

Associate Canadian Theological Schools
BIE: 740- Pastoral Letters

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Fall Semester, 2008
3 Credit Hours
Prerequisite: BIE 505

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<http://ecourses.twu.ca/>
September 10 to December 10
11:30 to 2:10 p.m., Wednesdays

Syllabus

Course Description

The letters to Timothy and Titus are unique within the body of New Testament writings commonly attributed to Paul. They are written to individuals, not communities, although the exhortations of these letters frequently concern the entire church, or groups within it. These three letters also have a distinctive vocabulary, style and theological tone that set them apart from the other Pauline letters. Further, they portray a deep concern for the pastoral oversight of the church, especially for specific leadership roles & issues within the community. For this reason, these three letters have, since the 18th century, been called the "Pastoral" Letters or Epistles.

If you are seeking biblical reasons for godly living, a study of these letters will supply you with rich theological motives. They remind us that God appeared in human history to show us how to live. Indeed, they teach us that we are redeemed people who are called to reflect God's goodness and grace where we work, live, and play.

This course treats each chapter of the Pastoral Letters, identifying its literary form, noting its train of thought, expounding its meaning in context, and building a bridge between the original context of these letters and our own day. Special attention will be given to teaching and preaching the Pastoral Letters in the setting of the local church.

Course Objectives

BIE: 740 seeks to consider the contribution that the message of 1st and 2nd Timothy & Titus make to the church's understanding of, and participation in, God's mission in the world. It is my hope that you will ...

1. Become more conversant with the origin, social situation, literary character and rhetorical perspective of the pastoral letters;
2. Acquire a better grasp of the teaching & theological message of the pastoral letters, especially their vision of ecclesiastical life;
3. Adopt a responsible interpretive position on a crucial New Testament text, namely 1 Timothy 2:9-15, a passage that has greatly influenced the question of the role of women in ministry in the church;
4. Become acquainted with modern and classic Christian interpreters of the pastoral letters; and

5. Grow in your ability to preach and teach these letters in the setting of today's church with the aim of actualizing the message of these letters.

Degree Related Objectives

BEI: 740 seeks to address the following graduate degree outcomes:

1. Knowledge of the assumptions and principles of the study and interpretation of the Bible as well as the biblical qualifications of church leadership;
2. Appreciation of the inspiration and authority of the Bible in the context of the Christian community, the importance of a biblical and theological frame of reference in addressing life issues, the personal application of the Bible to contemporary life in a spirit of obedience to its message, and the importance of a godly life and pleasing social qualities;
3. Development of the skills of exegesis, interpretation, and creative theological reflection & communication of the message of the biblical text.

Required Texts

- Raymond O. Bystrom, *Living Today with an Eye for Eternity. Studies in 1st & 2nd Timothy & Titus. Luminaire Study Series.* Kindred Productions, 2007. ISBN = 9781894791120
- Mark Harding, *What Are They Saying About the Pastoral Epistles?* Paulist Press, 2001. ISBN = 0-8091-3975-8
- Luke Timothy Johnson, *Paul's Letter to Paul's Delegates: 1 Timothy, 2 Timothy, and Titus. The New Testament in Context.* Trinity Press International, 1996. ISBN = 1-56338-144-3
- Thomas C. Oden, *First and Second Timothy and Titus. Interpretation: A Biblical Commentary for Teaching and Preaching.* John Knox Press, 1989. ISBN = 0-8042-
- *Women in the Church: A Fresh Analysis of 1 Timothy 2:9-15.* Edited by A. J. Kostenberger, T. R. Schreiner, and H.S. Baldwin. Baker, 1995. ISBN = 0-8010-2020-4

Course Outline

Format: During the semester, the biblical passages listed below will be treated in whole or in part. Classes will be conducted in a seminar format with participants exchanging insights & posing questions based on their prior study of the biblical passage in question.

Preparation: Participants are expected to prepare for each class session in the following three ways: 1st - You are expected to read the biblical text in the original language (if you do not have a working knowledge of NT Greek, then prepare by reading the text in at least two different modern translations like NIV or RSV); 2nd - You are expected to read the appropriate chapter and/or pages in the books by Bystrom, Johnson, and Oden; and 3rd - You are expected to bring your exegetical & interpretive questions and insights to the class for community discussion & reflection.

Class Structure: Each class session (11:30 a.m. to 2:10 p.m.) will have three foci: 1) the instructor will exegete the biblical text, noting its literary form and flow of thought. Students will be invited to participate in the exegesis of the text based on their prior study & readings (11:30 a.m. to 12:20 p.m.); 2) the instructor will interpret the text for today, building a bridge between the ancient text and the modern world. Students are encouraged to participate by sharing insights and making interpretive proposals (12:30 to 1:20 p.m.); 3) A student (see "Course Requirements" below) will make an oral presentation of an exegetical and interpretive nature on a slice or chunk of the biblical text under consideration (1:30 to 2:10 p.m.).

<u>Week</u>	<u>Text</u>	<u>Readings</u>	<u>Oral Presentations</u>
Sept. 10	1 st Timothy 1:1-20	ROB; LTJ; TCO	_____
Sept. 17	1 st Timothy 2:1-15	ROB; LTJ; TCO.	_____
Sept. 24	1 st Timothy 3:1-16	ROB; LTJ; TCO.	_____
Oct. 1	1 st Timothy 4:1-16	ROB; LTJ; TCO.	_____
Oct. 8	1 st Timothy 5:1-25	ROB; LTJ; TCO.	_____
Oct. 15	1 st Timothy 6:1-21	ROB; LTJ; TCO.	_____
Oct. 22	Titus 1:1-6	ROB; LTJ; TCO.	_____
Oct. 29	No Class – Reading Week		
Nov. 5	Titus 2:1-15	ROB; LTJ; TCO.	_____
Nov. 12	Titus 3:1-15	ROB; LTJ; TCO.	_____
Nov. 19	2 nd Timothy 1:1-18	ROB; LTJ; TCO.	_____
Nov. 26	2 nd Timothy 2:1-26	ROB; LTJ; TCO.	_____
Dec. 3	2 nd Timothy 3:1-17	ROB; LTJ; TCO.	_____
Dec. 10	2 nd Timothy 4:1-22	ROB; LTJ; TCO.	_____

Course Requirements

Participants should note that the course assignments listed below are arranged in the order in which they are due. Also, participants should read the "course time investments" to determine the approximate amount of time to invest in each assignment and "course grading" to determine the relative weight of each assignment.

- **Oral Presentation (Due: September 10 – Note: This is the date for text selections only, not oral presentation dates.).** Each participant will select **ONE** text unit (a cluster of verses of a specific chapter) and then prepare a 30-minute lecture on the selected passage. For example, 1 Timothy 1:12-17 is a text unit worthy of special study and an in-class lecture by a student. Participants will select, exegete & interpret their chosen distinct unit of the Pastoral Letters for class presentation. Using the commentaries listed under "required readings" as a basic bibliography, participants are expected to present their interpretive findings to the class, providing a one-page handout and/or outline that summarizes their best understanding of the text and its message for God's people today. The presentation should aim to surface the text's exegetical and hermeneutical issues. The timing of all presentations will coincide with the course schedule. For example, if your chosen text unit is 1 Timothy 1:12-17, then you will

make your oral presentation on the same class day that 1 Timothy 1:1-20 is treated in class (September 10). Students are encouraged to be prepared to make their text unit selections on September 10, the day of the first class session.

- **Issues Paper (Due: Sept. 24).** You are required to read Mark Harding, *What Are They Saying About the Pastoral Epistles?* Harding's book addresses the following questions that concern scholarly research on the Pastoral Letters: the authorship of the letters, the relationship of these letters to the Pauline tradition, the social and literary settings of the Pastorals, the relation of these letters to classical rhetoric, and the meaning of these letters for today. After reading Harding's book, you are expected to describe, albeit briefly, **THREE** perennial questions relating to the serious study of the Pastoral Letters. Next, you are expected to take a tentative position on **ONE** of these three questions (e.g., authorship) and support your position. The entire exercise must not exceed two-pages (single-spaced). Hence, you must use an economy of words when writing your paper. The issue, which you choose to address, must not be the issue of women in ministry (1 Timothy 2:9-15), since it will be addressed in a separate position paper later in the course. The purpose of this exercise is to introduce you to the various textual, exegetical, hermeneutical, and theological problems associated with any serious study of these letters.
- **Position Paper (Due: Nov. 5).** You are required to write a position paper on 1 Timothy 2:9-15 that reflects your position on the issue of women in ministry in the church. But the position paper must be based on your careful exegesis of the biblical text in question as well as your reading of *Women in the Church: A Fresh Analysis of 1 Timothy 2:9-15*. I want to know your position on this issue after you have done your homework on the text. You are expected to state your position in a two-page (single-spaced) position paper, which you will then share with your peers during a class session (TBA) shortly after November 5. It is hoped that these student position papers will be the basis for an informed biblically based discussion of the issues surrounding the question of women in ministry in the church today. You are expected to submit your position paper to the instructor on November 5. Warning: No extensions for this particular paper will be granted due to the communal nature of this exercise.
- **Research Essay or Project (Due: Friday, December 12)** Participants may choose **ONE** of several research and/or project formats. Here are some suggestions: a) an exegetical paper based on a selected literary unit or a theological issue of the pastoral letters; b) a sermon in manuscript form based on a specific pericope and/or theme/issue of the pastoral letters; c) an adult education lesson on a selected unit and/or theme/issue of the pastoral letters; d) a small group Bible study guide on a selected portion(s) of the pastoral letters, including a companion guide and/or commentary on the inductive study guide; e) a critical review of a key book that addresses some prominent theme in the pastoral letters. Whatever your chosen form of study and research, it must meet the following four criteria: i) it must be pre-approved by the instructor; ii) it must be 10 pages double-spaced; iii) it must use footnotes or end-notes; and iv) it must include a select bibliography of not less than 10 secondary sources (see the

attached select bibliography for a list of acceptable secondary sources). Here are a few specific suggestions:

1. Exegetical Paper: Develop a paper on one of the "difficult passages" in the Pastoral Letters. For example, (a) 2 Tim 2:11-13 - Does God Remain Faithful When We are Faithless? (b) 1 Tim. 2:11-12 - No Women Teachers Please? (c) 1 Tim 2:13-15 - Salvation through Childbirth? (d) 1 Tim 5:8 - Worse Than An Unbeliever? (e) 1 Tim 5:23 - Wine for the Stomach?
2. Sermon MSS: Design a sermon on sound doctrine and right living as expounded by one of the following passages: 1 Tim 4:6-10, 1 Tim 6:11-16, Titus 3:8b-11, Titus 3:1-2. Design a sermon on the *kerygma* or gospel message as expounded in one of the following text units: Titus 3:3-8, 1 Tim 1:8-11, 1 Tim 1:12-17.
3. Study Guide: Write an inductive study guide on Jesus Christ as Mediator: 1 Tim 3:14-16; 1 Tim 2:3-7; 2 Tim. 2:8-10; 2 Tim 2:11-13; Titus 2:11-14. Or, write a guide for use in the context of the family/home based on 2 Tim 3:14-17 and 2 Tim 1:3-7.
4. Critical Essay: Write an essay that critiques the "health and wealth gospel" on the basis of the message of the Pastoral Letters, especially 1 Tim 6:7-10 and 6:17-19.
5. Critical Review: Critique one of the following two books: *Biblical Eldership* by Alexander Strauch or *Elders in Congregational Life* by Mark Dever. Or, critique *I Suffer Not a Woman. Rethinking 1 Timothy 2:11-15 in Light of Ancient Evidence* by Richard C. Kroeger and Catherine C. Kroeger. Do this critique in light of your own study of the pastoral letters. A suggested format for writing a critical book review will be supplied by the instructor.

Course Time Investments*

<u>Assignments</u>	<u>3 Units</u>
Readings	50 hours
Research Essay/Project	25 hours
Position Paper	10 hours
Issues Paper	10 hours
Oral Presentation/Lecture	10 hours
Class Participation	<u>40 hours</u>
	145 hours

* To earn **ONE** unit of graduate credit participants are expected to do 45 hours of work. Reading time is based on the rate of 20 pages per hour. Time allotment for writing papers or reports is based on the rate of 125 words per hour or 1/2 page per hour.

Course Grading

The grade for this course is a letter grade. With the exception of the "position paper," late assignments will be accepted, but the grade will be reduced by 1/2 of a grade for each late day (for example, an **A** paper will be reduced to an **A-**, if late one day, etc.). Also, if you miss more than 15% of the class time (6.0 hours), you risk failing the course. Finally, the instructor reserves the right to reduce your grade by one letter grade for lack of participation. The relative weight for course assignments will be as follows:

Research Essay/Project	35%
Class Participation	10%
Position Paper	20%
Issues Paper	15%
Oral Presentation	<u>20%</u>
	100%

Letter Grade Percentage Grade Point

A+ Superior	4.30
A Excellent	4.00
A- Very Good	3.70
B+ Proficient	3.30
B Good	3.00
B- Average	2.70
C+ Adequate	2.30
C Acceptable	2.00
C- Needs Work	1.70
F Below Standard	

As an instructor, I am committed to the use of non-discriminatory language in both class and assignments. Please refer to the resource guides available on the information racks for further information about the ACTS academic policies. The ACTS handbook includes policies on extensions for incomplete work, academic integrity, non-discriminatory language, academic appeals, etc. Students are expected to be familiar with the ACTS academic policies and to follow them. Copies of the Academic Handbook are available at the reception desk or through the offices of the Registrar and/or Academic Dean.

Select Bibliography

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