

Pauline Literature

New Code TBC

Course Credits: 1 Unit
Course Professor: Don Williams

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About the Teacher:

Don Williams is a native Californian. He graduated from Princeton University, Princeton Theological Seminary, and holds a PhD from Columbia University. He served on the staff of the Hollywood Presbyterian Church for 10 years as College Pastor and was heavily involved in the Jesus Movement in the late 1960's.

Don has been Adjunct Professor of New Testament at Fuller Theological Seminary and Lecturer in Religion at Claremont MacKenna College. He also pastored the Mt. Soledad Presbyterian Church in La Jolla, CA, and planted the Coast Vineyard in La Jolla, California in 1988.

He is the author of 13 books, the latest are "12 Steps with Jesus," and "Start Here: Kingdom Essentials for Christians." Both are published by Regal. He also serves on the Board of Christian Healing Ministries, led by Francis and Judith MacNutt. Don is married to Kathryn. They now live in Los Angeles, CA.

Additional publications from Don include: *Call To the Streets* (Augsburg, 1970); *The Apostle Paul and Women in the Church* (Regal, 1980); *Bob Dylan, The Man, The Music, The Message* (Revell, 1985); *The Psalms*, 2 Vols in *The Communicator's Commentary* (Word, 1986,1989); *Signs, Wonders and the Kingdom of God* (Servant, 1988); *Jesus and Addiction* (Recovery Publications, 1993).

Course Description

In this course, we will firstly cover the fascinating background, content, and theology of Paul's letters to the Romans, Corinthians, Galatians, Ephesians, Philippians, Colossians and Thessalonians as well as to Timothy, Titus and Philemon.

Secondly, we will briefly consider a number of areas within Paul's theological framework that are critical to our understanding of his writings. These include the nature of Conversion, various aspects about the Holy Spirit, and the Spirit's relationship to: a) the flesh, b) prayer, c) worship, and d) warfare.

Thirdly, we will study the nature of the "presence of God," first in the Old Testament, and then within the writings of Paul.

Lastly, we will consider the study and nature of key categories of extra-biblical works and how they impacted the determination of the canon Epistles.

Student activity hours

This 1 Unit, certificate level course requires 45 hours, broken down into the following sectors:

Task	Hours
Reading/Course Materials	20-22
Lectures and Interaction	13
Multiple-Choice Quizzes	8-10
Total	41-45

Course Contents

Course Aims

The major aim of this course is to equip you to understand Romans, Corinthians, Galatians, Ephesians, Philippians, Colossians, Thessalonians, Timothy, Titus and Philemon against their Greco-Roman and Jewish background, as well as a number of key aspects within Pauline thinking; all of this is with the intent of enabling you to make relevant applications of the material in your life and ministry/s.

Course Learning Outcomes

The following outcomes are very broad based. As a result of successful completion, you will be able to:

- Explain the life and world of Paul pre and post conversion;
- Describe Paul's thinking in terms of a host of elements and terms within the Christian faith;
- Discuss the background, occasioning, purpose and outline of numerous Pauline Epistles; and
- Identify and explain some of the key dangers Paul faced in spreading the gospel and protecting the budding church.

You will find a more detailed learning objective section for each learning block below.

Course Structure

This course is structured around a 10-week schedule. See the course and the VI Calendar for specific dates based on your HUB or country offerings.

- Week 1 Course opens. Read all directions and labels within the course. Pay careful attention to the SHOW/HIDE buttons and read the corresponding information.
- Review Schedule Block and Course Resources Block and complete the GET STARTED- Resource Block Quiz; after completing this quiz Learning Block 1 will open.
- Review the Learning Block 1 materials by clicking on the SHOW/HIDE buttons to read through the outcomes and requirements. View the video lecture and then complete the Learning Block 1 quiz. Group discussion questions can be located by clicking on the SHOW/HIDE button for Interaction and Dialogue.
- Each subsequent Learning Block will open as you complete the previous Learning Block's quiz. There are 9 Learning Blocks to complete.
- Week 10 Course closes (all LEARNING BLOCK quizzes and The FINAL Assignment quiz must be completed/submitted). All submissions must be made before the end of week 10 on Sunday, 11:55 PM EST. No extensions will be granted.

Hub Activities (check with your local site/hub to see if you will be participating in a local group community, otherwise you will be working independently through the course)

All students in a Hub/Site learn within communities of 2-7 students. A site coordinator/hub mentor will guide each learning community through the course. This person is not the teacher, but rather the *facilitator*. (However, if you are tackling this course on your own, please work through the discussion questions as well.) The following interactive components are likely to take place within the group meetings (hub mentors/coordinators might add to or subtract from this list to enhance their group's learning experience contextually):

1. Questions for group discussion after each lecture or couple of lectures.
2. The use of brief presentations by students, either presenting an aspect of a particular lecture, or their "take" on it.
3. Asking students to adopt opposing positions through debate to tease out certain aspects of the course content.
4. Questions that focus on application: essentially how will this lecture change your life or ministry? These can be combined with suggestions for ministry time or ministry activities.

Course Resources

1. Course *Syllabus/Descriptor*

2. Course text. In this case, the author will use:
 - a. Carson, D.A., Douglas J. Moo, *An Introduction to the New Testament-2nd Edition*, (Grand Rapids: Zondervan, 2005) ISBN: 978-0-310-23859-1.
 - b. Fee, Gordon D., *Paul, the Spirit, and the People of God*, (Grand Rapids: Baker Academic, 1996), ISBN: 978-0-8010-4624-7.¹
3. Video, Audio and Power Point downloads of the lectures. Lecture times:

Lec.1	Lec.2	Lec.3	Lec.4	Lec.5	Lec.6	Lec.7	Lec.8	Lec. 9
62 min 2 vid	68 min 2 vid	59 min 2 vid	76min 3 vid	35min 1 vid	60min 2 vid	58min 2 vid	42min 2 vid	48min 2 vid

4. You have also been provided with a course outline entitled *The Pauline Literature Outline*. This will prove immensely valuable to you in coming to grips with the material.

Course Assessment

Your grade for this course will be comprised of:

1. 9 Learning Block quizzes consisting of between 5-10 multiple choice questions. Each quiz will be based upon the Learning Block requirements. This is worth 100% of your overall course grade. They are open book and you will have 2 attempts to take each quiz. You will not be able to answer the questions on the quizzes without a full understanding of each learning block's learning outcomes and reading requirements. With each lecture, please make use of the following:
 - The *video or audio lecture*,
 - The *Outline*, and
 - The *Power Point slides*.

Course Quizzes

Each Learning Block has learning objectives/outcomes that specify what you must know for the quiz. The quizzes will be open book. Please take into account the amount of time you will require to complete each of the 8 LEARNING BLOCKS and the FINAL Assignment Block. You are allowed 2 attempts at each quiz within

¹ This book will be utilized more significantly in the second course focusing on Paul's writings, entitled *Pauline Theology*.

each LEARNING BLOCK. Please schedule your time wisely. General guidelines for the Interactive/Study Questions

The total time allocated to lectures and dialogue on the basis of the lectures is +-11-12 hours. These lectures add up to +-9 hours. That means you have 2-3 hours of dialogue time, which you must split evenly between the lectures. You will not be able to discuss every question for all 9 lectures. You will need to use a *selection of all that is provided* below to work through the material. This is where the student group, the student leader, and the hub mentor/site coordinator have freedom to select what you deem to be most meaningful. You may want to cover some sections in less depth than others. If you are meeting together to watch the lectures in a group, then utilize the Interactive Component for each of the lectures listed below. If you are viewing the lectures individually then work through the questions independently.

Learning Block 1: An Introduction to Paul - Part One

Learning outcomes/objectives for Lecture 1

1. Justify why Paul is exceptionally important to world history, and thus should be studied.
2. Describe the three worlds (other than the Church of Jesus Christ) in which Paul operated.
3. Clarify which world was the most determinative for Paul's life and thought using the three reasons Williams suggests.

Textbook objectives:

1. Be aware of the two probable reasons why New Testament authors chose to communicate in letter format.
2. Clarify and recognize the use of *amanuenses* (trained scribes) by New Testament authors.
3. Explain the two basic theories of how and when Paul's letters were gathered into a single corpus, along with the implications of that process for the canonical shape of the letters.

Reading and lecture requirements

- Read *Pauline Literature Outline: "Lecture 1 - An Introduction to Paul"*.
- Read **Chapter 8** and **Chapter 9**, up to and including the section entitled "*Thoroughly trained in the law of our ancestors...zealous for God. (Acts 22:3).*", of *An Introduction to the New Testament* by Carson and Moo.
- Read the **Book of Acts, chapters 7-20**, in either the NIV (2011) or NRSV.

- View/listen to **Lecture 1** in video or audio.

Interactive/Study and Discussion questions for Lecture 1

1. Augustine, Luther, Wesley and Barth were all heavily influenced by Paul's theology.
 - a. Can you think of other major historical figures that were influenced by Paul, and in what way?
 - b. Share with each other (where possible) any debt that you or those you know owe to Paul.
 - c. Pray together that God will give you the grace to study Paul, and through it, to renew your heart, walk and witness to Jesus Christ.
2. Discuss the following statement: *For historical and theological reasons one cannot be a literate Christian without studying Paul* (A clue: think of this in terms of God's primary calling upon Paul and what impact that made upon history and theology).
3. Paul operated within the Greek, Roman and Jewish worlds, but it was the Jewish world (other than the Church of Jesus Christ) that most determined his life, thought and theology. Justify this statement by citing typical examples of Paul's beliefs, thinking and actions.

In your personal TIME with God:

- Acts 7 covers the story of Stephen, and particularly his amazing speech to the Sanhedrin. Spend some time reading through his persuasive speech, stopping to consider the flow of God's plan for redemption. Afterwards, take time to give glory to God for his wonders and the fact that you are part of it all.

Learning Block 2: An Introduction to Paul - Part Two

Learning outcomes/objectives for Lecture 2

1. Explain Saul's (Paul's) main beliefs and activities before his conversion.
2. Recognize the three central points of Judaism that Paul embraced.
3. Explain the importance of Paul's conversion according to J.G. Machen.
4. Elaborate on the theories of Paul's conversion.
5. List and explain the six things Paul learnt at the point of his conversion.
6. Recognize the "the works of the law" that Jews used as identity markers and compare them with the new Christian identity markers.

Textbook objectives:

1. Understand the nature of conversion according to Paul.
2. Describe the Spirit and the nature of His fruit.
3. Explain Paul's theology of the Spirit versus the Flesh.

Reading and lecture requirements

- Read *Pauline Literature Outline: "Lecture 2 - An Introduction to Paul"*.
- Read **Chapter 7-11** of *Paul, the Spirit, and the People of God* by Gordon Fee.
- Read the **Book of Acts, chapters 21-28**, in either the NIV (2011) or NRSV.
- View/listen to **Lecture 2** in video or audio.

Interactive/Study and Discussion questions for Lecture 2

1. Paul was a radical Jew - radical in zeal and Jewish in his core convictions. However, Paul was converted, not away from Judaism, but by an encounter with the Risen Jesus. He was converted to a remnant of Judaism fulfilled in Jesus, the Christ (Messiah - see Romans 9-11) and commissioned to the Gentile world. Add meat to the bones of these statements in joint discussion with one another (Flesh them out in greater detail).
2. Throughout Paul's ministry, he had to contend with those proponents of "the works of the law". Identify some of the encounters Paul had with them and then discuss what these legalists thought was the key to being a true and fulfilled Christian.
3. Discuss Paul's understanding of the Spirit versus the Flesh. How does Paul's understanding compare and differ from yours?
4. Explain the nature of conversion in such a way as to be understandable to someone who is not a follower of Jesus. Pay particular attention to the appropriate sections of Gordon Fee's book *Paul, the Spirit, and the People of God*.
5. Share your conversion testimony with someone in your study group, a family member, or friend. Once you are comfortable with it, share it with someone who is not a follower of Jesus.

In your personal TIME with God:

- Reflect on what Luke states in Acts 13:38-40 (NIV) - "*Therefore, my friends, I want you to know that through Jesus the forgiveness of sins is proclaimed to you. ³⁹ Through him everyone who believes is set free from every sin...*" YOUR sins are forgiven through Jesus' sacrifice. Do you

believe it? How do you think complete belief in this truth would affect your thought life, words and behavior on daily basis?

Learning Block 3: Overview of Paul's Letters: Galatians

Learning outcomes/objectives for Lecture 3

1. Outline Paul's missionary journeys in chronological order.
2. Recognize and be able to match Galatians to the date, place and author.
3. Recognize the background material, occasion and purpose for Galatians.
4. Recognize the three-point argument that Paul makes in Galatians to counter the Jewish legalists.
5. Understand and be able to state the themes in Galatians.

Textbook objectives:

1. The outcomes directly related to Galatians above are applicable to the text in Carson and Moo as well. Chapter 12 covers aspects like author, date, occasion, content etc.

Reading and lecture requirements

- Read *Pauline Literature Outline: Lecture 3 - Overview of Paul's Letters - Galatians*.
- Read **Chapter 8** (as a review) and then read **Chapter 12** of *An Introduction to the New Testament* by Carson and Moo.
- Read the **Letter to the Galatians** in either the NIV (2011) or NRSV.
- View/listen to **Lecture 3** video or audio.

Interactive/Study and Discussion questions for Lecture 3

1. Discuss what the proper identity markers for salvation should be (what do you look for in others who have these markers?).
2. Discuss how serious it is to get the proper markers for salvation correct based on the stance Paul took with the Jewish legalists.
3. What does it mean to say, "God's grace in Christ (or Christ himself) plus nothing = salvation?" Have you ever experienced a situation or heard a teaching that added elements to obtaining salvation? Explain.
4. Dating, locations and cultures are all critical backgrounds for reconstructing the historical contexts within which Paul wrote his letters,

affecting our interpretation of many passages. Explain and include examples!

5. No “works of the law” can replace faith in Christ and the power of the Spirit as our identity markers in the New Age of salvation. Can you think of modern day examples where people are trying to do just this? How are they going about it?

Learning Block 4: Overview of Paul’s Letters: 1, 2 Thessalonians & 1 Corinthians

Learning outcomes for Lecture 4

1. Recognize and be able to match 1 & 2 Thessalonians, and 1 Corinthians, to the date and to whom it was written.
2. Recognize the background material, occasion and purpose for 1 & 2 Thessalonians and 1 Corinthians.
3. Recognize the three roles Paul assumes in 1 Thessalonians and the concerns about the Day of the Lord in 1 & 2 Thessalonians.
4. Understand and be able to state the themes of 1 & 2 Thessalonians and 1 Corinthians.

Textbook objectives:

1. The outcomes directly related to 1, 2 Thessalonians and 1 Corinthians above are applicable to the text in Carson and Moo as well. Chapters 11 and 16 cover aspects like author, date, occasion, content etc.

Reading and lecture requirements

- Read *Pauline Literature Outline: Lecture 4 - Overview of Paul's Letters - 1, 2 Thessalonians and 1 Corinthians*
- Read **Chapter 11** (1 Corinthians only) and **16** of *An Introduction to the New Testament* by Carson and Moo.
- Read the letters of **1, 2 Thessalonians** and **1 Corinthians** in either the NIV (2011) or NRSV.
- View/listen to **Lecture 4** video or audio.

Interactive/Study and Discussion questions for Lecture 4

1. The Thessalonian letters show us how Paul planted churches and discipled new believers. Flesh this out with all of the details.
2. How would you refute the theology of the Rapture using the advocates primary proof texts listed in 1 and 2 Thessalonians?
3. How would you use Thessalonians to encourage people who have lost Christian loved ones?
4. Paul had to subvert Hellenistic dualism to be true to the gospel and win the allegiance of the Corinthians to Christ. What modern day systems of thought, or doctrines, do we need to subvert to be true to the gospel? It is extremely important to try and identify those that are close to home.
5. In the world's eyes, the "Cross" is an offense—historically, culturally, philosophically, morally and theologically. How so?

In your personal TIME with God:

- You will know from your studies of this learning block that certain people in Thessalonica feared what would become of believers who had died. Reflect on what Paul writes in this regard in 1 Thessalonians 4:14-18. In what way do Paul's words of comfort impact you? Spend some time in prayer about this issue.

Learning Block 5: Overview of Paul's Letters: 2 Corinthians

Learning outcomes for Lecture 5

1. Recognize and be able to match 2 Corinthians to the date and place from which it was written.
2. Recognize the background material, occasion and purpose for 2 Corinthians.
3. Understand and be able to state the themes of 2 Corinthians.

Textbook objectives:

1. The outcomes directly related to 2 Corinthians above are applicable to the text in Carson and Moo as well. Chapters 11 and 16 cover aspects like author, date, occasion, content etc.

Reading and lecture requirements

- Read *Pauline Literature Outline: Lecture 5*.
- Read **Chapter 11** (2 Corinthians only) of *An Introduction to the New Testament* by Carson and Moo.
- Read the letter of **2 Corinthians** in either the NIV (2011) or NRSV.
- View/listen to **Lecture 5** video or audio.

Interactive/Study and Discussion questions for Lecture 5

1. 2 Corinthians' major theme is: "*We should not rely on ourselves but on God.*" Bearing this in mind, discuss the following:
 - a. Why do we often rely on ourselves more than God?
 - b. What kinds of experiences, attitudes and choices help us rely more on God than ourselves?
2. Discuss Paul's rationale in 2 Corinthians for suggesting that our foundation for life and ministry (joy in suffering) is in finding all our sufficiency in Christ and His Spirit. You may also want to consider how we find our sufficiency in Christ.
3. Discuss how Paul showed even matters of life and death to be less important than God's work in our lives. Read 2 Corinthians 1:8-10 and 2 Corinthians 11:23-27. How do you think that Paul's experiences helped him to learn this lesson?
4. What arrangements had Paul made to make sure that the gift would reach Judea safely? What can church leaders learn from these arrangements?
5. Certain people were opposing Paul's authority in order to gain power for themselves. What were they saying about Paul, and about themselves? How accurate were their opinions? Explain!

6. Is it necessary for Christ's servants to suffer like Paul suffered? If yes, why? If not, then why did Paul choose to accept such a hard life?

In your personal TIME with God:

- Paul states in 2 Corinthians 3:18 (NIV) that “...we all, who with unveiled faces contemplate the Lord's glory, are being transformed into his image with ever-increasing glory, which comes from the Lord, who is the Spirit.” What do you think this underlined portion of the text means? In what ways do you believe the Lord has begun to transform you since you became a follower of Jesus?

Learning Block 6: Overview of Paul's Letters: Romans

Learning outcomes for Lecture 6

1. Recognize and be able to match Romans to the date and place from which it was written.
2. Recognize the background material, occasion and purpose for Romans.
3. Understand and be able to state the themes of Romans.
4. Explain Paul's three purposes for writing Romans.

Textbook objectives:

1. The outcomes directly related to Romans above are applicable to the text in Carson and Moo as well. Chapter 10 covers aspects like author, date, occasion, content etc.

Reading and lecture requirements

- Read *Pauline Literature Outline: Lecture 6*.
- Read **Chapter 10** of *An Introduction to the New Testament* by Carson and Moo.
- Read the letter of **Romans** in either the NIV (2011) or NRSV.
- View/listen to **Lecture 6** video or audio.

Interactive/Study and Discussion questions for Lecture 6

1. What is the point of learning about the background to a letter? You could also look at it from another perspective; what are the consequences of not knowing anything about the background to a letter?
2. In your experience, how many believers take the time to learn about the background to biblical letters and books?

3. In Romans, we have the full development of Paul's theology for Jew and Gentile in relationship with God and what he is doing with both in this world. Discuss the nature of this theology.
4. What is the nature of the gospel according to Romans? This is an exceptionally important question.
5. How would you explain Paul's gospel using contemporary personalities and or imagery? In other words, imagine you need to share the gospel with somebody who has never read the Bible. How would you do it?

Learning Block 7: Overview of Paul's Letters - Philippians, Colossians, & Philemon

Learning outcomes for Lecture 7

1. Match Philippians, Colossians, and Philemon to the date and place from which each was written.
2. Recognize the background material, occasion and purpose for Philippians, Colossians, and Philemon.
3. Recognize the reason why Paul, in writing to the Philippians, uses the example of the Son of God's emptying and humbling himself.
4. Understand and be able to state the themes of Philippians, Colossians, and Philemon.

Textbook objectives:

1. The outcomes directly related to these three biblical letters above are applicable to the text in Carson and Moo as well. Chapter 14, 15 and 18 cover aspects like author, date, occasion, content etc.

Reading and lecture requirements

- Read *Pauline Literature Outline: Lecture 7 - Overview of Paul's Letters -Philippians, Colossians, Philemon.*
- Read **Chapter 14-15, and 18** of *An Introduction to the New Testament* by Carson and Moo.
- Read the letters of **Philippians, Colossians, and Philemon** in either the NIV (2011) or NRSV.
- View/listen to **Lecture 7** video or audio.

Interactive/Study and Discussion questions for Lecture 7

1. Discuss why it is important for us to be able to articulate that Jesus is not just a great religious leader, but also unique and supreme.
2. Discuss how Jesus' uniqueness and supremacy is specifically challenged in your culture today.
3. Explain how we can see the power of humility and servant-hood, revealed in Christ - and its effects in unity, ministry and contentment, in Philippians.
4. Discuss the ways in which we see Christology developing within Colossians.
5. Discuss the ways in which we see the signs of the future breaking into the present within the book of Philemon.

Learning Block 8: Overview of Paul's Letters - Ephesians

Learning outcomes for Lecture 8

1. Match Ephesians to the date and place from which it was written.
2. Recognize the background material, occasion and purpose for Ephesians.
3. Recognize the reason why Paul, in writing to the Ephesians, uses the example of the Son of God's emptying himself and humbling himself.
4. Understand and be able to state the themes of Ephesians.

Textbook objectives:

1. The outcomes directly related to Ephesians above are applicable to the text in Carson and Moo as well. Chapter 13 covers aspects like author, date, occasion, content etc.

Reading and lecture requirements

- Read *Pauline Literature Outline: Lecture 8 - Overview of Paul's Letters - Ephesians*.
- Read *Chapter 13* of *An Introduction to the New Testament* by Carson and Moo.
- Read the letter of **Ephesians** in either the NIV (2011) or NRSV.
- View/listen to **Lecture 8** video or audio.

Interactive/Study and Discussion questions for Lecture 8

1. Paul writes about new life in the first chapter of Ephesians. What seven things does he believe God has done for us? How would you explain each of them to an unbeliever?
2. Discuss Paul's writing about God "coming to the rescue" in Ephesians 2:4-7, and how he did this (see 2:8-10)?
3. Paul mentions that God has established a new community. Discuss how he has done this by referring to Ephesians 2:11-22. How can people in the church come together to form a building to achieve God's intentions?
4. Discuss the nature of God's 'mystery' addressed in Ephesians 3?
5. Discuss the nature of the new lifestyle that should result from experiencing new life and being part of a new community (see Ephesians 4:1-5:20).
6. Discuss aspects of Paul's writing on the new relationships we have in Christ using Ephesians 5:21-6:20. Would you say that those in your local church apply Paul's advice? Why or why not? What about yourself?

In your personal TIME with God:

- In chapter 4 and 5, Paul provides the Ephesians with instructions for Christian living. He uses words like "given themselves over to sensuality", "deceitful desires", "indulge in every kind of impurity", and "full of greed". Within this context, he writes that they should "put off your old self" because they are "created to be like God in true righteousness and holiness." Where do you find yourself with regards to putting off the "old self", and "putting on the new"? Take stock of your last few days in this regard and then ask the Lord to help you put on the "new self" at the beginning of each day.

Learning Block 9: Overview of Paul's Pastoral Letters - 1 & 2 Timothy, and Titus

Learning outcomes for Lecture 9

1. Recognize the dates of 1 Timothy, 2 Timothy, and Titus.
2. Understand and be able to state the common theme of 1 and 2 Timothy and Titus.
3. For the semantic difficulties in 1 Tim 2:8-15, recognize the interpretations of the following words that indicate Paul permitted women to assume

roles of pastoral ministry: “in quietness,” “be quiet,” “full submission,” and “assume authority.”

4. Understand Paul’s strategy for the church in the world in Titus.

Textbook objectives:

1. The outcomes directly related to 1 & 2 Timothy, and Titus above are applicable to the text in Carson and Moo as well. Chapter 17 covers aspects like author, date, occasion, content etc.

Reading and lecture requirements

- Read *Pauline Literature Outline: Lecture 9 - Overview of Paul’s Letters: 1 & 2 Timothy, and Titus*.
- Read **Chapter 17** of *An Introduction to the New Testament* by Carson and Moo.
- Read the letters of **1 & 2 Timothy, and Titus** in either the NIV (2011) or NRSV.
- View/listen to **Lecture 9** video or audio.

Study and Discussion points for Lecture 9

1. Discuss your reaction to the interpretation of the semantic difficulties of 1 Tim. 2:8-15 that indicate that Paul permitted women to assume roles of pastoral ministry.
2. Discuss the nature of the cultural and theological forces Paul was battling in 1 Tim. 2:8-15.
3. Discuss how Paul counters false teachers in the Pastoral Epistles.
4. Discuss Paul’s methodology for advancing the gospel message in the Pastoral Epistles.

Required Reading

Students are asked to read all of the following material for class work. Please review the learning objectives to determine how you will be tested on these materials: Course Textbook, Scripture Reading and PowerPoint material. This is a video-based course, which means that the teacher is not using his own published work on the subject matter of the course to communicate with the students:

Specific chapter-to-lecture breakdown is located above in each learning block.

- a. Carson, D.A., Douglas J. Moo, *An Introduction to the New Testament-2nd Edition*, (Grand Rapids: Zondervan, 2005) ISBN: 978-0-310-23859-1.
- b. Fee, Gordon D., *Paul, the Spirit, and the People of God*, (Grand Rapids: Baker Academic, 1996), ISBN: 978-0-8010-4624-7.

Both are available on Amazon.com² in kindle and paperback formats.

Note: Kindle files can be used by anyone who has a computer. A kindle tablet or reader is not necessary. The kindle reader application is free, and installs on all platforms.³

² <http://www.amazon.com/> Simply type in the authors first and last name in the search area.

³ <http://www.amazon.com/gp/feature.html?ie=UTF8&docId=1000493771> To purchase a book through Kindle, you need to setup an Amazon account. Amazon's automated system will take you through these steps as you install the software.

Video and Virtual Support

If you experience any issues with the on-line courses, streaming videos or MP3 audio, please create a ticket from the Home Page, under the HELP menu, Contact Staff.