Introduction and Commentary*. AB. New York: Doubleday, 1998.
- \*Gaventa, Beverly Roberts. *The Acts of the Apostles*. Abingdon Press, 2003.
- Haenchen, Ernst. *The Acts of the Apostles: A Commentary*. Translated by Bernard Noble, Gerald Shinn, and R. McL. Wilson. Philadelphia: Westminster, 1971.
- \*Johnson, Luke Timothy. *The Acts of the Apostles*. Collegeville, MN: Liturgical Press, 1992.
- Kistemaker, Simon J. *Exposition of the Acts of the Apostles*. Grand Rapids: Baker, 1990.
- \*Larkin, William J. *Acts*. Downers, Ill., USA: InterVarsity Press, 1995.
- \*Marshall, I. Howard. *The Acts of the Apostles*. TNTC. Grand Rapids: Eerdmans, 1980.
- \*Parsons, Mikeal C. *Acts*. Paideia. Grand Rapids: BakerAcademic, 2008.
- \*Pelikan, Jaroslav. *Acts*. Grand Rapids: Brazos, 2005.
- \*Peterson, David G. *The Acts of the Apostles*. PNTC. Grand Rapids: Eerdmans, 2009.
- Stott, John R. W. *The Message of Acts: The Spirit, the Church and the World*. Downers Grove, IL: InterVarsity Press, 1994.
- Talbert, Charles H. *Reading Acts: A Literary and Theological Commentary on the Acts of the Apostles*. New York: Crossroad, 1997.
- \*Tannehill, Robert C. *The Narrative Unity of Luke-Acts: A Literary Interpretation Volume Two: The Acts of the Apostles*. Philadelphia: Fortress, 1990.
- \*Witherington III, Ben. *The Acts of the Apostles: A Socio-Rhetorical Commentary*. Grand Rapids: Eerdmans, 1998.

### General:

- Allison, Dale C. “Who Will Come from East and West? Observations on Matt. 8:11-12 - Luke 13:28-29.” *Irish Biblical Studies* 11 (1989): 158-170.
- Barrett, C. K. *Luke the Historian in Recent Study*. London: Epworth Press, 1961.
- Bartholomew, C., A. C. Thiselton, and Joel B. Green. *Reading Luke: Interpretation, Reflection, Formation*. Grand Rapids: Zondervan, 2005.

- Bovon, François. *Luke the Theologian: Fifty Years of Research (1950-2005)*. 2<sup>nd</sup> ed. Waco: Baylor University Press, 2006.
- Cadbury, Henry J. *The Making of Luke-Acts*. New York: MacMillan, 1927.
- Dahl, Nils A. *Jesus in the Memory of the Early Church*. Minneapolis: Augsburg, 1976.
- Dillon, Richard J. *From Eye-Witnesses to Ministers of the Word: Tradition and Composition in Luke 24*. *Analecta Biblica* 82. Rome: Biblical Institute Press, 1978.
- \_\_\_\_\_. "Previewing Luke's Project from His Prologue." *Catholic Biblical Quarterly* 43 (1981): 205-227.
- Green, Joel B. *The Theology of the Gospel of Luke*. Cambridge: Cambridge University Press, 1995.
- Green, Joel B., and Michael C. McKeever. *Luke-Acts and New Testament Historiography*. Institute for Biblical Research Bibliographies 8. Grand Rapids: Baker, 1994.
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- Kuhn, Karl Allen. *Luke: The Elite Evangelist*. Collegeville, MN: Liturgical Press, 2010.
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- \_\_\_\_\_. "Luke and his 'Gospel'." Pages 289-308 in *Evangelium und die Evangelien: Vorträge vom Tübinger Symposium 1982 / hrsg. von Peter Stuhlmacher*. Wissenschaftliche Untersuchungen zum Neuen Testament 28. Tübingen: Mohr Siebeck, 1983.
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- Schubert, P. "The Structure and Significance of Luke 24." Pages 165-186 in *Neutestamentliche Studien für Rudolf Bultmann zu seinem siebenzigsten Geburtstag am 20. August 1954*. Beihefte zur Zeitschrift für die neutestamentliche Wissenschaft 21. Edited by W. Eltester. Berlin: Alfred Töpelmann, 1954.
- Tannehill, Robert C. *The Shape of Luke's Story: Essays in Luke-Acts*. Eugene: Cascade, 2005.
- Wilson, Stephen G. *The Gentiles and the Gentile Mission in Luke-Acts*. Society for the New Testament Studies Monograph Series 23. Cambridge: Cambridge University Press, 1973.

### **Luke's Use of the Old Testament**

- Barrett, C. K. "Luke/Acts." Pages 231-244 in *It is Written: Scripture Citing Scripture: Essays in Honour of Barnabas Lindars, SSF*. Edited by D. A. Carson and H. G. M. Williamson. Cambridge: Cambridge University Press, 1988.
- Bock, Darrell L. *Proclamation from Prophecy and Pattern: Lucan Old Testament Christology*. Sheffield: Sheffield Academic Press, 1987.
- Brodie, Thomas L. "Luke-Acts as an Imitation and Emulation of the Elijah-Elisha Narrative." Pages 78-85 in *New Views on Luke and Acts*. Edited by Earl Richard. Collegeville: Liturgical Press, 1990.
- \_\_\_\_\_. *The Crucial Bridge: Elijah-Elisha Narrative as an Interpretive Synthesis of Genesis-Kings and a Literary Model for the Gospels*. Collegeville: Liturgical Press, 2000.
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- Dupont, Jacques. "Apologetic Use of the Old Testament in the Speeches of Acts." Pages 129-159 in *The Salvation of the Gentiles: Essays on the Acts of the Apostles*. New York: Paulist, 1979.
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- Evans, Craig E. *To See and Not Perceive: Isaiah 6:9-10 in Early Jewish and Christian Interpretation*. Journal for the Study of the New Testament: Supplement Series 64. Sheffield: Sheffield Academic Press, 1989.
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- Goulder, Michael D. *Type and History in Acts*. London: SPCK, 1964.
- Kimball, Charles A. *Jesus' Exposition of the Old Testament in Luke's Gospel*. Journal for the Study of the New Testament: Supplement Series 94. Sheffield, Sheffield Academic Press, 1994.
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- \_\_\_\_\_. "Isaiah in Luke-Acts." Pages 79-100 in *Isaiah in the New Testament*. Edited by Steve Moyise and Maarten J. J. Menken. London: T&T Clark International, 2005.
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- Moore, Thomas. "The Lucan Great Commission and the Isaianic Servant." *Bibliotheca Sacra* (1997): 47-60.
- \_\_\_\_\_. "'To the End of the Earth': The Geographical and Ethnic Universalism of Acts 1:8 in Light of Isaianic Influence on Luke." *Journal of the Evangelical Theological Society* 40 (1997): 389-399.
- Litwak, Kenneth Duncan. *Echoes of Scripture in Luke-Acts: Telling the History of God's People Intertextually*. T&T Clark International, 2005.
- Pao, David W. *Acts and the Isaianic New Exodus*. Grand Rapids: Baker Academic, 2002.
- Richard, Earl. "The Old Testament in Acts." *Catholic Biblical Quarterly* 42 (1980): 330-41.
- Ringgren, H. "Luke's Use of the Old Testament." *Harvard Theological Review* 79 (1986): 227-35.
- Sanders, J. A. "Isaiah in Luke." *Interpretation* 36 (1982): 144-155.
- Strauss, Mark L. *The Davidic Messiah in Luke-Acts: The Promise and Its Fulfillment in Lukan Christology*. JSNT Supp 110. Sheffield: Sheffield Academic Press, 1995.
- Talbert, Charles H. "Promise and Fulfillment in Lucan Theology." Pages 91-103 in *Luke-Acts: New Perspectives from the Society of Biblical Literature Seminar*. Edited by Charles Talbert. New York: Crossroad Publishing Company, 1984.
- Wendel, Susan. *Scriptural interpretation and Community Self-Definition in Luke-Acts and the Writings of Justin Martyr*. NovT Supp 139. Leiden: Brill, 2011.

### **Luke and the Jewish People:**

- Brawley, Robert L. *Luke-Acts and the Jews: Conflict, Apology, and Conciliation*. Society of Biblical Literature Monograph Series 33. Atlanta: Scholars Press, 1987.
- Jervell, Jacob. "The Divided People of God: The Restoration of Israel and Salvation for the Gentiles." Pages 41-74 in *Luke and the People of God*. Minneapolis: Augsburg, 1972.
- Moessner, David P. "The Ironic Fulfillment of Israel's Glory." Pages 35-50 in *Luke-Acts and the Jewish People: Eight Critical Perspectives*. Edited by Joseph B. Tyson. Minneapolis: Augsburg Publishing House, 1988.
- Sanders, Jack T. *The Jews in Luke-Acts*. London: SCM Press, 1987.
- \_\_\_\_\_. "The Jewish People in Luke-Acts." Pages 51-75 in *Luke-Acts and the Jewish People: Eight Critical Perspectives*. Edited by Joseph B. Tyson. Minneapolis: Augsburg Publishing House, 1988.
- Tannehill, Robert C. "Israel in Luke-Acts: A Tragic Story." *Journal of Biblical Literature* 104 (1985): 69-85.
- Tyson, Joseph B. *Images of Judaism in Luke-Acts*. Columbia: University of South Carolina Press, 1992.

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