

Bible 6649
The Pastoral Epistles
(3 s.h.)
Syllabus
Spring Semester, 2014

Johnny V. Miller
jvmiller@ciu.edu
Office: Schuster 222
807-5314

I. Course Description

In this exegetical study you will set Paul's pastoral letters against the background of apostolic times. Special attention will be given to the way in which Paul handled false doctrine, to the basic teaching on leadership and church growth, and to the application of the apostle's teaching to contemporary situations.

II. Course Objectives: By the end of this course the student should be able to:

1. Identify from recall the location by book and chapter of pertinent passages in the Pastoral Epistles.
2. Write from memory in one paragraph the argument of each of the epistles.
3. Write out all selected memory verses with no more than 3 wording errors total.
4. Explain and illustrate the qualifications for church leaders.
5. Summarize what all three epistles reveal about the governance and function of the church.
6. Synthesize and apply the teaching about women in relationship to the church, family and home found in the epistles.
7. Defend the Pauline authorship of the Pastorals, and place each epistle in its New Testament framework historically and geographically.

III. Required Textbooks

Thomas D. Lea and Hayne P. Griffin, Jr. *The New American Commentary: 1 & 2 Timothy, Titus*, Nashville: B & H, 1992. (Logos) ISBN 978-08054-0134-9

Cowan, Steven B., ed., *Who Runs the Church? 4 Views on Church Government*, Grand Rapids: Zondervan, 2004. ISBN 0-310-24607-5

Getz, Gene. *The Measure of a Man*, Regal, 2004. ISBN 083-073-4953

IV. Course Requirements

A. Reading Assignments

All reading assignments must be completed **by the beginning of the class for which they were assigned**. The student should read the assignments in a manner that best encourages critical thinking and prepares the student for a detailed classroom discussion.

1. Weekly preparation:
 - a. Read the *daily assigned portion* in at least one modern biblical version. 1 hr.
 - b. Read the corresponding sections from the *assigned commentary*. Quizzes on this reading may be given according to class schedule. 32 hrs.
2. Read through each epistle at **one sitting** during the time that epistle is being studied. 1 hr.
3. Read Getz, *The Measure of a Man*, utilizing and interacting with him in the papers on elder qualifications. **Due Feb 18** 10 hrs.
4. Read Cowan, *Who Runs the Church?* utilizing and interacting with him in the paper on the governance and functioning of the church. **Due May 6** 12 hrs.

B. **Written Assignments:** Each of the following assignments must be submitted **at the beginning of the class on the date assigned**. Include a cover sheet with the student's name, box number, class, and topic.

1. **Two 4-page** double spaced (12 pt) papers, each on a different qualification for elders, evidencing background work in the original language, applying it to church leaders in Paul's time and today. Answer the questions: What did this qualification mean in Paul's time? How was it evidenced then and today? The two papers will be averaged together as one grade. **Due Feb 18** 10 hrs.
2. One **8-page** double spaced (12 pt) paper summarizing what all three epistles teach about the roles and responsibilities of women in the church. How did this apply then? How does it apply today? **Due April 8** 15 hrs.
3. One **8-page** double spaced (12 pt) paper summarizing what all three epistles teach about the governance and function of the church. Is there a biblical form of church government? What do I understand it to be based on Scripture? **Due May 6** 12 hrs.

Writing a Research Paper

Its Purpose

The purpose for a research paper is to help the student become a practiced, effective user of helpful, accurate resources to expand and deepen his or her understanding of Scripture. We must be able to feed ourselves in order to be able to feed others.

As the title implies, the paper is based on research—the consulting of (mostly) written sources that shed light on a biblical text and lead to understanding beyond what may be available through the reading of the Scriptures alone. The result should be such things as:

1. Expanding, clarifying one's understanding of the meaning of the original language. Through word studies one gains a richer understanding of the cultural background to terminology and the options for translation. Tools available for this kind of work include Kittle's Theological Dictionary of New Testament Theology, and Colin Brown's New International Dictionary of New Testament Theology. Another help source for the more beginning student is Vine's Expository Dictionary of New Testament Words.
2. Clarifying cultural issues. The goal is to gain an understanding of the cultural background to the Scriptures: How did people behave? Why did they behave that way? What was their world view? What did they expect of themselves and others? What were their common practices?
3. Explaining the historical setting. What is the significance of an event within the historical setting? What else was going on in the world? What difference did it make?
4. Expanding on religious traditions and practices.
5. Proposing theological significance in light of the rest of Scripture. How does the passage being researched fit within the context of all of the word of God?

Bible dictionaries, commentaries, and research articles are helpful resources for all of these.

Its Structure

The paper should begin with the statement of a problem to be explored or a question to be answered. This is the **purpose** of the paper.

Then the student should reveal what s/he has discovered in research, and how that is relevant to the purpose of the paper.

Finally, the conclusion should propose a resolution to the problem, an answer to the question, or steps for further study.

The student should consult several helpful sources in addition to the assigned textbooks.

Its Grading

Grading of the papers will be based on clarity and accuracy of presentation (style, punctuation, spelling, grammar) and evidence of effective research. The grade is not an indication of spiritual maturity, of spiritual giftedness, or of potential for ministry. It is an indication of the degree of success in fulfilling the purpose of that one assignment, and to some degree in comparison with other class members.

An A paper will evidence use of multiple quality resources, will be well-written, and will helpfully solve a problem or answer a question, within the page limits of that assignment.

A B paper will use several sources, will be well-written, and will helpfully solve a problem or answer a question, within the page limits of that assignment.

A C paper will use at least 2-3 outside sources, will be well-written, and will show evidence of working toward the solving of a problem or answering a question, within the page limits of that assignment.

A D paper will show some evidence of proposing a problem to be solved or question to be answered, but will not successfully use sources or accurately accomplish the purpose.

Timeliness counts! For each day late, the paper will be penalized one grade. For instance, a B paper will become a B- after one day, a C+ after 2 days, etc. After a week, any paper which has not been turned in becomes an F.

The instructor is available to give help and offer suggestions in a timely fashion, but not at the last minute.

- C. **Memorization:** Memorize these verses from a translation of your choice: 1 Timothy 4:8, 6:17; 2 Tim. 2:24-26; Titus 3:5. 2 errors or fewer = A; 5 errors B; 8 errors C; more than 8 errors F. **Due April 15** 1 hr.

V. Classroom Procedures

A. Teaching Methods

The teaching methods of this course will include traditional lecture, but will emphasize class discussion and dialogue. **Student preparation before class is vital.** Students will be expected to disconnect from all outside interference during class, including the use of cell phones and wireless internet.

B. Grading Method

- | | |
|---|-----|
| 1. Memory verses | 5% |
| 2. Daily Preparation (Reading of texts, quizzes, participation) | 30% |
| 3. Papers, 15% each | 45% |
| 4. Midterm Exam | 10% |
| 5. Final Exam | 10% |

D. Late Assignments

All assignments will be considered late if they are not turned in when collected during the class for which they are assigned. Late assignments will not receive full credit. **No assignments will be given credit after one week** except with permission of the professor for dire emergencies.

E. Academic Integrity

As followers of Christ, we need to be fully committed to honesty and truthfulness in all aspects of our lives, including our academic lives. Therefore, academic dishonesty will not be tolerated in any way.

VI. Recommendations for Learning Support:

Students with physical, emotional, ADD, or learning disabilities who need academic accommodations should make requests through the Academic Success Center (ASC). These requests will be kept confidential. Requests may be made throughout the semester, and ideally they would be initiated as early as possible. The ASC is located on the first floor of Rossi Student Center (803-807-5611, academicsuccess@ciu.edu). If you already receive services through ASC, please contact me so that we can make your academic experience in this class as successful as possible.

VII. Recommended Bibliography

1. Bruce, F. F. *Paul: Apostle of the Heart Set Free*, Eerdmans, 1977.
2. Calvin, John. *Commentary on the Epistles to Timothy, Titus and Philemon*, Eerdmans, 1948
3. Conybeare, William John, and Howson, J. S. *The Life and Epistles of St. Paul*.
4. Dibelius, Martin and Hans Conzelmann. *The Pastoral Epistles*, Fortress, 1972.
5. Fee, Gordon D. *1 and 2 Timothy, Titus*, Harper and Row, 1984.
6. Guthrie, Donald. *The Pastoral Epistles*, Eerdmans, 1957.
7. Hendrikson, William. *Exposition of the Pastoral Epistles*, Baker, 1957.
8. Hiebert, David Edmond. *An Introduction to the Pauline Epistles*, Moody, 1954.
9. _____. *First Timothy*, Moody, 1957.
10. _____. *Second Timothy*, Moody, 1958.
11. _____. *Titus and Philemon*, Moody, 1957.
12. Kent, Homer A. *The Pastoral Epistles*, Moody, 1958.
13. Knight, George W. *The Faithful Sayings in the Pastoral Epistles*, Presbyterian and Reformed, 1971.
14. _____. *The New International Greek New Testament Commentary: The Pastoral Epistles*, Eerdmans, 1992.
15. Lenski, Richard. *The Interpretation of St. Paul's Epistles*, Lutheran Book Concern, 1937.
16. Lock, Walter. *A Critical and Exegetical Commentary on the Pastoral Epistles (ICC)*, T & T Clark, 1924.
17. Longenecker, Richard N. *Paul, Apostle of Liberty*, Harper and Row, 1964.
28. Marshall, I. Howard. *The Pastoral Epistles (ICC)*, T & T Clark, 1999.
19. Mounce, William D. *Pastoral Epistles (Word Biblical Commentary)*, Thomas Nelson, 2000.
20. Plummer, Alfred. *The Pastoral Epistles*, Armstrong, 1903.
21. Stott, John. *Guard the Gospel*, InterVarsity Press, 1979.
22. Strauch, Alexander. *Biblical Eldership*, Lewis & Roth, 1988.
23. Towner, Philip H. *The New International Commentary on the New Testament: The Letters to Timothy and Titus*, Eerdmans, 2006.
24. Ward, Ronald A. *Commentary on 1 and 2 Timothy and Titus*, Word Books, 1974.
25. Wiersbe, Warren. *Be Faithful*, Victor Books, 1981.

Select Bibliography on Women's Issues and the Pastoral Epistles

1. Carmody, Denise Lardner. *Biblical Woman: Contemporary Reflections on Scriptural Texts*. Crossroad, 1988.
2. Evans, Mary J. *Woman in the Bible: An Overview of all the crucial passages on women's roles*. IVP, 1983.
3. Foh, Susan T. *Women and the Word of God: A Response to Biblical Feminism*. Presbyterian & Reformed, 1979.
4. Groothuis, Rebecca Merrill. *Good News for Women: A Biblical Picture of Gender Equality*. Baker, 1997.
5. Grudem, Wayne. *Evangelical Feminism: A New Path to Liberalism?* Crossway, 2006.
6. House, H. Wayne. *The Role of Women in Ministry Today*. Nelson, 1990.
7. Hurley, James. *Man and Woman in Biblical Perspective*. Zondervan, 1981.
8. Kostenberg, Andreas J. *Women in the Church: An Analysis and Application of 1 Timothy 2:9-15*. Baker, 2005.
9. Kroeger, Richard Clark and Catherine Clark Kroeger, *I Suffer Not a Woman: Rethinking 1 Timothy 2:11-15 in Light of Ancient Evidence*. Baker, 1992
10. Mickelsen, Alvera, ed. *Women, Authority and the Bible*. IVP, 1986.
11. Pierce, Ronald W. and Rebecca Merrill Groothuis, eds., *Discovering Biblical Equality*. IVP, 2004.
12. Winter, Bruce W., *Roman Wives, Roman Widows*. Eerdmans, 2003.

Select bibliography on church governance and structure

1. Burtchaell, James Tunstead. *From Synagogue to Church: Public Services and Offices in the Earliest Christian Communities*. Cambridge University Press, 1992.
2. Campbell, R. Alastair. *The Elders: Seniority within Earliest Christianity*. T & T Clark, 1994.
3. Holmberg, Bengt. *Paul and Power: The Structure of Authority in the Primitive Church as Reflected in the Pauline Epistles*. WK Gleerup, 1978.
4. Longenecker, Richard N., ed. *Community Formation in the Early Church and Today*. Hendrickson, 2002.
5. Schweizer, Eduard. *Church Order in the New Testament*. Alec R. Allenson, Inc., 1961.

1 Timothy—Outline

Salutation, 1:1-2

- I. The Charge Entrusted to Timothy, 1:3-20
 - A. The Problem at Ephesus, 1:3-11
 1. The presence of false teachers, 3-4
 2. The product of true teaching, 5
 3. The nature of the conflict, 6-11
 - B. Paul's Experience of Grace, 1:12-17
 1. His commission, 12-14
 2. His example, 15-16
 3. His praise, 17
 - C. Paul's Exhortation to Timothy, 1:18-20
 1. Basis, 18a
 2. Battle, 18b-19
 3. Blasphemers, 20
- II. The Charge Enlarged for Timothy, 2:1-6:19
 - A. Conduct in the Household of God, 2:1-3:16
 1. The order of the meetings, 2:1-15
 - a. The priority of prayer, 1-7
 - (1) Subject, 1-2
 - (2) Acceptability, 3-7
 - b. The place of the sexes, 8-15
 - (1) The man's role, 8
 - (2) The woman's role, 9-15
 2. The orders of leaders and servants, 3:1-18
 - a. The overseer, 1-7
 - (1) The quest, 1
 - (2) The qualifications, 2-7
 - b. The deacons, 8-13
 - (1) Their requirements, 8-12
 - (2) Their rewards, 13
 3. The order to Timothy, 14-16
 - a. Right conduct, 14-15
 - b. Right confession, 16
 - B. Care of the Doctrine of God, 4:1-16
 1. The future apostasy, 1-5
 - a. Its source, 1-2
 - b. Its asceticism, 3
 - c. True sanctification, 4-5

2. The faithful servant, 6-16
 - a. His nourishment, 6
 - b. His godliness, 7-8
 - c. His goal, 9-10
 - d. His ministry, 11-16

- C. Conformity to the Doctrine of Godliness, 5:1-6:19
 1. Relationships within the household of God, 5:1-6:2
 - a. Respect for all, 5:1-2
 - b. Responsibility for widows, 5:3-16
 - (1) The family's role, 3-4
 - (2) The church's role, 5-16
 - (a) Qualified widows, 5-10
 - (b) Unqualified widows, 11-16
 - c. Regard for elders, 17-25
 - (1) Recompense, 17-18
 - (2) Rebuke, 19-20
 - (3) Recognition, 21-25
 - d. Regard for masters, 6:1-2
 2. Riches and the service of God, 6:3-19
 - a. The corruption of wealth, 3-10
 - (1) A source of error, 3-5
 - (2) An elusive hope, 6-8
 - (3) A root of evil, 9-10
 - b. The contending of God's warrior, 11-16
 - (1) His flight, 11a
 - (2) His pursuit, 11b
 - (3) His fight, 12-16
 - c. A charge to the wealthy, 17-19
 - (1) Their trust, 17
 - (2) Their responsibility, 18
 - (3) Their treasure, 19

Conclusion: The Charge's Protection by Timothy, 6:20-21

2 Timothy – Outline

Salutation, 1:1-2

- I. A Charge to Courage, 1:3-18
 - A. Injunction, 3-14
 - 1. Paul's affection, 3-4
 - 2. Timothy's blessings, 5-12
 - a. Sincere faith, 5
 - b. Spiritual gift, 6-7
 - c. Salvation, 8-12
 - 3. Timothy's trust, 13-14
 - B. Illustration, 15-18
 - 1. The failures, 15
 - 2. The faithful, 16-18
- II. A Charge to Contend, 2:1-3:17
 - A. In Strength, 2:1-13
 - 1. The exhortation, 1-2
 - 2. The illustrations, 3-6
 - 3. The outcomes, 7-13
 - a. Present, 7-10
 - b. Future, 11-13
 - B. In Purity, 2:14-26
 - 1. Of talk, 14-18
 - 2. Of life, 19-22
 - 3. Of relations, 23-26
 - C. In faithfulness, 3:1-17
 - 1. Despite apostasy, 1-9
 - 2. Despite persecution, 10-13
 - 3. Devoted to Scripture, 14-17
- III. A Charge to Complete, 4:1-8
 - A. Timothy's Ministry, 1-5
 - B. Paul's Example, 6-8

Conclusion, 4:9-22

- A. Instructions to Timothy, 9-15
- B. The Assurance of Paul, 16-18
- C. Greetings, 19-21
- D. Invocation, 22

Titus – Outline

Salutation, 1:1-4

- A. The Author, 1-3
 - 1. His apostleship, 1a
 - 2. His assignment, 1b-3
- B. The Recipient, 4

I. The Protection of Sound Doctrine, 1:5-16

- A. The Appointment of Elders, 5-9
 - 1. Titus' authority, 5
 - 2. The elders' qualifications, 6-9
- B. The Authority of the Elders, 10-16
 - 1. The present crisis, 10-11
 - 2. The professors' correction, 12-16
 - a. Their reproof, 12-14
 - b. Their impurity, 15-16

II. The Practice of Sound Doctrine, 2:1-3:11

- A. The Performance of Good Deeds, 2:1-15
 - 1. The agent of instruction, 1
 - 2. The recipients of instruction, 2-10
 - a. Older men, 2
 - b. Older women, 3
 - c. Young women, 4-5
 - d. Young men, 6-8
 - e. Bond-servants, 9-10
 - 3. The source of instruction, 11-14
 - a. God's grace, 11-12
 - b. God's glory, 13
 - c. God's gift, 14
 - 4. Titus' authority for instruction, 15
- B. The Preparation for Good Deeds, 3:1-11
 - 1. Their readiness, 1-2
 - 2. Their regeneration, 3-8
 - a. Their sinfulness, 3
 - b. Their salvation, 4-7
 - c. Their service, 8
 - 3. Their restrictions, 9-11
 - a. Foolish discussions, 9
 - b. Factious individuals, 10-11

Conclusion, 3:12-15

- A. Final instructions, 12-14
- B. Greetings and Grace, 15

Class Schedule: Dates and Hours

Jan 28	Introductions: Who are you? Who am I? Syllabus review	Hermeneutics Review	Background to the Pastoral Epistles
Feb 4	1 Timothy 1:1-1 Timothy 2:9-15		
Feb 11	1 Timothy 3		
Feb 18	Papers on Elders, Getz Reading		
Feb 25	1 Timothy 4-5:16		
March 4	1 Timothy 5:17-6:21		
March 11	Summary/Review	Midterm	
March 18	Spring Break		
March 25	Titus Background; Titus 1-2		
April 1	Prayer Day		
April 8	Titus 2-3		Papers on women's roles
April 15	2 Timothy Background	2 Timothy 1	2 Timothy 1 Memorization Quiz
April 22	2 Timothy 2:1-3:9		
April 29	2 Timothy 3:10-4:22		
May 6	Papers on Church Structure Cowan Reading		
May 13	Conclusion	Final Exam	