**THEO 1016 01 Introduction to Christian Theology I (3 credits)**  
**Boston College Summer Session 2016**  
**Summer Session 1, May 17-June 24 2016**  
**Monday and Wednesday, 6:00-9:15pm**

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**Phone Number:** N/A  
**Office:** Stokes Hall N430E  
**Office Hours:** Mondays & Wednesdays 4:30-5:30pm, or by appt.

**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 world view 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 is the first session of a two-part course that fulfills the Theology core requirement. This sequence of courses considers significant questions in conversations 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. Students considering a minor course of study in the Faith, Peace, and Justice program will find this course of special interest.

**Course Objectives**

1. Students will learn theological ideas, historical events, major figures, and practices that shaped the Christian tradition.
2. Students will hone the synthetic style of thought that characterizes Christian systematic theology.
3. Students will learn to communicate, both orally and in writing, with greater clarity.
4. Students will be able to analyze the impact of culture, gender, and age on the formation of the Christian tradition.
5. Students will be able to apply theological principles and ethical frameworks (e.g., feminist, anti-racist, liberationist) to evaluate contemporary social and political realities in our world.
6. Students will be equipped to bring foundational theological knowledge and skills to further study in the field.
Textbooks & Readings (Required)
3. [Bible] indicates that you can find the reading in *The Holy Bible*. I require that student use a New Revised Standard Version of the Bible. I recommend the following publications of this version:

Please talk to me if the cost of these texts is a financial hardship for you.

Canvas
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click [here](#).

Accommodation and Accessibility
Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:
- [The Connors Family Learning Center (CFLC)](#) coordinates services for students with LD and ADHD.
- [The Disabilities Services Office (DSO)](#) coordinates services for all other disabilities.
Find out more about BC’s commitment to accessibility at [www.bc.edu/sites/accessibility](http://www.bc.edu/sites/accessibility).

Title IX Protections
Boston College upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to [http://www.bc.edu/offices/diversity/compliance/TitleIX.html](http://www.bc.edu/offices/diversity/compliance/TitleIX.html) or contact the University's Deputy Title IX Coordinator for Students, Katie O’Dair at 617-552-3482 or by email at odair@bc.edu. You can also receive assistance 24-hours a day by calling BC’s Sexual Assault Network (SANet) at 617-552-2211.

Scholarship and Academic Integrity
Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material 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. Please see the [Boston College policy on academic integrity](#) for more information.

**GRADING**

<table>
<thead>
<tr>
<th>Overall Grading</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>940-1000 points</td>
</tr>
<tr>
<td>A-</td>
<td>900-939 points</td>
</tr>
<tr>
<td>B+</td>
<td>870-899 points</td>
</tr>
<tr>
<td>B</td>
<td>840-869 points</td>
</tr>
<tr>
<td>B-</td>
<td>800-839 points</td>
</tr>
<tr>
<td>C+</td>
<td>770-799 points</td>
</tr>
<tr>
<td>C</td>
<td>740-769 points</td>
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<tr>
<td>C-</td>
<td>700-739 points</td>
</tr>
<tr>
<td>D+</td>
<td>670-699 points</td>
</tr>
<tr>
<td>D</td>
<td>640-669 points</td>
</tr>
<tr>
<td>D-</td>
<td>600-639 points</td>
</tr>
<tr>
<td>F</td>
<td>&gt;630 points</td>
</tr>
</tbody>
</table>
The undergraduate grading system for Summer Session is as follows:

A (4.00), A- (3.67), B+ (3.33), B (3.00), B- (2.67), C+ (2.33), C (2.00), C- (1.67), D+ (1.33), D (1.00), D- (.67), F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services.

Attendance
Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. Please note that you cannot make up certain assignments, such as Daily Reading Quizzes and Daily Exit Tickets, if you are absent.

Consistent with BC’s commitment to creating a learning environment that is respectful of 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 their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Classroom Decorum:
• Please silence all phones and store them out of sight before class begins. The use of cell phones, including text messaging, is absolutely prohibited in class.
• Computer use during class time is not allowed. If this policy causes undue hardship, please contact the professor to discuss the possibility of an exception.

COURSE ASSIGNMENTS
Please note that you are expected to spend 13 hours per week on out-of-class assignments and exercises. Please note that some weeks will require more time and some weeks less time but the average is approximately 13 hours per week over the semester.

Class Participation (130 pts)
• Completion of the entire daily reading and/or viewing assignment is expected before the class begins. In addition to reading, students should prepare for the class session by noting the main points of the day’s reading, questions of clarification about the text, and their own opinions about author’s arguments.
• Every student should come to class with the reading for the day in hard copy and the necessary materials for taking notes.
• Any time you contribute to the class, whether through thoughtful comments and questions or through active listening, you will improve your participation grade. I expect every student to speak several times throughout the semester.
• Students are expected to be present for the entire class period. While bathroom breaks are permitted, please respect your peers by limiting the occasions you enter and exit the room while class is in session.

Daily Reading Quizzes (120 pts)
• Each class session will begin with a three-question quiz on the assigned readings for the day. Each question is worth 5 points, for a total of 15 points per quiz.
• You will have exactly ten minutes to complete the quiz.
• I may offer an alternative, comparable make-up assignment to a student who has missed a quiz due to extenuating circumstances (major health issues, death in the family, etc.). Otherwise quizzes cannot be made up.
• The purpose of this exercise is to hold students accountable for (a) completing the reading assignments before class, a vital practice for honing reading comprehension skills, and (b) class attendance.
Daily Exit Tickets (50 pts)
- We will dedicate the last 5 minutes of each class to exit tickets, a writing exercise designed to help you review and process the material covered during the class session. The professor will provide you a prompt for the day’s exit ticket, and you will submit your ticket as you leave the classroom.
- Each exit ticket is worth 5 points, for a total of 50 possible points throughout the term. Your grade is based solely on participation: you will either receive 5 points for completing and turning in the exit ticket, or 0 points for failing to complete and turn in the exit ticket.
- If you are absent at the conclusion of class, you cannot make up the exit ticket assignment.

Integration Papers (450 pts)
- Over the course of the semester you will write three papers that integrate the course readings with personal and critical reflection about the Christian tradition. The goal of this exercise is (a) to hone your ability to communicate and support your opinions in written form, (b) to make connections between various theological loci and synthesize your own ideas about them, and (c) to reflect on your personal beliefs and values in light of course content.
- All papers will respond to the following prompt: “Who is God? Who is Jesus Christ? What is the human person?” Papers must address all three questions in the prompt, though not necessarily at equal length. Ideally, you will address the questions of the prompt in relation to one another (e.g., your reflection on “Who is God?” should inform your reflection on “Who is Jesus Christ?” and vice versa).
- You will not be evaluated on your personal opinions. Rather, evaluation will reflect your ability to (a) communicate clearly and effectively, (b) engage course readings* in an accurate and analytical fashion, and (c) demonstrate critical reflection in response to the paper prompt. Please see the Integration Paper grading rubric attached to the syllabus.
- *With the exception of the first integration paper, you are expected to reference assigned texts from the class in your papers. Please cite texts by using the author last name and page number at the end of the sentence. For example: “This is how to cite a reference,” explained the professor (Coblentz, 4). Additional research and references to outside class materials is welcome but by no means required.
- Papers should be 2-3 pages in length with 1” margins on all sides. Please use 12 pt. Times New Roman font. The heading should be single-spaced and the body text should be double-spaced.
- Each paper will be worth 150 points and constitute 15% of your grade for a total of 450 possible points or 45% of your overall grade.

Exams (250 pts)
- You will have two exams based on course readings and lectures. The goal of the exams is (a) to test your understanding of reading and lecture materials, and (b) evaluate your ability to engage these materials with critical-thinking skills.
- Each exam will test the material covered since the last exam; in other words, these exams are not cumulative.
- While spelling and grammar on the exams will not affect your test grade, I must be able to read your handwriting.
- I practice blind grading, so I will not know who wrote each exam until grades have been determined. Each exam will be worth 125 points and will count for 12.5% of your grade for a total of 250 possible points or 25% of your overall grade.

Written Work
Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

Deadlines and Late Work
Students are expected to submit assignments on time and in the medium designated by the professor (e.g., in hard-copy form, over email). If you would like to request an extension, please contact the professor more than 24 hours before the assignment due date. Work submitted late and without an extension will incur a grade penalty of 10% per day.
Assignment Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
<th>How Earned</th>
</tr>
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<tbody>
<tr>
<td>Class Participation</td>
<td>130 pts</td>
<td>13%</td>
<td>In class</td>
</tr>
<tr>
<td>Daily Reading Quizzes</td>
<td>120 pts</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Daily Exit Tickets</td>
<td>50 pts</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Integration Paper 1</td>
<td>150 pts</td>
<td>15%</td>
<td>From writing</td>
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<tr>
<td>Integration Paper 2</td>
<td>150 pts</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Integration Paper 3</td>
<td>150 pts</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>125 pts</td>
<td>12.5%</td>
<td>From exams</td>
</tr>
<tr>
<td>Exam 2</td>
<td>125 pts</td>
<td>12.5%</td>
<td></td>
</tr>
<tr>
<td>**Total:</td>
<td>**1000 pts</td>
<td>**100%</td>
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COURSE SCHEDULE

[C] indicates that you can find the reading on the course Canvas page. Please print out these electronic readings and bring a hard copy to class.

Important Assignment Dates:
- May 23: Integration Paper 1 Due
- June 6: Exam 1
- June 8: Integration Paper 2 Due
- June 22: Exam 2 & Integration Paper 3 Due

Daily Class Schedule:
- 6:00-6:10: Daily Reading Quiz
- 6:10-7:30: Lecture & Discussion
- 7:30-7:45: Break
- 7:45-9:10: Lecture & Discussion
- 9:10-9:15: Daily Exit Tickets

Wednesday May 18: 1. Christian Theology & Its Sources
- *Key issues*: introduction to the course (syllabus); the nature and task of Christian theology; sources of Christian theology
  - Syllabus

Friday May 20: 2. The Bible and its Interpretations
- *Key issues*: history and composition of the Bible; scriptural interpretation; hermeneutics of suspicion; the debates about the authority of scripture today; creation
  - Dawes, *Introduction to the Bible*, 11-74

Monday May 23: 3. The Hebrew Scriptures
- *Key issues*: covenant & liberation; sin; Hebrew Prophets; Israel Awaits the Messiah
  - The Book of Genesis 11:27-15 [Bible]
  - The Book of Exodus 1-20 [Bible]
  - The Book of Amos [Bible]
- DUE: Integration Paper #1

Wednesday May 25: 4. Jesus of Nazareth
- *Key issues*: the composition of the Gospels; the historical context of Jesus; Jesus the Jew
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, May 30</td>
<td>National Holiday – No Class</td>
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</table>
| Wednesday, June 1 | 5. Jesus of Nazareth | *Key issues*: teachings of Jesus; the Reign of God; miracles of Jesus; the death and resurrection of Jesus Christ
- Amy Jill-Levine, *Short Stories by Jesus* [C] *Groups assigned in class on 5/25*
  - Group 1: “The Good Samaritan,” 117-116
  - Group 2: “The Kingdom of Heaven Is like Yeast,” 117-138
  - Group 3: “The Pearl of Great Price” 139-166
  - Group 4: “The Mustard Seed,” 165-182
  - Group 5: “The Widow and the Judge,” 239-265
- Gerhard Lohfink, “Jesus’ Miracles,” in *Jesus of Nazareth*, 128-152 [C]
Exam #1 study guide distributed in class

<table>
<thead>
<tr>
<th>Monday, June 6</th>
<th>6. Exam #1 &amp; the Early Jesus Followers</th>
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</thead>
</table>
| 6:00-7:30pm: Exam #1
| 7:30-7:45pm: Break
| 7:45-9:10pm: Lecture & discussion about new material: the early Jewish Christians; Pentecost; the problem of Jesus Christ in the early Church
| 9:10-9:15pm: Exit Tickets
No reading assignment or reading quiz

| Wednesday, June 8 | 7. Early Christology & Soteriology | *Key issues*: the early Jewish Christians; Supersessionism; early Christological and Trinitarian controversies; Council of Nicaea

| Monday, June 13 | 8. Early Christology & Soteriology | *Key issues*: Council of Nicaea; Council of Chalcedon; early Christological and Trinitarian controversies
- “Perspectives on Salvation in Early Christian Thought,” in *Jesus and Salvation*, 50-70
DUE: Integration Paper #2

| Wednesday, June 15 | 9. Medieval and Reformation Soteriologies | *Key issues*: Anselm; Aquinas; Luther; Calvin; Council of Trent; good works; sacraments
- Robin Ryan, “Medieval and Reformation Soteriologies” in *Jesus and Salvation*, 71-101
- “Luther and the Protestant Reformation,” (15 minute video) Accessible online: [https://youtu.be/1o8oIELbNxE](https://youtu.be/1o8oIELbNxE)
Exam #2 Study Guide distributed in class

| Monday, June 20 | 10. Contemporary Controversies in Soteriology | *Key issues*: salvation outside the Christian church; salvation of non-human creatures; science and religion
- Robin Ryan, “Christ and the Cosmos,” and “Christ as Universal Savior” in *Jesus and Salvation*, 148-186

| Wednesday, June 22 | 11. Exam #2 & Quodlibet | |
| 6:00-7:30pm: Exam #2
| 7:30-7:45pm: Break
| 7:45-9:15pm: Quodlibet
No reading assignment, reading quiz, or exit ticket
DUE: Integration Paper #3
