THE870 : SEMINAR ON AUGUSTINE
Summer, 2014

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: Dr T.A. Noble
Email: Tanoble@nts.edu
Office: (816) 268 4263 (only during the week of class meetings)
Office Hours: By appointment

Catalog Description
This seminar engages in discussion arising out of major works of Augustine of Hippo, including the early dialogues, On Free Will, On the Ethics of the Catholic Church, On Christian Teaching, Confessions, City of God, On the Trinity, and the writings of Pelagian controversy including On Nature and Grace, On the Grace of Christ and Original Sin, and On the Predestination of the Saints. These works are studied in the context of Augustine’s biography, and the attempt is made to see Augustine’s theology in the context of his pastoral role as a bishop.

Course Objective
1. To investigate the thought of Augustine of Hippo by critical reading of some his major writings with the help of scholars and critics.

2. To articulate our understanding of his thought on major themes, including epistemology, theological anthropology, Christian ethics, history and providence, the Holy Trinity, grace, hamartiology and predestination, and to assess and evaluate it.

**Degree Objectives**

The class will further the following degree objectives listed in the catalog:

- **Master of Divinity:** Objective 3
- **Master of Arts (Theological Studies):**
  - **General Academic Track:** Objectives 1 and 2
  - **Research Track:** Objectives 1, 2 and 4

**Course Outcomes**

The student will be able to speak and write knowledgably and intelligently about:

1. Augustine’s life, cultural context and philosophical influences
2. Augustine’s early theology
3. Augustine’s major works, particularly the *Confessions*, the *City of God*, and *On the Trinity*
4. Augustine’s response to Pelagianism

(The outcomes will be accomplished collectively by the four assignments.)

**Required Texts & Course Materials**

Henry Chadwick, *Augustine* (OUP, 1986) 122pp

These four should be purchased. Other texts for the seminar are available in the Library or online.

**Recommended Texts & Course Materials**

See Select Bibliography
Course Outline

1. Introduction

(a) Augustine’s life and writings in historical context
(b) The philosophical context

Henry Chadwick, Augustine (OUP, 1986)
Peter Brown, Augustine of Hippo: A Biography (Faber & Faber, 1967)
John M. Rist, Augustine: Ancient Thought Baptized (CUP, 1994), Chapter 1

2. Early Writings

(a) The Soliloquies: Retiring to Cassiciacum in 386, Augustine wrote several dialogues - Contra academicos (Against the Academics), De beata vita (On the Blessed Life), De ordine (On Order) - and soliloquia (The Soliloquies). The seminar will read the soliloquia. Basic background reading: Chadwick, chapter 1 & 2;

(b) De libero arbitrio (On Free Will) was written 388-395 as part of Augustine’s reaction against Manichaeism. It is available in Burleigh, Augustine: Earlier Writings

(c) De moribus ecclesiae catholicae et de moribus manichaeorum (On the Ethics of the Catholic Church and the Ethics of the Manichaeans) is available in Fathers of the Church, 56 and Nicene and Post-Nicene Fathers, Series 1, Vol. 4. Basic reading: Chadwick, chapter 3; more advanced - Burnaby, chapters 4 and 5 and Babcock’s essay in Neuhaus. See also Bonner.

[Students leading discussion :.........................................................]

3. The New Bishop

De doctrina christiana (On Christian Teaching)
Basic reading: Chadwick, chapter 5: more advanced - Arnold and Bright, esp. chapters by Kannengiesser, Van Fleteren, Schäublin, Babcock and Sweeney

[Students leading discussion :.........................................................]

4. Confessiones Bks 1-4

Basic reading: Chadwick, chapter 6 and Chadwick’s Introduction: more advanced – Mallard, Quinn, Rigby, Vaught, and Paffenroth & Kennedy. See also Bonner.
5. *Confessiones* Bks 5-9 3 June pm

Basic reading: Chadwick, chapter 6; more advanced – Mallard, Quinn, Rigby, Vaught, and Paffenroth & Kennedy.

6. *Confessiones* Bks 10-13 3 June pm

Basic reading: Chadwick, chapter 6; more advanced – Mallard, Quinn, Rigby, Vaught, and Paffenroth and Kennedy.

7. *De civitate Dei* (*The City of God*) 4 June am

Dr Bassett will set the specific sections for reading

Basic Reading: Chadwick, chapter 9; more advanced reading – Deane, Donnelly, Dyson, and Markus

8. *De civitate Dei* (*The City of God*) 4 June am

Dr Bassett will set the specific sections for reading

Basic reading: Chadwick, chapter 9; more advanced – Deane, Donnelly, Dyson and Markus.

9. *De Trinitate* (Bks 1-8) 5 June pm

Basic reading: Chadwick, chapter 8: more advanced - Burnaby, chapter 6

[Dawson, Jewett, League and Leibbrand]

10. *De Trinitate* (Bks 9-15) 5 June pm

[Students leading discussion :.....................................................]

11. The Pelagian Controversy 6 June am

*De peccatorum meritis et remissione et de baptismo parvulorum*

[On the Merits and Forgiveness of Sins and the Baptism of Infants]
De natura et gratia [On Nature and Grace]
De gratia Christi et de peccato originali [On the Grace of Christ and Original Sin]
De praedestinatione sanctorum [On the Predestination of the Saints]

[Students leading discussion :..............................................................]

12. The Theologian of Grace 6 June am

Enchiridion

[Students leading discussion :..............................................................]

**Course Assignments & Requirements**

**Pre-module**
1. Prepare material in advance for leading two seminars
2. To write a 10,000 word précis of Mark Ellingsen, *The Richness of Augustine: His Contextual and Pastoral Theology* (Louisville: WJK, 2005) for Monday, 2\textsuperscript{nd} June

**During the module**
3. To lead jointly two seminars, preparing material in advance

**Post-module**
4. To write a major essay of approximately 3,000 words on a selected aspect of Augustine’s thought for Monday, 14\textsuperscript{th} July

There will be no final exam.

**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th></th>
<th>pre-module hours</th>
<th>module hours</th>
<th>post-module hours</th>
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</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>34</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>34</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Writing</td>
<td>40</td>
<td>0</td>
<td>24</td>
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<tr>
<td>Other Assignments and Learning Activities</td>
<td>4</td>
<td>5</td>
<td>0</td>
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<tr>
<td>Exams &amp; Quizzes</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>TOTAL</td>
<td>78</td>
<td>37</td>
<td>24</td>
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Method for Submitting Assignments

All assignments are to be submitted on Moodle

Form and Style Expectations

Please conform to Turabian

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 work will be given a lower grade

Additional Costs

There are no additional costs apart from printing documents.

Grading Scheme

<table>
<thead>
<tr>
<th>GRADE</th>
<th>LANGUAGE SKILLS</th>
<th>STRUCTURE</th>
<th>INFORMATIONAL CONTENT</th>
<th>ARGUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Impeccable grammar, spelling and punctuation; wide vocabulary; fluent, creative, expressive, even imaginative</td>
<td>Highly organized in paragraphs (and sections) with introduction &amp; conclusion; form elegantly reflects content; a symphony!</td>
<td>Wide and deep knowledge from careful reading of all the suggested bibliography plus other reading or knowledge</td>
<td>A clear and coherent line of argument from introduction to conclusion, paragraphs following a clear and logical sequence of thought; awareness of the wider significance of the question; comprehensive coverage of major relevant points.</td>
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<tr>
<td>Grade</td>
<td>Description</td>
<td>Relevant Skills</td>
<td>Notes</td>
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<td>B</td>
<td>Good grammar, spelling, punctuation (few mistakes) good vocabulary, clear expression</td>
<td>Organized in paragraphs (&amp; sections) with introduction and conclusion</td>
<td>Extensive reading in the suggested bibliography (plus some wider knowledge)</td>
<td>A clear case for the conclusion; clear sequence of thought; coherent; some awareness of the wider significance of the question</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable grammar, spelling and punctuation (a number of mistakes); limited vocabulary; meaning perhaps not always clear</td>
<td>Has tried to organize into paragraphs (&amp; sections) with introduction and conclusion, but could be more clear and coherent</td>
<td>Sufficient knowledge but little beyond lectures and text book. Possibly other superficial references not really assimilated; may omit some significant points.</td>
<td>Has tried to present an argument; does not wander too much into irrelevancy; comes to conclusion on the set topic or question, which may not quite follow</td>
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<tr>
<td>D</td>
<td>Unacceptable: too many mistakes in spelling, grammar and punctuation; poor vocabulary; deficient prose</td>
<td>Lack of organization or poor organization; lack of introduction or concluding paragraph irrelevancies</td>
<td>Poor knowledge of relevant information, repeating points from lectures or text book without much understanding; too much redundant information</td>
<td>Confused or inadequate line of argument; lack of clear conclusion; or no conclusion at all; non sequiturs; irrelevant arguments. Little understanding of the question/topic or its significance</td>
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Each assignment (including each written essay in the exams) receives equal weighting. A plus or minus sign may be added to a grade to indicate a high or low A, B, or C, but these do not affect the grade point.

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.
**Class Attendance**
Attendance at classes is essential for realizing the maximum benefit of your education. If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation.

If a student is absent for 8 hrs of the module, the professor may automatically fail the student.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

**Audio and Video Recordings**
In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited.

Students enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the videoconferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.

**Course Calendar**

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<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
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<tr>
<td>1</td>
<td>Pre-Module</td>
<td>Introductions</td>
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<td></td>
<td>Begins</td>
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<td>6</td>
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<td>7</td>
<td>Module Face</td>
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<td>Begins</td>
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<td>8</td>
<td>Post-Module</td>
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<td></td>
<td>Begins</td>
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<td>9</td>
<td>4</td>
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</table>
Course Evaluations (approximate release time by the Dean’s Office)

Select Bibliography

(1) Primary Documents


Other texts may be printed from the web. Enter ‘Augustine Works’ on Google, then click on ‘CHURCH FATHERS: Home. You will then see a list of the Fathers with the works of each. Scroll down to Augustine and select the work you need. In some cases you may get a summary of the work, in which case you have to click again.

Note these translations which are on reserve in the Library:

The Happy Life, trans. L. Schopp (St Louis: Herder, 1939)


Also the two volumes of The Library of Christian Classics:


There is also a set of the The Works of St Augustine (New York: New City Press) which includes the following:

Vol. I/11, Teaching Christianity (De doctrina christiana), trans. Edmund Hill, 1996

There are also many volumes of Augustine’s biblical expositions and sermons

See also:

(2) Secondary Works

Biographies

Aspects of Augustine’s Thought
Arnold, Duane W.H. and Bright, Pamela, *De doctrina christiana: A Classic of Western Culture* (Notre Dame, 1995)
Kam-lun, Edwin Lee, *Augustine, Manichaeism and the Good* (New York: Peter Lang, 1999)
Kenney, John Peter, *The Mysticism of Saint Augustine: Rereading the Confessions* (Routledge, 2005)
Mallard, William, *Language and Love: Introducing Augustine’s Religious Thought*
through the Confessions Story (Pennsylvania: PUP, 1994)
Markus, R.A., Saeculum: History and Society in the Theology of St Augustine
(Cambridge: CUP, 1970)
Miles, Margaret R., Desire and Delight: A New Reading of Augustine’s Confessions
(New York: Crossroad, 1992)
Neuhaus, Richard John, Augustine Today (Grand Rapids: Eerdmans, 1993)
Paffenroth, Kim and Kennedy, Robert P. (eds), A Reader’s Companion to the
Confessions of St Augustine (Louisville: WJK, 2003)
Portalié, Eugène, A Guide to the Thought of St Augustine
Quinn, John M., A Companion to the Confessions of St Augustine (New York: Peter
Lang, 2002)
Rigby, Paul, Original Sin in Augustine’s Confessions (Ottawa: UOP, 1987)
Rist, John M., Augustine: Ancient Thought Baptized (CUP, 1994)
Vaught, Carl G., Encounters with God in Augustine’s Confessions, Books VII-IX (New

See also:
Fitzgerald, Allan D., Augustine through the Ages: An Encyclopedia (Grand Rapids:

Additional
Clark, Mary T., Augustine (Washington: Georgetown University Press, 1994)
Cooper, Stephen A., Augustine for Armchair Theologians (Louisville: WJK, 2002)
Evans, G.R., Augustine on Evil (Cambridge: CUP, 1982)
Nash, Ronald H., The Light of the Mind: St Augustine’s Theory of Knowledge
(Lexington: Kentucky University Press, 1969)
Stump, Eleonore and Kretzmann, Norman, The Cambridge Companion to Augustine
(Cambridge: CUP, 2001)