



Course Syllabus
WYB3... & WYB6... The Letters of Peter and Jude
Wycliffe College
Toronto School of Theology
Winter 2021

This class will be offered by remote access. Students will be expected to log in to regularly scheduled Zoom sessions.

Class attendance and participation in remote or synchronous online learning classes.

The same expectations for student engagement and participation which applies to in-class learning also apply to remote or synchronous learning situations. Students who log into the Zoom site but do not contribute during discussion times and are not visible through live video will not be counted as participating in the class. Please see information at <https://wycliffecollege.ca/remoteteaching>

Before proceeding you will require a webcam and microphone. Laptops have these by default. If you have a desktop you may need to purchase a webcam (webcams come with built in microphone).

Notice of video recording and sharing (Download and re-use prohibited)

Remote courses, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

Instructor Information

Instructor:	Stephen Chester, PhD.
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Course Identification

Course Number:	3000/6000 level
Course Format:	<i>In-class</i>
Course Name:	The Letters of Peter and Jude
Course Location:	St George Campus, Wycliffe College (5 Hoskin Avenue):
Class Times:	Tuesday, 10.00am – 1.00pm
Prerequisites:	None

Course Description

The course will introduce students to the text of the letters of Peter and Jude and to issues surrounding their interpretation. A range of scholarly approaches to interpreting the letters of Peter and Jude will be introduced, and issues explored will include authorship, literary relationships between the letters, literary relationships with other early Christian and Jewish texts, and the social and ecclesial contexts of the first readers. Careful attention will be paid to the theological perspectives and convictions expressed in the letters, with particular concern for (i) questions of Christology, (ii) the relationship of the churches with Greco-Roman society, and (iii) conflicts within the churches. The identity of Christ and the nature of the church, its common life and divisions, and its relationship with Greco-Roman society, will provide the principal foci of the course. This course also aims to assist students in apprehending the relevance of the letters of Peter and Jude in contemporary contexts.

Course Resources

Required Course Texts/Bibliography

- Eric F. Mason and Troy W. Martin (eds.), *Reading 1-2 Peter and Jude: A Resource for Students* (Atlanta: SBL, 2014)
- Karen Jobes, *1 Peter*, BECNT (Grand Rapids: Baker, 2005)
- Richard Bauckham, *Jude-2 Peter*, WBC 50 (Waco, TX: Word, 1983)

Course Website(s)

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

Course Methodology

The class is geared towards exploring significant issues in the scholarship of the letters of Peter and Jude while engaging closely with the text of the letters. Class sessions will be organized around a mixture of lectures and seminar-style discussion of texts. The lectures will provide students with an orientation to different approaches used in the study of the letters, especially as they relate to critical issues. The seminar discussions will explore selected texts in detail, relating their content to these approaches and issues. Alongside assigned readings relating to the topics covered by the lectures, students will complete an exegetical worksheet in preparation for each text seminar. This will involve the use of the required commentary and at least one other commentary. In this way students will have exposure both to a single important commentary on the letter (and to the way in which an interpretation of the letter as a whole may be constructed) and to a cross-section of the several excellent commentaries now available on the letters of Peter and Jude (and hence to a breadth of perspectives on the interpretation of the letters). The emphasis of the lectures, text seminars, and assessments is upon exegetical and theological interpretation, but other methodologies will be included (e.g. social-scientific approaches) and students given the opportunity to explore them. The learning of the class builds towards a final research paper in which students critically evaluate a major issue in the interpretation of the letters and its significance.

Course Learning Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students will be able to:	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statement of outcomes (MTS, MDiv):
critically assess scholarly debates concerning the origins (authorship, sources, contexts of recipients) of the Letters of Peter and Jude and articulate their significance for the interpretation of the letters.	Lectures, exegetical worksheets, text seminars, short paper, research paper.	MTS: 1.1, 1.2 MDiv: 1.1, 1.2 MA: 1 PhD: 1.1 ThM: 1.1, 1.2
analyze major issues addressed by the Letters of Peter and Jude, especially as they relate to the identity of Christ and to the nature of Christian community.	Lectures, exegetical worksheets, text seminars, short paper, research paper.	MTS: 1.1, 2.1 MDiv: 1.1, 1.2, 2.1, 2.2 MA: 1 PhD: 1.1, 5 ThM: 1.1, 1.2, 2.5
formulate their own critically informed exegesis of selected texts from the Letters of Peter and Jude.	Exegetical worksheets, text seminars, short paper	MTS: 1.1, 2.1 MDiv: 1.2, 2.1, 2.2 MA: 2 PhD: 2, 5 ThM: 2.3, 2.5

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
evaluate the significance of major issues in the interpretation of the Letters of Peter and Jude for church and society in contemporary contexts.	Lectures, text seminars, research paper	MTS: 1.4, 2.1 MDiv: 1.6, 2.1 MA: 2 PhD: 5 ThM: 2.2, 2.5

Evaluation

Requirements

The final grade for the course will be based on evaluations in the following areas:

- 10%** Participation
- 25%** Exegetical Worksheets
- 25%** Short Paper on 1 Peter 2:1-12
- 40%** Research Paper

- Participation: Students are expected to read 1 Peter by the end of the first week of the semester, to read 2 Peter and Jude by the end of reading week, to attend classes, to participate in class discussion, and to complete the required reading. A record of attendance will be kept, and a reading log submitted. The log is due on **Friday April 9.**
- The Old Testament, Christ, and the Church: Students will write an exegetical paper on 1 Peter 2:1-12. The paper is due on **Monday February 22.** The paper will pay particular attention to the extensive use of Old Testament texts in 1 Peter 2:1-12, especially their use to establish Christ's identity and that of the church. Further printed guidance will be provided. **Basic degree students** will write a paper of 1200 - 1500 words on the basis of the English text of 1 Peter and the Old Testament. The bibliography should include at least four commentaries. **Advanced degree students** will write a paper of 2200-2500 words on the basis of the Greek text of 1 Peter and the LXX. The bibliography should include four commentaries and at least two other scholarly secondary sources.
- Exegetical Worksheets: The instructor will provide exegetical worksheets to be studied in preparation for each class. Students will submit 8 of these exegetical worksheets during the semester. At least 4 worksheets must be on 2 Peter and Jude and the worksheet for week 3 (1 Peter 2:1-12) may **not** be used. Individual worksheets must be submitted at the class to which they relate (except for week 1, which will be accepted up until January 12). All students must include a bibliography of commentaries consulted with each worksheet. **Basic degree students** should use the required commentary plus one other and will comment on the English text.

Advanced degree students should use the required commentary plus two others and will comment on the Greek text. Worksheets for advanced degree students will include as appropriate questions concerning lexical issues, issues of syntax and translation, and textual criticism.

- Final Research Paper. **Basic degree students** will write a research paper of 3000 - 3500 words on one of the critical questions concerning the study of the letters of Peter and Jude listed below. **The paper is due on Monday March 29.** Further printed guidance as to how students are to approach the paper will be provided. However, students should use at least six scholarly secondary sources. **Advanced degree students** will write a research paper of 4000 – 4500 words with a bibliography of at least ten scholarly secondary sources. Students will select from the following questions:

- (i) Who wrote the letters of Peter and Jude and when? Why is the question significant?
- (ii) Do the relevant texts in the Petrine letters provide a convincing biblical basis for the claim of the creed that Jesus ‘descended into hell’?
- (iii) Is the description of the first readers of 1 Peter as ‘aliens and exiles’ (2:11, see also 1:1, 1:17) metaphorical or literal? What difference does your answer make to the interpretation of the letter?
- (iv) What does 1 Peter teach about suffering as a Christian? Is its legacy positive or negative today?
- (v) What kind of stance towards wider society is advocated in 1 Peter? What consequences might your answer have for Christian attitudes today?
- (vi) Does 2 Peter 1:3-4 provide an adequate basis for a soteriology in which *theosis* or divinization is a central category? What consequences might your answer have for contemporary presentations of the gospel?
- (vii) What does 2 Peter 3 teach about the future of creation? What is at stake in the discussion?

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale:

A+	(90-100)	Profound & creative
A	(85-89)	Outstanding
A-	(80-84)	Excellent

B+	(77-79)	Very Good
B	(73-76)	Good
B-	(70-72)	Satisfactory at a post-baccalaureate level
FZ	(0-69)	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Up until a week after submission deadlines, one percentage point per day will be deducted from the assignment grade if an extension has not been requested by the stated deadline. Beyond the end of the first week a further 10% will be deducted from the assignment grade for each week or part of a week. However, no late work will be accepted without an approved extension after Friday April 9.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf, policies found in the TST conjoint program handbooks, or college grading policy.

Additional Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make back-up copies of all papers before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Evaluations. At the end of the course students are expected to complete a course evaluation. The evaluation is done online, and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.

Course Schedule

Week	Date	Lecture Topic	Text Seminar	Assigned Readings
1	January 4 10.00am-1.00pm	Syllabus Review, Authorship and Date of 1 Peter	1 Peter 1:1-12	L. Donelson, "Gathering Apostolic Voices," in Mason & Martin, 11-26
2	January 11 10.00am-1.00pm	The First Readers of 1 Peter and their Situation	1 Peter 1:13-25	D. Horrell, "Ethnicity, Empire, and Early Christian identity," in Mason & Martin, 135-50
3	January 18 10.00am-1.00pm	The Sources of 1 Peter	1 Peter 2:1-12	D.G. Horrell, <i>1 Peter</i> (New York: T&T Clark, 2008), 31-44
4	January 25 10.00am-1.00pm	The Christology of 1 Peter	1 Peter 2:13-25	S.J. Kraftchick, "Reborn to a Living Hope" in Mason & Martin, 83-98
5	February 1 10.00am-1.00pm	Household Codes in Early Christianity and the Ethos of 1 Peter	1 Peter 3:1-17	N. Pardee, "Be Holy, for I am Holy" in Mason & Martin, 113-34
6	February 8 10.00am-1.00pm	"He descended into hell" - Does the Apostle's Creed reflect the Teaching of 1 Peter 3:16-4:6?	1 Peter 4:4-19, 5:1-11	J. Dennis, "Cosmology in the Petrine Literature and Jude" in S. McDonough & J.T. Pennington, eds., <i>Cosmology and New Testament Theology</i> (New York: T&T Clark, 2008), 157-77
7	Reading Week			
8	February 22 10.00am-1.00pm	The Authorship, Date, and Relationship of Jude and 2 Peter	Jude 1-7	J. Knight, <i>2 Peter and Jude</i> (Sheffield,

				Academic Press, 1995), 9-36
9	March 1 10.00am-1.00pm	The Sources of Jude and 2 Peter	Jude 8-16	E. Mason, "Biblical and Nonbiblical Traditions" in Mason & Martin, 181-200
10	March 8 10.00am-1.00pm	The Place of Jude and 2 Peter in the Canon and the Development of Early Christianity	Jude 17-25	W. Grunstaedl & T. Nicklas, "The History of Reception" in Mason & Martin, 215-28
11	March 15 10.00am-1.00pm	2 Peter and Theosis: Salvation as Divinization	2 Peter 1:1-11	W. Corbin Reuschling, "The Means and End in 2 Peter 1:3-11: The Theological and Moral Significance of Theōsis" in <i>Journal of Theological Interpretation</i> 8.2 (2014), 275-86
12	March 22 10.00am-1.00pm	False Teachers in Jude and 2 Peter	2 Peter 2:1-22	P. Davids, "Are the Others too Other?" in Mason & Martin, 201-14
13	March 29 10.00am-1.00pm	Renewal or Replacement: What does 2 Peter 3 teach about the Future of Creation?	2 Peter 3	K. Coblentz-Bautch, "Awaiting a New Heavens and a New Earth" in Mason & Martin, 63-82

Bibliography

1 PETER

Exegetical Commentaries

- P.J. Achtemeier, *1 Peter: A Commentary on First Peter*, Hermeneia (Philadelphia: Fortress Press, 1996)
- P. Davids, *The First Epistle of Peter*, NICNT (Grand Rapids, Mich.: Eerdmans, 1990)
- L.R. Donelson, *I and II Peter and Jude* New Testament Library (Louisville: WJKP, 2010)
- J.H. Elliott, *1 Peter*, Anchor Bible (New Haven: Yale UP, 2000)
- J.R. Michaels, *1 Peter*, WBC 49 (Waco, Texas: Word Books, 1988)

Theological Expositions / Application

- D. Edwards, *1 Peter*, Story of God Commentary Series (Grand Rapids: Zondervan, 2017)
- R. Feldmeier, *The First Letter of Peter* (Waco: Baylor, 2008)
- C. G. Gonzalez, *1 & 2 Peter and Jude*, Belief Commentary Series (Louisville: WJKP, 2010)
- L. Goppelt, *A Commentary on 1 Peter* (Grand Rapids, Mich.: Eerdmans, 1993)
- J. B. Green, *1 Peter*, Two Horizons (Grand Rapids, Mich.: Eerdmans, 2007)
- D. Harink, *1 and 2 Peter*, Brazos Theological Commentary (Grand Rapids: Baker, 2009)
- D.G. Horrell, *The Epistles of Peter and Jude*, Epworth Commentaries (Peterborough: Epworth Press, 1998)
- S. McKnight, *1 Peter*, NIVAC (Grand Rapids, Mich.: Zondervan, 1996)
- P. Perkins, *First and Second Peter, James, and Jude*, Interpretation Series (Louisville, Kentucky: WJKP, 1995)
- R. Skaggs, *1 Peter, 2 Peter, Jude*, Pentecostal Series (New York: Continuum, 2004)
- D.F. Watson and T. Callan, *First and Second Peter*, Paideia (Grand Rapids: Baker, 2012)

Other Literature

- DL Balch, *Let Wives be Submissive: The Domestic Code in 1 Peter* (Atlanta: Scholar's Press, 1981)
- A.N. Chester R.P. Martin, *The Theology of the Letters of James, Peter and Jude*. (Cambridge: University Press, 1994)
- W.J. Dalton, *Christ's Proclamation to the Spirits: A Study of 1 Peter 3:18-4:6* (2nd edition; Rome: Pontifical Biblical Institute, 1989)
- J de Wall Dryden, *Theology and Ethics in 1 Peter* (Tübingen: Mohr Siebeck, 2006)
- J.H. Elliott, *A Home for the Homeless: A Sociological Exegesis of 1 Peter, Its Situation and Strategy* (London: SCM, 1981)
- J.H. Elliott, 'Social-Scientific Criticism of a Biblical Text: 1 Peter as an Example' in *Social-Scientific Criticism of the New Testament* (London: SPCK, 1993), 70-86 // Re-printed in D.G. Horrell (ed.) *Social-Scientific Approaches to New Testament Interpretation* (Edinburgh: T & T Clark, 1999)
- P.A. Holloway, *Coping with Prejudice: 1 Peter in Social-Psychological Perspective* (Tübingen: Mohr Siebeck, 2009)
- K.M. Hockey, *The Role of Emotion in 1 Peter* (Cambridge: Cambridge University Press, 2019)
- D.G. Horrell, *1 Peter*, New Testament Guides (New York: T&T Clark, 2008)
- D.G. Horrell, *Becoming Christian: Essays on 1 Peter and the Making of Christian Identity* (London: T&T Clark, 2013)
- K.D. Liebengood, *The Eschatology of 1 Peter: Considering the Influence of Zechariah 9-14* (Cambridge: CUP, 2014)
- C. Pierce, *Spirits and the Proclamation of Christ* (Tübingen: Mohr Siebeck, 2011)

- T. Seland, *Strangers in the Light: Philonic Perspectives on Christian Identity in 1 Peter* (Leiden: E.J. Brill, 2005)
- S.T.J. Smith, *Strangers to Family: Diaspora and 1 Peter's Invention of God's Household* (Waco, TX: Baylor University Press, 2016)
- C.H. Talbert, *Perspectives on First Peter* (Macon: Mercer University Press, 1986)
- M. Volf, 'Soft Difference: Theological Reflections on the Relation between Church and Culture in 1 Peter', *Ex Auditu* 10 (1994), 15-30 (available online at www.northpark.edu/sem/exauditu/resources.html)
- R.L. Webb and B. Bauman-Martin (eds.), *Reading First Peter with New Eyes: Methodological Reassessments of the Letter of First Peter* (New York and London: Continuum, 2007)
- T.B. Williams, *Persecution in 1 Peter: Differentiating and Contextualizing Early Christian Suffering* (Leiden: Brill, 2012)
- T.B. Williams, *Good Works in 1 Peter: Negotiating Social Conflict and Christian Identity in the Greco-Roman World* (Tübingen: Mohr Siebeck, 2014)

2 PETER AND JUDE

Exegetical Commentaries

- P. Davids, *The Letters of 2 Peter and Jude*, PNTC (Grand Rapids: Eerdmans, 2006)
- G. Green, *Jude and 2 Peter*, BECNT (Grand Rapids: Baker, 2008)
- D. Harrington, *1 Peter, Jude and 2 Peter*, Sacra Pagina (Collegeville: Liturgical Press, 2003) (in one volume with D. Senior's commentary on 1 Peter)
- R. Harvey and P.H. Towner, *2 Peter and Jude*, IVP New Testament (Downer's Grove: IVP, 2009)
- J. Neyrey, *2 Peter, Jude* Anchor Bible (New York: Doubleday, 1993)

Theological Expositions / Application

- D. DeSilva, *James and Jude*, Paideia (Grand Rapids: Baker, 2012) (Jude only, in one volume with John Painter on James)
- S. Kraftchick, *Jude and 2 Peter*, ANTC (Nashville: Abingdon, 2002)
- D. Moo, *2 Peter, Jude*, NIVAC (Grand Rapids: Zondervan, 1996)
- R. A. Reese, *2 Peter and Jude*, Two Horizons (Grand Rapids: Eerdmans, 2007)
- R. Saarinen, *The Pastoral Epistles with Philemon and Jude*, Brazos Theological Commentary (Grand Rapids, Baker, 2008) (Jude only, in one volume including the Pastoral Epistles and Philemon)
- R. Skaggs, *1 Peter, 2 Peter, Jude*, Pentecostal Series (same volume as for 1 Peter, New York: Continuum, 2004)

Other Literature

- E. Adams, *The Stars will Fall from Heaven: Cosmic Catastrophe in the New Testament and its World* (New York and London: Continuum, 2007)
- R. Bauckham, *Jude and the Relatives of Jesus in the Early Church* (Edinburgh: T&T Clark, 1997)

- R.L. Webb and B. Bauman-Martin (eds.), *Reading Second Peter with New Eyes: Methodological Reassessments of the Letter of First Peter* (New York and London: Continuum, 2010)
- J.D. Charles, *Virtue Amidst Vice: The Catalog of Virtues in 2 Peter 1* (Sheffield: Academic Press, 1997)
- M.J. Gilmour, *The Significance of Parallels between 2 Peter and other Early Christian Literature* (Leiden: Brill, 2002)
- J. Knight, *2 Peter and Jude* (New Testament Guides; Sheffield: Sheffield Academic Press, 1995)
- A. Robinson, *Jude on the Attack: A Comparative Analysis of the Epistle of Jude, Jewish Judgement Oracles, and Greco-Roman Invective* (New York: T&T Clark, 2017)