CHS660—History of Christian Doctrine 1 Online
Fall Semester 2012

Essential Information
Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information
Professor: Susan B. Carole, Ph.D. Email: susan.carole@gmail.com
Office Hours: By appointment

Catalog Description
A study of the development of Christian doctrine from the Early Church up to the end of the medieval period, according to what the Church has believed, taught and confessed. The church’s Faith (dogma) will be examined particularly through the Creeds of Christendom.

Course Narrative & Rationale
“The life was revealed, and we have seen and testify and announce to you the eternal life which was with the Father and was revealed to us—what we have seen and heard, we announce to you also, in order that you also may have fellowship with us, and indeed our fellowship is with the Father and with his Son Jesus Christ” (1John 1: 1-3).

The Johannine sequence of revelation, knowledge and testimony evident in this text traces the movement out of which Christian doctrine arises. The source of Christian doctrine is the self-revelation of the triune God. The possibility of the knowledge of God rests upon this revelation. God can be known because He gives Himself to be known through the Son and the Spirit. Revelation attests to the Name of...
God as the One who draws us into His own triune fellowship of Holy Love. The authoritative witness of divine revelation is the written word of God. Scripture is inspired by the Holy Spirit. It is not merely a historical account of God’s dealings with humanity. Rather, it is the means by which God continues to reveal Himself. Thus, the knowledge of God comes by way of scripture through the presence and action of the Holy Spirit in the church. The church testifies to knowing God, and declares the Name of the God who gives Himself to be known. This testimony is the content of Christian doctrine.

Thus, Christian doctrine is “what the church of Jesus Christ believes, teaches, and confesses on the basis of the word of God” (Pelikan 1:1). What the church believes is the form of doctrine expressed in devotion, spirituality and worship. What the church teaches is the content of its proclamation, instruction and theology. What the church confesses is the testimony of the church articulated in the form of apologetic and polemic. It delineates what may and may not be said about God (Pelikan 1: 4). What is believed obtains formal articulation in what is taught, and is given clear boundaries in what is confessed. Over time, doctrine thus stated and restated becomes part of the authoritative deposit of faith, passed on in the creeds of Christendom. Thus, the creeds of Christendom articulate the church’s confession of what is normative and authoritative in its belief and teaching (Pelikan 1:4).

This course follows the development of Christian doctrine through the creeds of the church. To listen here, to the cloud of witnesses that comprise the Christian tradition, is to have an opportunity to be drawn into the fellowship of the Father and the Son, and to hear again the call to draw others into this fellowship. As such, the purpose of this course is to seek the knowledge of God by way of the church’s confession, with faith that we also will see, testify and announce the eternal Life.

**Degree Objectives**
The MA (TS) degree objectives met by this course are:

*General Academic Track*
1. Students will develop awareness of the interrelation of the major theological disciplines in the development of Christian doctrine.
2. Students will develop the ability to use the theological disciplines to reflect on and engage the world as informed, thinking, Christian persons by reflecting upon and responding to specific Christian doctrines in terms of their history and relevance in the contemporary theological landscape.

*Research Track*
1. Knowledge of the development of Christian doctrine will provide students with a broad framework within which to focus their reflection on specific areas of doctrine.
2. The major research requirement for this course will help students develop the ability to critically reflect upon how Christian doctrine issued from the Church’s response to the challenges of particular historical contexts.

The M.Div. degree objectives met by this course are:
1. Students will engage “with the literature of the Christian faith through critical, scholarly study of the history and theology of Christianity through sustained attention to the creeds of Christendom.
2. Students will reflect on the existential meaning and contemporary relevance of the Christian tradition for personal life and ecclesial practice.

**Course Outcomes**
Upon successful completion of the course you will have (R = Course requirement directed toward achieving objective):

1. Demonstrated a theological method for thinking with the dogma of the Church’s Faith. (R1, R2, R3, R4, R5)

2. Demonstrated a working knowledge and ability to exegete—“correct & fulfill”—one’s ecclesial Tradition with the doctrines of the Christian Faith. (R1, R2, R3, R4, R5)

3. Demonstrated a basic grasp of the necessary synergy between Doctrine -- “grammar of faith”-- and ‘Participation in God.’ In other words, there is a necessary interplay between the ‘law of prayer’—*Lex Orandi*—and the ‘law of faith/belief’—*Lex Credendi*. Our Creeds—confessions of faith have come to us in this way. (R1, R2)

4. Demonstrated an understanding that the nature of Doctrine is akin to the nature of the Gospel and the Salvation that comes to us in Word made Flesh. Essentially, to see Doctrine and Salvation as inseparable is analogously expressed in the soteriologic of 1 John where to “know” God is to “love” God. (R1, R2, R3, R4)

5. Demonstrated an understanding that the Church’s vision of the Triune God is central to the Dogma & Doctrine(s) of the “one,” “holy,” “catholic,” and “apostolic” Church. (R1, R2)

**Required Texts & Course Materials**


## Course Outline

### The Emergence of the Catholic Tradition (100-600)

**Total Pages: 357**

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit/Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit 1: Tradition &amp; History: “Correction &amp; Fulfillment”</td>
<td>Vol. 1:1-10</td>
</tr>
</tbody>
</table>
| 2    | Unit 2: Praeparatio Evangelica Outside the Mainstream | Vol. 1:11-67  
Vol. 1: 68-120 |
| 3    | Unit 3: The Faith of the Catholic Church | Vol. 1:121-171 |
| 4    | Unit 4: The Mystery of the Trinity—Nicea (325) | Vol. 1:172-225 |
| 5    | Unit 5: Person of the God-Man—Chalcedon (451) | Vol. 1:226-277 |
| 6    | Unit 6: Nature & Grace The Orthodox Consensus | Vol. 1: 332-357  
Vol. 1: 278-331 |

### The Spirit of Eastern Christendom (600-1700)

**Total Pages: 298**

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading and Research Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Unit 7: Doctrinal Debates</td>
</tr>
</tbody>
</table>
| 9    | Unit 8: Union & Division in Christ Images of the Invisible | Vol. 2: 32-90  
Vol. 2: 91-145 |

### Doctrinal Debate Position Papers Due

| Week | Unit 9: The Challenge of the Latin Church The Vindication of Trinitarian Monotheism | Vol. 2: 146-198  
Vol. 2: 199-251 |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>10</td>
<td>Unit 10: The Last Flowering of Byzantine Orthodoxy</td>
</tr>
</tbody>
</table>

### The Growth of Medieval Theology (600-1700)—Western Christendom

**Total Pages: 307**

| Week | Unit 10: The Integrity of the Catholic Tradition | Vol. 3: 1-49 |
|------|-----------------------------------------------|
| 11   | Unit 11: Beyond the Augustinian Synthesis The Plan of Salvation | Vol. 3: 50-105  
Vol. 3: 106-157 |
| 12   | Unit 12: The Communication of Grace The One True Faith | Vol. 3: 158-214  
Vol. 3: 215-267 |
| 13   | Unit 13: Summa Theologica | Vol. 3: 268-307 |

### Research Group Papers Due

**Total Pages of Reading: 962**
## Course Assignments & Requirements

1. **R1-Comprehensive Final Take Home Exam (Outcomes 1-5)**
   - **Due Monday 11:55PM CT of Finals Week**
   - **25% of final course grade**
   - **Exam will be posted and available on Monday of Week 13**

For this exam, students will write responses to five questions that cover all the class readings, lectures and online discussions. Answers to the questions require a firm grasp of the subject matter, critical reflection and synthesis.

### Exam Rubric—answers will be evaluated as follows

<table>
<thead>
<tr>
<th>Response</th>
<th>Score/10</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| Excellent              | 9-10     | • The answer is complete.  
                          |           | • All information provided is accurate.  
                          |           | • The answer demonstrates a deep understanding of subject matter.  
                          |           | • The answer demonstrates critical analysis of subject matter.  
                          |           | • Writing is well organized, cohesive, and easy to read. |
| Good                   | 7-8      | • The answer is missing slight details.  
                          |           | • All information provided is accurate.  
                          |           | • The answer demonstrates understanding of the content.  
                          |           | • The answer does not reflect the desired level of critical analysis.  
                          |           | • Writing is well organized, cohesive, and easy to read. |
| Satisfactory           | 5-6      | • The answer is missing multiple details.  
                          |           | • All information provided is accurate.  
                          |           | • The answer demonstrates basic understanding of the content.  
                          |           | • Writing is organized, cohesive, and easy to read. |
| Unsatisfactory         | 3-4      | • The answer to the question is lacking any detail.  
                          |           | • Some information provided is accurate.  
                          |           | • The answer demonstrates a lack of understanding of the content.  
                          |           | • Writing may be unorganized, not cohesive, and difficult to read. |
| Unable to begin effectively | 2      | • Question is not answered.  
                          |           | • A small amount to none of the information provided is accurate.  
                          |           | • The answer demonstrates a lack of understanding of the content.  
                          |           | • Writing is unorganized, not cohesive, and very difficult to read. |
| No attempt             | 0        | • Answer was left blank.                                                 |
2. R 2-General Discussion Forum (Outcomes 1-5)

Discussion and assignments need to be submitted by 11:55 PM CT for full credit (Late posting results in a 20% deduction daily (which begins one minute after the deadline) except by prior arrangement with the instructor, and this only under exceptional circumstances).

No postings will be graded after the assigned week.
Total General Discussion Forum postings constitute 25% of final course grade.

Class participation is crucial in an online environment. To assist in this process, each week you will be required to prepare for, and participate in, the General Discussion Forum as outlined in the various Units of the Course Calendar. In the General Discussion Forum, the professor will post weekly questions, give occasional bridge lectures and a synopsis of key topics as covered in the assigned readings.

Required Posts: 50-75 word summary responses and comments to questions on the weekly assigned readings
50 + word responses to other class members’ Responses

Online postings and responses are required at least three times a week, including concluding summaries that summarize class reflections. Students are encouraged to read carefully and critically in order to contribute posts that advance class discussion and intentionally implement and reflect on designated course outcomes.

If a student does not meet participation standards in an online environment for four or more weeks, the professor may automatically fail the student.

Students are reminded of the following minimum requirements for online participation:
• Students are encouraged to read posts nearly every day.
• Students are required to write a quality post at least three days each week.
• A quality post is one that begins a new topic, critical reflection on another person’s post, or one that moves the discussion in a new direction.
• Unless otherwise assigned, posts in a Forum should be at least 75 words for a new topic and at least 50 words for a response to another’s topic.
• An assignment posted in a Discussion Forum may be considered a quality post at the discretion of the instructor.
• Correct grammar and accurate spelling are expected.
# Posting Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; initiative</td>
<td>Rarely participates in discussion</td>
<td>Limited initiative, does not post minimum requirement; occasionally makes meaningful reflection on group’s efforts; marginal effort to become involved with group</td>
<td>Posts minimum requirement; attempts to direct the discussion and to present relevant viewpoints for consideration by group</td>
<td>Demonstrates Initiative; posts frequently; attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely</td>
</tr>
<tr>
<td>Relevance of Posts</td>
<td>Responses rarely relate to the discussion content; remarks are brief and/or irrelevant</td>
<td>Occasionally posts off topic; most responses are brief and fail to advance the discussion</td>
<td>Frequently posts responses related to discussion content; prompts further discussion</td>
<td>Consistently posts responses related to discussion topic; cites relevant references that advance the discussion</td>
</tr>
<tr>
<td>Clarity</td>
<td>Responses lack clarity; spelling &amp; grammatical errors obstruct understanding of responses</td>
<td>Unclear connection to topic evidenced in minimal expression of opinions or ideas; occasional spelling/grammatical errors</td>
<td>Opinions and ideas are stated clearly; occasional lack of connection to topic; well written and presented</td>
<td>Expresses opinions and ideas in a clear and concise manner with obvious connection to topic</td>
</tr>
</tbody>
</table>

**Posting Pointers**

*“Atta boy”/“Atta-girl” Posts*

Avoid “atta boy”/“atta-girl” posts as they tend to detract from a focused and sustained conversation, obscure your own more substantive posts and work against your overall grade. Posts should contribute to the conversation, that is, should make observations or raise questions that demonstrate critical engagement with the subject matter.

*Keeping within Limits*

Read everyone’s initial posts but respond only to those that raise an issue that you want to reflect on. Otherwise, you’ll burn yourself out trying to respond to everyone.

*Staying in the Conversation*
You can subscribe to a thread, including your own, so you can be notified by email when someone replies. This helps keep track of when you get personal replies and/or alerts you when a new idea has been added to a particular thread.

3. **R 3-Doctrinal Debates. (Outcomes 1-2,4)**

   **R 4-Doctrinal Debate Position Paper due Friday 11:55 PM CT of Week 9**

   **25% of final course grade**

**Debates:**
- There will be two to three Debates (depending on class size) that will be showcased in Moodle to the entire class on Week 8 of the Course Outline.
- Doctrinal Debate Groups must be set up in Moodle no later than the 2nd week of the class, as Debate Forums for the necessary collaboration and research to be done in preparation of the Doctrinal Debate that will be presented and argued on Week 8.
- Each Doctrinal Debate Group will consist of two sides with 4 in each side/group. Thus, each Doctrinal Debate Group will be no larger than 8 students.
- On Week 8 the online class will listen to the Doctrinal Debate Group’s presentation of arguments with points and counter points pertaining to the Doctrine that is being debated.
- Once the class has read/listened to the arguments of the Debate, the class will post questions, comments and critical reflections surrounding the theme of the Doctrinal Debate. The next online class period of Week 8 will begin with the next Doctrinal Debate Group where the same procedure will follow.

**Doctrinal Debate Position Paper**
- After reflecting on the class comments and discussion, this weeks window of time will allow for any tweaked changes you want to make and implement into the final Doctrinal Debate Position Paper that will be five pages long and fully documented in Turabian style.
- In developing the paper consider what it means to ‘correct and fulfill’ the Tradition of the Church.
- Employ a theological method that follows the ‘Dogma’ of the Church’s Faith, is in step with the Gospel.
- Consider also the relation of the paper to the Course Objectives

The same evaluation criteria that will be used for the Research Group Paper (next assignment) will be used for the final Doctrinal Debate Position Papers.

- Here are some classical debate topics from which you may choose and develop the Doctrinal themes inherent in these topics: (No two groups will debate the same topic)
  1. The Council of Nicea: Arius vs. Athanasius: Is Jesus “like” (homoision) God the Father? Or Is Jesus the “same” (homousion) as God the Father.
  2. The Council of Chalcedon: Alexandria vs. Antioch; Logos Flesh vs. Logos
  3. Human Christologies. Is Jesus truly divine or truly human? Or both? Why?
4. The Donatist Controversy: Why was it a Pandora’s box? Should the lapsed be saved? What does this say about the “authority” and efficacy of the Church?
6. Cyprian: “Outside the Church there is no Salvation.”
10. Iconoclastic Controversy: Idols or Icons?
12. The Great Schism: East vs. West
13. Anselm vs. Aquinas on the arguments for the existence of God. What do the ontological and cosmological arguments say about the Church’s use of power?
15. Conciliarism vs. the Magisterium: Is the Church powerful because it is the Church? Or is the Church powerful because power wells up from the base of the triangle to the top? Why did Conciliarism fail?
16. Christianity and the Roman Empire: As a Roman emperor, justify your persecution of the Christians.
17. Anselm & Abelard on the Atonement.
18. Marcion vs. the Church on the formation of the Canon. What are the criteria used by the Church to “form” the Canon and refute Marcion?
19. Defense of Augustine’s City of God.
20. Defend the legacy of the 12th century Renaissance in one of the following: Anselm, Abelard, and Lombard.
21. Select a Person and/or Issue and debate the difference(s) between Orthodoxy and Heresy.

**4. R 5-Research Group Paper (Outcomes 1-2,4)**

**Due Monday 11:55 PM CT, Week 14**

25% of course grade

Students will produce a research group paper on one of the following doctrines:
1) Trinity (Nicea 325)
2) Incarnation (Chalcedon 451)
3) Divine Grace & Human Freedom—Augustine & Pelagius (Synod of Orange 529)
4) The Filioque Controversy
5) Iconoclastic Controversy; 6) The Communion of Saints
7) Mary as Theotokos
8) Hypostatic Union
9) Augustinianism vs. Thomism in Medieval Church
10) Ecclesiology

This research will be carried out in groups of no less than 4 and no more than 6 research participants
- Each Research Group will be assigned to a MOODLE Discussion Forum. It is imperative that these Research Group Forums (along with chosen topics) are set up within the 2nd and 3rd week of the class.
- Each Research Group should plan to participate in the MOODLE threaded discussion no less than 3 times a week. Responsible involvement will be “documented” in the Moodle with each Research Group and will contribute to the final grade for this assignment.
- In developing the paper consider what it means to ‘correct and fulfill’ the Tradition of the Church.
- Employ a theological method that follows the ‘Dogma’ of the Church’s Faith, is in step with the Gospel.
- Consider also the relation of the paper to the Course Objectives

The final product of each Research Group will consist of a 20-page typewritten research paper that is fully footnoted, with bibliography, table of contents, and in Turabian format. This is a collaboratively earned grade, unless the members of the group and the threaded MOODLE discussion reveal that individual students did not fully participate in online discussion and collaborative research and writing. Such students will be dropped from the Research Group and asked to complete a Research Paper of the same size on his/her own.

**Assessment Criteria—Research Group Paper & Doctrinal Debate Position Paper**

<table>
<thead>
<tr>
<th>Introduction/Clarity of Thesis</th>
<th>The introduction describes the context in which the topic arises, states the practical problem addressed in the research, provides a clear thesis and a directional statement of how the paper unfolds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>The paper follows Turabian style of document, demonstrates clarity of prose, basic grammatical and spelling competence and clear organization at both section and paragraph levels</td>
</tr>
<tr>
<td>Comprehensiveness of Sources</td>
<td>The paper demonstrates awareness of the key positions held on the topic under consideration.</td>
</tr>
<tr>
<td>Critical Engagement with Sources</td>
<td>The paper evidences the student’s grasp of the issues at stake through critical theological analysis.</td>
</tr>
<tr>
<td>Development of Position and a Coherent Theme</td>
<td>The paper moves beyond critical analysis to the development of a clearly defined stance. The line of argument developed from this stance is sustained through the paper.</td>
</tr>
<tr>
<td>Implementation</td>
<td>The paper integrates and synthesizes the rationale of the thesis and its accompanying implications with the way they are embodied and lived out in the Church</td>
</tr>
</tbody>
</table>
**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th>Course Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Participation in General Discussion Forum</td>
<td>42</td>
</tr>
<tr>
<td>Reading (3vols. of Pelikan—962 pages)</td>
<td>38.48</td>
</tr>
<tr>
<td>Research Group Paper (20 pages)</td>
<td>40</td>
</tr>
<tr>
<td>Doctrinal Debate Position Paper (5 pages)</td>
<td>10</td>
</tr>
<tr>
<td>Take Home Final Exam (5 pages)</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>135</strong></td>
</tr>
</tbody>
</table>

**Method for Submitting Assignments**

All assignments will be uploaded for this course in Moodle: https://moodle.nts.edu/login/index.php.

Please use the assignments section of Moodle unless otherwise directed. Each assignment is to be submitted through its corresponding link in the Learning Unit. Assignments are NOT to be submitted as hard copy, via e-mail. Students should keep electronic copies of all work done for the course just in case assignments are accidentally deleted from the Grade book.

**Form and Style Expectations**


**Inclusive Language**

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

**Policy Regarding Late Work & Missed Exams**

Late posts receive a 20% daily reduction the week of the assignment. Posting after the assigned week will not be graded. All research/project work is due 11:55 PM of the date assigned. Late work without a valid reason (illness or death in family) is reduced by 15% the first week and an additional 10% each week following. No coursework may be submitted after the last day of the regular semester.

**Policy on Incomplete Work**

Incompletes are RARE occurrences, and may only be justifiable in cases of family bereavement and/or the student’s prolonged illness. Should an incomplete petition be approved for reasons other than bereavement or prolonged illness, the student will be penalized by a drop in letter grade.
## Course Grading

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent: A</th>
<th>Good: B</th>
<th>Satisfactory: C</th>
<th>Unsatisfactory: D</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Ability to demonstrate a breadth of understanding of the material engaged</em></td>
<td>Student performance is consistent and shows evidence of critical and creative engagement</td>
<td>Student performance is consistent and shows evidence of some critical engagement</td>
<td>Student performance is inconsistent and shows some evidence of critical engagement</td>
<td>Student performance seldom demonstrates these abilities</td>
</tr>
<tr>
<td><em>Ability to critically engage course material</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Ability to exhibit how the material is related to a larger theological and ecclesial context</em></td>
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</tbody>
</table>

### Summary of Grading for Assignments

- General Discussion Forum: 25% of final grade
- Research Group Paper: 25% of final grade
- Final Essay Exam: 25% of final grade
- Doctrinal Debate & Position Paper: 25% of final grade

<table>
<thead>
<tr>
<th>Grade Scale</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 100-90</td>
<td>100%</td>
</tr>
<tr>
<td>B 89-80</td>
<td>90%</td>
</tr>
<tr>
<td>C 79-70</td>
<td>80%</td>
</tr>
<tr>
<td>D 69-60</td>
<td>70%</td>
</tr>
<tr>
<td>F 59-0</td>
<td>0%</td>
</tr>
</tbody>
</table>

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.
### Course Calendar

<table>
<thead>
<tr>
<th>DATE</th>
<th>WEEK</th>
<th>UNIT</th>
<th>ASSIGNMENT (Always due by 11:55 PM CT)</th>
</tr>
</thead>
</table>
| September 10-16 | 1    | 1    | Tradition & History: “Correction & Fulfillment”  
• Vol. 1:1-10.                                                                                      |
Outside the Mainstream: Vol. 1:68-120.                                                              |
| October 1-7     | 4    | 4    | The Mystery of the Trinity—Nicea (325):  
| October 8-14    | 5    | 5    | The Person of the God-Man—Chalcedon (451):  
The Orthodox Consensus: Vol. 1:332-357.  
| October 22-28   | 7    |      | Reading and Research Week: No postings due; prepare for doctrinal debates                            |
| Oct 29-November 4 | 8   | 7    | Doctrinal Debates                                                                                    |
Doctrinal Debate Position Papers due Friday, 11:55PM CT                                           |
The Vindication of Trinitarian Monotheism:  
| November 19-25  | 11   | 10   | The Last Flowering of Byzantine Orthodoxy:  
|                 |      |      | The Integrity of the Catholic Tradition:  
Vol. 3:1-49.                                                                                          |
Research Group Papers Due on Monday, 11:55PM CT                                                      |
| Monday December 17 | Finals Week | | Final Exam Due 11:55 PM CT                                                                         |