



## B266 Luke-Acts

3 credits. Prerequisites: B112 Interpreting the Bible; B115 Intro to New Testament

 Saskatoon Campus  Livestream  Video on Demand

March 9-April 17, 2026

Term D

Monday, Wednesday / 9am-12pm SK (11am-2pm ET)

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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. Trace key themes in Luke-Acts in order to gain a clearer understanding of Luke's unique literary artistry and emphasis.
  - *Assessment:* Johnson Book Summary; Gaventa Introduction Notes
3. Illustrate how the stories of Jesus and the early Church, when read in light of their literary, social, and political contexts, articulate a profoundly relevant message for the church today.
  - *Assessment:* Research Paper; Final Competency Assessment
4. Reflect upon how Luke-Acts informs the way we think, live, and minister in our current cultural context.
  - *Assessment:* Research Paper; Final Competency Assessment

## **Course Work**

### **Required Readings**

NRSV or NIV version of Luke and Acts

Johnson, Luke Timothy. *Prophetic Jesus, Prophetic Church: The Challenge of Luke-Acts to Contemporary Christians*. Grand Rapids, MI: Eerdmans, 2011. ISBN 9780802803900.  
DTL: <https://thedtl.on.worldcat.org/oclc/704907790>

Gaventa, Beverly Roberts. *The Acts of the Apostles*. Abingdon New Testament Commentaries. Nashville: TN, 2003. ISBN: 978-0687058211.  
DTL: <https://thedtl.on.worldcat.org/oclc/52341545>

**\*\*While students have the benefit of accessing many of 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.**

### **Course Assignments and Activities**

#### **1. Reading Log and Outline of Luke-Acts – 10%**

Read the assigned portions of Luke-Acts before each class.

- To complete this assignment, students will
  - 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.
  - submit the outline with a completed record of reading duration and 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 8, 2026.

#### **2. Johnson Book Summary – 20%**

Write a summary of Johnson's book *Prophetic Jesus, Prophetic Church*.

- To complete this assignment, students will
  - begin by providing the author's name and the full title of the book.
  - describe the book by including the following material:
    - What type of book is it? What subject matter does it cover?
    - What is the main purpose or thesis of the author?
    - Who is the main intended audience of the book? How does this have an impact on its overall presentation?
    - What is the particular perspective of the author and what role does this play in his presentation?
    - Briefly outline the content of each chapter and indicate how each chapter contributes to the overall purpose or thesis of the book.
- Related learning outcome: #2.
- **Assignment length:** 900 words.
- **Due date:** March 23, 2026.

### 3. *Gaventa Introduction Notes* – 10%

Read pp. 25-59 of the Gaventa commentary and take point-form notes on this reading.

- To complete this assignment, students will
  - read and provide point-form notes for pp. 25-59 of the Gaventa commentary.
  - ensure that they include the main points of the Gaventa commentary introduction in their notes.
- Related learning outcome: #2
- **Assignment length:** 3 pages.
- **Due date:** March 28, 2026.

### 4. *Research Paper* – 30%

Write a research paper on a key theme in the book of Acts.

- To complete this assignment, students will
  - select a key theme in Acts and locate every passage that refers to this theme.

Examples of themes to study:

Discipleship	Healing	Politics	Salvation
Evangelism	Holy Spirit	Christology	Suffering
Exorcism	Church	Temple	Miracles
Church + Israel	Witness	Food laws	Fellowship
Mission	Leadership	Church Order	Holy Spirit
Generosity	Guidance	Persecution	

- decide on a specific passage that addresses one of the key themes. Write a note on Populi under the assignment “Research Paper Topic Approval” by March 13 to attain approval of the chosen key theme and passage.
- listen to the recorded presentation that provides instructions for writing a thesis-driven paper.
- write a research paper that includes the following components: 1) a clearly-articulated thesis, evidence, and conclusion; 2) a well-organized discussion of your chosen theme; and 3) at least five scholarly sources that support your findings. Note that one of the key sources should be the Gaventa commentary.
- 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:** 1200-1800 words (approximately 4-6 pages).
- **Due date:** March 13, 2026; April 7, 2026.

### 5. *Final Competency Assessment*- 30%.

This assignment will consist of essay questions for students to complete on Populi. It will be open-book with a time limit. More information will be provided in class.

- Related learning outcomes: #3, 4.
- **Assignment length:** 1200-1800 words (approximately 4-6 pages).
- **Due date:** April 10, 2026.

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

As indicated on the course schedule, this class is offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from 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.
- By Saturday at 11:59pm each week, VOD students are required to watch and engage with all lecture content and in-class activities from the previous week's classes.
- By Saturday at 11:59pm each week, VOD students will submit a 2–3-minute video report on Padlet that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

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

Classroom time	30 hrs		
1. Reading Log and Outline of Luke-Acts	10 hrs	April 8, 2026	10%
2. Johnson Book Summary	15 hrs	March 23, 2026	20%
3. Gaventa Introduction Notes	5 hrs	March 28, 2026	10%
4. Research Paper	30 hrs	March 13; April 7, 2026	30%
5. Final Competency Assessment	5 hrs	April 10, 2026	30%
Total =	~95 hrs		

All assignments are due at 11:59pm **SK time**, unless otherwise indicated.

### Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

### Course Outline

Date	Text	Class Topic	ASSIGNMENT DUE
March 9	Luke 1-3	Introduction: Luke's World Authorship, Date, Purpose and Genre	
March 11	Luke 4-9	Jesus's Galilean Ministry	
March 16	Luke 9-19	Travel Narrative: The Identity and Mission of Jesus's disciples Lukan Ethics: Reversal, Economics, and the Kingdom	
March 18	Luke 9-19	Luke's Cosmological Perspective The Presence of the Kingdom and Readiness for the End	Johnson Book Summary
March 23	Luke 19-21 Luke 22	Temple and Eschatology in Luke Luke's Passion Narrative	
March 25	Luke 23-24	Jesus's Death and Resurrection	Gaventa Introduction Notes

	Acts 1	The Mission of Jesus's Disciples	
March 30	Acts 2-7	The Descent of the Spirit and the Restoration of God's People	
April 1	Acts 8-14	Peter, Paul, and the Expansion of the Gospel to the Gentiles	Research Paper Due
April 6	Acts 15 Acts 16-20	The Apostolic Decree (Luke and the Law) Luke and Empire (World Up-Side Down)	
April 8	Acts 21-28	Paul on Trial Fill out Course Review	Reading Log and Outline
April 10			Final Competency Assessment (on Populi)

- Revision week is April 13-17, 2026. Your instructor may also request revisions on some assignments before revision week.
- No assignments will be accepted after Friday, April 17, 2026

## **Academic Policies**

### **General Assignment Guidelines**

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

### **Extensions**

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

### **Late Assignments**

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

### Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

### Assignment 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 and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades.

Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Assignments that do not meet competency will receive a 0. A final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon and MCS CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated <b>exceptional</b> achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
		Student demonstrated <b>excellent</b> achievement of the learning outcomes.	A-	3.7	80-84
M	Meeting expectations	Student demonstrated <b>good</b> achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at Horizon and MCS. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was <b>beginning to meet</b> one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made <b>insufficient progress</b> toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

### **Academic Integrity**

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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 Student Handbook.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

### **Artificial Intelligence (AI) Usage**

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

### **Accessible Learning Services Information**

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at [wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu); at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at [rbekkattla@horizon.edu](mailto:rbekkattla@horizon.edu)). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

### **Class Attendance (On Campus or Livestreaming)**

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 livestreaming with their camera on. 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

## Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must 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 and MCS encourage 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 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.
  - **Professor's Note:** *To foster a focused learning environment, the use of all electronic devices (including, but not limited to, cell phones, laptops, tablets, and smartwatches) is prohibited during class time. Students with documented academic accommodations will be allowed to use electronic devices as necessary. The Academic Accommodations Coordinator at Horizon, or Director of Academic Success at MCS, will notify pertinent faculty of a student's requirements via an Academic Accommodations Letter prior to the start of the semester. Students using electronic devices without proper documentation may be asked to leave the classroom. Students will require a physical copy of a Bible and a pencil/pen.*



## Bibliography

### 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.
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- \*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.
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- 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.
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- 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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- 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.

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- Moore, Thomas. "The Lucan Great Commission and the Isaianic Servant." *Bibliotheca Sacra* (1997): 47-60.
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- Sanders, J. A. "Isaiah in Luke." *Interpretation* 36 (1982): 144-155.
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- Wendel, Susan. *Scriptural interpretation and Community Self-Definition in Luke-Acts and the Writings of Justin Martyr*. NovT Supp 139. Leiden: Brill, 2011.

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