



ETHC9404 HISTORY OF CHRISTIAN ETHICAL THOUGHT
 Division of Theological and Historical Studies

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SPRING 2019 // THURSDAY 1:00-5:00 P.M.
1/31, 2/14, 2/28, 3/14, 3/28, 4/11, 4/25, 5/9

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

NOBTS Mission Statement

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**Course Purpose, Core Value Focus, and Curriculum
 Competencies Addressed**

The purpose of a Ph.D. seminar at NOBTS is to prepare students for teaching in colleges, universities, and seminaries; for holding administrative positions; for working in boards, agencies, and commissions of the Southern Baptist Convention; and for providing specialized ministry leadership.

The History of Christian Ethical Thought seminar seeks to produce in students a *characteristic excellence* with regard to academic discipline, *doctrinal integrity* in the pursuit of truth in the field of Christian ethics, and a *mission focus* that sets reflections on issues in ethics into the ecclesial context of the Great Commission and the Great Commandment. These core values will be attained through the development of competencies in Christian theological and ethical heritage, and spiritual and character formation. The core value focus for this academic year is **Doctrinal Integrity**.

Course Description

The seminar surveys major Christian and non-Christian figures and movements that have shaped moral theology and Christian ethics from the First Century church to the early Twentieth Century. Emphasis is placed on the moral positions and ethical methodologies of Catholic and Protestant theologians and ethicists. Histories of Christian Ethics are utilized. Primary sources are highlighted.

Student Learning Outcomes

1. Through seminar discussions, in written reports on assigned readings in the field, and in presentation of research papers, students will demonstrate conversancy on major figures and movements that have shaped moral theology and Christian ethics through history, show how these figures and movements relate, and how they inform Christian ethics today.
2. Students will design, implement, and report research on a major figure or movement that has shaped moral theology and Christian ethics through history and informed Christian ethics today.
3. Students will demonstrate proficiency in imparting knowledge gained in research by reporting and leading discussion on assigned readings and on a research paper.

Course Teaching Methodology

The seminar will utilize reading assignments, written reading reports, a research paper, formal response to a research paper, and interaction with professors and members of the seminar. The professor will provide a critical response to each writing assignment as well as to each formal in-seminar response to writing assignments.

Textbooks

General Textbooks:

- Ashby, Warren. *A Comprehensive History of Western Ethics*
- Banner, Michael. *Christian Ethics: a Brief History*.
- Beach and Niebuhr, *Christian Ethics: Sources of the Living Tradition*
- MacIntyre, *A Short History of Ethics*

Texts for Book Reviews and Presentations:

- See seminar schedule for review texts. Sign up for two reviews; first come, first served.
- Students may request a book not listed in the bibliography, but it must be approved by Dr. Riley

COURSE REQUIREMENTS

General Text Discussion 10% of final grade:

Time will be taken in seminar meetings 1-6 to discuss reading assignments (see course schedule).

The first seminar is a general discussion of the MacIntyre and Banner books. Each student should submit notes and questions based on the instructions in the Course Schedule.

For meetings 2-6, all students should read assignments from Ashby, Beach & Niebuhr, and primary sources assigned for all. Each student should bring a brief synopsis for the chapters and sources assigned for that meeting, as well as a second page with 5 to 10 quality discussion questions gleaned from the overall readings. The synopses and questions will be submitted to Dr. Riley in seminar.

Book Reviews (2) 20% @ of final grade:

Each student will review 2 primary sources (with some exceptions on the source). See the course schedule for list of review books.

Use the following instructions to prepare your Book Reviews.

A few matters regarding form and style:

1. Do not use a title page. In the heading of the first page, include your name and the bibliographic data of the book reviewed:

Jeffrey Riley. Review of Karl Barth, *Ethics*. Edited by Dietrich Braun. Translated by Geoffrey W. Bromiley. New York: Seabury, 1981.
2. Include proper referencing of direct citations, using in-text parenthetical notes: (page)
3. If you use or cite other books, include a bibliography and reference using in-text parenthetical notes: (last name, page).
4. On all questions of style, refer to Turabian, *A Manual of Style* (approved edition)
5. Edit. Edit. Edit. Someone has said, "There are no good writers, just good editors." Perhaps an overstatement, but heed the advice (I actually had to edit this point 4 times).
6. Use a standard, 12-point font like Times New Roman or 11-point Calibri (Body), 1 ½ spaced, one-inch margins.
7. Length: Approximately 6-8 pages).

Get a sense of the big picture. You are engaging and evaluating the content of books, most of which are primary sources. Divide the review into the following, attending to specific matters recommended within each section (pages are approximations; balance is the key):

1. Introductory matters (1 page):
 - a. Introduce the author--date the primary source, setting for the book/selections, theological/philosophical assumptions. If a secondary source, introduce the historical character whose ethic is addressed in the book.
 - b. State the books primary aim/thesis and approach
 - c. Situate the book in a larger context
 - d. State the books primary contribution
2. Content of the book (2-3 pages)
 - a. Sketch the books contents, being sure to account for the main ethical threads of the book's arguments.
 - b. Present the whole book, but do not give a chapter by chapter summary.
3. Critical Engagement (2-3 pages)
 - a. Major insights communicated by the book—ethical, theological, or philosophical. What points are particularly helpful for applying Christian ethics?
 - b. Does the author provide strong biblical, philosophical, and historical support for his or her positions?
 - c. Ideas that are interesting, novel, or problematic
 - d. Ideas that changed or challenged your thinking. How and Why?
 - e. Insights in this book that practically relate to life and ministry and the ethical life of the church and broader cultures
4. Conclusion (1 page)
 - a. Importance of the author/book in the history of ethics
 - b. Sum up importance and/or liabilities of the book. Does this book help understand ethics?
 - c. Include a recommendation (or not) and for whom (including Christian academics)

Evaluating Book Reviews

Factor	Superior Review (A: 100-93)	Competent Review (B: 88-92)	Adequate Review (87-83 Borderline B-C)	Weak Review (C- Failing)
Representation of the Book's Substance/Content	<i>A superior review</i> sets the book in context, articulates clearly the book's thesis, and traces the argument of the book in its entirety and with attention to detail appropriate to exemplify the argument.	<i>A competent review</i> articulates clearly the book's thesis and provides an overall map of the book's argument. It typically struggles with balancing attention to detail with a focus on the overall agenda of the book.	An <i>adequate review</i> generally presents the contents of the book, but without demonstrating one's grasp of the whole of the book's contents and/or without attending well to the argument that shapes the book's substance.	A <i>weak review</i> fails to consider the whole book and shows few or no signs of grasping the book's thesis. Often, a weak review misrepresents the book's contents.
Engagement with the Book's Substance/Content	<i>A superior review</i> engages with the substance of the book critically, interacting with assumptions or claims critical to the book's argument, and assessing the success of its argument and the overall significance of the book.	<i>A competent review</i> begins to raise questions demonstrative of critical and/or personal engagement. Its assessment may tend toward matters of detail that do not substantially affect the overall thesis of the book or only marginally engage the book on its own terms.	An <i>adequate review</i> raises questions of a critical nature, but these are underdeveloped; it may provide little more than an overall judgment of approval or disapproval.	A <i>weak review</i> provides only impressionistic or prejudicial assessments, or fails to demonstrate any critical or personal assessment of the book's argument.
Form & Style	<i>A superior review</i> includes a relevant introduction and conclusion and is reasonably structured, with material well-organized for the length of the paper. It is presented in a professional manner in terms of spelling, sentence and paragraph construction, and acceptable form/style.	<i>A competent review</i> includes a relevant introduction and conclusion, but lacks transparent clarity in its presentation and argument. It evidences only minor and infrequent errors in spelling and grammar, and/or lapses of style.	An <i>adequate review</i> fails to provide a suitable introduction and conclusion, and is unclear in its presentation and argument. It evidences repeated lapses in form/style, spelling errors, and/or grammatical irregularities—enough so as to begin to adversely affect reading and understanding.	A <i>weak review</i> evidences little or no attention to structure. It contains major grammatical errors (e.g., sentence fragments, subject-verb disagreement), evidences no real attempt at proofreading and/or does not conform to an acceptable form/style.

Research Papers 40% of final grade:

Each student will write and present a research paper on a major individual, group, or ethical movement in history prior to the 20th century. The research paper is due one week before presentation.

General Research Paper Guidelines (for full guidelines, refer to Turabian)

- 1) The official style and form guide is Kate L. Turabian, *A Manual for Writers*, latest edition.
- 2) Use **Times New Roman 12 or Calibri (Body) 11** point fonts for body of text.
- 3) Paper should be **25 to 30 pages in length**, not counting front matters or bibliography.
- 4) Staple the paper; do not put it in a folder/binder.
- 5) Include a title page and blank page.
- 6) Include a table of contents that shows at least at least two levels of subheadings (functioning as an outline). Normally a paper this size does not include a table of content, so this is for practice.
- 7) Use footnotes, not endnotes
- 8) Utilize **at least 25 primary and secondary sources**, including at least one article or chapter in a **modern language other than English**. Variety and quality sources are important, particularly texts and peer review articles.
- 9) Include a Select Bibliography
- 10) Default style is third person, not first person (I or we) and second person (you). Though limited first person is permissible, arguments should usually be presented in such a manner so as to eliminate the need for all but third person references.
- 11) Use correct grammar and spelling.
- 12) The uses of past tense and present tense must be consistent. Generally, past tense is used to refer to historical events and persons, including writers of published materials. Present tense is utilized to present arguments, interact with opinions and viewpoints, and cite extant texts.
- 13) Do not split infinitives your infinitives unless clarity and flow clearly warrant it.
- 14) Avoid one-sentence paragraphs.
- 15) Do not overuse indefinite pronouns (such as "it" or "there" without an antecedent).
- 16) Avoid "widows" and "orphans."

Formal Response to Research Papers 10% percent of final grade

- A. Each seminar participant will choose a research paper to evaluate critically. Each student will evaluate the research paper for form and style, communication of important concepts, content, and critical engagement of materials.
- B. Evaluations will be prepared for and presented on the day the research paper is presented in class.
- C. Written evaluations should be **no less than two single-spaced pages**. A copy of the written evaluation will be provided for the professors and for the student whose paper is being evaluated.
- D. Each evaluation should include a separate page of good, discussion evoking questions.

- E. Each evaluation should **include a separate log (errata)** of form and style errors or concerns.
- F. Beyond the written evaluation, the formal response is graded on the quality of in-seminar participation, engagement, and interlocution.

Course Evaluation

Grades will follow the NOBTS scale: A: 93-100%; B: 85-92%; F: 84 or below. Grades will be based on the professor's evaluation of written assignments and in-seminar responsibilities.

Grade Distribution:

General Text Discussion:	10%
Book Review 1:	20%
Book Review 2:	20%
Research Paper:	40%
Formal Response:	10%

Course Schedule

Major Figures/Movements for Primary Sources				
Meeting Two Plato Aristotle Epicurus & Lucretius Epictetus Early Church Clement of Alexandria Basil the Great Augustine John Chrysostom	Meeting Three St. Benedict and Monastics Medieval Mysticism Thomas Aquinas Anselm Peter Abelard Thomas Aquinas Thomas More Duns Scotus William of Occam Thomas More	Meeting Four Hubmaier Erasmus Luther Calvin Anabaptists Jesuit movement The Puritans Pietism John Wesley Jonathan Edwards	Meeting Five Hobbes Spinoza John Locke David Hume Immanuel Kant Schleiermacher Jeremy Bentham Joseph Butler	Meeting Six Charles Darwin John Stuart Mill Kierkegaard Karl Marx Leo Tolstoy Dostoyevsky Pope Leo the XIII 19th Century Evangelicals Friedrich Nietzsche Walter Rauschenbusch

First Seminar Meeting:

Discuss MacIntyre, *A Short History of Ethics* and Banner, *Christian Ethics: a Brief History*
 For Discussion:

- Is the history of Christian Ethics a history of ethics in the West? Why or why not?
- What are the major movements in Ethics? Set within the broader categories of Pre-modern, Modern, and Late Modern (often called Postmodern, which is addressed in the Contemporary Christian Ethic seminar but which cannot be understood apart from 19th or early 20th Century figures like Darwin, Nietzsche, Freud, and so forth).
- Who are the major players and why?
- What can we learn from the history of ethical thought?
- What dangers or moral traps do you see—specific issues, patterns of cultural expression, and so forth.
- How would you organize a history of Christian ethics?
- Formulate good questions for seminar discussion

Second Seminar Meeting:

Seminar Read/Discuss (All Read)

- Augustine, *Of the Morals of the Catholic Church* (available online)
- Epictetus, *Discourses (Bk 1)*, Epicurus, *Principle Doctrines* (available online)
- Ashby, Chapters 1, 3 & 4
- Beach and Niebuhr, Chapters 2-4

Individual Book Assignments 1 (Choose one to read, present in class, and lead discussion)

- *Book Review 1: Aristotle, Nicomachean Ethics (Bks 1-5, 10)*,
- *Book Review 2: Basil the Great, On Christian Ethics.*

Third Seminar Meeting:

Seminar Read/Discuss (All Read)

- Benedict, *The Rule of St. Benedict*
- Peter King, "William of Ockham's Ethical Theory."
(http://individual.utoronto.ca/pking/articles/Ockham_on_Ethics.CC.pdf)
- Ashby, Chapter 5
- Beach and Niebuhr, Chapters 5-7

Individual Book Assignments 1 (Choose one to read, present in class, and lead discussion)

- *Book Review 3: Aquinas, On Politics and Ethics*
- *Book Review 4: Abelard, Ethical Writings*

Fourth Seminar Meeting:

Seminar Read/Discuss (All Read)

- Luther, *A Treatise on Good Works*
- Ashby, Chapter 6
- Beach and Niebuhr, Chapters 8-10, 12, 13

Individual Book Assignments 1 (Choose one to read, present in class, and lead discussion)

- *Book Review 5: Calvin, John Calvin's Sermons on the Ten Commandments* or *Edwards, Ethical Writings.*
- *Book Review 6: Oden, Thomas. John Wesley's Teachings: Ethics and Society*

Fifth Seminar Meeting:

Seminar Read/Discuss (All Read)

- Butler, "A Dissertation on the Nature of Virtue," and "A Sermon Preached before the House of Lords."
- Ashby, Chapters 7-9
- Beach and Niebuhr, Chapter 11

Individual Book Assignments 1 (Choose one to read, present in class, and lead discussion)

- *Book Review 7: Kant, The Metaphysics of Morals.*
- *Book Review 8: Hume, An Enquiry Concerning the Principles of Morals.*

Sixth Seminar Meeting:

Seminar Read/Discuss (All Read)

- From Kierkegaard, *Works of Love*, chapters 4 & 5: “Our Duty to Love Those We See,” and “Out Duty to be in the Debt of Love to Each Other.”
- Ashby, Chapter 10
- Beach and Niebuhr, Chapter 14, 15

Individual Book Assignments 1 (Choose one to read, present in class, and lead discussion)

- *Book Review 9: Mill, Utilitarianism*
- *Book Review 10: Nietzsche, On the Genealogy of Morals*

Seventh & Eighth Seminar Meetings: Paper Presentations and responses

Brief List of Primary Sources (See bibliography for extended citations)

Plato, *Gorgias*, *The Republic*, *Euthyphro*
 Aristotle, *Magna Moralia* (late, edited work that draws on *Nicomachean Ethics* and *Eudemean Ethics*)
 Epicurus, *Principle Doctrine*
 Epictetus, *Epictetus' Discourses*
 Basil the Great, *On Christian Ethics*, *On Social Justice*
 Chrysostom, *On Marriage and Family Life*, *On Wealth and Poverty*
 Augustine, *The City of God* (especially books 1, 8, 12, 14, 19), *Of the Morals of the Catholic Church*

Benedict, *The Rule of St. Benedict*
 Anselm of Canterbury, "On Truth" and "On Free Will"
 Abelard, *Ethical Writings*
 Aquinas, *On Politics and Ethics* (Selections from the Works of St. Thomas Aquinas, 3-83)
 Thomas More, *Utopia*.
 Erasmus, Desiderius. *Handbook of the Christian Soldier*, *Paraclesis*, *The Praise of Folly*
 Luther, *Commentary on the Sermon on the Mount* (Commentary on Matthew Chapter Five)
 Calvin, *John Calvin's Sermons on the Ten Commandments*.
 Edwards, *Ethical Writings*.

Butler, *Joseph Butler: Fifteen Sermons & other writings on ethics* (David McNaughton, ed.)
 Kant, *The Metaphysics of Morals*
 Bentham, *An Introduction to the Principles of Morals and Legislation*
 Mill, *Utilitarianism*
 Spinoza, *Ethics*
 Hobbes, *The Elements of Law*
 Hume, *A Treatise on Human Nature*
 Kierkegaard, *Works of Love* (Part I)
 Nietzsche, *On the Genealogy of Morals*

Hubmaier, 1480-1528 Luther: 1483-1546 Calvin: 1509-1564 Anabaptists Jesuit movement The Puritans Pietism John Wesley: 1703-1791 Jonathan Edwards: 1703-1758	Thomas Hobbes, 1588-1679 Spinoza: 1632-1677 John Locke: 1632-1704 David Hume: 1711-1776 Immanuel Kant: 1724-1804 Schleiermacher: 1768-1834 Jeremy Bentham: 1748-1832 Joseph Butler: 1692-1752	Charles Darwin: 1809-1882 Karl Marx: 1818-1883 Friedrich Nietzsche: 1844-1900 Leo Tolstoy: 1828-1910 Dostoyevsky: 1821-1881 Pope Leo the XIII: 1810-1878 19th Century Evangelicals Walter Rauschenbusch: 1861-1918 John Stuart Mill: 1806-1873 Kierkegaard: 1813-55
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Select Bibliography

Note that this select bibliography does not include all primary sources. Lists of primary sources can be found in the general textbooks for this course.

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New York: Alfred A. Knopf, 1973.

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(Collected writings are available online: *Charity and Its Fruits; A Dissertation Concerning the End
for Which God Created the World; and A Dissertation on the Nature of True Virtue*).
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