Outcomes
In this course, students will have the opportunity:
- to read the book of the prophet Jeremiah in its entirety;
- to strengthen their ability to use scholarly criticism in interpretation;
- to discover ways that the Church has engaged Jeremiah’s prophecy;
- to understand the historical context in which Jeremiah was written.

Content
This seminar will meet weekly to read five chapters of the prophecy of Jeremiah along with Leslie Allen’s commentary and the Ancient Christian Commentary on Scripture (ACCS). The seminar will also meet weekly to discuss one or more articles investigating historical context or some aspect of interpretation.

Textbooks
- The Harper-Collins Study Bible or the Catholic Study Bible.

Requirements
- Weekly attendance at seminars and participation in critical reading and discussion (50%);
- Leadership of a weekly discussion section (25%).
- Final project (25%).

Attendance
In a higher-level seminar, weekly attendance is mandatory. We are teaching each other, and cannot do so when individuals do not appear for class. There are few possibilities for excused absences. Among these are absences due to service to the state or the university, due to judicial or medical emergencies, either for the student or the student’s spouse or child, or absence by members of a religious order due to the requirements of obedience. In each case, the absence must be verified by appropriate documentation. An unexcused absence results in a one-third drop of the final grade (from B+ to B, for example). Appeals can be made to the dean or assistant dean.

For Students with Disabilities:
If you have a disability and will be requesting accommodations for this course, please visit the webpage of BC’s Disability Service Office and register as soon as possible. If you have any questions about the registration process, please contact the office directly at disabilityservices@bc.edu or at 617-552-3470 or TTY 617-552-8914.

We are committed to meeting the needs of every student, but to be effective, formal accommodations must be made early in the term.
Writing Assistance
The STM Writing Companions Corner (WCC) offers students one-on-one help with writing research papers, exegeses, reflection papers, and other assignments frequently given by STM faculty. Please watch STM News for more information on signing up for an appointment in the WCC.

Academic Integrity Policy:
Plagiarism is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Penalties at Boston College range from a grade penalty to dismissal from the University. To avoid plagiarism, any use of another’s words or ideas must be fully cited. If in the original wording, quotation marks or blocked, indented quotations must be used. For more information regarding plagiarism and other violations of academic integrity, please consult the STM website at http://www.bc.edu/content/bc/schools/stm/acadprog/acadpol.html

Bias Neutral and Inclusive Language:
Language is not fixed or static, but is constantly evolving and changing as society's attitudes and practices change. Be aware of the development of new forms of expression that endeavor to describe persons in non-discriminatory ways that are appropriate, respectful and just. In accordance with the Chicago Manual of Style and generally accepted contemporary canons of scholarship, the expectation of the BC STM is that students use gender-neutral language in academic writing. In addition to gender inclusive language, conscientious effort should be made to use appropriate language with reference to race, ethnicity, disability, age, religion, social status, etc.

Study of the Old Testament presents a need for clarification about language for God. When referring to the God of one’s private spiritual understanding, one can employ any type of gendered language. When referring to God in academic investigation or debate, the language should be gender-neutral, in accordance with BC STM policy. Exceptions are necessary where the tradition is best expressed with gendered language (e.g. discussion of the “Son of Man”). Writings and discussions that focus specifically on the topic of Yahweh, the God of Israel, however, rightly employ masculine language, as masculine gender was a significant part of the symbolic language Israelites used to describe their deity. In such cases, the goal is to discuss such symbolic language authentically in context without taking it as a necessary claim that binds us today.

Food in the Classroom
Boston College, conscious of the allergies and sensitivities of its students, strongly encourages professors to prohibit food in the classroom. With this in mind, I ask that no food be consumed during class. Drinks in covered containers are welcome.
Assignments

**Week 1 – September 3**
Introduction to course. Intro to Jeremiah the prophet and the prophecy of Jeremiah.

**Week 2 – September 10**
Jeremiah 1-5 with corresponding material in Allen and ACCS.

**Week 3 – September 17**
Jeremiah 6-10 with corresponding material in Allen and ACCS.

**Week 4 – September 24* (THIS CLASS MAY NEED TO BE RESCHEDULED)**
Jeremiah 11-15 with corresponding material in Allen and ACCS.

**Week 5 – October 1**
Jeremiah 16-20 with corresponding material in Allen and ACCS.

**Week 6 – October 8**
Jeremiah 21-25 with corresponding material in Allen and ACCS.
B. Levinson, “The Reconceptualization of Kingship in Deuteronomy and the Deuteronomistic History’s Transformation of Torah.” 2001

**Week 7 – October 15**
Jeremiah 26-30 with corresponding material in Allen and ACCS.

**Week 8 – October 22**
Jeremiah 31-35 with corresponding material in Allen and ACCS.

**Week 9 – October 29**
Jeremiah 36-40 with corresponding material in Allen and ACCS.
Discussion: A. Baruchi-Unna, “The Story of Hezekiah’s Prayer (2 Kings 19) and Jeremiah’s Polemic concerning the Inviolability of Jerusalem.” 2015

**Week 10 – November 5**
Jeremiah 41-45 with corresponding material in Allen and ACCS.
Week 11 – November 12
Jeremiah 46-50 with corresponding material in Allen and ACCS.
Discussion: Geyer, “Another Look At The Oracles About The Nations…” 2009

Week 12 – November 19
Jeremiah 51-52 with corresponding material in Allen and ACCS.

Week 13 – December 3
Final project meetings

Week 14 – December 10
Final project meetings

For weekly readings, members of the seminar should identify key terms, including geographic and personal names, cultural institutions, and historical events. Members should also be prepared to discuss any points of patristic interpretation pertinent for the week.

For the weekly discussion, everyone will read the assigned article or articles. One person will be assigned to lead the discussion. By the end of Tuesday, each member of the seminar will send a question generated from the reading to the discussion leader (or multiple questions for those weeks when we read more than one article). Sometime before the end of the day on Wednesday, the discussion leader will collect the questions, combine any duplicates, and send them out electronically to the other members of the seminar. Timely submission of questions to the discussion leader is part of the participation grade.

On Thursday, we will spend the first hour of class discussing the article. The leader will give a 10-15 minute précis of the most important points of the reading (illustrations, power point, maps, charts, and other illustrations are welcome but not necessary), and then spend the rest of the time leading us through the list of questions. It is up to the discussion leader to keep the conversation on-topic and civil and to make sure we spend some time on each question.

The performance of the discussion leader is graded. The quality of the précis and presentation is worth 45% of the discussion grade. The quality of the discussion is worth another 45% of the grade. Timely and thorough execution of duties is worth 10% of the grade.

For the final project, I ask that you do something that has enduring value. It can be an article for a scholarly journal or popular magazine. It can be a series of talks for a retreat or parish adult learning program. It can be a catechetical tool for high school teachers. I leave it to you to come up with good ideas.

Please schedule an appointment during my office hours by the middle of the term (October 17) to let me know what you plan to do. At that meeting, please bring in an example of something similar to what you hope to produce. This will set the standard by which I will assess your project. During the last two weeks of class we will not meet in seminar; instead, please meet with me individually each week to discuss the state of your project. The project is due before midnight, Friday, December 18, 2015.