

COURSE SYLLABUS

CH511: Augustine and Medieval Theology

Course Lecturer: Scott T. Carroll, PhD

Former Professor of Ancient History at Cornerstone University

About This Course



This course was originally created through the Institute of Theological Studies in association with the Evangelical Seminary Deans' Council. There are nearly 100 evangelical seminaries of various denominations represented within the council and many continue to use the ITS courses to supplement their curriculum. The lecturers were selected primarily by the Deans' Council as highly recognized scholars in their particular fields of study.

Course Description

Augustine is one of the most influential theologians in church history. His teachings have shaped the thinking of Aquinas, Luther, Calvin, and Barth. In this course, learners study a comprehensive introduction to Augustine; his life, his works, and his legacy in the medieval church. The course details his youth, conversion, literary works, and his battles against the day's emerging heresies. Surveying Augustine's life as a pastor, teacher, and writer, students are encouraged to evaluate his contribution to the development of medieval theology and to apply those contributions to their own lives and ministries.

Course Objectives

Upon completion of the course, the student should be able to do the following:

- Express an appreciation for the value of historical theology as it relates to ministry.
- Understand Augustine's unique place in the history of the church.
- Analyze the most important writings of Augustine.
- Synthesize the major theological contributions of Augustine.
- Explain the various theological battles Augustine faced in his work.
- Describe Augustine's life as a pastor, teacher, and writer.
- Apply lessons from Augustine to current ministry contexts.
- Evaluate Augustine's contribution to the development of Medieval theology.
- Obtain an in-depth knowledge of available bibliography including the original sources.

Accessibility

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

Course Lecturer



Scott T. Carroll, PhD

Education:

- Miami University, PhD
- Trinity Evangelical Divinity School, MA
- Tennessee Temple University, BA
- Studies at Hebrew Union College

Teaching Career:

- Professor of Ancient History, Cornerstone University (2000-2010), specializing in ancient and classical studies, archaeology, and codicology
- Professor in Ancient and Early Church History, Gordon College and Gordon-Conwell Theological Seminary (1988-1994)
- Professor in Comparative Religion, Grand Valley State University
- Instructor or teaching fellow at various schools while completing his PhD work, including Miami University, St. Joseph College, and Xavier University
- Lectured and presented material at Azusa Pacific University, Cedarville College, and Salem State University
- Led students at both Gordon-Conwell and Cornerstone University on trips to the Mediterranean world

Other Career Highlights:

- Founder and director of Scriptorium Center for Christian Antiquities, a joint project with Hampton Court Herefordshire, United Kingdom
- Master of numerous languages including Akkadian, Aramaic, Classical Egyptian, Coptic, Ge'ez, Hebrew, Greek, Latin, and Syriac
- Director of archaeological excavations in Egypt
- Consultant for national media outlets
- Regular speaker at churches

Publications:

- Author of numerous articles, book reviews, and chapters for several books and scholarly journals
- Among his published periodicals are *Christian Scholars Review*, *The American Journal of Philology*, and the *Journal of Hellenic Studies*
- Extensive contributor to the *Anchor Bible Dictionary*
- Coauthor of *Customs and Manners in Bible Times*

Online Professor

If you are taking this course for credit, CUGN will assign one of its faculty members as the online

professor for this course. This professor will contact you upon enrollment in the course and will guide your study. Your online professor will be available to you by email and, at set times, by chat room or other real-time technology. Your online professor will do the following in order to stimulate student involvement and facilitate effective learning:

- Evaluate and assign grades to all coursework.
- Provide assistance with technological problems that may occur.
- Answer questions that may arise.
- Issue your final grades.

Course Texts

Required:

Brown, Peter. *Augustine of Hippo*. New edition. California: University of California Press, 2000.

The Essential Augustine. Vols. 1-3. Edited by Scott Carroll. Grand Rapids: Institute of Theological Studies, 2000. (available in the Before You Begin section of your course)

Textbooks can be ordered through our online store at CUGN.org, through your local bookstore, or through your preferred eReader when available.

Academic Honesty

At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

Quizzes and Exams: Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

Plagiarism: If a student’s work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar’s Office at registrar@cugn.org or toll free at (888) 487-5376 ext. 3.

Course Methods

Throughout this course, a number of methods will be used to engage the students in learning and processing information, and applying the learning to their lives. These methods include the following:

Media/Materials

The course will include media presentations of lectures and supplementary materials to be listened to and/or read throughout the lessons of the course.

- **Audio-based teaching**

The primary teaching session in each lesson is provided in audio format. If available, we also provide the option of reading the lesson from a transcript of the audio lecture (found in the course Audio Lecture section).

- **Readings**

Reading from the required textbook(s) is assigned in this syllabus.

Mentor Relationship

Students are required to seek out a mentor with whom they can discuss the spiritual impact of the course on their life. The goal of this process is to facilitate the student's growth through interaction with a mature believer.

Spiritual Formation Project

Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection through the course's Spiritual Formation Project.

Course Requirements

1. **Time:** The student is required to spend a minimum of 120 hours in this course. All course requirements must be completed within 6 months of enrolling in the course.
2. **Lectures and Reading:** Each student will complete twenty-four (24) lessons that include listening to recorded lectures and completing the assignments that accompany them. These assignments include required readings and three essays for each lecture.
3. **Essays:** After completing each lesson (lecture and reading), the student will complete two reflective essays: one summarizing the lecture and the other summarizing a select issue raised in the reading. Each lecture is also accompanied by one applicational essay which will take the issues under consideration in the lecture and the readings and attempt to place them in a contemporary context.
4. **Final Exam:** Each student will take a final exam at the end of the course. It will be summative in nature and will cover the entire course. Students will not have access to their books or notes for the final.

5. Student Project: *In lieu of the Final Exam*, the student has the option to work on a semester-long project. In the back of volume 3 of the textbook, *The Essential Augustine*, there is a section titled, *Florilegium*. This section contains a collection of citations from Augustine's works that deal with various theological issues. This project entails your continuation of this work. As the student reads Augustine's works, he or she will keep the list nearby and add to it when encountering his treatment of a theological issue. Citations should be typed, highlighting the key parts of the section cited. The goal of this project is not to simply record a large number of citations. The student should record citations based upon quality and theological significance. An "A" project will have many citations dealing with a variety of specific theological issues. Primary source reading beyond the course requirements may be necessary, and critical arrangement of citations according to theological categories is a must. A "B" project will have many citations of theological significance arranged critically but without the extra reading. A "C" project will simply have a long list of citations which deal with general theological issues. Ultimately, the student should spend an amount of time (not including time spent reading) comparable to the time it might take to prepare for and take the final exam.

6. Spiritual Formation Project

RATIONALE: Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. With this in mind, CUGN includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. Identify your mentor early in the course, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following:

A. Personal Reflection and Evaluation: Reflect on the course – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.

- i. Follow these steps in your reflection:
 - Step 1: What one theme, principle, or concept in the course is the most significant to you personally? Why is it significant?
 - Step 2: What portion(s) of the course brought this theme/principle/concept to light?
 - Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?
 - Step 4: How should this affect your thoughts and actions, and what specific steps should you take to concretely apply what you have learned?
- ii. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: approximately three pages)

- iii. Give a copy of this reflection to your mentor (see #2).

B. Community Reflection and Interaction: Interview a mentor – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

- i. Who should you interview? (1-3 are required; 4-6 are recommended)
 1. Someone with whom you have a reasonably close relationship.
 2. Someone who is a mature Christian ministry leader (i.e. a pastor).
 3. Someone who is not your grader or a family member.
 4. Someone who values the spiritual formation process.
 5. Someone who is familiar with and values the subject of the course.
 6. Someone who has experience using the content of the course in ministry.

NOTE: Identify your mentor early in the course, and give him/her the page entitled “Guidelines for Mentors.”

- ii. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
 - What feedback can your mentor give in response to your essay?
 - In light of the course content, are the conclusions you made appropriate? Why or why not?
 - What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

NOTE: Conduct this interview either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

C. Synthesis and Application: Draw your final conclusions – Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:

- i. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
- ii. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
 - What were the mentor’s comments regarding your essay?
 - What advice did he/she give?
 - How did his/her comments expand or correct your application of the course?
 - Include the person’s name, occupation, and the length of the interview.

iii. Section 3: Conclude with a synthesis of what you have learned. Answer the following:

- If your mentor corrected any thoughts in your “Personal Reflection and Evaluation”, how do you feel about these corrections? Do you agree or disagree? Why?
- Synthesizing your thoughts from section one and your mentor’s insight in section two, what final conclusions have you reached? How is this different from section one?
- In light of the interview and further reflection, what additional, specific changes need to occur in your life and what concrete steps will you take to implement them?

NOTE TO STUDENTS: Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life. If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

Course Grading

Your grade for the course will be determined as follows:

Essays	50% of Course Grade
Required Reading	10% of Course Grade
Final Exam OR Student Project	25% of Course Grade
Spiritual Formation Project	15% of Course Grade
Total	100%

Grades will be issued within two weeks of the end of the course.

List of Lectures

Section One: The Life of Augustine

1. Setting the Stage: The World of Late Antiquity
2. Sources for the Study of Augustine and His Age
3. Augustine: The Wayward Genius (AD 354-385)
4. Augustine: The Convert (AD 386-395)

5. Augustine: Son of the Church (AD 395-410)
6. Augustine: Bishop in Controversy (AD 391-430)
7. Augustine the Pastor: An Introduction
8. Augustine the Pastor: The Sacramental System
9. Augustine the Pastor: The Practical Ministry

Section Two: The Major Works of Augustine

10. Augustine and the Classical Tradition
11. Augustine's Earliest Writings
12. Augustine On Christian Doctrine
13. Augustine On Christian Doctrine (continued)
14. Augustine's Anti-Manichaean Works
15. Augustine's Anti-Donatist Works
16. Augustine's Anti-Pelagian Works
17. Augustine's Anti-Pelagian Works (continued)
18. Augustine On the Trinity
19. Augustine's City of God
20. Augustine's City of God (continued)

Section Three: The Theological Legacy of Augustine

21. The World after Augustine
22. An Augustinian Synthesis by the Early Medieval Church
23. Debate over the Augustinian Synthesis
24. Augustine Rediscovered by the Later Medieval Church

Course Bibliography

There is an extensive bibliography at the end of volume 3 of the textbook: *The Essential Augustine*. Therefore, one is not included in this Syllabus.

Student Name: _____ Course: _____ Interview
Date/Time: _____

Guidelines for Mentors

(Students, give this sheet to your mentor for the Spiritual Formation Project.)

Thank you for your involvement in this student's CUGN coursework. We believe the Christian life is more than an academic exercise, so we encourage students to critically reflect on their life in light of what they learn and then apply those insights to the daily life of faith.

Therefore, students taking CUGN courses are required to complete a final assignment called the "Spiritual Formation Project." This assignment involves two parts: an essay and an interview:

The ESSAY: After completing their coursework, students reflect on the content of the course, evaluate their lives, and discuss the one theme, principle or concept that is most significant to them and why. Students are to identify specific ways this theme/principle/concept should apply to their lives and what action steps they plan to take in order to make these changes a reality.

The INTERVIEW: After writing this reflection, students give a copy to their mentor and meet with him/her to discuss their thoughts and get feedback. The goal of this interview is to facilitate the student's growth through interaction with a mature believer.

NOTES ON THE INTERVIEW:

- You do not need to be familiar with the course to participate in this interview. You will primarily respond to the thoughts of the student. (However, general knowledge of the subject matter of the course and/or experience applying it to ministry is valuable.)
- Prior to meeting with the student, read his/her "Personal Reflection and Evaluation" and prepare to discuss the following:
 1. What feedback can you give the student in response to his/her essay?
 2. Are the student's conclusions from the course appropriate? Why or why not?
 3. What additional advice, deeper insights or broader applications would you suggest from your own life and ministry?
- Meet with the student either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc.).
- Suggested length of the interview: 45 minutes

Thanks again for participating in this project! You have a real opportunity to guide this student in the application process and to help him/her connect academics to life – *a valuable process for all who wish to grow in Christ.*

NOTE: If the student's school makes any changes to this assignment, their requirements should replace those described here.