

NT606E GENERAL EPISTLES BOOK STUDY (1 PETER)
TUESDAYS, 6:30-10 PM, 2/26-3/26, AND SATURDAY 3/16 IN RM 27
SPRING 2019

Last revised: 2/11/2019

**Missio Seminary exists to produce missional Christian leaders-
men and women who incarnate the story of Jesus with humility and authenticity and who
communicate the story with fidelity to Scripture, appreciation of the Christian tradition,
and sensitivity to the needs and aspirations of postmodern culture.**

INSTRUCTOR

Name Stephen Taylor
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Office Hours Due to the tight schedules of Tuesday evenings, please arrange a time to consult with the instructor. Every effort will be made to accommodate your needs either by phone, email, or face-to-face meeting.

COURSE DESCRIPTION

By the early A.D. 60's the Early Church was beginning to experience some of the problems of adolescence. Key members of the original leadership team were passing from the scene; a demographic shift from culturally Jewish to culturally Gentile was accelerating among the Christian communities; social-cultural diversity within the Christian movement was contributing to different and sometimes incompatible understandings of the faith; both Jewish and Roman authorities were beginning to perceive the Christian movement as something that transgressed the boundaries of traditional Judaism in worrisome ways; and a new generation of leaders within the Christian movement was being called to respond to these and other realities in creatively faithful ways. 1 Peter is a divinely inspired, canonical witness to those times and to the significance and impact of the Gospel in them. In this well-crafted letter, a tried and proven leader seeks to outfit some Christian communities for the long haul in a Greco-Roman world, a world already clouded by suspicious official and public scrutiny, the threat of persecution, and controversy over how the (OT) scriptures were to be appropriated by believers in Jesus Christ. In this course we will do a close reading of major sections of 1 Peter questing after the letter's message and its application to the church of the 21st century.

PERSONAL NOTE FROM THE PROFESSOR

1 Peter is a true gem in the New Testament. It was one of Martin Luther's favorites, and for good reason. I have long used it in advanced Greek classes—its Greek is so clear— and frequently selected it to be part of New Testament theology survey courses. Its deep roots in the gospel, its well-balanced emphasis on theology and pastoral concern, its insistence on a contextualized witness to the Christ, its Christotelic hermeneutical stance, and its irenic tone never fail to impress and to nourish my soul. I hope your soul will be nourished too as we study it together.

--Stephen S. Taylor

SYLLABUS

This syllabus provides an overview of the course and course requirements. Students are responsible to know the content of the syllabus and follow the course schedule. Questions about the syllabus or schedule should be emailed to the professor promptly and will generally be answered in an email to the entire class so that everyone is informed.

This syllabus is intended to give the student guidance in what may be covered during the term and will be followed as closely as possible. However, the professor reserves the right to modify, supplement, and make changes as course needs arise.

PROGRAM GOALS AND COURSE OBJECTIVES

PROGRAM GOALS	COURSE OBJECTIVES—TO ENABLE YOU TO . . .
<p>Goal 1: Students will live grace-based lives increasingly characterized by wisdom, the fruit of the Spirit, and love for God and others.</p>	<p>5. Spell out lines of impact and application that will prove fruitful for ministry and mission in your 21st century context. 6. Understand the creatively faithful response that Peter recommends to his scattered Christian readers as they faced growing opposition “for the sake of the name,” so that you too may act wisely, gently, and boldly in your own context..</p>
<p>Students will demonstrate knowledge of the Bible & its missional perspective and their ability to humbly interpret and apply it in light of history, culture, and genre.</p>	<p>1. Appreciate 1 Peter as a real letter written within and in response to a very specific context. 2. Explain and evaluate the most important issues animating Petrine scholarship today. 3. Articulate the profound message of 1 Peter in relation to the latter books of the New Testament and to NT witness as a whole. 4. Commit some key passages to memory and, for non-LEAD MDiv students, grapple with and appreciate some of the fine Greek of the letter.</p>

ASSESSMENTS, HOMEWORK HOURS, AND OUTSIDE INSTRUCTIONAL ACTIVITIES

Assessments are graded assignments that measure a student’s mastery of the course content. Homework is course work in addition to the instruction listed above.

ASSIGNMENT OR ASSESSMENT	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME IN HOURS
1. Listening Quizzes	1-6	28%	0
2. Debate and Preparation	1-6	10%	15
3. Memorization/translation quizzes (3)	3,4,5,6	24%	20
4. Final Exam	1, 2, 3, 5, 6	28%	10
5. Class Participation	1-6	10%	n/a
6. General Reading (apart from quiz reading above)	1-6	n/a	35
Total estimated time for the above assignments.			80 hrs for a three credit course
<p>Note: All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work. See “Completion of Course Work” below.</p>			

INSTRUCTIONAL ACTIVITY IN ADDITION TO CLASS SESSIONS*			
Rodney Stark, Ancient Subsidized Religion (and the Rise of Christianity) . Baylor ISR: Templeton Research Lectures Vanderbilt University, Rodney Stark, Part 2 of 4 (2006) with embedded quiz	1,2,6		2 hrs.
Dr. David deSilva, Cultural World of the New Testament, Lecture 1, Honor and Shame	1,2,6		1.5 hrs.
Dr. David deSilva, Cultural World of the New Testament, Lecture 3, Patronage and Reciprocity	1,2,6		1.5 hrs.
Dr. David deSilva, Cultural World of the New Testament, Lecture 2, 1 Peter and Honor and Shame	1,2,3,4,5		1.5 hrs.
“The ‘Salvation History’ Framework of Biblical Authors” (by Stephen Taylor, Narrated PowerPoint in two parts)	1,2,3,4		2 hrs.
BBC 4 “Roman Slavery.” Discussion Moderated by Melvyn Bragg with guests: profs. Neville Morley, Ulrike Roth, and Myles Lavan	1,2,3,4,5		1.5 hrs.
Debate Discussion Forum (Faculty supervised)	1,2,3,4,5		2 hrs.
Total			12 hrs
*These required assignments involve instruction comparable to what occurs in the classroom (lectures, presentations, and instructor-led activities such as discussions, debates, and collaborative work. They should be completed on the due dates listed in this syllabus.			
Note: All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work. See “Completion of Course Work” below.			

REQUIRED READING AND MATERIALS

REQUIRED READING AND MATERIALS

NOTE: Hyperlinks to Amazon.com are placed here for your convenience. However, please be aware that there may be other websites (by publishers or by other ebook publishers) that may sell the same item for cheaper prices. Please shop around! In addition, some sites offer ebook rental prices for a limited number of weeks. These may also be cost effective. However, be sure to buy the right edition and recognize some of the smaller sellers may not deliver books in a timely fashion.

English Bible (preferably NRSV or ESV with Apochrypha—bring to class) electronic or print. You may also opt for a Bible in your mother tongue, if it is different from English.

(For NT606 students) A Greek New Testament (to be brought to every class)

[Green, Joel B. *1 Peter*. Wm. B. Eerdmans Publishing Company, 2007.](#)

[Mason, Eric F., and Troy W. Martin. *Reading 1-2 Peter and Jude: a resource for students. 1 online resource \(294 pages\)*. vols. *Resources for Biblical Study ; Number 77; Resources for biblical study ; Number 77*. Atlanta, Georgia: Society of Biblical Literature, 2014. **NOTE— no need to purchase; this volume can be checked out from our library as an E-Book:**](#)

A packet of articles—links to be found on E-Campus—which includes, among other articles:

- Aageson, James W. "1 Peter 2.11-3.7: Slaves, Wives and the Complexities of Interpretation." In *A Feminist Companion to the Catholic Epistles and Hebrews*, edited by Amy-Jill Levine and Maria Mayo Robbins, 34–48. London; New York: T & T Clark International, 2004. (See E-Campus link)
- [Bauman-Martin, Betsy J. "Women on the Edge: New Perspectives on Women in the Petrine Haustafel." *Journal of Biblical Literature* 123, no. 2 \(June 1, 2004\): 253–279.](#)
- [Carter, Warren. "Going All the Way? Honoring the Emperor and Sacrificing Wives and Slaves in 1 Peter 2.13-3.6." In *A Feminist Companion to the Catholic Epistles and Hebrews*, edited by Amy-Jill Levine and Maria Mayo Robbins, 14–33. London; New York: T & T Clark International, 2004.](#)
- [Cook, Zeba, "Honor, Shame, and Social Status Revisited," *Journal of Biblical Literature* 128, no. 3 \(2009\): 591-611](#)
- DeSilva, David Arthur. *Honor, Patronage, Kinship & Purity*. Downers Grove, Ill: InterVarsity Press, 2000, pp. 23-93.
- Du Toit, Andrie B. "Sensitivity Towards the Reaction of Outsiders as Ethical Motivation in Early Christian Paraenesis." *HTS Teologiese Studies / Theological Studies* 68, no. 1 (June 29, 2012): 7 pages.
- Glancy, Jennifer A. *Slavery in Early Christianity*. Oxford: Oxford University Press, 2002, pp. 130-52 (See E-Campus link)
- Grudem, Wayne. "Wives Like Sarah, and the Husbands Who Honor Them: 1 Peter 3:1-7," pp. 194-208 in *Recovering Biblical Manhood and Womanhood: A Response to Evangelical Feminism*, edited by John Piper and Wayne Grudem. Wheaton, IL: Crossway Books, 1991. (For the original, see E-Campus link)
An updated version of this article has been posted here: https://bible.org/seriespage/10-wives-sarah-and-husbands-who-honor-them-1-peter-31-7#P104_56138
- [Hodge, Caroline E. "'Holy Wives' in Roman Households: 1 Peter 3:1-6." *Journal of Interdisciplinary Feminist Thought* 4, no. 1 \(June 2010\): 1-24.](#)
- [Kraemer, Ross Shepard, and Mary Rose D'Angelo. *Women & Christian Origins*. New York: Oxford University Press, 1999, pp. 13-34.](#)
- Martin, Clarice J. "The *Haustafeln* (Household Codes) in African American Biblical Interpretation: 'Free Slaves' and 'Subordinate Women'." In *Stony the Road We Trod: African American Biblical Interpretation*, edited by Cain Hope Felder, 206-31. Minneapolis: Augsburg Fortress Publishers, 1991. (See E-Campus link or book is on Reserve in library)
- [MacArthur, John. "The Christian and Government: The Christian's Responsibility to Government--Part 1."](#)
- [Nissen, Johannes. "Conformity, Nonconformity, and Critical Solidarity: the Church-State Issue and the Use of the Bible." *Mission Studies* 17, no. 1-2 \(2000\): 240–262.](#)
- [Stenschke, Christoph. "Reading First Peter in the context of Early Christian Mission." *Tyndale Bulletin* 60, no. 1 \(2009\): 107–26.](#)
- [Sly, Dorothy I. "1 Peter 3:6b in the light of Philo and Josephus." *Journal of Biblical Literature* 110, no. 1 \(1991\): 126–129.](#)
- [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. "The Divinity and Humanity of Caesar in 1Peter 2.3: Early Christian Resistance to the Emperor and his Cult." *Zeitschrift für die neutestamentliche Wissenschaft und die Kunde der älteren Kirche* 105, no. 1 \(2014\): 131–147.](#)

Other audio lectures (not required)

- Grudem, Wayne. "God's Wisdom for Wives, 1 Peter 3:1-6." Scottsdale Bible Church, Scottsdale, AZ, October 19, 2008. http://www.christianessentialsbc.com/messages/wayne_grudem_sermons.asp

Oliphint, Scott. "AP101: The Biblical Warrant for Apologetics, The Locus Classicus - Part: 4 of 28—1 Peter 3." <http://media2.wts.edu/media/audio/apologetics4-copyright.mp3>

Recommended Commentaries & Monographs

- Achtemeier, Peter J., and Eldon Jay Epp. *1 Peter: A Commentary on First Peter*. Augsburg Fortress Publishers, 1996.
- Bird, Jennifer G. *Abuse, Power and Fearful Obedience: Reconsidering 1 Peter's Commands to Wives*. A&C Black, 2011.
- Clowney, Edmund P. *The Message of 1 Peter: The Way of the Cross*. InterVarsity Press, 1989.
- Dauids, Peter H. *The First Epistle of Peter*. 2nd ed. Wm. B. Eerdmans Publishing Company, 1990.
- DeSilva, David A. *An Introduction to the New Testament: Contexts, Methods and Ministry Formation*. Downers Grove, Ill: InterVarsity Press, 2004.
- _____. *Honor, Patronage, Kinship & Purity*. Downers Grove, Ill: InterVarsity Press, 2000, pp. 23-93.
- Glancy, Jennifer A. *Slavery in Early Christianity*. Oxford: Oxford University Press, 2002.
- Grudem, Wayne. *The First Epistle Of Peter: An Introduction and Commentary*. Wm. B. Eerdmans Publishing Company, 1988.
- Hays, Richard B. *The Moral Vision of the New Testament: Community, Cross, New Creation: A Contemporary Introduction to New Testament Ethics*. 1st ed. San Francisco: Harper SanFrancisco, 1996.
- [Horrell, David G. 1 Peter. New Testament Guides. New York: T & T Clark Ltd, 2008.](#)
- Howe, Bonnie. *Because You Bear This Name : Conceptual Metaphor and the Moral Meaning of 1 Peter*. Biblical Interpretation Series. Boston: Brill, 2006.
- Jobes, Karen. *1 Peter*. Baker Academic, 2005.
- Marshall, I. Howard. *1 Peter*. InterVarsity Press, 1991.
- McKnight, Scot. *1 Peter*. Zondervan, 1996.
- Michaels, J. Ramsey. *Word Biblical Commentary Vol. 49, 1 Peter*. Thomas Nelson, 1988.
- Nienhuis, D. R. *Not by Paul Alone: The Formation of the Catholic Epistle Collection and the Christian Canon*. Baylor University Press, 2007.
- Schreiner, Thomas R. *The New American Commentary: 1, 2 Peter, Jude*. B&H Publishing Group, 2003.
- Senior, Donald, and Daniel J. Harrington. *1 Peter*. Liturgical Press, 2003.
- Webb, Robert L., and Betsy Bauman-Martin, eds. *Reading First Peter with New Eyes: Methodological Reassessments of the Letter of First Peter*. London: T&T Clark, 2007.
- Williams, Travis B. *Persecution in 1 Peter : Differentiating and Contextualizing Early Christian Suffering*. Supplements to *Novum Testamentum*. Leiden: Brill, 2012.

COURSE PROCEDURES AND REQUIREMENTS

Attendance Policy and Grades

It is important to arrive on time and be actively engaged in every minute (literally, every minute) of class time. Class time is valuable – to you, to your classmates, and to the professor. Class time is thoughtfully prepared by the professor and crafted with intricacy for maximum learning effectiveness.

Students are also expected to login to the E-campus course site regularly and participate in the course activities in a timely manner. If you know you are going to be absent from the course site for more than three or four days, please notify the instructor and group members (if applicable) in advance. Nevertheless, recognize that your grade may be lowered for tardiness or absences at the discretion of the instructor.

Attendance in this course constitutes both 1) coming to class and 2) logging in to the E-campus course site and participating in the online or out-of-class activities assigned throughout the course. Students are responsible for reading and familiarizing themselves with the material posted on the E-campus course site throughout the course.

Student usage of the course site is tracked by the E-campus software and monitored by the professor of the course. Students who need to be absent from the course site for three or more days during a discussion forum activity or

required web conference should email the professor in advance of the absence (see Attendance Policy and Grades in this syllabus). Students may email the instructor at any time if they have questions about the course.

Completion of Course Work

All course work is to be completed by the last day of classes for the term or by the date posted in the course syllabus. Extensions to this time limit will be made only by the academic administration committee. The individual faculty member does not have the authority to grant any extensions of time beyond the last class of the term. Requests for extensions must be made in writing to the committee at least one week prior to the last day of classes. Variance forms for this purpose are available in the academic office or on Missio's website. All requests should specify the reasons for the extension and the length of the extension desired. Requests are not automatically granted.

Policies and Procedures

Since each class period in a nine-week format course represents more than one week's work, only one unexcused, unexplained absence is permitted in the course of a 9-week quarter. A second absence will be granted in cleared with the professor. A third unexcused absence may result in failing the course. Be sure to discuss your attendance problems with the professor early and often!

All out-of-class assignments must be submitted electronically, using E-Campus, by the time indicated on the schedule below. Late assignments will be accepted but their grades may be docked. **The assignments should conform to a standard academic format** (Turabian or Chicago Manual of Style) unless otherwise noted in the individual rubrics for each assignment (i.e., one inch margins all around, double-spaced, Times New Roman font, 11 or 12 point, footnotes and bibliography **in proper form**). Note that page requirements do not count the title or reference pages.

Students should name their assignments files, before uploading them to E-Campus, according to the following pattern: <lastname>< firstname-->< assignment title>, where the assignment title matches the title given in the syllabus. As an example, if I were to submit the Sermon described below, I would entitle my file: Taylor Stephen--Sermon.

ASSIGNMENT DESCRIPTIONS AND GRADING

Class Attendance and Participation

Presence and engagement in class is a key component of learning and so class attendance is regulated by school policy (see Attendance Policy and Grades above). But attendance and engagement is doubly important for this course, since **your debating team will need your input**. If you know you will be missing a given class meeting, notify the instructor and make arrangements with your team to submit your contributions to the debate preparations segments.

Course Readings

At the graduate level, readings and reflection on those readings are crucial for educational success. Readings are chosen not only to supplement lectures but also to challenge and expand your thinking and your analytical skills. Some readings will stand in tension with what the professor teaches; these will help you develop critical skills. Lectures, discussions, and activities during a given class session will assume knowledge of the assigned reading materials.

Scripture Memorization and Greek Translation Quizzes

There will be a total of three 20 minute memorization/translation quizzes on selected sections of 1 Peter. See Schedule below for their timing. Students will be asked to recall or translate a short passage. Non-Greek Program students may be asked to comment on the meaning of a phrase or clause in the passage (reading your commentary should help here!); Greek program students will be asked to identify prominent grammatical and syntactical structures.

Debate

The class will be divided up into four teams to debate, pro and con, the following two propositions: “Read honestly and carefully, 1 Peter prohibits Christian involvement in civil disobedience of any kind” and “Read honestly and carefully, 1 Peter prohibits efforts on the part of modern Christian women to achieve equal voice in home and church leadership.” Precise instructions for the two debates will be given out in class handouts, and time for group discussion and planning will be provided during each class period.

Debate Reports (Individual and Group)

The debates will require individual and group effort. To facilitate preparation for the debate, the professor will provide readings and guiding questions. Each student will have to carry his or her weight by doing the readings and contributing to the group’s discussion and planning and debate performance. The professor will gauge individual and group effort by requiring the following:

Individual Reports—In order to ensure that each member of the debate teams contributes to the formulation of the various team’s arguments and that everyone carries his or her own weight, each student will submit notes on assigned readings important to the debate(s) by the beginning of the class for which the reading is assigned. These will be checked for completion; those that give clear evidence of *reading* and grasping the material will receive the grade of the Group Report. Individual Report grades will be reduced for poor, half-hearted work. (See Rubric for Individual Debate Reports for more details.)

Group Reports—Each week, **on the Friday (by 11:55 P.M.) following the Tuesday class**, a group “scribe” will submit a Group Report *synthesizing* the group discussion during the prior class (see separate handout, “General Instructions for the Breakout Discussion Groups and Group Reports”).

1. The duty of composing the Group Reflection (namely the duty of the “scribe”) may rotate within the group.
2. The “scribe” for the week is exempt from submitting an Individual Report for that week. **But note:** the scribe will need to have done the reading and his or her own thinking (jotting down notes) BEFORE the discussion in order to correctly understand and interact with other group member regarding the issues brought out by the text and the readings! The scribe may also serve as leader of the discussion for the week, but this is not necessary.
3. The “scribe” will submit the Group Reflection into his or her Reflection assignment box for that week with the file name: < “scribe”><lastname><firstname-->< assignment title> (e.g., **Scribe Taylor Stephen Group Report 3**). Don’t worry if E-Campus notifies you that your assignment is late.
4. Further directions can be found in the Debate Instructions handout.

Final Exam

This will be a two part final exam. One part will be a very short objective exam taken during the last class session (a mixture of multiple choice and true/false questions). This part of the exam will be closed-book. The other part of the exam will be composed of 3-4 synthetic discussion questions which your professor will post on the final day of class. These questions will probe the depth of your engagement with the message of 1 Peter and its application to modern issues. You will have until the due date and time to type up your answers and to submit them via E-Campus.. Another synthetic question will involve your evaluation of the Debate in which you were involved. **The answer file should be named “Your first and last name—LEAD713/U Synthesis” or “Your first and last name—NT606 Synthesis” (e.g., Steve Taylor— LEAD713/U Synthesis).**

COURSE SCHEDULE

6:30-10:00 p.m. 27 NT606E General Epistles Book Study Taylor 2/26-3/26 Also 3/16; Reading the NT prerequisite

DATE	IN CLASS	OUTSIDE-OF-CLASS OR ONLINE
Tuesday, 2/26/19	<p>Topic: 1 PETER IN HISTORICAL AND CANONICAL CONTEXT</p> <p>Assignment due: none required; but it would be a great idea to read 1 Peter a couple of times in two different translations, noting its structure and some of its more difficult parts. Perhaps, as you</p>	<p>Outside Lecture (instructional material).</p>

	read, you can jot down questions about features that leave you puzzled. It would also be great to read the Introduction of Green’s commentary (or any other commentary on the list above). NOTE: please avoid devotional commentaries.	
<p>This week, after class:</p> <ul style="list-style-type: none"> • Certainly finish any of the reading of the 1 Peter that you have not done. • Read Green, Introduction to his commentary (pp. 1-12) and his excursus, “Aliens and Strangers in the World,” pp. 191ff. • As always, after pondering the biblical text for next week (in this case, 1:1-12 and 5:1-14), read Green’s comments on those sections of the letter. • Debate Packet Readings—Set One (see E-Campus Links) • Memorize OR prepare for translation and analysis 1:6-9 	In this class meeting, after introducing the course and discussing the Syllabus, we will be discussing the social-historical context of 1 Peter and noting how it is significantly different from the social historical context of Jesus’ ministry and some of Paul’s early letters. This discussion will frame our introduction to the letter itself (the author, date, occasion and purpose of the letter).	Listen to the Stark lecture taking the quiz.
DATE	IN CLASS	OUTSIDE-OF-CLASS OR ONLINE
Tuesday, 3/5/19	<p>Topic: “HELLO!” “GOODBYE!”: 1 PETER’S OPENING AND CLOSING (1:1-12, 5:1-14)</p> <p>Assignment due (by class time):</p> <ul style="list-style-type: none"> • Memorization/Translation Quiz • Readings in Green(Introduction and Excursus, and his comments on today’s texts) • Reading Packet Set One Individual Reading Reports on E-Campus 	Outside Lecture (instructional material).
<p>During the rest of the week in preparation for the next class:</p> <ul style="list-style-type: none"> • Ponder <i>1:13-2:3, 11-13a</i> and <i>2:4-10, 18-25</i> and read Green’s comments. • Debate Packet Readings—Set Two (see E-Campus links) • For enrichment: Green, “New Birth into a Living Hope,” pp. 197 ff., • Memorize OR prepare for translation and analysis of 2:18-25 	After our translation/memorization quiz, we will dive into the text of 1 Peter itself, looking for clues in the opening and closing of the letter for the larger purpose of the author. Are the scattered communities to which the letter is directed all suffering? What is the writer’s view of suffering? What strategies regarding the actual or potential suffering is the writer putting forward?	Listen to Taylor on the “Salvation History framework of the Biblical Writers” and take quiz. (For most of you, this will be a review and a reminder.)
DATE	IN CLASS	OUTSIDE-OF-CLASS OR ONLINE
Tuesday, 3/12/19	<p>Topic: PETER ON CHRISTIAN IDENTITY: DEFINED IN HOPEFUL OBEDIENCE (1:13-2:3, 11-13A)</p> <p>Assignment due:</p> <ul style="list-style-type: none"> • Memorization/Translation Quizzes • Readings in Green on 1:13-2:13a, 18-25 • Reading Packet Set Two Individual Reading Reports 	Outside Lecture (instructional material).
During this week (the 3 days before the Saturday session) read:	After the memorization/translation quizzes, we will be focusing on the theological and rhetorical highpoints of the	Listen to DeSilva’s lecture on “Honor and

<ul style="list-style-type: none"> • Ponder 3:13-4:2, 12-19 and read relevant comments in Green • Debate Packet Readings—Set Three (see E-Campus links) 	<p>letter throughout the day on Saturday. Peter will focus both on the essential identity of his far-flung and varied flock (in terms of their live of obedience to God and participation in Christ) and set the stage for how they should relate to their world. Key questions: Does authentic Christian living always stand against the values of human culture? Just what is the relationship?</p>	<p>Shame” and take the quiz.</p>
<p>Saturday, 3/16/19</p>	<p>Morning Topic: PETER ON CHRISTIAN IDENTITY I: DEFINED BY (UNION WITH) CHRIST (2:4-10, 18-25)</p> <ul style="list-style-type: none"> • Assignment due: Memorization/Translation Quizzes • Pondering 4:1-2, 12-19 and reading of Green comments • Reading Packet Set Three Individual Reading Reports on E-Campus <p>Afternoon Topic: PETER ON CHRISTIAN IDENTITY: DEFINED BY (UNION WITH) THE MESSIAH--CONTINUED (4:1-2, 12-19)</p> <p>Assignment due:</p> <ul style="list-style-type: none"> • Pondering 4:1-2, 12-19 and reading of Green comments 	<p>Outside Lecture (instructional material).</p>
<p>DATE</p>	<p>IN CLASS</p>	<p>OUTSIDE-OF-CLASS OR ONLINE</p>
<p>During the rest of the week and in preparation for the next class:</p> <ul style="list-style-type: none"> • Ponder 3:8-22, 4:3-11 and read relevant comments in Green • Debate Packet Readings—Set Four (see E-Campus links) • Memorize OR prepare for translation and analysis 3:13-18 	<p>Continuing the theme begun in Saturday’s class—Peter’s understanding of our identity in Christ—we will pursue further Peter’s insight about how that participation with Christ involves our suffering with him. Peter’s application of the “in Christ concept” raises the important theological question: “if Christ suffered for us, why do we have to suffer”? What is the role of suffering in the redemption of the world?</p>	<p>Listen to DeSilva’s lecture on “Patronage and Reciprocity” and take the quiz.</p>
<p>DATE</p>	<p>IN CLASS</p>	<p>OUTSIDE-OF-CLASS OR ONLINE</p>
<p>Tuesday, 3/19/19</p>	<p>Topic: CHRISTIAN COMMUNITY AND CONDUCT IN AN “UNHOLY” ROMAN EMPIRE: BEARING WITNESS TO THE OUTSIDE WORLD (3:8-22; 4:3-11)</p> <p>Assignment due:</p> <ul style="list-style-type: none"> • Memorization/Translation quizzes on 3:13-16 • Pondering of 3:8-22, 4:3-11 and reading comments in Green • Reading Packet Set Four Individual Reading Reports on E-Campus 	<p>Outside Lecture (instructional material).</p>
<p>During the rest of the week and in preparation for the next class:</p>	<p>After the Memorization/Translation quizzes, we will look at the passage that actually forms the conclusion of Peter’s</p>	<p>Listen to the discussion on Roman slavery (BBC 4 “Roman Slavery.”</p>

<ul style="list-style-type: none"> • PREPARE with you team-mates for the debates (any final research?) • If you haven't already, read Green's comments on 2:13-17 and 3:1-6 • Begin reviewing your notes and slides in preparation for our last class; try to synthesize for yourself the message of the book and isolate and jot down remaining questions that you have. 	Household Code and also Peter's final instructions about how Christians should relate towards a watching, but potentially hostile, world. This theme is a recapitulation of some of the same concerns found in the Household Code—portions of which you will be debating next class!	Discussion Moderated by Melvyn Bragg) and take quiz.
DATE	IN CLASS	OUTSIDE-OF-CLASS OR ONLINE
Tuesday, 3/26/19	Topic: CHRISTIAN COMMUNITY AND CONDUCT IN AN "UNHOLY" ROMAN EMPIRE: BEARING WITNESS WITHIN SOCIETAL ROLES (2:(11)-17, 3:1-8A) Assignment due: THE DEBATES!!	
During the week this last week: <ul style="list-style-type: none"> • Study your notes handouts, and slides for the final. (Note: Objective portion will be closed book!) • Complete all your readings (important for the Synthesis portion of the exam) • Take the exam by Friday, midnight. 	We will devote the first 3 hours to the two debates. In the remaining time, we will seek to tie up loose ends with respect to 1 Peter (fielding question—and observations!—you might have) but also reflect on the relevance of ancient context and modern "social theory" for the understanding and proper application of the Bible.	By way of review and preparation for exam, listen to DaSilva's lecture on "1 Peter and Honor and Shame." And take quiz.
LAST DAY OF THE TERM: FRIDAY, MARCH 29, 2019—FINAL DUE DATE (11:59 PM)		
Note: All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work. See "Completion of Course Work" below for instructions on how to apply for an extension using the Variance Form found on E-Campus..		

STUDENT RESPONSIBILITY AND ACADEMIC POLICIES

1. **Academic Policies:** Students are fully responsible to know and follow all seminary rules, regulations, and deadlines published in the Academic Catalog and all requirements concerning their degree programs. See the e-campus home page.
2. **Course Syllabus:** Students are fully responsible to know and fulfill the requirements stated in the course syllabus. Students should email the professor about issues related to course work and deadlines during the course. See above under "completion of course work" for policies on course extensions.
3. **E-campus Course Site:** Students are fully responsible for course content and materials that are posted on the course site. Students are encouraged to check the course site frequently during the course. Students who experience difficulty accessing or using the E-campus should email helpdesk@biblical.edu and include their student ID# in their correspondence.
4. **Academic and General Integrity:** As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that the completion of all assignments and assessments are to reflect your own work. Students found guilty of cheating or plagiarism will receive a grade of zero on the assessment and will follow the process outlined in the Academic Catalog. See the Academic Catalog for more information on plagiarism and policies related to cheating and plagiarism.

5. **Student PC Security Statement:** Missio Seminary recognizes the need for computer use throughout the entire educational process today. Computers equipped with Internet access and applications that help deliver information and knowledge are vital. Students are encouraged to bring their electronic computing devices to campus to facilitate their course work and supplemental activities. Given the current climate of online dangers such as viruses, malware, phishing scams, and other related risks it is critical to secure all such devices regardless if they're being used on campus or not. Please take the appropriate steps to safeguard the security of your own electronic devices to protect the integrity of the student network on campus and provide a safe computing environment for everyone to use.

GRADING SYSTEM

To remain in good academic standing, a student must maintain the grade point average designated for his or her program.

MISSIO SEMINARY GRADING SYSTEM			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing