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Office: no campus office
Telephone: 617 237-0105
Schedule: online, asynchronous
Room: online

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a worldview that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
This course considers significant questions in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands. ONLINE COURSE

Course Objectives
1. Through readings, lectures and discussions, students will develop an informed and reflective perspective on Christian faith and Christian history.
2. Throughout the course students will engage others of different beliefs in civil discourse and with a catholic spirit.
3. Through readings, lectures and discussions, students will become familiar with key events and persons in the development of Christianity.
4. Students will investigate key theological doctrines as they come into focus in the development of Christian theology.
5. The student will demonstrate awareness of the various manifestations of Christianity across cultural settings and will learn the impact of culture, gender, and age on Christian theology and history.
6. The student will demonstrate awareness of the ethical implications of Christian theology and history. Through a careful examination of primary texts from Christian history, students will explore the importance of compassion and justice across the spectrum of Christian history.

Grading
Discussion, Reading, Attendance and Participation: 150 points
Least of These Reflection Paper: 100 points
Congregational Visit Experience Paper: 50 points
Systematic Reflection Paper: 100 points
Proctored Final Examination 100 points
Total possible points: 500

Grades: A (460-500), A- (450-459), B+ (440-449), B (410-439), B- (400-409), C+ (390-399), C (360-389), C- (350-359), D (300-349), F (0-299).

WCAS Grading System
The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00), failure.

Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known the HELP Desk located in the Campus Technology Resource Center (CTRC) in O’Neill Library will issue a new one. The CTRC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

Text(s)/Readings (Required)

Text(s)/Readings (Recommended: Purchase optional, excerpts provided in class)
Augustine, Confessions
Flavius Josephus, The Antiquities of the Jews
Perpetua, The Martyrdom of Perpetua

Important Policies
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

Written Work
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.
Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Each week students will be expected to participate in active dialogue concerning the readings, lectures and course material. This requirement is equivalent to classroom attendance and participation, and it plays a critical role in this online environment.

Online learning is a challenge, and the environment of online classes requires careful maintenance and attention from all participants. Respectful online etiquette is absolutely mandatory. This course visits sensitive issues and provides theological challenges that require students to be open and vulnerable to one another in the class. Students must respect and honor the explorations and ideas that are discussed in the forums, and find ways to communicate with grace and warmth even when disagreeing. Furthermore, regular attention to conversational dynamics is required in the class. This means responses must be timely. Nothing undermines online learning as thorough as unanswered questions and incomplete conversations. Though the course is often asynchronous, students are expected to read and post in discussions several times each week so conversational threads don’t go cold. If a student does not meet class participation standards in an online environment, the professor may automatically fail the student.

Online courses rely on thoughtful and regular reflections on the course material. Students are expected to read online posts almost every day, and post meaningful, high quality responses at least three days each week. Attendance will be reflected in weekly discussion forum grades.

Deadlines
Late Work Policy: Papers will lose 10% possible value for every day late. Extensions will be denied except for reasons involving severe illness or a death in the family. No papers will be graded that are more than 5 days late. Late papers will receive a truncated evaluation, which means less commentary and explanation for scores and evaluations given. All papers due at midnight (Boston time) on the dates indicated in the syllabus.

Course Assignments (readings, exercises and/or experiences)
It is expected that 8 hours per week of your study time out will be spent on out of class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester. In online courses “examinations” are less useful than measured assessment of student engagement in the material. The following three

1. Course Discussion (150 points – accumulated through 30 different dialogues)
Quality responses are considered discussion posts that either present a new topic/thread, or critically reflect on another person’s post or the professor’s questions. For posts to count toward participation and attendance, they should be several sentences long. Conversational discourse is acceptable, but students should edit and proofread posts before they are submitted. Spelling and
grammar problems often derail good conversation.

The course schedule below outlines the posting expectations for each week.

Discussion will be scored as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>5 points</td>
<td>students read all assigned readings, respond thoroughly to each question, and interact thoughtfully with other students.</td>
</tr>
<tr>
<td>4</td>
<td>strong achievement of assignments and readings; a few responses could have been more probing or thoughtful. If any of your assignments are late you cannot receive higher than a 4.</td>
</tr>
<tr>
<td>3</td>
<td>satisfactory achievement of assignments and responses, though several areas could have shown more thoughtful and careful reflection. Late work will quickly lower your grade to this level.</td>
</tr>
<tr>
<td>1-2</td>
<td>some late or missing work, or unsatisfactory responses. Significant missing work or failure to interact responsibly and helpfully with the class.</td>
</tr>
<tr>
<td>0-1</td>
<td>unsatisfactory performance in this aspect of the course.</td>
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</tbody>
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2. Least of These Reflection (100 points)

Write a four-page (1200 word minimum) reflection on one (or at the most two) of the readings in Eric Severson’s collection *The Least of These: Selected Readings in Christian History*. Reflect at length on the theological issues and controversies at work in the reading. *The Least of These* is a collection of readings that all include some reference to Jesus’ parable in Matthew 25, in which Jesus praises those who have served “the least of these my brothers and sisters.” This paper is an opportunity to demonstrate a thoughtful, careful and faithful reading of a document from Christian history. This paper should be written carefully and according to the same written standards as the term paper (see above).

Avoid general assessments of the book or the reading itself, using this reflection paper to reveal your careful engagement of a narrow slice of the arguments made by one (or at the most two) of these authors. Though not required per se, external resources may be necessary to validate claims made in this reflection paper, or to confirm historical and theological issues that arise in the reading. Students should utilize the Chicago (Turabian) writing style for formatting and citations. All papers should include a full heading (name, date, course, assignment), be double-spaced and be carefully proofread and polished before submission (consider using this online tool for citation formatting: http://www.bibme.org/chicago). As with all academic writing, students should develop a narrow and clearly stated thesis, an obvious outline for the agenda of the paper, and support all claims with quotations and references to the book. Though some summary of the text is necessary to provide a reflection and response, the majority of the thoughts expressed in the paper should be student reflections.

Papers will be graded according to the following rubric:

Grammar, spelling, sentence structure, readability, consistency of notations/spacing/pagination (20%)
Careful engagement of the text(s) under consideration (20%)
Logical connectedness of the paragraphs/points, visibility of a structure/outline, transitions between points/paragraphs (20%)
Thesis development, quality of argument, appropriate length/word count (20%)
Strength of conclusions, scope of argument (20%)

3. Congregational Worship Experiences

Students are required to make two “field trip” visits to worship services of congregations listed below. Since this assignment is intended to expand the exposure of students to the diversity of Christian liturgy, it is best to visit churches that are not in the same grouping as the denomination that you typically attend. In response to one of your visits, you will write a brief (approximately 1200 word)
paper in which you offer your own observations of the worship service; for example, write what you noted about the congregation itself, the style and content of the worship, the use of Scripture or other printed texts, what is said about (or to) Christ, what role art and architecture seem to play in this congregation’s life and worship, the behavior and sermon of the minister, priest or worship leader, etc. Pay particular attention in your paper to the different ways that each congregation appropriates theological and historical aspects of the Christian tradition. In your papers avoid generalizing your experience to the whole denomination. Be slow to judge and quick to listen. Students, in the evaluation of their experiences, are encouraged to make reference to course textbooks or other resources. Students should utilize the Chicago (Turabian) writing style for formatting and citations. All papers should include a full heading (name, date, course, assignment), be double-spaced and be carefully proofread and polished before submission.

<table>
<thead>
<tr>
<th>Congregational worship visit possibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1:</strong> Roman Catholic, Orthodox (Greek, Russian, Coptic, Armenian, etc.), Episcopal</td>
</tr>
<tr>
<td><strong>Group 2:</strong> Presbyterian, Lutheran, Christian Reformed, United Methodist, United Church of Christ, Congregational Church, Christian Church (Disciples).</td>
</tr>
<tr>
<td><strong>Group 3:</strong> Southern (or General) Baptist, Friends, Seventh-day Adventist, Assemblies of God, Free Methodist, Nazarene, Foursquare, charismatic, Pentecostal, non-denominational congregations.</td>
</tr>
</tbody>
</table>

There may be possibilities other than these listed; however, please check with your instructor before visiting a church congregation not listed above. In order to gain the richest experience from this assignment, you are requested *not* visit congregations that are in the same grouping as the denomination most familiar to you.

4. **Systematic Reflection Paper**

Write a formal research paper of at least 2,250 words (12pt, double space, 1” margin, conformed to Turabian) reflecting on a theological topic that springs directly from the texts or class discussion. The paper should demonstrate rigorous and careful research regarding some doctrinal issue within Christian theology. Students should obtain approval through email for the topic before writing this paper. This paper should traverse some of the critical doctrines and developments that were discussed in class, but should not be an attempt to summarize these issues but rather to show that the students is moving from classroom theological discussion into creative and personal theological analysis. Avoid topics that are broad and general; focus instead on topics that are as specific and focused as possible. The paper should include at least six bibliographic references to demonstrate research and reading outside of the parameters of the course reading.

Students are encouraged to contact the professor by email to propose a topic for research. Students should avoid generic and broad term paper topics (i.e. “The Trinity” or “The Sacraments”) and strive to write a paper that explores the issue with significant creativity and depth (i.e. “Pelagianism Today,” “Revisiting Nicaea,” “Augustine and Women,” “The Sacrament of Marriage,” “Arianism and the Matrix Movies,” etc.). Topics can be related to issues discussed in class, but should be much narrower and deeper in scope.

Common problems on this assignment include: 1) failing to identify which theological issues are active in a particular debate, 2) failing to identify a clear thesis and itinerary for the paper, 3) lacking proper research and resources, particularly from the field of theology, and 4) lacking adequate editing, formatting and paper structure. These problems will result in significant deductions. The professor cannot stress in strong enough terms the danger and consequences of plagiarism on this assignment. An exhaustive description of what Dr. Severson considers plagiarism is linked as “Avoiding Plagiarism” in the course modules. Various writing tools, including a “Writing Guide” website built by Dr. Severson,
will also be made available in the course modules.

Systematic Reflection papers will be scored according to the following grading rubric:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar, spelling, sentence structure, readability, consistency of</td>
<td>20%</td>
</tr>
<tr>
<td>notations/spacing/pagination</td>
<td></td>
</tr>
<tr>
<td>Quality of research, accuracy of citations, connection of thesis to the</td>
<td>20%</td>
</tr>
<tr>
<td>scholarly field, use of primary sources</td>
<td></td>
</tr>
<tr>
<td>Logical connectedness of the paragraphs/points, visibility of a structure/outline, transitions between points/paragraphs</td>
<td>20%</td>
</tr>
<tr>
<td>Thesis development, quality of argument, appropriate length/word count</td>
<td>20%</td>
</tr>
<tr>
<td>Strength of conclusions, scope of argument (whether or not the paper</td>
<td>20%</td>
</tr>
<tr>
<td>accounts for the range of opinions on the topic), overall presentation</td>
<td></td>
</tr>
<tr>
<td>of thesis</td>
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5. **Proctored Final Exam** (100 points):

During the final week of the course students will take a final exam, utilizing an approved proctor. The final exam will be a cumulative test, with most of the focus on student comprehension and application of theological issues. The exam will be composed of eight essay questions, and students will be required to respond to five of the eight essay prompts (20 points per response).

Students must find their own proctor for this exam, and get emailed approval from the professor to use this person to supervise the exam. In your request, please copy-in the proctor and provide a brief introduction. The exam will be typed, taken under the supervision of the approved proctor, and emailed upon completion to the professor. The exam is “closed book;” no notes or resources may be accessed during the examination period. In the week before the final exam the professor will provide a thorough summary of the topics to be covered on the exam.
Course Schedule

Unit 1: Before Nicaea: The Early Mothers and Fathers of the Church

Week 1: August 31-September 5

Monday
- Watch “Course Introduction” video
- Read the “Meet your Instructor” page
- Post on the “Introduce yourself” forum

Tuesday
- Interact with several classmates in the “Introduce yourself” forum
- Watch mini-lecture on “The Hebrew Heritage”
- Read Placher 1-19

Wednesday
- Reading Discussion Forum: Week 1, Forum 1. Three quality posts required, along with ongoing conversation (always part of the conversation expectation). The discussion thread is a great place to experiment with ideas and opinions, and to generously encourage similar contributions from your classmates. Please do not limit your postings to this numeric requirement – be a good conversation partner, even if it means you “speak up” more than can be required in the syllabus. Students should write specific posts (quotations from the book help!) about ideas or examples in the book that were interesting, controversial, challenging, offensive, etc. Students may post their “three quality discussion posts” in many different ways. Feel free to post thoughts on the lecture as well as the reading assignment. Try to bring a unique perspective to the discussion and feel free to experiment with ideas in these open forums.

Thursday
- Watch mini-lecture on “The Least of These”
- Read Severson vii-xvii and 1-8
- Reading Discussion Forum: Week 1, Forum 2. Three quality posts required, along with ongoing conversation in the forums from earlier in the week. Create your own discussion thread or participate meaningfully in the threads created by classmates. You may post about the lecture or about the reading. The compilation The Least of These was collected with discussion in mind, and each of the readings is followed by a series of questions that are intended to stimulated dialogue. When readings appear in the syllabus from The Least of These, students are encouraged to respond to some (not all) of the questions provided. The key is to stimulate meaningful theological discussion about these readings, along with close and careful analyses of the original documents. Please pay attention to the threads that you have started and the threads that you have commented on. Few things are more detrimental to online learning than dangling questions and lively conversations that have been abandoned.

Friday/Saturday
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). By now, dozens of important discussions are underway in the three discussion forums from this week. Please use the time between Friday and Saturday evening to participate in several of these conversations.
Week 2: September 7-12

Monday
- Labor Day – no coursework

Tuesday
- Watch mini-lecture on “Paul’s Catapult”
- Read Placher 12-31

Wednesday
- Reading Discussion Forum: Week 2, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.

Thursday
- Watch mini-lecture on “Borrowing Philosophy’s Language”
- Read Josephus Excerpt (Supplemental Reading #1)
- Read Severson 25-32
- Continue conversations from Forum 1.
- Reading Discussion Forum: Week 2, Forum 2. Three quality posts required, along with ongoing conversation in the forums from earlier in the week. Create your own discussion thread or participate meaningfully in the threads created by classmates. You may post about the reading from the lecture, The Least of These text or from the Josephus reading. Please pay attention to the threads that you have started and the threads that you have commented on. Please provide pertinent quotations when you are commenting on passages and themes.

Friday/Saturday
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). By now, dozens of important discussions are underway in the three discussion forums from this week. Please use the time between Friday and Saturday evening to participate in several of these conversations.

Week 3: September 14-19

Monday
- Watch mini-lecture “Charisma vs. Heirarchy”
- Read Placher, 33-41
- Read Severson 35-39

Tuesday
- Reading Discussion Forum: Week 3, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.

Wednesday
- Watch mini-lecture: “Wrestling with Plato”
- Read Placher 43-53

Thursday
- Reading Discussion Forum: Week 3, Forum 2. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Pay attention to conversations underway from earlier in the week.

Friday/Saturday
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.
Week 4
September 21-26

Monday
- Watch mini-lecture “Showdown at Nicaea”
- Read Placher 55-72
- Read Severson 41-47

Tuesday
- Reading Discussion Forum: Week 4, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.

Wednesday
- Listen to Jaroslav Pelikan podcast on “The Need for Creeds”: http://www.onbeing.org/program/need-creeds/211
- Read the entry for the Nicene Creed on Wikipedia (you can’t always trust Wikipedia in academic work, but this article is excellent: https://en.wikipedia.org/wiki/Nicene_Creed)

Thursday
- Reading Discussion Forum: Week 4, Forum 2. Three quality posts required, along with ongoing conversation.

Friday/Saturday
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.

Unit 2: After Nicaea: Augustine, the Cappadocians and the Monastic Way

Week 5
September 28-October 3

Monday
- Watch mini-lecture “Eastern Orthodoxy”
- Read Placher 73-89
- Severson 49-58

Tuesday
- Reading Discussion Forum: Week 5, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.

Wednesday
- Watch mini-lecture: “Greg, Greg, Macrina and Basil: the Cappadocians”
- Read Severson 57-62

Thursday
- Reading Discussion Forum: Week 5, Forum 2. Three quality posts required, along with ongoing conversation.

Friday/Saturday
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.
Week 6
October 5-10

Monday
- Watch mini-lecture: “Introducing Augustine”
- Read Placher 91-102

Tuesday
- Reading Discussion Forum: Week 6, Forum 1. Three quality posts required, along with
ongoing conversation. Feel free to post thoughts on the lecture as well as the reading
assignment. Keep in mind that posts with general comments are less helpful than
specific reactions, with quotations and clear points.

Wednesday
- Watch mini-lecture: “Augustine and Sin”
- Read Severson 73-77 and 91-103

Thursday
- Reading Discussion Forum: Week 6, Forum 2. Three quality posts required, along with
ongoing conversation. Feel free to post thoughts on the lecture as well as the reading
assignment.

Friday/Saturday
- Post at least three substantive comments in Forum 1 and three substantive comments in
Forum 2 (at least six total). Use the time between Friday and Saturday evening to
participate in several of these conversations.

Week 7
October 12-17

Monday
- Columbus Day: no classwork

Tuesday
- Watch mini-lecture “Systematic Interlude: Women on the Margins”
- Read Severson 79-90
- Read Supplemental Reading #2: Perpetua
- Read Supplemental Reading #3: Karen King
- Reading Discussion Forum: Week 7, Forum 1. Three quality posts required, along with
ongoing conversation. Feel free to post thoughts on the lecture as well as the reading
assignment. Keep in mind that posts with general comments are less helpful than
specific reactions, with quotations and clear points.

Wednesday
- Watch mini-lecture “The Monastic Way”
- Read Severson 129-147 and 175-179

Thursday
- Reading Discussion Forum: Week 7, Forum 2. Three quality posts required, along with
ongoing conversation. Feel free to post thoughts on the lecture as well as the reading
assignment.

Friday/Saturday
- Post at least three substantive comments in Forum 1 and three substantive comments in
Forum 2 (at least six total). Use the time between Friday and Saturday evening to
participate in several of these conversations.
Unit 3: Medieval Innovations

Week 8
October 19-24

Monday
- Watch “Paper preparation” video
- Watch mini-lecture: “Systematic Interlude: God Economic and God Immanent: Two Approaches to the Doctrine of the Trinity”
- SR #4: Catherine Mowry LaCugna

Tuesday
- Reading Discussion Forum: Week 8, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.

Wednesday
- Watch mini-lecture: “The Eucharistic Controversy”
- Placher 103-117

Thursday
- Reading Discussion Forum: Week 8, Forum 2. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.

Friday/Saturday
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.
- Least of These Reflection Paper Due on Saturday at midnight Eastern. Please pay close attention to the assignment description in the syllabus above.

Week 9
October 26-31

Monday
- Watch mini-lecture: “The Atonement”
- Read SR #5: Derek Flood: http://therebelgod.com/CrossPaper.pdf

Tuesday
- Reading Discussion Forum: Week 9, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.

Wednesday
- Watch mini-lecture: “Introducing St. Thomas Aquinas”
- Read Placher 119-152

Thursday
- Reading Discussion Forum: Week 9, Forum 2. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.

Friday/Saturday
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.
**Week 10**
**November 2-7**

**Monday**
- Read Severson 161-174

**Tuesday**
- Reading Discussion Forum: Week 10, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.

**Wednesday**
- Watch mini-lecture: “Julian of Norwhich”
- Read Severson 181-198

**Thursday**
- Reading Discussion Forum: Week 10, Forum 2. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.

**Friday/Saturday**
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.

**Week 11**
**November 9-14**

**Monday**
- Watch movie: “Luther”: [http://goo.gl/JK8EqU](http://goo.gl/JK8EqU) ($2.99 to stream of Amazon, but you can probably get it at a library or elsewhere if you look)
- Read Placher 153-169

**Tuesday**
- Reading Discussion Forum: Week 11, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.

**Wednesday**
- Watch mini-lecture: “Luther’s Hammer”
- Read Severson 199-212

**Thursday**
- Reading Discussion Forum: Week 11, Forum 2. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.

**Friday/Saturday**
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.
Week 12
November 16-21

Monday
- Watch: “Preparing a Congregational Visit Paper”
- Watch mini-lecture: Catholic Reformation: 
  https://www.youtube.com/watch?v=xHjVsNFE60U
- Read Placher 171-186

Tuesday
- Reading Discussion Forum: Week 12, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.

Wednesday
- Watch mini-lecture: “Introducing John Calvin”
- Read Placher 187-201

Thursday
- Reading Discussion Forum: Week 12, Forum 2. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.

Friday/Saturday
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.

Week 13
November 23-28

Monday
- Watch mini-lecture: “Calvinism and Arminianism”
- Severson 213-222

Tuesday
- Reading Discussion Forum: Week 13, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.

Wednesday-Saturday: Thanksgiving Recess – no online discussions

Week 14
November 30-December 5

Monday
- Watch mini-lecture: “Introducing John Wesley”
- Read Placher 203-217
- Read Severson 233-245

Tuesday
- Reading Discussion Forum: Week 14, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.
Wednesday
- Watch mini-lecture: “Christianity in America”
- Read Placher 203-217
- Read Severson 233-245

Thursday
- Reading Discussion Forum: Week 14, Forum 2. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.

Friday/Saturday
- Post at least three substantive comments in Forum 1 and three substantive comments in Forum 2 (at least six total). Use the time between Friday and Saturday evening to participate in several of these conversations.

Week 15
December 7-12

Monday
- Watch “Final Exam Preparation” video
- Secure approval for your final examination proctor
- Watch mini-lecture: “Vatican II”
- Read Placher 249-262
- Read SR #6: Vatican II

Tuesday
- Reading Discussion Forum: Week 15, Forum 1. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment. Keep in mind that posts with general comments are less helpful than specific reactions, with quotations and clear points.

Wednesday
- Read Placher 249-274

Thursday
- Reading Discussion Forum: Week 15, Forum 2. Three quality posts required, along with ongoing conversation. Feel free to post thoughts on the lecture as well as the reading assignment.

Friday
- Final Examination, completed by Friday, midnight.

Week 16
December 14 only
- Submit Systematic Reflection Paper by Monday, December 14, midnight. Pay close attention to the requirements for this paper outlined in the syllabus above.