



## **NTGK6318 Advanced New Testament Greek Exegesis: 1 Peter**

New Orleans Baptist Theological Seminary  
New Testament Dept., Biblical Studies Division  
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Occupying the Chair of Robert Hamblin Chair of Biblical Exposition  
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*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill  
the Great Commission and the Great Commandments through the local church and its  
ministries.*

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### **Purpose of the Course**

The purpose of this course is to guide the student through a thorough study of selected passages from First Peter in the Greek New Testament. Consideration of pertinent historical and cultural issues, and interaction with the major literature and commentaries will be conducted. The student will translate the passages giving consideration to morphology, syntax, phrasing, and exegesis. The course will emphasize proper methods for utilizing the information discovered through exegesis with special application to teaching and preaching the text of the First Peter in the New Testament.

### **Core Values of the Seminary**

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value for NOBTS this year is Mission Focus.

### **Catalogue Description of the Course**

An advanced course giving consideration to text-critical, grammatical, syntactical, literary, and historical issues through text analysis in a variety of genres. The course will emphasize sound hermeneutical principles for discovering the meaning of the text and for applying the text in

teaching and preaching. Students may repeat the course for non-reduplicating books.

*Prerequisites: Introduction to Biblical hermeneutics; Exploring the New Testament; Introduction to Greek Grammar; and Intermediate Greek Grammar.*

### **Student Learning Outcomes**

The student involved in this course should be able to accomplish the following:

*Learning in the Cognitive (Knowledge) Domain by:*

- Translating the entire letter of First Peter
- Knowing the significance of Greek grammar for translation of the First Peter
- Comprehending Greek grammar as it contributes to regular application of Greek grammar in teaching and preaching of First Peter
- Explaining the basic principles of Greek grammar that lead interpreters to discover the meaning intended by the biblical author
- Identifying the major areas of Greek morphology, especially regarding both verb and noun systems, including so-called “irregular” verbs
- Knowing vocabulary acquisition for words occurring 15 or more times in the New Testament to facilitate reading and use of the Greek New Testament
- Understanding more thoroughly the major theories and the basic principles dealing with issues of translation in First Peter
- Understanding syntactical issues as they relate to the exegesis of First Peter
- Summarizing the basic principles of textual criticism in order to understand the textual variants in First Peter and how this affects interpretation of the text
- Understanding how to use and apply software to biblical studies in First Peter
- Evaluate various commentator’s views of First Peter passages
- Create a set of sermons or teaching lessons from First Peter

*Learning in the Affective (Attitudes) Domain by:*

- Discussing the richness of the Greek language for deeper biblical exegesis and how this has changed the student’s perception of First Peter
- Describing the importance of original language for sound exegesis in First Peter
- Demonstrating more confidence in interpreting the biblical text of First Peter by using phrasing
- Organize the text of First Peter into phrased passages for sermon and/or teaching lessons
- Valuing the importance of using software for Bible study
- Internalize the richness of First Peter for Bible study

*Learning in the Psychomotor (Skills) Domain by:*

- Organizing phrasing of each week’s passage into outlines for sermons or classes
- Assembling a sermon or teaching outline each week that can be preached or taught in a church setting
- Adapts a sermon or teaching outline of the biblical text First Peter for preaching and/or teaching in the student’s personal ministry setting
- Perform exegetical tasks using Bible software in sermon and lesson preparation

## Required Readings

The commentaries in the Required Textbook list are required reading for class discussions. The commentaries should be read along with the focal passages for a given week in the course.

### Required Textbooks

1. United Bible Society's 4<sup>th</sup> rev. ed. of the *Greek New Testament with Dictionary*.  
OR  
*Nomum Testamentum Graece*, 27<sup>th</sup> ed. (NA 27), ed. Barbara and Kurt Aland.
2. Davids, Peter H. *The First Epistle of Peter*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1990.
3. Jobes, Karen H. *1 Peter*. Baker Exegetical Commentary of the New Testament. Grand Rapids: Baker, 2005.
4. Michaels, J. Ramsey. *1 Peter*. Word Biblical Commentary. Vol. 49, General editors, David A. Hubbard, Glenn W. Barker. Waco: Word Publishing Co., 1988.
5. Price, Craig. *Biblical Exegesis of New Testament Greek: First Peter*. To be announced.

## Additional Recommended Texts

### Lexical

Danker, Frederick William. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3d ed. Chicago: University of Chicago, 2000.

### Text Critical

Metzger, Bruce M. *A Textual Commentary on the Greek New Testament*. 2<sup>nd</sup> ed. New York: American Bible Society, 1994.

### Greek Grammars

Mounce, W. D. *Basics of Biblical Greek*. Grand Rapids: Zondervan, 1993.

Stevens, Gerald L. *New Testament Greek Primer*, 2<sup>nd</sup> ed. Eugene, OR: Cascade Books, 2007.

\_\_\_\_\_. *New Testament Greek Intermediate*. Eugene, OR: Cascade Books, 2008.

Wallace, Daniel B. *The Basics of New Testament Syntax: An Intermediate Greek Grammar*. Grand Rapids: Zondervan, 2000.

### Hermeneutics

Duvall, Scott and Hays, Daniel. *Grasping God's Word*. 3<sup>rd</sup> ed. Grand Rapids: Zondervan, 2012.

## Netiquette: Appropriate Online & Blackboard Behavior

Each student is expected to demonstrate appropriate Christian behavior when working online on the Discussion Board. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity will be expected at all times in the online environment.

## Schedule and Assignments

<b>Week</b>	<b>Units/Lessons</b>	<b>Paper Due Dates</b>
Week 1 May 30-June 4	Workbook Lessons 1-2	
Week 2 June 5-11	Workbook Lessons 3-4	
Week 3 June 12-18	Workbook Lessons 5-6	Background paper due June 18
Week 4 June 19-25	Workbook Lessons 7-8	
Week 5 June 29-July 5	Workbook Lessons 9-10	
Week 6 July 3-9	Workbook Lessons 11-12	
Week 7 July 10-16	Workbook Lessons 13-14	
Week 8 July 17-23	Finish all Workbook items & work on exegesis paper	
Week 9 July 24-Fri 29		Exegesis paper due July 29  Completed notebook due July 29

Please note: All students will lose access to the Blackboard shell on July 26. All assignments must be turned in by midnight CDST. Online Professors have no control over this deadline. ITC will be recycling the course shells for the next semester. Please make a back-up file of all your work.

Each week the student will upload his/her phrasing exercises digitally to the Discussion Board for the lessons scheduled for that week. They are due on Saturday of each week for the scheduled lessons in the workbook for that week. Answer videos will be posted the following Monday so you can check your work. For the first few weeks, we will make the answer videos available so you can learn how to phrase the text. About mid-term, we will wean you off the answer videos so you learn to stand on your own with the phrasing technique.

### Assignments & Grading Percentages

Grades will follow the Graduate School Catalog grading scale. See below for instructions on submitting all projects for grading. Grades will be based upon the following breakdown:

#### 1. Greek Workbook Lessons 30%:

**Due Date: July 29**

The weekly lessons are located in the class textbook authored by Dr. Price. The student will complete the workbook and mail printed notebooks back to the professor using the instructions at the end of the syllabus. Digital notebooks may be submitted, but will probably need to be compressed using zip software.

**Grading Rubric:** Completely fill out the workbook.

**2. Discussion Board Phrasings & Sermon Outlines 20%      Due Date: Weekly-Sat nite**

The phrasing and sermon outline portions may be hand written into the workbook OR the student may download the Greek text from Blackboard. We recommend that the student download the Greek text (either from Blackboard or from your own language software) and cut and paste the passages for phrasing each lesson. The student will discover that working with the text in a word processor is easier. These sheets are then easily inserted into the student's Workbook along with the sermon outline for each lesson. Grading Rubric: Attempt the phrasings each week. Video files are posted at the close of each week for you to follow, correct, and learn phrasing.

**3. Background Paper 20%      Due Date: June 18**

The student will write a historical background paper on 1 Peter. This paper is to be **5-7 pages of single space**. You may choose to use parenthetical citations (i.e. Smith, 127) or Turabian style footnotes in the body of the paper. Please give your bibliography in Turabian format. The page requirement does not include bibliography and frontal pages. The bibliography is to contain a minimum of **6 critical sources**. Include the required texts for the course and three other critical type commentaries that deal with the Greek text. Turabian helps are located in the course Bb shell.

The background information is contained in the front matter of most commentaries, NT introductory texts, and other reference materials. You are looking to discover the historical context of the letter. The historical background study will include the following:

- 1) Background information on the letter of 1 Peter should include the setting, authorship, readership, Peter's connection to his readers, date and place of his writing of the letter, etc.
- 2) What critical issues arise in the letter? What are the major concerns that commentaries address and highlight? Why is he writing this letter to his readers? Look for critical subject matters that give rise to the occasion for the letter.
- 3) The background paper should include a discussion of the theological issues covered in the letter. What major contributions does your passage discuss and/or contribute to our understanding? Outside sources (such as Bible commentaries, dictionaries, encyclopedias, or histories) *should* be used here.
- 4) Are there cultural and sociological issues that arise in the letter? How do these issues give us deeper insight and understanding into the purpose the author had for writing the letter?

**Grading Rubric for Background Paper**

▪ Form and style (neatness, typing, spelling, grammar, etc.)	10%
▪ Research (use of sources)	10%
▪ Main idea and outline	15%
▪ Context (historical-cultural, surrounding, elements within passage)	15%
▪ Content (interpretation, word studies, explanations, etc.)	35%

#### 4. Exegesis Paper 30%

**Due Date: July 29**

The student will write a paper on a selected passage of his/her choosing. The passage will be chosen in consultation with the instructor. Please email the prof when you choose your passage.

This paper will be **10-15 pages** of text, **single-spaced (except where noted in the guide)** and footnoted to Turabian or SBL style. The page requirement excludes bibliography and frontal pages. The bibliography is to contain a minimum of **8 sources**, using commentaries that focus on grammar, language, and syntactical issues (see the detailed description below).

This paper represents the culmination of your work for the semester. It will measure your ability to begin with a passage in the Greek NT and culminate with a finished, written product. This paper will demonstrate your ability to take a passage of Greek and perform: translation, phrasing, outlining, interpretation (exegesis), and application (exposition) of that Greek text. It is the culmination of all your skills when working with a Greek text for preaching or teaching scenarios. Please include 2-3 word studies in your exegesis process.

#### **Grading Rubric for Exegesis Paper**

Your exegesis paper grade will be based on the following:

- |   |     |
|---|-----|
| ▪ Form and style (neatness, typing, spelling, grammar, etc.)          | 10% |
| ▪ Research (use of sources)   | 10% |
| ▪ Main idea and outline   | 15% |
| ▪ Context (historical-cultural, surrounding, elements within passage) | 15% |
| ▪ Content (interpretation, word studies, explanations, etc.)          | 35% |
| ▪ Application   | 15% |

### **GUIDELINES FOR WRITING BACKGROUND AND EXEGESIS PAPERS**

#### **A. Writing the Background Paper**

##### 1) Study the Historical Context:

###### a. Research the broader or general historical context

Research the larger context of the NT setting from influences of the Inter-testamental Period through the NT times. You are looking for the big picture of the world scene here

###### b. Research the immediate historical context

Research the immediate historical context of your particular book or letter. Focus on general information like the occasion and purpose of the book and

its parts, author, date, audience, place of writing, type of genre, etc. Consult Bible Dictionaries, Bible encyclopedias, and Commentaries for this information.

c. Research the social and/or cultural issues in the passage  
Here you are looking for immediate sociological questions like honor/shame, patronage, and dyadic personality, etc. Cultural questions relate to way of life, daily living, economy, work, and family, etc. Ask, what ancient customs and practices enlighten our understanding of a text?

**Special Considerations for NT Letters: Historical Context (Fee)**

- NT letters are occasional/situational
- Understand the setting and background of the letter
- Understand the occasion and purpose of the letter

2) Study the Literary Context:

a. Perform a mechanical outline or phrasing of your passage  
See *Guidelines for Constructing a Mechanical Outline* at the end of the syllabus for details.

b. Discuss the placement of your passage in its immediate and larger contexts within the book. Look for clues in the surrounding paragraphs and chapters.

c. Discuss how the passage functions in the flow of the book. The task is to trace the author's thoughts to determine what he is trying to say.

d. Identify the genre(s) of the passage. Discuss how genre will guide you in the interpretation of your passage

**Special Considerations for NT Letters: Literary Context: (Fee)**

- Read the letter in one sitting
- Form a general outline of the entire letter
- THINK PARAGRAPHS!!
- A text can never mean what it never meant (Fee)

**B. Writing the exegesis paper**

As you begin your exegesis paper, you are actually continuing the process started in the background study above. Begin your exegesis paper by giving a *brief summary* of your background information from above. The exegetical work may then be conducted as follows:

## 1. Conduct a verse by verse analysis

Select a passage of Scripture from the approved list in the syllabus. Read the entire letter in one reading. Do not consult any commentaries until the end of this part. Learn to read the text and make your own discoveries first. You are looking for the meanings of words, grammatical relationships, and content of what the author is seeking to communicate to his original audience.

- a) Paragraph Analysis: Identify the theme of each paragraph in one sentence per paragraph. Use a key sentence from the passage or your own words to state the paragraph's theme then justify your judgment.
- b) Verse Analysis: Comment here on the important features of individual verses. (In longer passages, you may focus on paragraphs). Do not restate the obvious here, but comment on the flow of the argument or story-line from verse to verse including commenting upon why certain things may be stated in a particular way, why a comment is included, or why there are omissions of expected materials, etc. Comment on important theological words or ideas. You may use cross-reference guides, concordances, theological wordbooks, etc.
- c) Word Study: Choose a minimum of three (3) words to conduct a word study on. (See the Guide for Writing Word Studies handout). Note how a word is used through time (diachronic word study) and how it is used within the NT (synchronic word study). Consult the *How to Do A Word Study* guideline at the end of the syllabus.
- d) Outline: Write your "exegetical" (historical) outline of the text reflecting the theme. The historical outline is a simple, *past tense* outline that describes the elements of the text. Write your own outline.
- e) Homiletical (sermon) Outline: Write your "practical" outline for the passage that you will follow for either your sermon or article. The homiletical outline puts your historical outline into *present tense* using second person (to your audience) as much as possible.
- f) Commentary Comparison: Include any additional insights gleaned from exegetical commentaries, journal articles, dictionaries, etc. These should be insights you did not uncover in your own work above. Do not use other preacher's sermons or devotional materials. Use historical, grammatical, critical commentaries like: Word Biblical Commentary, Harpers NT Commentary, Tyndale NT Commentary, New International Biblical Commentary, New American Commentary, and the like. You may use devotional commentaries on the final, application section.

Write: A summary past-tense statement synthesizing the meaning of the passage for the biblical audience. Note the particulars of the individual episode as well as the connections you find to the surrounding episodes.

## 2. Bridge the past meaning into the present

How to do this: Consider the differences: Culture, Language, Time, Situation, Covenant

- a) Determine the differences between the recipients of the letter and us
- b) Determine the similarities

Write a statement of the differences and similarities between the biblical audience and us.

## 3. Determine the timeless, theological principles in your passage

How to do this: First note that these principles should...

- a) Be reflected in the text
- b) Be timeless and not tied to specific situations
- c) Not be culturally bound
- d) Correspond to the teaching of the rest of Scripture
- e) Be relevant to both the biblical and contemporary audience

### Special Considerations for “Principlizing” NT Letters

Does the author state a principle?

Does the broader context reveal a principle?

Ask why a command or instruction was given.

A text can never mean what it never could have meant to its author or his readers (Fee).

Write the theological principle(s) using present tense verbs that are similar between them and us from the text.

## 4. Make application of your exegesis to today’s setting

How should individual Christians today apply the theological principle in their lives? This is the hermeneutical step where you decide what response the Bible is asking of the reader/hearer.

How to do this: Follow these general guidelines for making application of the meaning of the text.

- a) Observe how the principles in the text address the original situation. How did the biblical author want his readers to respond? Is there a....

Command to obey?

Teaching to act on?

Example to follow?

Truth to believe?

Promise to claim?

Prayer to pray?

Warning to heed?

Blessing to claim?

b) Determine if the text transfers across time or not

Meaning = the author's original intended communication

Significance = refers to the implications for later situations

Discovering the Parallel Situation in Our Contemporary Context for Application of the Timeless Principles (Fee)

- 1) Whenever we share “comparable particulars/contexts” with the first-century hearers, God’s Word applied to us is the same as His Word applied to them.
- 2) Exercise caution when extending application of comparable particulars in one text to that of OTHER contexts...OR...to a context foreign to the original hearers
- 3) Whenever we DO NOT share “comparable particulars”...

If the first century issue has no 21<sup>st</sup> century counterpart...

- Search for the timeless principle in the passage which transcends time/culture

If the first century issues speaks to issues that could happen, but are highly unlikely to happen...

- Apply the principle to genuinely comparable situations

- 4) Distinguishing between matters of indifference
  - a. What the epistles indicate as indifferent are (food, drink, observance of days, etc)
  - b. Matters of indifference are not inherently moral but cultural
  - c. Observe the “sin-lists” in the NT for specific matters that do make a difference (Rom 1:29-30; Matt 5:11; 6:9-10; 2 Tim 3:2-4)
- 5) Differentiating Texts Which Are Culturally Relative and Non-Normative:
  - Does the issue defy the core teachings of the Bible? (greet one another with a holy kiss! Homosexuality...whole Bible denounces it)
  - Is it a moral issue or not? (foot washing)
  - Does the Bible handle the issue consistently and uniformly? (women’s ministries, retention of wealth, elevation of Rome, etc)
  - Does the NT distinguish between principle and practice? (covering a

woman's head was required in NT, but not a required practice today)

- Did the NT not speak to issues due to their limited options to do so? (slavery is not denounced in NT because there were no other cultural options available)
- Some cultural differences are not immediately obvious (women in ministry was limited to some degree because education was limited to women)
- Seek charity toward others who see such texts differently (Fee)

c) Apply the principles appropriately

-having discovered the principles that applied back then, must now be translated into appropriate & corresponding applications now

d) Role of Holy Spirit

-HS gives guidance to the interpreter (see Klein, Blomberg, Hubbard, 503-04) for Zuck's 14 summary views

Adapted from

Grasping God's Word, by J. Scott Duvall and J. Daniel Hays

How to Read the Bible for All Its Worth, Gordon Fee and Douglas Stuart

Introduction to Biblical Interpretation, William W. Klein, Craig L. Blomberg, and Robert L. Hubbard, Jr.

## HOW TO DO WORD STUDIES

Dr. Craig Price

### Step One: Decide Which Word to Study

1. Look for words that are *repeated* by the author
2. Look for *theological* terms
3. Look for words that are *central* to the passage
4. *Compare* your selected word in different English translations

### Step Two: Identify the Greek Word Behind the English Word

A. If you are using computer software, much of the work is done for you with the click of your mouse (see software vendor and package details below):

- For PC Microsoft Windows Users:
  - BibleWorks- fairly inexpensive, but powerful to do word searches
  - NIV Study Bible- by Zondervan, fairly inexpensive but limited on word searches
  - Logos- library base, language package, excellent word study resources available
- For Mac users:
  - Logos- library base, language package, excellent word study resources available

B. If you are using books, you will need to use the manual technique:

1. Look up your English word in a concordance  
Concordance = lists all English words & gives references  
Exhaustive concordance = lists *every* word in the Bible  
Partial concordance = many Bibles have an abbreviated listing in the back

Note: You must use a concordance that matches the English translation you are using. Here are some examples:

*Strong's Exhaustive Concordance*- lists every English word in KJV translation;  
REF BS 425 S776 2001

*NIV Exhaustive Concordance*- lists every English word from the NIV translation

*NASB Exhaustive Concordance* lists every English word from the NASB translation

*Greek-English Concordance to the New Testament*- lists every place the Greek word behind your English word is used in the NT and then gives you the English translation! REF BS 2302 K646 1997

2. Locate the verse you are studying in the concordance
3. Find the reference number for your English word in that reference
4. Locate your reference number in the dictionary of your concordance  
Note *Strong's* has one set of numbers for Hebrew (OT) and another for Greek (NT)
5. Read and record the definitions of your English word in the Hebrew or Greek dictionary provided in *Strong's* dictionary

Now non-language majors can locate the Hebrew or Greek word behind any English word without knowing the biblical language!

### **Step Three: Determine the Range of Meaning for Your Word**

Semantic Range: Different possibilities of meanings for a word

The semantic range gives the entire range of possible meanings for a particular word. Look at all the different definitions in your *Strong's* dictionary to get an idea of the range of meanings for your word. Check different translations of your verse to get a feel for the ways your word might be used.

You can also look at your English word in Hebrew (OT) or Greek (NT) and look it up in a lexicon (dictionary).

Etymology: History of how a word was used:

Diachronic (through time)

This is a word's origin and developmental history. Words change in meaning over time and in different contexts. Etymology of a word may have nothing to do with the word's usage in a

particular passage. Avoid the “root fallacy,” which assumes the basic root meaning is the same in every context.

Contextual usage of the word: How the word is used by your writer/book:

Synchronic (within time)

Determine the use of your word in the immediate context of your passage, the usage in the larger context of the book, and how it is used in the genre you are studying. For example, “fear” takes on a different flavor when used in Wisdom literature.

**Step Four: Decide What the Word Means in Your Verse**

Now you are ready to write the word study in your paper/sermon based upon your research.

**New Testament Word Study Resources**

*New International Dictionary of New Testament Theology* (4 vols.) has several indices for looking up words (user-friendly)

*Theological Dictionary of the New Testament* (10 vols.) has extensive research into meaning, background, and usage in OT, NT, and Apocrypha. Several indices in vol. 10 to locate word in other volumes (somewhat user-friendly)

*Theological Lexicon of the New Testament* requires reader to locate word in Greek alphabetically. (Not user-friendly)

*Exegetical Dictionary of the New Testament* (3 vols.) has index in volume 3 to help locate words (user-friendly)

*Robertson’s Word Pictures* (6 vols.) is set up by biblical book, chapter, and verse; it does not assume the reader has knowledge of Greek and gives the part of speech and definition of the word in the context of the NT book (user friendly)

**Submission of the Papers & Discussion Boards**

Submit all the papers through the Assignments Upload in Blackboard by the due dates. Discussion Board weekly phrasings are uploaded each week into Blackboard. Papers will be graded electronically and returned with the grader’s comments.

**Submission of the Class Workbook and Notebook**

Either: (1) submit in person a hard copy to Dr. Price at the Online Learning Center in the Hardin Student Center on the due date; or (2) mail to the office of Dr. Craig Price, postmarked by midnight of the due date.

**Address all mail-in submissions to:**

Dr. Craig Price: Associate Dean of Online Learning  
Attn: Russ Kirkland - Grader

New Orleans Baptist Theological Seminary  
Hardin Student Center 290 D  
3939 Gentilly Blvd.  
New Orleans, LA 70126

### **Return of Materials**

To have papers and notebooks returned, you *must* include a self-addressed, self-stamped mailer with adequate postage. *No paper will be returned without a self-addressed, self-stamped return mailer with adequate postage.*

OR

Pick the graded papers up from Online Learning Center office in Hardin Student Center, 290D.

### **Recommended Computer Software**

The student is encouraged strongly to purchase Bible software for his/her use in biblical exegesis. At this level of Greek study a software program capable of producing the text, performing sophisticated morphological searches, with available lexicons, commentaries, and other helpful supplemental works is an absolute necessity. The software packages listed below are capable of intense, complex searches required for biblical studies research purposes and/or sermon preparation. The purchase of this kind of software is indispensable at this level of language study.

**BibleWorks** (PC based) costs about \$350 for their basic software program that includes many supplemental works (see bibleworks.com for more information). **Logos 5.0** (PC or Mac platforms) offers more levels, which include many library resources. The student will need to purchase at least the Bronze Level to obtain the Greek and Hebrew language packages. The Silver Level is an even better deal because it contains more library resources. If you take the Logos 5.0 course through our preaching division, you will automatically get a 50% discount on the software and you may earn 2-3 hours academic credit. NOBTS students, otherwise, receive a 30% discount by calling Customer Service and letting them know you are a seminary student.

**Accordance Bible Software** (Mac or PC platforms) is also another the standard in the field. The Original Languages module is around \$300 with many other add-on texts available (accordancebible .com).

**All software vendors offer student discounts, but you will need to request the discounts directly from them.**

### **Selected Bibliography for First Peter**

#### **A. Modern Commentaries**

Arichea, D. C. and Nida, E. *A Translator's Handbook on the First Letter from Peter*. New York, London, Stuttgart: UBS, 1980.

Barbieri, L. A. *First and Second Peter*. 2d ed. Chicago, 1978.

Bauer, J. B. *Der erste Petrusbridf*. Die Welt der Bibel 14. Dusseldorf: Patmos, 1971.

- Beare, F. W. *The First Epistle of Peter: The Greek Text with Introduction and Notes*. 3d ed. Oxford: Blackwell, 1970.
- Best, E. *1 Peter*. NCB. London: Oliphants, 1971.
- Bennett, W. H. *The General Epistles: James, Peter, John, Jude*. Century Bible. New York, 1901.
- Bigg, C. *A Critical and Exegetical Commentary on the Epistles of St. Peter and St. Jude*. ICC. Edinburgh: T. & T. Clark, 1910.
- Blenkin, G. W. *The First Epistle General of Peter*. Cambridge: UP, 1914.
- Brox, N. *Der erste Petrusbrief*. 2d ed. EKK. Zurich: Benziger, 1986.
- Cranfield, C. E. B. *The First Epistle of Peter*. London: SCM, 1950.
- \_\_\_\_\_. *1 and 2 Peter and Jude*. TBC. London: SCM, 1960
- Danker, F. W. *Invitation to the New Testament: Epistles IV*. Garden City, NY: Image, 1980.
- Felten, J. *Die zwei Briefe des hl. Petrus und der Judasbrief*. Regensburg, 1929.
- Fronmueller, G. F. C. *The Epistles General of Peter*. Trans. J. I. Mombert. New York: Charles Scribner, 1869.
- Goppelt, L. *Der erste Petrusbrief*. Ed. F. Hahn. KEK. Gottingen: Vandenhoeck und Ruprecht, 1978.
- Gunkel, H. *Der erste Brief des Petrus*. Gottingen: Vandenhoeck und Ruprecht, 1906.
- Hauck, F. *Die Briefe des Jakobus, Petrus, Judas und Johannes*. 8<sup>th</sup> ed. NTD. Gottingen: Vandenhoeck und Ruprecht, 1957.
- Hiebert, D. E. *First Peter: An Expositional Commentary*. Chicago: Moody Press, 1984.
- Holtzmann, O. *Die Petrusbriefe. Das Neue Testament*. Giessen, 1926.
- Holzmeister, U. *Commentarius in Epistulas SS. Petri et Judae Apostolorum I: Epistula prima S. Petri Apostoli*. Paris: Lethielleux, 1937.
- Hort, F. J. A. *The First Epistle of St. Peter 1:1-2:17*. London: Macmillan, 1898.
- Kelly, J. N. D. *A Commentary on the Epistles of Peter and of Jude*. HNTC. New York: Harper and Row, 1969.
- Knopf, R. *Die Briefe Petri und Judae*. KEK. Gottingen: Vandenhoeck und Ruprecht, 1912.
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## GENERAL NEW TESTAMENT BIBLIOGRAPHY

### **New Testament Background Study**

*Primary Resources* (in English)

Barrett, *The New Testament Background*

Charles, *The Apocrypha and Pseudepigrapha of the Old Testament in English*  
Danby, *The Mishnah*  
Goodenough, *An Introduction to Philo Judaeus*  
Hennecke and Schneemelcher, *The New Testament Apocrypha*  
Lightfoot, *The Apostolic Fathers*  
Robinson, *The Nag Hammadi Library in English*  
Vermes, *The Dead Sea Scrolls in English*  
Whiston, *Josephus: Complete Works*

#### *Secondary Resources*

Achtemeier, *Harper's Bible Dictionary*  
Beitzel, *The Moody Atlas of Bible Lands*  
Blaklock and Harrison, *The New International Dictionary of Biblical Archeology*  
Bromily, *International Standard Bible Encyclopedia*  
Bruce, *New Testament History*  
Butler, *Holman Bible Dictionary*  
Charlesworth, *Jesus Within Judaism*  
Ferguson, *Backgrounds of Early Christianity*  
Freedman, *Anchor Bible Dictionary*  
House, *Chronological and Background Charts of the New Testament*  
Jeremias, *Jerusalem in the Time of Jesus*  
Kee, *The New Testament In Context: Sources and Documents*  
Reicke, *The New Testament Era*  
Russell, *Between the Testaments*  
Wilken, *The Christians as the Romans Saw Them*

#### *General Resources*

New Testament introductions, commentaries, dictionaries  
Various *critical commentaries* could be helpful, especially *introductory material*. A commentator may summarize distinctive ideas of the author being studied in the introductory section. For helpful commentary information, consider suggestions from:  
Carson, *New Testament Commentary Survey*; Fee and Stuart, Appendix, *How To Read The Bible For All Its Worth*, pp. 219–24; Klein, Blomberg, Hubbard, *Introduction to Biblical Interpretation, Commentaries*, pp. 487–91

#### *Other Resources*

Aland, *Synopsis of the Four Gospels, English Edition*  
Aune, *The New Testament in Its Literary Environment*  
Bailey and Broek, *Literary Forms in the New Testament*  
Bruce, *Paul: Apostle of the Heart Set Free*  
Carson, Moo, and Morris, *An Introduction to the New Testament*  
Green, McKnight, Marshall, *Dictionary of Jesus and the Gospels*  
Hawthorne, Martin, Reid, *Dictionary of Paul and His Letters*  
Kümmel, *Introduction to the New Testament*  
Ladd, *A Theology of the New Testament*  
Polhill, *Paul and His Letters*

Ryken, *Words of Life: A Literary Introduction to the New Testament*  
Stein, *The Method and Message of Jesus' Teaching*

*Social Resources*

Hengel, *Judaism and Hellenism: Studies in Their Encounter in Palestine during the Early Hellenistic Period*

Keener, *Bible Background Commentary*

Malina, *The New Testament World: Insights from Cultural Anthropology*

Mathews, *Manners and Customs in the Bible*

Meeks, *The First Urban Christians: The Social World of the Apostle Paul*

Stambaugh and Balch, *The New Testament in Its Social Environment*

Thiessen, *Sociology of Early Palestinian Christianity*

Tidball, *The Social Context of the New Testament: A Sociological Analysis*

If you are planning to graduate this semester, please let our office know via email or phone as soon as possible. This will enable us to have your work graded and grades turned in to the Registrar before their deadline for graduating seniors.