

Houston Graduate School of Theology

NT 734 Selected Pauline Epistles: The Pastoral Epistles

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The mission of Houston Graduate School of Theology is empowering spiritual leadership through the intellectual, spiritual, and vocational development of men and women in order to advance the gospel of Jesus Christ throughout the world.

I. Course Description

Studies in selected Pauline Epistles, from the early (e.g. Galatians and Thessalonians) and/or later (e.g. Prison Epistles: Ephesians, Philippians, Colossians, Philemon, and/or Pastoral Epistles: Timothy, Titus), within the context of Paul's missionary work and developing issues of faith, practice and church governance. Attention is given to questions of setting, authorship, and application to modern church life. This course may be repeated for credit with a change in content. Prerequisite NT 501.

II. Goals and Objectives

Upon completion of this course, the student will:

- A. Be able to set the Pastoral Epistles into the context of the history of the Pauline community. This will include the ability to discuss the issues involved in accepting or rejecting Pauline authorship, to place the letters into a context in the life and ministry of Paul or into a post-Paul context, and to describe how the context helps one interpret the letters (measured by the final exam and by the introduction to the paper).
- B. Be able to explain the critical interpretive issues in the Pastoral Epistles and to discuss the resultant theology. (measured by the final exam and, in the case of one issue, the paper)
- C. Be able to discuss the role of the Pastoral Epistles in the developing Christian community of the first and second centuries, including relating it to the contributions of *I Clement*, *Shepherd of Hermas*, and especially the *Didache*. (measured by the final exam.)
- D. Be able to apply the Pastoral Epistles to the life of the church, including being able to evaluate the exegesis and application of others. (measured by the book review)

III. Texts:

Required textbooks:

Fee, Gordon D. *1 and 2 Timothy, Titus* (Understanding the Bible Commentary Series; Grand Rapids: Baker Books, 1988/2011; ISBN 978-0-8010-4623-0).

Wright, Tom. *Paul for Everyone: The Pastoral Letters 1 Timothy, 2 Timothy, Titus* (London; S.P.C.K., 2003; ISBN 978-0-664-22794-4).

Towner, Philip H. *The Letters to Timothy and Titus* (NICNT; Grand Rapids: William B. Eerdmans, 2006; ISBN 978-0-8028-2513-1). Students who read Greek may substitute Marshall, I. Howard, and Towner, Philip H. *A Critical and Exegetical Commentary on*

the Pastoral Epistles (London/New York: T & T Clark International/Continuum, 1999; ISBN 0 567 08661 5).

Recommended textbooks:

Holmes, Michael W. *The Apostolic Fathers: English Translations* (Grand Rapids: Baker Books, 1999; ISBN 0-8010-2225-8). If the student knows Greek, there is a Greek text version.

Gorday, Peter. *Ancient Commentary on Christian Scripture, New Testament IX: Colossians, 1 – 2 Thessalonians, 1 – 2 Timothy, Titus, Philemon* (Downers Grove: InterVarsity Press, 2000; ISBN 0-8308-1494-9)

Note: all texts are available from Logos Bible Software as well as in paper form.

IV. Course Requirements

- A. The student will be present and prepared at course meetings (having read the assigned Pauline text and any other assigned material, having answered in writing any questions that were posed by the instructor, and having written out any observations and/or questions concerning the text) and participate in discussion. 10% of the course grade; daily evaluation by instructor, in part his examining the written questions/observations/answers to questions. These may be handwritten or in electronic or printed form.
- B. The student will read carefully and write a five to eight page comparative critical review the commentaries on the Pastoral Epistles by Gordon D. Fee and Tom Wright. The reviews will include a comparative analysis of how these writers apply the theology of the letters to the contemporary church. This comparative review will be submitted via Turnitin on or before March 26. Reviews written in anything but Times New Roman, 12-point type, will not be graded. Please do not double-double space or use additional spacing between paragraphs. Use citations as necessary and third-person writing throughout. Feel free to cite other reviews of this work or other works by these authors. 25% of the course grade. For further writing guidelines, see below, section VII.
- C. The student will write a 12 – 15 page research paper on a significant passage/theme in the Pastoral Epistles. This may be a *major* theme of a letter or a theme running through two or more letters. The student will use *at least* four items from the syllabus bibliography general Pauline section and the commentaries marked with a * for the letter(s) concerned. The student will also look to see if there is any development of the theme in the Apostolic Fathers. There should be a total of at least 10 items in the paper bibliography, not counting Bibles. Any items not found in the syllabus bibliography should be pre-approved by the instructor. This will be submitted via Turnitin on or before the beginning of class on April 30. Papers written in anything but Times New Roman, 12-point type, will not be graded. Please do not double-double space or use additional spacing between paragraphs. Use citations as necessary and third-person writing throughout. For further writing guidelines, see below, section VII. This counts as 35% of the course grade.
- D. There will be a final in-class examination on the last day of the course. Graduating students are not exempt from this examination. This will be an essay examination on Pauline theology and chronology. It may be written on a computer and submitted electronically in class. An unmarked biblical text (i.e. a text without notes other than text critical notes) may be used. 30% of the course grade.

V. Grading Scale

A = 95+	Outstanding work, very insightful, perhaps publishable
A- = 90 – 94	Excellent work, clear evidence of freshness of insight
B+ = 87 – 89	Very good work, approaching excellence in some aspects
B = 84 – 86	Good work, well developed, relevant argument
B- = 80 – 83	Sound work, some evidence of critical evaluation
C+ = 77 – 79	Sound but limited work, broadly satisfactory
C = 74 – 76	acceptable but significantly restricted work: basic understanding of some core issues
C- = 70 – 73	acceptable but barely sufficient work; understands the minimum necessary to pass
D and F = 69 and below;	seriously inadequate either in part (D, 60 – 69) or in many aspects (F, 59 and below)

VI. Policies

- A. Regular attendance and submission of assignments on due dates in syllabus is expected. Each student must talk to the instructor about circumstances affecting his or her ability to attend class and complete assignments. Attendance is required at scheduled classes and at the scheduled start time. The student could lose as much as a letter grade for unexcused tardiness or absence, in that each will lower the daily grade. You cannot discuss and otherwise participate if you are not present.
- B. Work is expected on the due date. Students should expect a grade reduction of up to one letter grade on late papers.
- C. Electronic Equipment Usage in Classrooms
It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.
- D. *Incompletes*
In cases of extenuating circumstances, and at the discretion of the instructor, a student may request and apply for an extension on all required assignments, which are not completed by the end of the semester or term, subject to a 5-point grade reduction on the final grade of each assignment. If an extension is granted, the instructor will record a grade of “I” (Incomplete) and set an extension of time, not to exceed thirty calendar days from the end of the class, within which to complete the work. Additional extensions may be granted only by the Academic Dean or Associate Dean and only after a student has petitioned the Dean in writing. If the course work is not completed within the extended time allotment, the grade of “I” will be converted to the grade earned by the student up to that point. The student is responsible to ensure that all necessary paperwork is submitted to the registrar’s office by the deadline published in the school calendar.
- E. *Plagiarism*
Plagiarism is presenting the work of another person as one’s own without giving proper credit for the use of the information. Students must not quote books, articles, essays, or Internet sites without giving proper credit to the author(s). Students should guard against

plagiarism by crediting the original author through use of proper citations. Internet plagiarism is a particularly easy and tempting form of intellectual theft. Cutting and pasting sentences and paragraphs from the Internet without citations is plagiarism. Failure to cite Internet sources is plagiarism. Any student who is found guilty of plagiarism is subject to a range of consequences as outlined below.

1. If a faculty member suspects plagiarism, the instructor will investigate. If suspicions are confirmed, the faculty member will present the evidence to the appropriate Associate Dean as a record of the offense. If the Associate Dean concurs with the allegations, the following procedures should be implemented as applicable:
 - The faculty member may discuss the offense with the student following consultation with the Associate Dean, but the student will meet with the Associate Dean.
 - For a first offense, the faculty member, in consultation with the Associate Dean, may give opportunity for a rewrite of the assignment or may assign a grade of zero for the plagiarized assignment.
 - For a particularly egregious case of plagiarism on a major assignment, the consequences could result in automatic failure of the course.
2. The student may appeal the above-mentioned decisions of the faculty member in writing to the Academic Dean.
3. The second confirmed offense will result in expulsion from school. The student will be notified by a letter from the Academic Dean. His or her only opportunity for appeal will be to the President in writing. The President's decision will be final.

F. *Library Usage*

A student's ability to get the most out of library resources will enhance the possibility of earning a high grade in this class. Therefore, students should consider using, in addition to the HGST library, one or more of the following libraries.

1. *Houston Public Library*— Any resident of Texas can obtain a free Houston Public Library card. Library cardholders have access to all of the books in the library system as well as the use of free interlibrary loans, meaning that HPL cardholders can borrow almost any book available. Cardholders can use the library's website, www.houstonlibrary.org, to search the catalog and manage interlibrary loans. The website also contains links to WorldCat and other online databases that will enhance your research. The HPL location that is closest to HGST, the Collier Regional Branch (832-393-1740), is located at 6200 Pinemont, which is less than three miles from campus. A better option would be the newly expanded and renovated Central Library (832-393-1313), which is located downtown at 500 McKinney. In addition, HPL has many other locations. The HGST library can give you an application for an HPL library card, or you can print the application form from their website.
2. *Fondren Library at Rice University*— The Fondren Library (713-348-5113) is located at 6100 Main. Please visit www.rice.edu/fondren for more information. The procedure for borrowing books at the Fondren Library is, first, go to the online catalog [www.rice.edu/fondren] to search for available books; second, go to the HGST library and fill out a form, signed by HGST library personnel, to take with you to the Fondren Library for each book; third, retrieve the book(s) yourself; fourth, take the book(s) and the signed form to the circulation desk to complete checkout (return the yellow copy to the HGST library; when the book(s) are returned to the Fondren

- Library, they will indicate so on the pink and gold copies; return the pink copy to the HGST Library and keep the gold copy for your records).
3. Lanier Theological Library is a new resource for scholarly theological research in the Houston area. The library is open to the public, Monday-Friday, 9:00 AM - 5:00 PM. The library is a research library with no circulation privileges. Nonetheless, students should consider Lanier Library to be a valuable research option. The catalog of Lanier Library is available online: <http://alexandria.lanierlibrary.net/#>.
 4. *Cardinal Beran Library at St Mary's Seminary*—the home of an extensive theological library, St Mary's Seminary (713-686-4345) is located at 9845 Memorial Drive, only 4.6 miles from HGST. For more information, please visit <http://beran.stthom.edu>. The Doherty Library on the main campus of University of St Thomas is also an option.
 5. *Library of the Presbytery of the New Covenant* – as an HGST student you have borrowing privileges at this library located at 1110 Lovett Blvd, Houston. To search their online catalog, go to <http://www.pbyofnewcovenant.org/cgi-bin/rqm/rqm.cgi>.
 6. Other options include Harris County Public Library (www.hcpl.net) and the libraries at the University of Houston and Houston Baptist University.

VII. Notes for Writing Assignments

- E. Writing assignments should conform to Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th Edition. This includes matters of style and format. Counseling students should pay particular attention to the *Manual* guidelines on submission of academic papers.
- F. The instructor requires the use of footnotes for documentation. The student should number pages. According to Turabian, page numbers should be in the upper right hand corner, except for the first page of the paper (not counting the title page). Margins should be one inch on all four sides, except where major headings require a two-inch top margin.
- G. The student should utilize 12-point Times New Roman font throughout. The instructor prefers that the student **not** use presentation or report binders or folders. She prefers submission of papers with staples or binder clips.
- H. Critical or formal writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical writing. The instructor expects students to follow these guidelines strictly. Failure to do so will be penalized.
 1. Avoid 1st or 2nd person references (“I,” “we,” or “you”). Keep the written projects objective and professional. The student must remember that imperative forms are second person.
 2. Never use contractions.
 3. Avoid passive voice construction (i.e. The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary, but limiting the use of passive voice is a good policy.
 4. Be sure that number and tense always agree (i.e., Do not write in one place that “Brueggemann argues . . .” and at another place “Brueggemann argued . . .”). Subject-verb agreement is imperative.

5. Spellcheck! Spellcheck! Spellcheck! Dr. Davids does not tolerate misspelled words. Failure to spellcheck will result in a substantive reduction on the grade for written assignments.
6. Grammar check works as well!
7. All pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.
8. Sentence fragments are unacceptable. Every sentence must have a subject and a predicate.

VIII. Class and Reading Schedule

**Due Dates for Assignments are Marked by Asterisks*

Selected readings should be completed prior to class discussion on the topic

Date	Topic	Assignment*
Jan 22	Introduction to course; do the Pastoral Epistles fit into the life of Paul	Emailed handout by Eckhard Schnabel
Jan 29	1 Timothy 1	
Feb 5	Prayer -1 Timothy 2	
Feb 12	1 Timothy 3:1 – 13 // Titus 1:5 – 9	
Feb 19	1 Timothy 3:14 - 16	
Feb 26	1 Timothy 4	
Mar 5	1 Timothy 5:1 – 6:2	March 3 last day to withdraw with a “W”
Mar 12	1 Timothy 6:3 - 21	
Mar 19	No class – Spring Break	
Mar 26	Titus 1:1 – 4, 10 - 16	Comparative Review due at beginning of class
Apr 2	Titus 2 – 3	
Apr 9	2 Timothy 1	April 21 last day to withdraw with “WP” or “WF”
Apr 16	2 Timothy 2 1-13	
Apr 23	2 Timothy 2:14 – 3:9	
Apr 30	2 Timothy 3:10 – 22	*Research papers due at beginning of class
May 7	Final Examination	In class essay examination

** For each day with a letter being discussed the student should (1) read the passage in Greek or in two different translations and (2) read appropriate material from Towner and the other textbooks and (3) write out questions and observations.*

The professor of record reserves the right to adjust classroom topics as the course develops.

IX. Bibliography

Works on Pauline Studies

Bruce, F. F. *Paul, Apostle of the Heart Set Free*. Grand Rapids: Wm. B. Eerdmans, 1977.

Capes, David B., Reeves, Rodney, and Richards, E. Randolph. *Rediscovering Paul: An Introduction to His World, Letters and Theology*. Downers Grove, IL.: InterVarsity, 2007. ISBN 978-0-8302-2598-1

Hagner, Donald A. *The New Testament: A Historical and Theological Introduction*. Grand Rapids: Baker Academic, 2012. ISBN 978-0-8010-3931-7.

*Hawthorne, Gerald; Martin, Ralph & Reid, Daniel. *Dictionary of Paul and His Letters*. Downer's Grove: InterVarsity, 1993.

Ladd, George Eldon *A New Testament Theology*. Grand Rapids: William B. Eerdmans, 1993.

Longenecker, Richard N. *Paul, Apostle of Liberty*. Grand Rapids: Baker Book House, 1964, 1976.

Martin, Ralph P. *New Testament Foundations II*. Grand Rapids: Wm. B. Eerdmans, 1978.

Richards, E. Randolph. *Paul and First-Century Letter Writing: Secretaries, Composition and Collection*. Downers Grove, IL: InterVarsity, 2004. ISBN 978-0-8306-2788-9.

Ridderbos, Hermann. L. *Paul: An Outline of His Theology*. Grand Rapids: Wm. B. Eerdmans, 1975.

Wright, N. T. *Paul: In Fresh Perspective*. Minneapolis: Fortress Press, 2006. Also note his new series of works on Paul that are just being released.

1 & 2 Timothy & Titus:

Gorday, Peter. *Ancient Commentary on Christian Scripture, New Testament IX: Colossians, 1 – 2 Thessalonians, 1 – 2 Timothy, Titus, Philemon* (Downers Grove: InterVarsity Press, 2000; ISBN 0-8308-1494-9)

Fee, Gordon. *1 and 2 Timothy, Titus*. Grand Rapids: Baker, 1989.

Knight, George. *The Pastoral Epistles*. Grand Rapids: Eerdmans, 1992.

*Johnson, Luke T. *The First and Second Letters to Timothy*. New York: Doubleday, 2001.

*Towner, Philip. *The Letters to Timothy and Titus*. Grand Rapids: Eerdmans, 2006.

Mounce, William. *Pastoral Epistles*. Louisville: Thomas Nelson, 1999

Apostolic Fathers

Holmes, Michael W. *The Apostolic Fathers: English Translations* (Grand Rapids: Baker Books, 1999; ISBN 0-8010-2225-8). If the student knows Greek, there is a Greek text version.