

## **NT 711/811: Interpreting 1 Peter**

**May 27–August 29, 2025**

**On Campus: July 14–18**

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### **Course Description**

A focused study of the letter of 1 Peter, including attention to methodology, the message of the letter, and issues surrounding their study, with the final goal of reading 1 Peter for the church today. Attention will be given to the author's use of the Jewish Scriptures, epistolary rhetoric, a household code to encourage his audience in their loyalty to Jesus Christ, as well as to themes of Christian identity and sojourning, suffering and hope.

### **Learning Objectives**

1. Students will gain a thorough understanding of the structure, themes, messages, and function of 1 Peter.
2. Students will become familiar with various critical issues related to the study of 1 Peter, including authorship and audience issues, methodological approaches, and current scholarly discussion of key features of the letter.
3. Students will gain experience in studying 1 Peter and reflecting on its recontextualization today in different and various settings.
4. Students will experience the intended impact of 1 Peter for the shaping of their own faith and for their Christian communities.

### **Required Texts**

Green, Joel B. *1 Peter*. Two Horizons New Testament Commentary. Grand Rapids: Eerdmans, 2007.

Reese, Ruth Anne. *1 Peter*. New Cambridge Bible Commentary. Cambridge: Cambridge University Press, 2022.

Smith, Shively T. J. *Strangers to Family: Diaspora and 1 Peter's Invention of God's Household*. Waco, TX: Baylor University Press, 2016.

## Other Required Resources

Brown, Jeannine K. “1 Peter and the *Haustafeln*: Why Put a Household Code in the Middle of the Letter?” <https://www.youtube.com/live/TwBGL7yUa9g?si=3Z1qgQrJ19X8OWhE> (watch from 11:30-1.11:30)

\_\_\_\_\_. “Just a Busybody? A Look at the Greco-Roman Topos of Meddling for Defining ἀλλοτριεπίσκοπος in 1 Peter 4:15.” *Journal of Biblical Literature* 125 (2006): 527-546.

\_\_\_\_\_. “Metalepsis.” In *Exploring Intertextuality: Diverse Strategies for New Testament Interpretation of Texts*. Edited by B. J. Oropeza and Steve Moyise, 29-41. Eugene, OR: Cascade, 2016.

Edwards, Dennis R. “Participation in Christ in 1 Peter.” In *Cruciform Scripture: Cross, Participation, and Mission*. Eds. Christopher W. Skinner, Nijay K. Gupta, Andy Johnson, and Drew J. Strait, 144–59. Grand Rapids: Eerdmans, 2021.

Horrell, David G. “The Label Χριστιανός: 1 Peter 4:16 and the Formation of Christian Identity.” *Journal of Biblical Literature* 126/2 (2007): 361-381.

Jobes, Karen H. “The Syntax of 1 Peter: Just How Good Is the Greek?” *Bulletin for Biblical Research* 13/2 (2003): 159–73.

Johnson Hodge, Caroline E. “‘Holy Wives’ in Roman Households: 1 Peter 3:1-6,” *Journal of Interdisciplinary Feminist Thought* 4/1 (Summer, 2010): 1-24.

Martin, Troy W. “Translating Ὑποτάσσεσθαι in 1 Peter as ‘Fitting In,’ Not as ‘Submission.’” *Biblical Research* 67 (2022): 59–80.

Ok, Janette H. “Always Ethnic, Never ‘American’: Reading 1 Peter through the Lens of the ‘Perpetual Foreigner’ Stereotype.” In *T&T Clark Handbook of Asian American Biblical Hermeneutics*. Ed. Uriah Y. Kim and Seung Ai Yang, 417-426. London: T&T Clark, 2019.

Volf, Miroslav. “Soft Difference: Theological Reflections on the Relation between Church and Culture in 1 Peter,” *Ex Auditu* 10 (1994): 15-30.

Williams, Travis B. and David G. Horrell. “Socio-Historical Context.” In *1 Peter*. International Critical Commentary. 1:235-265. London: T&T Clark, 2023.

## Recommended Texts

### *Monographs*

Balch, David L. *Let Wives Be Submissive: The Domestic Code of 1 Peter*. SBLMS. Atlanta: Scholars Press, 1981.

Elliott, John H. *A Home for the Homeless: A Socio-Scientific Criticism of 1 Peter, Its Situation and Strategy*. Minneapolis: Fortress, 1990.

Hockey, Katherine M. *The Role of Emotions in 1 Peter*. Society for New Testament Studies Monograph Series. New York: Cambridge University Press, 2019.

LaBuff, Jeremy. *The Peoples of Anatolia*. Leiden: Brill, 2022.

Liebengood, Kelly D. *Reading 1 Peter after Supersessionism: Jewish Apostolic Affirmation of Gentile Israelhood*. Eugene, OR: Wipf and Stock, 2025.

Ok, Janette. *Constructing Ethnic Identity in 1 Peter: Who You Are No Longer*. Library of New Testament Studies. London: T&T Clark, 2021.

Williams, Travis B. *Persecution in 1 Peter: Differentiating and Contextualizing Early Christian Suffering*. Supplements to Novum Testamentum. Leiden: Brill, 2012.

### *Select Commentaries* (see also Green and Reese above)

Achtemeier, David. *1 Peter*. Hermeneia. Minneapolis: Fortress, 1996.

Davids, Peter H. *The First Epistle of Peter*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1990.

Edwards, Dennis. *1 Peter*. Story of God Bible Commentary. Grand Rapids: Zondervan, 2017.

Elliott, John H. *1 Peter*. Anchor Bible Commentary. New Haven, CT: Yale University Press, 2000.

Feldmeier, Reinhard. *The First Letter of Peter: A Commentary on the Greek Text*. Waco, TX: Baylor University Press, 2008.

Gunsalus González, Catherine. *1 and 2 Peter and Jude*. Belief. Louisville, KY: Westminster John Knox, 2011.

Jobes, Karen. *1 Peter*. Baker Exegetical Commentary on the New Testament. 2nd ed. Grand Rapids: Baker, 2022.

McKnight, Scot. *1 Peter*. NIV Application Commentary. Grand Rapids: Zondervan, 1996.

Marshall, I. Howard. *1 Peter*. IVP New Testament Commentary. Downers Grove, IL: InterVarsity Press, 1991.

Michaels, J. Ramsey. *1 Peter*. Word Biblical Commentary. Dallas: Word Books, 1988.

Schreiner, Thomas R. *1, 2 Peter, Jude*. New American Commentary. Nashville: Broadman & Holman, 2003.

Williams, Travis B. and David G. Horrell. *1 Peter*. International Critical Commentary. London: T&T Clark, 2023.

**Course Requirements** (assignments should be submitted as a single Word document in Populi)

**1. Reading Reports** (15%): The student will indicate the percentage of reading (including required media) accomplished by the given due dates. One percentage for each segment of the course's required reading list should be uploaded in a single document; e.g., "I read/viewed 95% of required readings/media for this part of the course." **Due dates: July 13 and August 29.**

**2. Analysis of and Response to *Strangers to Family*** (10%): After reading Smith's monograph, the student will provide a summary of its key arguments and will give their own analysis of those arguments. A final paragraph should include how Smith's ideas might inform a conversation around perceptions of the treatment of Christians (e.g., mistreatment or "persecution") in the student's own social and/or ministry contexts (750 words). **Due date: July 7.**

**3. Passage Analysis** (35%): Student will provide an analysis of 1 Pet 2:4-10 in its literary context and historical setting, with special attention to use of Old Testament citations and allusions. *See specific instructions below.* **Due date: August 11.**

**4. 1 Peter Theme Paper** (30%): Students will trace one of the following themes across 1 Peter: (a) Eschatological hope, (b) holiness/distinctiveness, (c) Christian suffering, (d) household and family, or (e) the image of shepherd(ing). *See specific instructions below.* **Due date: August 29.**

**5. In-Class Participation** (10%): Students are expected to participate in in-class discussions, demonstrating evidence of engagement with the required materials (e.g., readings) and of curious inquiry in engagement with others.

## Grading and Time Breakdown

You may use this table to show how each assignment will affect a students' grade and how much time to estimate for a particular assignment. This table will help your students manage their time for your course.

Assignment / Work	Percentage of Grade	Estimated Time Needed
Analysis of and Response to <i>Strangers to Family</i> (7/7)	10%	6 hours
Reading Report #1 (7/13)	7.5%	30 hours
In-Class Participation [7/18]	10%	In class time: 30 hours
Passage Analysis (8/11)	35%	26 hours
Reading Report #2 (8/29)	7.5%	8 hours
1 Peter Theme Paper (8/29)	30%	18 hours
<b>Total</b>	<b>100%</b>	<b>118 hours</b>

## Course Schedule

Week	Readings/Media	Assignments
May 27–July 13	Media: -Brown, “1 Peter and the <i>Haustafeln</i> ...” Reading: -Reese (all) -Green, pp. 1–186 -Smith, pp. 1–169 -Brown, “Metalepsis” -Essays by Horrell, Jobes, Martin, and Ok -Excerpt from Williams/Horrell ( <i>1 Peter</i> )	- Analysis of and Response to <i>Strangers to Family</i> (7/7)  -Reading Report #1 (7/13)
July 14–18 (on campus)	In-class discussions of media/readings	
July 19–August 11	-Green, pp. 187–288 -Brown, “Just a Busybody”	Passage Analysis due (8/11)
August 12–29	-Edwards essay -Johnson Hodge essay -Volf essay	-1 Peter Theme Paper due (8/29) -Reading Report #2 due (8/29)

Day	9:40am-12:30am	1:40pm-4:15pm
<b>Monday</b> [7/14]	Jumping Right In: 1 Peter 1:1-12	Introductory Issues and Debates about 1 Peter
	Relevant readings: Reese, Green (relevant portions)	Relevant readings: Reese, Green introductions, Jobes essay, Williams and Horrell excerpt
<b>Tuesday</b> [7/15]	1 Peter 1:13-2:3 and the Structure of the Letter	1 Peter 2:4-10 and OT usage in the Letter
	Relevant readings: Reese, Green (relevant portions)	Relevant readings: Reese, Green (relevant portions) and Brown, “Metalepsis”
<b>Wednesday</b> [7/16]	1 Peter 2:11-17 and the Petrine Household Code	1 Peter 2:18-3:12 and Reading 1 Peter from the Margins
	Relevant readings: Reese, Green (relevant portions), Martin essay, and Brown media (“ <i>Haustafeln</i> ”)	Relevant readings: Reese, Green (relevant portions), Smith monograph, and Ok essay
<b>Thursday</b> [7/17]	1 Peter 3:13-22 and the Vindication of the Messiah	1 Peter 4:1-19 and the Situation of the Petrine Audience
	Relevant readings: Reese, Green (relevant portions)	Relevant readings: Reese, Green (relevant portions)
<b>Friday</b> [7/18]	1 Peter 5:1-14 and Christian Leadership	The Theology of 1 Peter
	Relevant readings: Reese, Green (relevant portions)	Relevant readings: Reese, Green (relevant portions)

## Course Policies (from the Nashotah House Academic Catalog)

### *Attendance*

Students are expected to attend every class scheduled during the course of a term. In each case of absence, the student must arrange to make up all work missed. In case of absence due to illness, accident, or emergency family concerns, it is the responsibility of the student to ensure that instructors are informed of the reasons for absence. Other situations that prevent student attendance in class must be approved by the student's faculty advisor and signified by the student to the instructor prior to the projected absence. The faculty advisor may require the student to petition the Dean and Faculty for prior permission. At the discretion of instructors, unannounced and/or unexcused absence from class may result in lowering the student's course grade.

### *Cheating and Plagiarism*

Students are expected to pursue their studies with academic integrity and to observe an honor code that is consistent with those of most institutions of higher education.

Students shall not falsely present another person's work as their own, either in whole or in part. Students shall not resubmit work prepared for one course in fulfillment of an assignment in another course without the advanced specific consent of the current instructor. Students shall endeavor to give credit to another author or source for all quotations, including internet and electronic sources, whether direct or indirect, and shall not make use of another student's work during an examination, or employ personal notes or other resources during an examination unless specifically invited to do so by the instructor.

~No use of AI is allowed on course assignments.~

### *Grading Scale*

A	94-100	B-	80-83	D+	68-69
A-	90-93	C+	78-79	D	64-67
B+	88-89	C	74-77	D-	60-63
B	84-87	C-	70-73	F	0-59

### *Late Work, Extensions, and Incompletes*

Late reading reports will not be accepted. Other late work may be accepted, depending on the nature of the attending circumstance, with some deduction of grade (e.g., 10% at one week).

Students are responsible to complete their academic work in a timely manner and to comply with all course requirements set by their instructor, including deadlines for assignments and papers. Students who submit their work late can expect a reduced grade. All coursework is due by the last day of the course. In the event a student is not able to complete all the requirements of the course by the end of the course, the student may petition for either an extension or an incomplete by contacting the instructor as soon as possible, and should not assume their request will automatically be granted. Approvals will be filed with the Office of the Registrar.

An Extension provides the student with up to two additional weeks beyond the last day of the Term or Session to complete the requirements of the course. An Extension requires permission of the instructor (who may, with discretion, shorten the length of the extension granted) in advance of the last day of the course.

An “Incomplete” provides the student with up to eight weeks beyond the last day of the Term or Session to complete the requirements of the course. Requested in advance of the last day of the course and requiring approval of both the instructor and the Associate Dean for Academic Affairs (who may at their discretion shorten the length of any Incomplete they grant), an Incomplete is granted in rare cases when extenuating circumstances (medical, personal, or family) have prevented a student from completing their work.

Upon approval, an Incomplete Fee of \$200 will be incurred. Approval will be filed with the Registrar who will enter a grade of “I” on the student’s transcript for that course. When the work has been completed, the instructor will submit a final grade to the Registrar, who will then replace the “I” with the final grade. If after eight weeks beyond the official end of the term the student fails to complete the coursework due, the Registrar will automatically assign a grade of “F” for the course.

**Passage Analysis on 1 Pet 2:4–10**  
*Eight pages/2000 words + Bibliography*  
*[Cite at least 8 secondary sources in your work.]*  
Due date: August 11

This brief passage in 1 Peter arguably contains the greatest number of Old Testament citations, allusions, and images of any passage in the letter. The goal of this paper is to analyze the *structure* and *purposes* of this passage, in light of its repeated reliance on the Jewish Scriptures.

**Process:** (1) Identify and analyze relevant historical contextual information for understanding the assigned passage (specific to the passage rather than about the letter more generally); (2) study the literary context of the passage; and (3) do a careful, close reading of the passage itself in preparation for writing your paper. You will use each of these areas of study to defend your understanding of the passage.

**Paper Components:**

1. Visual Mapping of the Passage: Provide a **1-page** visualization of the passage (2:4-10), using one of the processes provided in course materials (examples in Populi), or trying another approach for visualizing the whole passage with attention to the specific patterns of its details.

2. Contextual Discussion: Identify key facets of historical and literary contexts for understanding the passage. Be sure to focus specifically on contextual particulars that illuminate the passage itself (not, for example, issues of authorship or date). **~3 pages (750 words)**.

3. Summary and Defense: Describe in **1-2 discrete sentences** the primary focus of the passage – What is the author’s message in this passage? Then **defend** your understanding of the passage (as expressed in your summary sentences) by drawing on a textual discussion of your passage (showing from the passage itself support for the key ideas you have already identified), as well as by brief references to the literary and historical contexts of the passage (as provided in more detail in #2). Be sure to identify and discuss briefly some central exegetical issues that impact the central meaning of the passage, and especially the use of OT citations, allusions, and images (potentially also central lexical, syntactical, or text-critical issues). **~4 pages (1000 words)**.

4. Bibliography: Cite all secondary sources used in your research. Use footnote formatting in paper itself (not endnotes; cf. Turabian for format requirements). You need to consult and cite **at least 8** of the following sources in your paper: commentaries (Green and/or Reese can count toward total), essays or journal articles on 1 Peter, or monographs on 1 Peter. **1 page**.

DMin Students: You will write a shortened form of this paper, addressing #2 and #3 in two pages each (instead of 3 and 4 pages, respectively). With your remaining time and space, you should create a sermon or teaching outline for the passage, which also includes the main idea of the teaching and the takeaways you hope for in your audience.

## **1 Peter Theme Paper**

*Six pages/1500 words + Bibliography*

*[Cite at least 4 secondary sources in your work on part 1.  
Reese and/or Green can count toward this total.]*

Due: August 29

### **Process:**

1. Choose one theme from the following to trace across the letter of 1 Peter:

- Eschatological hope
- Holiness and distinctiveness
- Christian suffering
- Household and family
- Image of shepherd(ing)

2. Study your chosen theme in light of the historical context of the first century, with a close analysis of how the theme is used across the letter (inclusive of each of its occurrences). You are also to recontextualize the theme for your own context today, attending to the differences between the letter's original context(s) and your own.

### **Paper Components:**

1. Theme analysis: Attending to your chosen theme in its particulars and informed by relevant socio-historical information (e.g., role of shepherding in first-century world and Jewish scriptures; household codes in first-century Greco-Roman society).

**~1000 words**

2. Recontextualization of theme: Taking key facets of theme within the original context of 1 Peter and considering how these might inform a Christian theology/ethic in the student's contemporary context, being attentive to the differences between the ancient and modern contexts. For DMin students: In this section, please include (briefly) how you might communicate this recontextualization in your ministry context (e.g., in a sermon or teaching, in an informal conversation or small group context, or to inform a ministry of your church).

**~500 words**