HCH 603G
FIRST THEOLOGIANS: AFRICAN GUIDES ON THE CHRISTIAN WAY
Distance Learning Course
Lutheran Theological Seminary at Philadelphia
Spring Term, 2015

Credits earned: 1 Unit
Course meeting day(s) and times: Distance Learning Course. 14 sessions at 3 hours per session.

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Office hours: On-Line Saturdays, 10:00 AM – 1:00 PM

NOTE: This syllabus may be adjusted at the discretion of the professor, pending illness, weather interruption, or other unforeseen events.

Important notes: No Prerequisites

I. Course description: Somewhat amplified from the LTSP Catalogue
African-based thinkers and doers were the first theologians and key leaders in early Christianity. Controversial in their time, they influence and speak to us now. Their personalities, struggles and theological work mapped the Christian path through the centuries. They thought through, acted out, and sometimes paid for the routes they took. Our course will look at their lives, ideas, opponents, and the questions they pose to us as we seek to walk in the Christian Way. Among the themes we will follow are: The Quest for Moral Purity and Church Holiness, The Problem of Sin and Grace, and the Dilemma of Being Christian in Changing Societies. We will focus on Clement of Alexandria, Origen, Tertullian, Cyprian, Athanasius, and Augustine.

II. Desired learning outcomes:
1.1 Demonstrate advanced level knowledge of biblical, historic and theological disciplines
1.3 Demonstrate the ability to communicate learnings within appropriate publics (academic and ecclesiast
2.1 Demonstrate the ability to form productive questions and utilize appropriate research methods and skills
2.2 Demonstrate the ability to understand and explore the intersection of various theological disciplines

III. Teaching and learning strategies:
Weekly Lectures and Professor’s Presentations via Moodle, Student Journals, Student Papers shared on specific topics and personalities, Student Discussion-Conversations via Internet, Term Paper on an agreed upon topic.

IV. Required texts:
ISBN: 978-0-913836-40-8

ISBN: 0-88141-256-2


ISBN: 978-0-87061-279-4

V. Recommended texts:
Materials are available on-line and as ebooks. The instructor will provide texts that are in the public domain. Note as well LOGOS (Faith-Life) has the works needed. Often the translations are “elderly.”

ISBN: 978-0-8006-6266-0


ISBN: 0-8006-2567-6


VI. Course Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date(s)</th>
<th>Course Objective</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion via Moodle</td>
<td>Weekly</td>
<td>1.1, 1.3</td>
<td>15%</td>
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<tr>
<td></td>
<td></td>
<td>2.1, 2.2</td>
<td></td>
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<tr>
<td>First Brief Paper</td>
<td>April 8</td>
<td>1.1, 1.3, 2.1, 2.2</td>
<td>15%</td>
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<tr>
<td>Second Brief Paper</td>
<td>April 27</td>
<td>.1, 1.3, 2.1, 2.2</td>
<td>15%</td>
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<tr>
<td>Journal</td>
<td>May 20</td>
<td>.1, 1.3, 2.1, 2.2</td>
<td>25%</td>
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<tr>
<td>Final Paper</td>
<td>June 1</td>
<td>.1, 1.3, 2.1, 2.2</td>
<td>30%</td>
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</tbody>
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VII. Session-by-Session course outline: I plan to record my part of the sessions on Fridays, and LTSP will post the presentations on Moodle on Mondays. Students will access the presentations.
on their own schedules during the week. Students are to have the readings completed by the
time the presentation is “Moodled” and to engage in discussions by Thursdays of each week.
The roster is given in terms of Mondays of each week of the academic calendar.

**February 2:** Introduction to the Course; Setting the Scene in Africa, Part 1
Geography, Examination of African History from ancient Egyptians to Alexander the
Great, including Africa in the Old Testament. Recurring themes and contrasts

**February 9: Setting the Scene in Africa: Part 2**
READING: Start Origen, *On First Principles*, Introductions and Books 1-2
Complete historical survey through Greco-Roman times. Philosophical background
including forms of Platonism. Contexts in Alexandria. Introduce Clement of Alexandria.

**February 16: The Alexandrines, Part 1. Clement of Alexandria and Origen**
READING: Origen, *On First Principles*, Books 3-4
Introduction to Second Century Alexandrian situation, sketch gnosticisms, issues, etc.
Focus on Clement’s structure, rhetoric, Origen, biblical interpretation, First Principles,
Books 1-2

**February 23: The Alexandrines, Part 2. Origen and responses to him**
READING: Complete *First Principles*, Material provided by instructor

**March 2: The Alexandrines, Part 3. Athanasius, 1**
The shape of the Christological debates, Athanasius’ treatise against the pagans and
closer study of *On the Incarnation*

**March 9: READING – BREAK. CATCH UP, MOVE AHEAD!**

**March 16: The Alexandrines, Part 4 Athanasius and Arius**
READING: Go On-Line to Athanasius’ Life of Antony. One site is
[www.fordham.edu/halsall//basis/vita-antony](http://www.fordham.edu/halsall//basis/vita-antony)  *From this point on, when students are directed to
the internet, they are expected to have the research sills to enable them to find the texts. There
are numerous such sites*

Ecclesiastical situation, The Athanasius-Arius Confrontation, the role of the Emperor.
The council of Nicea. start considerations of desert eremitism,

READING: In Four Desert Fathers read any three of the four. READ in John Cassian:
*Conferences, Introduction and Conferences 1-3, 9 and 18.* Be sure to have completed *Life of
Antony*

Considerations on types of monasticism, Cassian’s views of human nature and will,
forms of asceticism. Transitions adapted in Spain, France and Italy. Orthodoxy’s variations

**March 30: The African Desert, Part 2. The Mothers**
READING: The Forgotten Desert Mothers. **ON-LINE: The Passion of the Holy Martyrs**, Perpetua and Felicitas also ANF volume 3

Considerations on spirituality in general, the Mothers in particular, the roles of women leaders and begin male attitudes toward women. Prepare for the transition to Latin North Africa.

**APRIL 6: EASTER BREAK NO CLASS SESSION**
**ON OR BEFORE APRIL 8 VIA EMAIL: FIRST BRIEF PAPER DUE TO PROFESSOR**

April 13: Early Latin North African Christianity, Part 1, General Comments, Tertullian-1

READING: **ON-LINE: Five Books Against Marcion**, Book 1, chapters 1-3; **Prescription Against Heresies; Against Praxeas; On Repentance; On Baptism; On Prayer**

The defense of the faith, basic Western teachings concerning the Trinity, problem of relationship of classical culture and revelation, issue of forgiveness of apostates. African Montanism.


READING: **ON-LINE Tertullian**: *On the Apparel of Women, On the Veiling of Virgins, To His Wife; On Exhortation to Chastity*, *On Monogamy* and *On Modesty*


Tertullian and Cyprian on women (but…), church discipline, relationship with pagan government.

**ON OR BEFORE APRIL 27 VIA EMAIL: SECOND BRIEF PAPER DUE TO PROFESSOR**

April 27: Augustine of Hippo, Part 1

READING: *Confessions*, Introduction (necessity!), Books I-IX

**ON-LINE: “On the Spirit and the Letter”**

Introducing Augustine and his time, problems of grace, sin and free will, Bible, philosophy, opposition to Manicheism, Pelagianism, John Cassian, Donatism

May 4: Augustine of Hippo, Part 2

*Reading: Confessions*, Books X-XIII, **ON-LINE – On the Trinity**, Books 1, 9-11, 15

Inter-related concepts, key understandings of the Trinity, applicability to spirituality and the whole of the Confessions as well as his development of key theme of love.

May 11: Augustine of Hippo, Part 3

**READING ON-LINE: City of God**, Books 1, 18-22

*Treatises: On the Good of Marriage; Of Holy Virginity; Enchiridion*

**MAY 20: SEND JOURNALS TO THE PROFESSOR VIA EMAIL**

**JUNE 1: SEND THE TERM PAPER TO THE PROFESSOR VIA EMAIL**

VIII. Class Expectations:
GENERAL EXPECTATIONS
1. Regular attendance for every on-line session and attentiveness throughout the sessions.
2. Keeping up with the readings is essential.
3. Participation each week in the dialogues with fellow students in response to the questions posed by the professor for each session. Please make the discussions relevant as well as respectful.
4. Contacting the professor if there are questions about the materials, readings, assignments.
5. The syllabus indicates reliance on the internet for a number of readings. There are many such textual resources. The major textual resources are derived from the Ante-Nicene Fathers (ANF) and the Nicene and Post Nicene Fathers (NPNF) The latter comes in 2 series. Series 1 has the writings of Augustine and John Chrysostom. Series 2 has the writings of Athanasius and others. The translations may be awkward and dated, but are fine if you have patience with them. There are other series in print such as Ancient Christian Writers and Fathers of the Church. Penguin has a fine translation of Augustine’s City of God. LOGOS and BIBLEWORKS contain ANF and NPNF as part of heir packages as probably do others.

SPECIFIC EXPECTATIONS
1. THE WEEKLY DISCUSSION-DIALOGUES. I am new to Moodle and am learning. And I have to post this syllabus before knowing Moodle’s capabilities. My intention is to set up discussion areas via Moodle. At the end of each session, I will pose 2-4 questions for you-all to discuss, ponder, etc. The responses are expected to show familiarity with the readings and at least a grasp of what my presentation involved. I will lurk each week, but not intervene in the discussion unless necessary. I expect each student to contribute something each week.
2. THE PAPERS. The format is Word documents, not PDF. One inch margins, 1.5 spaces between lines, 12 size font, PLEASE USE TIMES NEW ROMAN NOT CALIBRI OR ARIEL. 0.6 between paragraphs, double indent, single space quotations of more than 3 lines. Page numbers at the top – with your name.
   I look for three factors:
   1. What did the student say that is expected? ACCURACY
   2. What didn’t the student say that ought to have been said? COMPLETENESS
   3. How did the student say it? STYLE, ORGANIZATION, GRAMMAR, SPELLING
Please use the Chicago style for citations and bibliography.
BRIEF PAPERS: These are to be 4-6 pages long. I am appending a list of proposed topics and am open to subjects that interest a student.
TERM PAPER: This is a research oriented paper. It is to be at least 12 pages in length. Each student and I will work out topics of relevance to the course and the student’s interest.
JOURNALS: I expect a minimum of 10 entries. It can be based on readings, sessions, developments in ministry (and/or the wider world) that are somewhat relevant to the course. Try to link the entries to theology and ministry. Each entry should be at least a page long. REMEMBER TO SAVE, SAVE, SAVE. CYBERGREMLINS have taken to place of homework eating canines. The Journals are confidential. I will send it back to you and on July 1, I will delete them.

ABOUT LATE SUBMISSIONS: I will accept a 24 hour late submission without penalty. Death, sickness, etc. need to be stated clearly and convincingly. After 24 hours 5 points will be deducted from the assignment’s percentage of the grade for each late day.

PROPOSED TOPICS FOR FIRST BRIEF PAPER
1. Origen on the pre-existence of the soul
2. Origen on the Body of Christ
3. Origen on Scriptural Interpretation
4. Clement of Alexandria on Christians Philosophy
5. Clement of Alexandria on the True Gnostic
6. Clement of Alexandria on secret Christian teachings
7. Athanasius and human sin
8. Was Arius right?
9. Is “The Life of Antony” propaganda?
10. Athanasius and the Canonization of Scripture
11. Eusebius of Caesarea and putting the Bible together
12. A Consideration of one of the Desert Mothers
13. A Consideration of one of the Desert Fathers

PROPOSED TOPICS FOR THE SECOND BRIEF PAPER

1. Tertullian on Christian uses of philosophy
2. Tertullian on the role of the devil in heresy and heretics
3. Tertullian on Marriage
4. Tertullian as a Montanist with regard to women
5. Tertullian on the pagan authorities
6. Cyprian on the unity of the Church and clergy authority
7. Cyprian on the treatment of the lapsed who sought re-entry into the Church
8. Cyprian on Virginity
9. Augustine and the Pear Tree
10. Augustine and Christian use of philosophy
11. Augustine on the death his friend
12. The Vision at Ostia
13. Augustine on the Sabbath rest in the Confessions

IX. Seminary Policies and Expectations: Plagiarism, Electronic Submission of Papers, Extensions, etc.

- All written assignments, including on-line postings, papers, quizzes and examinations, are to be the original work of the student. Where ideas or quotations are taken from other authorities, the authority is to be properly cited. As allowed by the instructor, students may work together to research and discuss assignments but, except where assignments are designated as group assignments by the instructor, papers submitted by students working together must be clearly the work of each individual student.

- Hard-copy papers are to be submitted directly into the hands of the instructor or to the Faculty Assistant in Hagan Center or to the Enrollment Services Administrative Assistant in Brossman Center. Papers submitted electronically are to be in the manner and format specified by the instructor. Papers that do not arrive on time electronically in readable form will be considered late for grading purposes.

- Final papers and exams will be returned to students via Campus Mailboxes. Students wishing to have papers returned to them by mail are required to supply a stamped, self-addressed envelope for this purpose. Contact the Mailroom (215-248-6303) for information on obtaining a Campus Mailbox.

- Requests for extensions beyond the semester are to be submitted to the instructor in writing prior to the end of the semester. Extensions will not be granted by the instructor for longer than 2 weeks for first theological degree students (MDiv, MAR, MAPL and others at that level) or 6 months for advanced-level students (STM, DMin, PhD, and others at the advanced level). Requests for longer extensions will require approval in writing from the Dean.
• All students are expected to comply with all seminary policies as spelled out in the Catalog and Student Handbook, including but not limited to those on inclusive language, plagiarism, Academic and Social Conduct, and Harassment. Both documents may be found at http://ltsp.edu/studentresources.

• Consult the Student Handbook for information concerning Grading Practices, Student Complaint and Grievance Procedures, and the Rights, Responsibilities and Freedoms of Students. The Handbook may be found at http://ltsp.edu/studentresources.

• Any student with a need for accommodation based on the impact of a diagnosed disability is required to contact the Coordinator of Student Services (215-248-6312 or hrodrick-schnaath@ltsp.edu) to design appropriate accommodations specific to this course. The Disability Policy may be found in the Student Handbook, available at http://ltsp.edu/studentresources.

• Any student wishing the assistance of a writing tutor should contact the Coordinator of Student Services, per above, for a list of recommended tutors. Payment of tutors is the student’s responsibility.

LEARNING OUTCOME OBJECTIVES OF THE DMIN CURRICULUM
The DMin degree program expects the following learning outcomes from its graduates. Each LTSP course is required to link its course objectives with at least two of the major content areas of the LTSP Mission statement (and the corresponding ATS content areas):

1 Centered in the Gospel of Jesus Christ
   1.1 Demonstrate and advanced level knowledge of biblical, historic and theological disciplines
   1.2 Demonstrate an advanced understanding of the nature and purpose of ministry through study of a particular ministerial discipline/focus
   1.3 Demonstrate the ability to articulate the faith that is appropriate to a particular ministerial context

2 Educating and Forming
   2.1 Demonstrate the ability to integrate theory and practice within ministry
   2.2 Demonstrate appropriate research skills for pastoral analysis of ministerial context
   2.3 Demonstrate competence of particular ministerial skills (through a written Project in Ministry)

3 Developing and nurturing individual believers and communities of faith
   3.1 Demonstrate the ability to teach and preach the faith in a particular ministerial context
   3.2 Demonstrate sensitivities and mature leadership to nurture individual faith gifts and graces and healthy communities (congregations, agencies) in public life
   3.3 Demonstrate mature personal, ethical and professional reflection, growth and conduct

4 Engaging the world
   4.1 Demonstrate ability to engage with public issues in light of the common good
   4.2 Demonstrate awareness and sensitivities to diverse cultural contexts of ministry
   4.3 Demonstrate an ability to integrate global, cross-cultural, ecumenical and interfaith realities

LEARNING OUTCOME OBJECTIVES OF THE STM AND PHD CURRICULA
The STM and PhD degree programs expect the following learning outcomes from their graduates. Each LTSP course is required to link its course objectives with at least two of the major content areas of the LTSP Mission statement (and the corresponding ATS content areas):

1 Centered in the Gospel of Jesus Christ
   1.1 Demonstrate advanced level knowledge of biblical, historic and theological disciplines
1.2 Demonstrate advanced comprehensive understanding of one particular theological discipline
1.3 Demonstrate the ability to communicate learnings within appropriate publics (academic and ecclesiastical)

2 Educating and Forming
2.3 Demonstrate the ability to understand and explore the intersection of various theological disciplines
2.4 Demonstrate the ability to form productive questions and utilize appropriate research methods and skills
2.5 Articulating advanced theories and disciplines (through a written thesis/dissertation)

3 Developing and nurturing individual believers and communities of faith
3.1 Demonstrate capacity for articulating theological resources in appropriate communal contexts
3.2 Demonstrate specific research and teaching skills
3.3 Demonstrate a commitment to theological scholarship

4 Engaging the world
4.1 Demonstrate the ability to engage broader academic discourses of the academy and church
4.2 Demonstrate that awareness and sensitivities to diverse cultural contributions and discourses in theological scholarship
4.3 Demonstrate an ability to integrate global, cross-cultural, ecumenical and interfaith realities within scholarship