Course Description
This course is the first in a two-course sequence, which offers a comprehensive introduction to the conciliar tradition of the Roman Catholic Church. This first course covers the period beginning with the first-century Council of Jerusalem and ending with the thirteenth-century Fourth Lateran Council (1215), offering an historically-schematized overview of the ecumenical and Catholic councils of the period in question. This course attends to the evolution of councils as a means for church governance, decision-making, and conflict resolution. It also attends to the central doctrinal developments which the councils generated, including such doctrines as the Trinity, Christology, Eucharist, Church, papacy, sin-grace. Finally, the course situates these conciliar traditions within their wider historical, political, and cultural contexts. In this way, the course provides a comprehensive introduction to the history of the Catholic Church and its central theological tenets.

Course Objectives
This first semester of a two-course sequence aims to provide a comprehensive and thorough introduction to the conciliar tradition of the Catholic Church in the first millennium, from its ancient beginnings through the Fourth Lateran Council of 1215. Students will acquire an understanding of:

1. The role and significance of the conciliar tradition in Catholic theology and in the “development of doctrine.”
2. The hermeneutics of conciliar documents
3. The doctrinal content (e.g., Trinity, Christology, Church, Eucharist, etc.) of the major Catholic councils (e.g., Nicaea, Chalcedon, Lateran IV).
4. A basic overview and introduction to the history of the Catholic Church during this period.

This course aims to fulfill the general “learning goals” of the Theology Dept. as follows:

1. Students will be able to demonstrate knowledge of creeds and major theological developments of the Roman Catholic tradition, through engagement with the major Catholic councils and their central documents.
2. The student will demonstrate the ability to engage empathetically/charitably, as well as critically/evaluatively with past eras, and will so acquire certain intellectual habits and moral sensibilities related both to cross-cultural encounter and to ethical interaction with the “other.”
**Grading Scale (letter grade value)**

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Value</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
<td>94</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<td>80-82</td>
<td>82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
<td>79</td>
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<tr>
<td>C</td>
<td>73-76</td>
<td>76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
<td>62</td>
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</tbody>
</table>

**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- (0.67), passing but unsatisfactory; F (0.00), failure; I (0.00), incomplete; F (0.00), course dropped without notifying office; W (0.00), 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 (0.00), 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)**


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
Attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Extra assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays. There may be circumstances that necessitate a departure
from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

Deadlines
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.

Course Assignments
This course meets once per week for 3 hours per class session. It is expected that 8-10 hours per week of your study time out will be devoted to 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 8-10 hours per week over the semester.

Course Requirements:
A. Class Attendance/Participation (10% of overall grade): Students are expected to attend all class meetings, having done the assigned reading for that day, and participate in class discussion. You are allowed at most two (2) unexcused absences. More than two (2) absences will result in the loss of half of the Class Attendance/Participation points (that’s 5% off your semester total); More than four (4) absences will result in the loss of all of the Class Attendance/Participation points (that’s 10% off your semester total). An “unexcused absence” is defined as one that a) has not been cleared with the professor and b) has not been formally documented by the Academic Dean or by University Health Services.

B. Pop Quizzes (10% of overall grade): An unspecified number of in-class “reading quizzes” will be given at the beginning of class over the course of the semester. They are designed to measure how carefully students are reading the material and to motivate students to keep up with the reading. They will be short and easy if the reading has been done carefully. Students arriving after the quiz has begun will not be allowed to take or make up the quiz. The lowest quiz grade will be dropped.

C. Exam #1 (10% of overall grade) will be a virtual exam (multiple choice, fill-in-the-blank, true-false), covering the material assigned since the start of the course, on Jan 30, 2015.

D. Exam #2 (20% of overall grade) will be virtual exam (multiple choice, fill-in-the-blank, true-false), covering the material assigned since the prior exam, on Mar 13, 2015.

E. Exam #3 (20% of overall grade) will be virtual exam (multiple choice, fill-in-the-blank, true-false), covering the material assigned since the prior exam, on Apr 10, 2015.

F. Final Exam (30% of overall grade) will be an in-class, cumulative exam (multiple choice, fill-in-the-blank, true-false), covering all the assigned reading since the beginning of the course, on the date determined by the registrar. A study guide will be provided.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Exercises/Experiences</th>
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<tbody>
<tr>
<td>9/1</td>
<td><strong>Introduction: The Beginnings of the Church</strong></td>
<td><strong>Due Date</strong></td>
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<tr>
<td>9/8</td>
<td><strong>Historical Contexts II – The Development of Early Christianity and Doctrine</strong></td>
<td>- Wilken, <em>First Thousand Years</em>, Chs. 3-4, pp. 28-46.</td>
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<td>- Wilken, <em>First Thousand</em>, Ch. 6, pp. 55-64.</td>
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<tr>
<td>9/15</td>
<td><strong>I. The First Seven Ecumenical Councils</strong></td>
<td><strong>Friday, 9/18: Virtual Exam #1</strong></td>
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<td></td>
<td><strong>The First Council of Nicaea (325) – Constantine and his Council</strong></td>
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<td>- Wilken, <em>First Thousand</em>, Chs. 8-9, pp. 75-89.</td>
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<td></td>
<td>- The Creed of the Synod of Nicaea (BB)</td>
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<td>- Johnson, <em>Creed</em>, “What the Creed is and What it does,” pp. 32-64.</td>
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<td>- [survey of texts related to early views of the nature of the church]</td>
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<td>9/22</td>
<td><strong>The First Council of Nicaea (325) – Nicene Theology</strong></td>
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<td>- Johnson, <em>Creed</em>, ch. 4 “We believe in one God,” pp. 65-102.</td>
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<td>- Johnson, <em>Creed</em>, ch. 5 “And in One Lord Jesus Christ,” pp. 103-135</td>
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<td>9/29</td>
<td><strong>The First Council of Constantinople (381) – The Holy Spirit</strong></td>
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<td>10/06</td>
<td><strong>The First Council of Constantinople (381) – The Church</strong></td>
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<td><strong>Friday, 10/09: Virtual Exam #2</strong></td>
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<td>10/13</td>
<td><strong>Class canceled</strong></td>
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<td>10/20</td>
<td><strong>The Council of Ephesus (431) – Mary the Mother of God</strong></td>
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<td>[- Kelly, Ecumenical Councils, pp. 32-41]</td>
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<td>- Wilken, <em>First Thousand</em>, Ch. 20, “Controversy over Christ,” 195-205</td>
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<td></td>
<td>- Letters of Nestorius and Cyril (BB)</td>
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</table>
10/27  The Council of Chalcedon (451) – Two Natures, One Person  
   - Pope Leo I, *Letter to Flavian* [Tome] (BB)  
   - The Formula of Chalcedon

11/03  Constantinople II (553) and III (681) – Byzantine Councils: Wills and Energies  

11/10  The Iconoclast Controversy – Icons and their Veneration  
   - David Bentley Hart, “Divine Humanity” (Canvas)

**Friday, 11/13: Virtual Exam #3**

**II. Medieval Councils and the Conciliarist Crisis**

11/17  Gregorian Reforms and the Lateran Councils – Church, State and Eucharist  
   - Canons of the Fourth Lateran Council (selections)  
     (http://www.fordham.edu/halsall/basis/lateran4.asp)  
   - Coolman, “Eucharist,” Cambridge History of Later Medieval Theology.”

11/24  The Avignon Papacy and the Great Schism – The Eve of Conciliarism  

12/01  The Conciliarism Crisis: Constance  
   - TBA

12/08  The Conciliarist Crisis: Constance to Lateran V  
   - TBA

12/15  Final Exam - TBA
Bibliography of Secondary Literature in English

Early Councils and Greek Councils


Latin Councils


Oakley, Francis, "Councils, Western (1311-1449)," *Dictionary of the Middle Ages* 3 (1983) 642-656.

Pixton, Paul B. "Councils, Western (1215-1274)," *Dictionary of the Middle Ages* 3 (1983) 639-642.


**Bibliography of Sources**


An entirely arbitrary bibliography of modern editions that concentrates on the early Middle Ages:


