

BRIERCREST

BLST 627 Pastoral Epistles: Studies in New Testament Church Leadership Spring 2018

Professor: Carl Hinderager, PhD
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Course Dates: April 23-27, 2018

3 Credit Hours

COURSE DESCRIPTION

A study of 1 & 2 Timothy and Titus, concentrating on the qualifications, selection, responsibilities and authority of church leaders, and an examination of current models of church government in light of Scripture.

COURSE TEXTS

The Bible. A copy of the NLT (2007 or later), should be brought to every class.

Fee, Gordon D. *New International Biblical Commentary: 1, 2 Timothy, Titus.* Peabody, MA: Hendrickson, 2011.

Stott, John R. W. *The Message of 1 Timothy and Titus.* Downers Grove, IL: Inter-varsity Press, 1996.

Students are expected to refer Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <http://briercrest.ca/current/seminary/academics/important-documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

Some of the positive results that I pray will come from this course are that we will:

1. Encourage the wider use of these letters in Church practice and policy.
2. Experience the joy and encouragement of opening Scripture together.
3. Become more realistic about the serious challenges pastoral ministry involves.
4. Become more biblical in the selection of spiritual leaders.
5. Recognize that equipping for ministry is inseparably linked with the Word of God.
6. Gain a more Scriptural understanding of the use and abuse of money.
7. Elevate the importance of self-discipline in the Christian life and ministry.
8. Become more willing to confront teachers and teachings that are truly heretical.

9. Determine not to allow controversial issues or people to ruin the work of God.
10. Better understand how to resolve conflict and avoid bitterness in the church.
11. Recognize the freedom Scripture allows for different styles of church government, and note the advantages and disadvantages of each.
12. Be more active in helping and encouraging young pastors who may be ready to give up.

COURSE OUTLINE AND CONTENT

April 23	<ul style="list-style-type: none"> A. Introduction to the course B. Authorship of the Pastorals C. Historicity of the Pastorals D. Paul and Timothy E. I Timothy 1:1-11 F. I Timothy 1:12-20 G. I Timothy 2:1-7 	<ul style="list-style-type: none"> Stay there and stop False Teachers Paul's testimony about God's grace Prayer for all men
April 24	<ul style="list-style-type: none"> A. I Timothy 2:8-15 B. I Timothy 3:1-7 C. I Timothy 3:8-16 D. I Timothy 4:1-8 E. I Timothy 4:9-16 F. I Timothy 5:1-17 G. I Timothy 5:18-25 	<ul style="list-style-type: none"> Men & Women in Public Worship Qualifications for Overseers Qualifications for other Church leaders Contrast: Demonic doctrine and Godly training Being a Godly Teacher and Model Pastoral care for Widows Pastoral care for the Elders
April 25	<ul style="list-style-type: none"> A. I Timothy 6:1-10 B. I Timothy 6:11-21 C. Titus 1:1-5 D. Titus 1:6-16 E. Titus 2:1-8 F. Titus 2:9-15 G. Titus 3:1-8 	<ul style="list-style-type: none"> Be Godly and Content Pursue Righteousness Instead of Money Paul and Titus Choose Leaders that have a right Lifestyle Everyone needs Self-control Making the Gospel Attractive Salvation and Good Works
April 26	<ul style="list-style-type: none"> A. Titus 3:9-15 B. II Timothy 1:1-7 C. II Timothy 1:8-18 D. II Timothy 2:1-13 E. II Timothy 2:13-26 F. II Timothy 3:1-9 G. II Timothy 3:10-17 	<ul style="list-style-type: none"> How to Live a Productive Life Thanking God for a Loyal Friend Some Friends Discourage, Some Encourage Endurance as a Minister The Word instead of Godless Chatter Things are Bad but They Will Get Worse Thoroughly Equipped through Holy Scripture
April 27	<ul style="list-style-type: none"> A. II Timothy 4:1-11 B. II Timothy 4:12-22 C. Church Government in the New Testament D. Review and Reflection 	<ul style="list-style-type: none"> Preach the Word 'til the Finish Line The Lord be with you as He has been with me

ASSIGNMENTS

Pre-Course Assignments:

1. Read the Pastorals five (5) times. Use at least three (3) different translations. Write a paper (1000 word maximum) on what OVERALL impressions, insights or encouragements you received from this reading. Look for the "big picture" and for things that are repeated or emphasized. Please include a signed statement about which translations you used and that you did, in fact, read the Pastorals five times specifically for this assignment. Some kind of organized point form is preferred. Present your findings in order of significance.

Due: April 23 (15%)

2. Read Fee's commentary. Provide the instructor with visible evidence that you have read thoughtfully. Please personalize your book, recording your notations and interactions right in the book itself. Your book will be presented as evidence of your reading. Be neat and creative (variety and color), no pencil, please. Paste a typewritten critique (one short paragraph) in the front of your book. Include a reading log (date and hours of work). Complete this reading after you have completed assignment # 1.

Due: April 23 (15%)

3. Read Stott's commentary. You may either put study notes in the book as you did for Fee's commentary (#2 above) or write a two-page paper comparing the two commentaries. If you choose this second option give numerous specific examples to illustrate your conclusions. In any case, include a signed note in your book that states, "I have read ___% of this book specifically for this assignment." Your paper may be in outline form and you may single space your sub-points.

Due: April 23 (15%)

4. Read Deuteronomy and II Chronicles. Write a four-page paper on what you learn about spiritual leadership in these challenging times. Take special notice of connections between these men and Paul's teaching and ministry. Your paper may be in outline or point form, and you may single-space sub-points.

Due: April 23 (20%)

Post-Course Assignments:

Prepare a 3,000 word (maximum) research paper on, "Knowing and Submitting to Scripture Equips One for Ministry." Include a thesis statement, outline and parenthetical documentation (Author's last name publishing date, page number). Interact with at least ten (10) secondary sources. Your work should give evidence that you have spent most of your time with the primary source (I, II Timothy and Titus). For secondary sources, lean on reference type works (concordances, lexicons, commentaries, articles and specialized monographs) instead of "popular" treatments of the topic. The goal of this assignment is to produce something that could be published. **A title, a brief outline**

and short bibliography is due Wednesday, April 25. The sooner you complete your paper, the more closely it will mesh with the class content and the more helpful it will be. Other topics will be considered by your instructor.

Due: June 22 (35%)

Alternative assignment package:

Reading projects #2, #3 and #4.	50%
Memorize I Timothy (or II Timothy if you have already memorized I Timothy) and recite it to the class.	50%

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<http://briercrest.ca/current/seminary/academics/seminary-calendar/>.

Attendance Policy

Students are expected to attend 100% of each modular they register for. If this is impossible, arrangements must be made with the course professor. A maximum of 1 full day of class can be foregone. Students should request to withdraw from the course or move the course to an audit if additional time is missed.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or illness who may need academic accommodations should discuss them with the course instructor after contacting the Student Success Centre in person (Room #215), by telephone (1-306-756-3230) or by email (studentsuccesscentre@briercrest.ca).

ANNOTATED BIBLIOGRAPHY

Barclay, John M.G. *Paul and the Gift*. Eerdmans Publishing Co; Publication Date, 2017

Barrett, C. K. *The Pastoral Epistles*. London: Oxford University Press, 1963. Substantial Introduction H.C. 151 pages.

Bassler, Jouette M. *1 Timothy, 2 Timothy, Titus*. Abingdon New Testament Commentaries Nashville: Abingdon Press, 1996.

Bernard, J. H. *The Pastoral Epistles*. Grand Rapids: Bakers, reprint 1980. P. B. 193 pages.

Briscoe, Stuart. *Purifying the Church: What God Expects of You and Your Church*. Ventura, CA: Regal Books, 1987. Topical Commentary on Titus P. B. 215 pages.

Dunn, James D.G. *The Theology Of Paul the Apostle*. Grand Rapids: Eerdmans, 1998.

Fee, Gordon D. *New International Biblical Commentary. I, II, Timothy, Titus*. Peabody, Mass: Hendrickson Publishers, 1988. P. B. 332 pages.

Gromacki, Robert G. *Stand True to the Charge; An Exposition of I Timothy*. Grand Rapids: Baker, 1982. P.B. 190 pages - good content, great format.

Guthrie, Donald. *The Pastoral Epistles*. Grand Rapids: Eerdmans, 1957. Tyndale Series.

Hanson, A. T. *The Pastoral Letters in the New Century Bible Commentary*. Grand Rapids: Eerdmans, 1982.

Hendrikson, Wm. *N. T. Commentary: Exposition of the Pastoral Epistles*. Grand Rapids, MI: Baker, 1957. 400 pages, H. C., careful scholar and pastor.

Hughes, R. Kent and Chapell. Bryan *First and Second Timothy and Titus*. Wheaton, Ill: Crossway Books, 2000. A commentary designed for preaching. 400 pages.

Johnson, Luke Timothy. *Letters to Paul's Delegates: I Timothy, II Timothy, Titus*. Valley Forge, PA: Trinity Press International, 1996. Good authorship defense. Places Pastorals into the story line of Acts.

Kelly, J. N. D. *A Commentary on the Pastoral Epistles*. HNTC. Grand Rapids, MI: Baker, 1981. 264 pages, Helpful background information.

- Kent, Homer A. *The Pastoral Epistles*. Chicago: Moody Press, 1958. H. C. 320 pages.
- Kidd, Reggie M. *Wealth and Beneficence in the Pastoral Epistles*. SBL Dissertation Series 122, Atlanta: Scholars Press, 1990.
- Knight, George W. *The Pastoral Epistles*. New International Greek Testament Commentary. Grand Rapids, MI: Eerdmans, 1992. H. C. 514 pages, very substantial, based on Greek N. T.
- Larsen, David L. *Caring for the Flock*. Wheaton, IL: Crossway Books, 1991. P. B. 256 pages.
- Lea, Thomas D. *I, II Timothy, Titus*. Nashville, TN: Broadman 1992. H. C. 350 pages.
- Lenski, R. C. H. *The Interpretation of St. Paul's Epistles to the Colossians, to the Thessalonians, to Timothy, to Titus and to Philemon*. Minneapolis: Augsburg Publishing House, 1961.
- Liefield, Walter L. *1&2 Timothy, Titus*. The NIV Application Commentary. The NIV Application Commentary Grand Rapids: Zondervan, 1999.
- London, H. B. and Niel B. Wiseman. *Pastors at Risk: Help for the Pastors, Hope for the Church*, Wheaton IL: Victor Books, 1993.
- MacArthur, John *The MacArthur New Testament Commentary*. I Timothy, II Timothy, Titus. Chicago: Moody Press 1995, 1996. Three commentaries by this well-known pastor.
- Mounce, Robert H. *Pass It On*. I & II Timothy. Glendale, CA: Regal Books, 1979. P. B. 160 pages.
- Mounce, William D. *Pastoral Epistles* Word Biblical Commentary. Nashville, TN: Thomas Nelson, 2000.
- Oden, Thomas C. *First and Second Timothy and Titus*. Louisville: John Knox Press, 1989.
- Quinn, Jermone D. and Wacker, William C. *The First and Second Letters To Timothy*. Grand Rapids: Eerdmans, 2000. A Critical Commentary, 900 pages.
- Stock, Eugene. *Practical Truths from the Pastoral Epistles*. Grand Rapids, MI: Kregel, 1983. Reprint classic. H. C. 340 pages.
- Stott, John R. W. *The Message of I Timothy and Titus*. Downers Grove, Ill: Inter-Varsity Press, 1996. Excellent section on authorship. P. B. 232 pages.
- _____. *Guard the Gospel: The Message of II Timothy*. London: InterVarsity Press, 1996. Helpful introduction, P. B. 127 pages.
- Thomas, Earle and Hiebert *I,II Thessalonians I,II Timothy Titus*. The Expositor's Bible Commentary. Grand Rapids: Zondervan, 1996.
- Towner, Philip H. *1-2 Timothy & Titus*. Downers Grove, IL: InterVarsity Press, 1994.

Wiersbe, Warren W. *Be Faithful*. Wheaton, IL: Victory Books, 1981.

Witherington, Ben III. *Letters and Homilies for Hellenized Christians*. Vol. 1. Downer Grove, IL: InterVarsity, 2006.

Wright, Tom *Paul For Everyone, The Pastoral Letters*. Louisville, KY: John Knox Press, 2004.

Young, Frances. *The Theology of the Pastoral letters*. Cambridge: Cambridge University Press, 1994.

Nathan Barnes
 Pauline Epistles BT230
 Dr. Carl Hinderager
 April 29, 2004

Paul's Teachings Concerning the Believer's Life After Death

Thesis: Paul understood the believer went immediately to be eternally with the Lord at the time of death, and would be clothed with a new spiritual body, like Christ's, at the time of his return. The believer goes immediately to be with Christ at the time of death.

- A. *Away from the body – at home with the lord* (2 Corinthians 5:6-8)
- B. *Depart and be with Christ* (Philippians 1:23)
- C. *"This refutes the notion of the soul being dormant during its separation from the body."* (Jamieson)
- D. *"...believers go immediately to a place and condition of blessedness."* (Erickson)

II. The believer's time with the Lord is eternal

- A. *It is a theme of the whole New Testament* (Matthew 25:46; John 3:15; Acts 14:35; 1 John 1:2 NIV)
- B. *It is the final reward and glory into which the children of God enter* (Easton) (1 Timothy 4:8; Titus 1:2)
- C. *"...eagerly turned towards the future"* (Kennedy)
- D. *It is the result of the believer's faith* (1 Timothy 1:16)

III. The believer receives a new spiritual body at the second coming of Christ

- A. *The living Christians will not rise first rather those who have died in Christ will be raised first* (1 Thessalonians 4:15, 16)
- B. *Resurrection foretold by the prophets* (Isaiah 26:19; Daniel 12:12)
- C. *Give life to your mortal bodies* (Romans 8:11)
- D. *Christians who have died will be raised first with their transformed bodies* (1 Corinthians 15:22)

IV. The believer's new body will be like Christ's resurrected body

- A. *Exchange weak mortal bodies for glorious heavenly ones like Christ* (Philippians 3:21)
- B. *Christ is the "first born"* (Colossians 1:18)
- C. *Bodies like the man from heaven* (1 Corinthians 15:49)
- D. *Christ is the firstborn from the dead and is therefore an example of our resurrected bodies* (1 Corinthians 15:45)

V. The believer will at no time enter into soul sleep

- A. *Misunderstandings arising from 1 Corinthians 15 and other passages* (Shelton)
- B. *The use of the word "sleep" only a colloquialism* (Ridderbos)
- C. *"No allusion to 'soul sleeping' is involved. Paul had in mind the bodies of dead believers."* (Pfeiffer)
- D. *"Talk of "soul sleep" is erroneous, for it is incompatible with the Scriptures"* (Mills)

How to Write a Formal Outline

When should the formal outline be written?

- Step 1: Do research
- Step 2: Determine thesis
- Step 3: Organize outline

What is a formal outline?

⇒ It is a short and **logically organized** blueprint of your essay.

Don't think of the outline as a cumbersome but necessary part of your essay. Use it to your own advantage!

1. Before writing your essay, think of your outline as your **planning strategy** (to prove your thesis).
2. While writing your essay, use your outline as a **visual guide** (to keep your arguments organized).
3. After writing your essay, use it as a **checklist** (to make sure that you have not forgotten anything!).

Purpose of formal outlining

The **format** of your outline is just as important as the content of your outline – for two reasons:

1. It makes the relationships between the different parts of your outline clear.
2. It presents the content of your essay in an orderly fashion.

Tips for writing a formal outline

- The purpose of writing a formal outline is not to generate new ideas, but to organize the material you have researched and articulate your arguments, so don't try to write a formal outline before you have determined what your thesis statement is.
- Keep in mind that outlines can **clearly reveal flaws** such as missing information, undesirable repetitions and digressions from the thesis (i.e., getting off-topic). This is why you need to make sure that you follow the guidelines given below.

Rules for writing a formal outline

Be sure to follow these rules, and your outline should turn out right!

1. **Numbers, letters and indentations** serve a purpose: They signal how the different entries of your outline are grouped. They also show their level of importance. Each succeeding level of subdivision shows more specific detail than the preceding one, e.g.:
 - 1) Reason or example
 - a) First supporting detail for (1)
 - b) Second supporting detail for (1)

** Note how (a) and (b) naturally fit under (1). In fact, they are subordinate (i.e., secondary) to (1) because they serve to explain, support or expand on (1). Note that (a) and (b) are of equal importance.

2. **Each level must have more than one entry** (i.e., there should not be any "orphan point"). E.g.: There cannot be a (1) without a (2), or an (a) without a (b).

**If you end up with only one sub-point for a given level, then you need to:

- eliminate it,
- generalize it so it fits into the level above it, or
- expand your material to have at least one other entry at that level.

**N.B.: It is acceptable to have only one *main* point (i.e., a lone I, II, or III) but it is not acceptable to have only one sub-point (i.e., at the next level of division).

3. All subdivisions must be at the **same level of generality**.

Again, notice that in the example given above (under the first heading), (a) and (b) are of equal importance. Example of headings that are not at the same level of generality:

- 1) Short-term effects of WWII
 - 2) Number of children orphaned during WWII
- ⇒ *The "number of children orphaned during WWII" has a clearly narrower focus than the "short-term effects of WWII."*

Correction:

- 1) Short-term effects of WWII
- 2) Long-term effects of WWII

Or:

- 1) Number of orphaned children during WWII
- 2) Fate of orphaned children during WWII

4. **Headings should not overlap.**

E.g.: If one of your headings is 'Faithfulness', then you should not have another heading on 'Loyalty', because faithfulness and loyalty will inevitably overlap, and you could not help but become redundant (i.e., repeat yourself).

5. **All entries (of all levels) must be grammatically parallel.** You may choose to write a topic outline (where each item is a word or a phrase), or a sentence outline (where each entry is a full sentence).

**Just *make sure that you never mix the two*. Example:

- 1) Short-term effects of WWII {phrase}
- 2) The long-term effects of WWII are not easily appraised. {full sentence}

Correction:

- 1) Short-term effects of WWII {phrase}
- 2) Long-term effects of WWII {phrase}

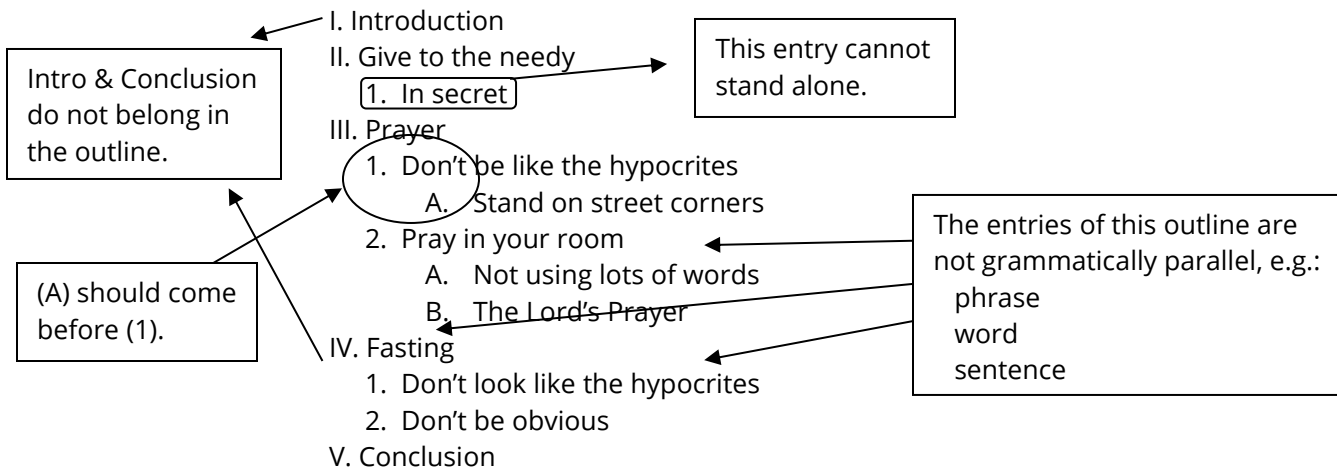
6. **Only capitalize** the first word of each entry (and proper nouns, of course).

7. **Do not use periods** to end your entries unless you are writing a sentence outline.

8. **Organize your material logically**, i.e.:

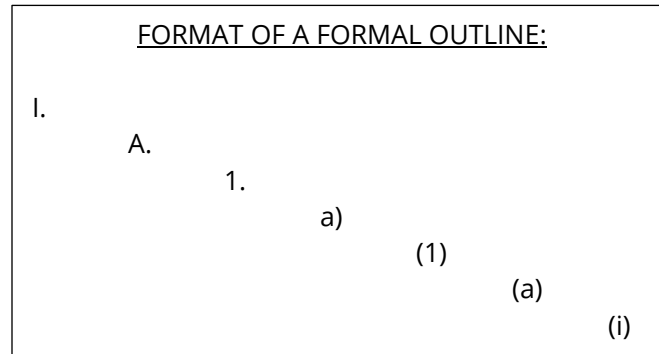
- in order of importance (least important to most important, general to specific, etc.)
- in chronological order (first to last, past to present etc.).

Thesis: In Matthew 6:1-18 it becomes evident that the motivation behind spiritual discipline is very important to God.

Example of a FAULTY outline based on the above thesis statement:**CORRECTED outline:**

- I. Giving to the needy
 - A. Not drawing attention to the act
 1. Not imitating hypocrites in church
 2. Not imitating hypocrites in public
 - B. Giving privately
 1. Not letting others see one's giving
 2. Leaving the reward in God's hand
- II. Praying to God
 - A. Not seeking attention from people
 1. Not imitating hypocrites praying in church
 2. Not imitating hypocrites praying in public
 3. Not saying long and meaningless prayers
 - B. Communing with God in private
 1. Going into one's room
 2. Closing the door
 3. Knowing that God will see and reward
- III. Fasting for the Kingdom
 - A. Not trying to gain the approval of men
 1. Not putting on an air of suffering
 2. Not announcing one's piety to others
 - B. Acting to gain God's approval
 1. Taking care of one's appearance
 2. Having a cheerful attitude

Sources: Troyka, Lynn Quitman. *Handbook for Writers*. 2nd Can. ed. Prentice Hall, 1999.
Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed. University of Chicago Press, 1996.



Evaluation of Scripture Memory Work

For Carl Hinderager

Name _____ Box # _____ Due Date _____

Course _____ Book Memorized _____

Method of presentation: ___Oral recitation ___Handwriting ___Typing

Translation used _____

Day _____ Start time ____:____ Finish time ____:____

Day _____ Start time ____:____ Finish time ____:____

Instructions for monitors:

Thank you for helping me, and this student, with this significant assignment. Your responsibility is simply to identify what part of the memory work is/was incorrect. **I will assign the appropriate mark.** All mistakes should be identified on the hard copy that the student will present to you. If they are reciting the book, they will give you a hard copy to mark as they quote. I will not necessarily deduct for minor grammatical errors but as you identify even small mistakes it gives me confidence that you were checking carefully. The very best mark will be reserved for those who can quote the entire book in one sitting. Presenting the book in two parts is acceptable. Please indicate the different days if this is the case. Use a pen that is a different color than the script for your annotations. Please use the following symbols to identify:

- | | |
|------------------|---|
| Prompt | Write: Prompt |
| Wrong word order | use reversing arrows |
| Missed words | write in correct words (or verse references) |
| Added words | cross out extra words |
| Extended pause | Write: Pause (indicate only if more than one minute) |

Comments:

Monitor's Name _____ Position _____

Signature _____ Date _____