



The mission of McMaster Divinity College is to develop effective evangelical Christian leaders for the Church, academy, and society through graduate-level education, spiritual development, and vocational formation.

I. Faculty Information



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II. Course Description

A contemporary move that some theologians have taken recently is to begin their systematic presentation of theology with the loci of pneumatology (e.g. Third Article Theology). This course seeks to experiment with coupling such a move with an eschatological orientation reminiscent of the eschatological turn that took place for theology in the 1960s. Along the way, the doctrine of revelation (and, thus, scripture) will be filed under pneumatology so that Spirit, Revelation, and the Kingdom of God will be explored as a constructive way forward for reorienting Evangelical Theology. Course delivery will be by way of asynchronous online lectures and group discussions of both the lectures and select reading materials.

III. Course Objectives

With respect to MDC's transformational paradigm of "Knowing...Being...Doing," by the end of the course, students will:

Knowing (K)

- Demonstrate a working knowledge of essential figures, themes, and concepts as well as a familiarity with ongoing discussions and debates regarding different aspects of pneumatology, the doctrines of revelation and scripture, and eschatology—all with particular attention to their potential placement towards the front of theological method.

Being (B)

- Cultivate further awareness of the limits of one's own theological positions, so as to be self-aware of the continual need for humility and a pastoral dialogical posture with regard to theological engagement, even while having the courage to maintain theological convictions.

- Appropriate such developing convictions about “Spirit, Revelation, and the Kingdom of God” to oneself so as to “be transformed by the renewing of your mind” (cf. Romans 12:2).

Doing (D)

- Use their own words to explain relevant concepts and their significance concerning the subject of “Spirit, Revelation, and the Kingdom of God.”
- Engage critically and constructively with the essential discussions and themes which have to do with the aforementioned theological loci—this in a manner that authentically and credibly reflects the grace of the gospel in our contemporary world.

IV. Required Technology

- An up-to-date working laptop or desktop computer with a reliable high-speed internet connection and either Google Chrome, Firefox, Microsoft Edge, or Safari as a web browser (it’s good to have multiple browsers installed in case of any issues with any particular one).
- A high-resolution Webcam and good quality microphone (if one or both are not already built-in to your laptop).
- An app to record screen + webcam videos (with audio) for presentations. Suggested apps include [Camtasia](#), [Loom](#), [OBS Studio](#), or [ScreenPal](#) (formerly Screencast-o-matic).
- For more about required technology, see the [MDC Educational Technology Help Page](#).

V. Course Resources

All required and recommended books for this class are available from the Hurlburt Family Bookstore located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, you may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at books@readon.ca. The Hurlburt Family Bookstore also carries other books and merchandise and is open throughout the academic year during posted hours.

While students are strongly encouraged to purchase the required books for the course, I have made every effort to ensure that all of the required readings chosen are available full text through McMaster Divinity College’s different online databases (or by way of other free resources that are available online). A select bibliography of recommended resources can also be found below.

Required Reading (in order of appearance on the reading schedule)

- Pinnock, Clark H. *Flame of Love: A Theology of the Holy Spirit*. 2nd ed. Downers Grove, IL: IVP Academic, 2022. [\[DTL\]](#)
- Packer, J. I. *God Has Spoken: Revelation and the Bible*. 3rd ed. Grand Rapids, MI: Baker, 1993. [\[DTL\]](#)
- Webster, John. *Holy Scripture: A Dogmatic Sketch*. Current Issues in Theology. Cambridge: Cambridge University Press, 2003. [\[DTL\]](#)

Grenz, Stanley J. *Theology for the Community of God*. Part 6: Eschatology (chs. 21–24). 1994; reprint, Grand Rapids, MI: Eerdmans, 2000. [\[DTL\]](#)

Recommended Resources

Barth, Karl. *Church Dogmatics* I/1.1–2; I/2. Edited by Geoffrey W. Bromiley and T. F. Torrance. Translated by Geoffrey W. Bromiley. Reprint, Peabody, MA: Hendrickson, 2010. [\[DTL\]](#)

St. Basil the Great. *On the Holy Spirit*. Translated by David Anderson. Popular Patristics Series. Crestwood, NY: St. Vladimir’s Seminary Press, 1980. [\[DTL\]](#)

Bauckham, Richard and Trevor Hart. *Hope Against Hope: Christian Theology at the Turn of the Millennium*. Grand Rapids, MI: Eerdmans, 1999. [\[DTL\]](#)

Bavinck, Herman. *Reformed Dogmatics*. Vol. 1: *Prolegomena*, pp. 283–494. Edited by John Bolt. Translated by John Vriend. Grand Rapids, MI: Baker Academic, 2003. [\[DTL\]](#)

Bavinck, Herman. *Reformed Dogmatics*. Vol. 4: *Holy Spirit, Church, and New Creation*, pp. 548–580, 588–751. Edited by John Bolt. Translated by John Vriend. Grand Rapids, MI: Baker Academic, 2008. [\[DTL\]](#)

Calvin, John. *Institutes of the Christian Religion* I.1–9, IV.8.1–9. Edited by John T. McNeil. Translated by Ford Lewis Battles. Louisville, KY: Westminster John Knox Press, 2001. [\[DTL\]](#)

Congar, Yves. *I Believe in the Holy Spirit*. Revised ed. Translated by David Smith. Milestones in Catholic Theology. New York: Herder & Herder, 1993. [\[DTL\]](#)

East, Brad. *The Church’s Book: Theology of Scripture in Ecclesial Context*. Grand Rapids: Eerdmans, 2022. [\[DTL\]](#)

East, Brad. *The Doctrine of Scripture*. Eugene, OR: Wipf and Stock, 2021. [\[DTL\]](#)

Fee, Gordon D. *God’s Empowering Presence: The Holy Spirit in the Letters of Paul*. Peabody, MA: Hendrickson, 1994. [\[DTL\]](#)

Ferguson, Sinclair B. *The Holy Spirit*. Contours of Christian Theology. Downers Grove, IL: InterVarsity Press, 1997. [\[DTL\]](#)

Fergusson, David and Marcel Sarot. *The Future as God’s Gift: Explorations in Christian Eschatology*. London: Bloomsbury T&T Clark, 2005. [\[DTL\]](#)

Finger, Thomas N. *Christian Theology: An Eschatological Approach*. 2 vols. Nashville, TN: Thomas Nelson, 1985 (vol. 1) [\[Mills Library\]](#); Scottsdale, PA: Herald Press, 1989 (vol. 2).

García-Johnson, Oscar. *Spirit Outside the Gate: Decolonial Pneumatologies of the American Global South*. Missiological Engagements. Downers Grove, IL: InterVarsity Press, 2019. [\[DTL\]](#)

St. Gregory of Nazianzus. Or. 31 “The Fifth Theological Oration: On the Holy Spirit.” In *On God and Christ: The Five Theological Orations and Two Letters to Cledonius*, translated by Lionel Wickham, Popular Patristics Series 23:117–147. Crestwood, NY: St. Vladimir’s Seminary Press, 2002. [\[DTL\]](#)

- St. Gregory of Nazianzus. *Or.* 41 “On Pentecost.” In *Festal Orations*, translated by Nonna Verna Harrison, Popular Patristics Series 36:143-159. Crestwood, NY: St. Vladimir’s Seminary Press, 2008. [\[DTL\]](#)
- St. Gregory of Nyssa. *On Death and Eternal Life*. Translated by Brian E. Daley. Popular Patristics Series 64. Crestwood, NY: St. Vladimir’s Seminary Press, 2022.
- St. Gregory of Nyssa. *On the Soul and the Resurrection*. Translated by Catharine P. Roth. Popular Patristics Series 12. Crestwood, NY: St. Vladimir’s Seminary Press, 1993. [\[Mills Library\]](#)
- Grenz, Stanley J. *The Millennial Maze: Sorting Out Evangelical Options*. Downers Grove, IL: InterVarsity Academic, 1992. [\[DTL\]](#)
- Grenz, Stanley J. and John R. Franke. *Beyond Foundationalism: Shaping Theology in a Postmodern Context*. Louisville, KY: Westminster John Knox Press, 2001. [\[DTL\]](#)
- Grey, Jacqueline and Paul W. Lewis. *Introduction to Biblical Interpretation: Participating in God’s Story of Redemption*. Foundation for Spirit-Filled Christianity Series. Grand Rapids, MI: Baker Academic, 2024. [\[DTL\]](#)
- Grudem, Wayne A., ed. *Are Miraculous Gifts for Today? Four Views*. Counterpoints: Exploring Theology. Grand Rapids, MI: Zondervan, 1996. [\[DTL\]](#)
- Habets, Myk, ed. *Third Article Theology: A Pneumatological Dogmatics*. Minneapolis, MN: Fortress Press, 2016. [\[DTL\]](#)
- Habets, Myk and Gregory J. Liston. *Starting with the Spirit: The T&T Clark Introduction to Third Article Theology*. London: Bloomsbury, 2024. [\[DTL\]](#)
- Kärkkäinen, Veli-Matti. *Pneumatology: The Holy Spirit in Ecumenical, International, and Contextual Perspective*. Grand Rapids, MI: Baker Academic, 2002; 2nd ed., 2018. [\[DTL\]](#)
- Keener, Craig S. *Gift and Giver: The Holy Spirit for Today*. Grand Rapids, MI: Baker Academic, 2020. [\[DTL\]](#)
- Keener, Craig S. *Spirit Hermeneutics: Reading Scripture in Light of Pentecost*. Grand Rapids, MI: Eerdmans, 2016. [\[DTL\]](#)
- Levering, Matthew. *Engaging the Doctrine of the Holy Spirit: Love and Gift in the Trinity and the Church*. Grand Rapids, MI: Baker Academic, 2022. [\[DTL\]](#)
- Macchia, Frank D. *Tongues of Fire: A Systematic Theology of the Christian Faith*. Word and Spirit: Pentecostal Investigations in Theology and History Series, vol. 1. Eugene, OR: Cascade, 2023. [\[DTL\]](#)
- McDowell, John C. and Scott A. Kirkland. *Eschatology*. Guides to Theology. Grand Rapids, MI: Eerdmans, 2018. [\[DTL\]](#)
- Merrick, J. and Stephen M. Grant. *Five Views of Biblical Inerrancy*. Counterpoints: Bible and Theology. Grand Rapids, MI: Zondervan, 2013. [\[DTL\]](#)

- Mezei, Baláza M., Francisca Aran Murphy, and Kenneth Oakes, eds. *The Oxford Handbook of Divine Revelation*. Oxford: Oxford University Press, 2021. [\[DTL\]](#)
- Middleton, J. Richard. *A New Heaven and a New Earth: Reclaiming Biblical Eschatology*. Grand Rapids, MI: Baker Academic, 2014. [\[DTL\]](#)
- Moltmann, Jürgen. *The Coming of God: Christian Eschatology*. Translated by Margaret Kohl. Minneapolis, MN: Fortress Press, 1996. [\[DTL\]](#)
- Moltmann, Jürgen. *Theology of Hope: On the Ground and Implications of a Christian Eschatology*. Translated by James W. Leitch. London: SCM Press, 1967. [\[DTL\]](#)
- Okholm, Dennis L. and Timothy R. Phillips, eds. *Four Views on Salvation in a Pluralistic World*. Counterpoints: Exploring Theology. Grand Rapids, MI: Zondervan, 1996. [\[DTL\]](#)
- Pannenberg, Wolfhart. “The Crisis of the Scripture Principle.” In *Basic Questions in Theology: Collected Essays*, vol. 1, pp. 1-14. Translated by George H. Kelm. Minneapolis: Fortress Press, 1970. [\[DTL\]](#)
- Pannenberg, Wolfhart. *Theology and the Kingdom of God*. Edited by Richard John Neuhaus. Philadelphia: The Westminster Press, 1969. [\[DTL\]](#)
- Peterson, Cheryl M. *The Holy Spirit in the Christian Life: The Spirit’s Work for, in, and through Us*. Grand Rapids, MI: Baker Academic, 2024. [\[DTL\]](#)
- Sánchez M., Leopoldo A. *Sculptor Spirit: Models of Sanctification from Spirit Christology*. Downers Grove, IL: InterVarsity Press, 2019. [\[DTL\]](#)
- Sanders, Fred. *The Holy Spirit: An Introduction*. Short Studies in Systematic Theology. Wheaton, IL: Crossway, 2023. [\[DTL\]](#)
- Sanders, John. *No Other Name: An Investigation into the Destiny of the Unevangelized*. Grand Rapids, MI: Eerdmans, 1992. [\[DTL\]](#)
- Sanders, John, ed. *What About Those Who Have Never Heard? Three Views on the Destiny of the Unevangelized*. Spectrum Multiview Book. Downers Grove, IL: InterVarsity Press, 1995. [\[DTL\]](#)
- Smith, Gordon T. *Evangelical, Sacramental, and Pentecostal: Why the Church Should Be All Three*. Downers Grove, IL: IVP Academic, 2017. [\[DTL\]](#)
- Smith, Gordon T. *Welcome, Holy Spirit: A Theological and Experiential Introduction*. Downers Grove, IL: InterVarsity Press: 2021. [\[Mills Library\]](#)
- Sprinkle, Preston, ed. *Four Views on Hell*. 2nd ed. Counterpoints: Bible and Theology. Grand Rapids, MI: Zondervan, 2016. [\[DTL\]](#)
- Stăniloae, Dumitru. *The Fulfillment of Creation*. Vol. 6 of *The Experience of God: Orthodox Dogmatic Theology*. Translated and edited by Ioan Ionita. Brookline, MA: Holy Cross Orthodox Press, 2013.

- Stăniloae, Dumitru. *Revelation and Knowledge of the Triune God*. Vol. 1 of *The Experience of God: Orthodox Dogmatic Theology*. Translated and edited by Ioan Ionita and Robert Barringer. Brookline, MA: Holy Cross Orthodox Press, 1994.
- Stott, John. *Baptism and Fullness: The Work of the Holy Spirit Today*. Downers Grove, IL: InterVarsity Press, 2021. [\[DTL\]](#)
- Treier, Daniel J. *Introducing Theological Interpretation of Scripture: Recovering a Christian Practice*. Grand Rapids, MI: Baker Academic, 2008. [\[DTL\]](#)
- Vanhoozer, Kevin J. *Mere Christian Hermeneutics: Transfiguring What It Means to Read the Bible Theologically*. Grand Rapids, MI: Zondervan Academic, 2024. [\[DTL\]](#)
- Walls, Jerry L., ed. *The Oxford Handbook of Eschatology*. Oxford: Oxford University Press, 2008. [\[DTL\]](#)
- Wright, N. T. *History and Eschatology: Jesus and the Promise of Natural Theology*. Waco, TX: Baylor University Press, 2019. [\[DTL\]](#)
- Wright, N. T. *Scripture and the Authority of God: How to Read the Bible Today*. 2nd ed. London: SPCK, 2005; New York: HarperOne, 2013. [\[DTL\]](#)
- Wright, N. T. *Surprised by Hope: Rethinking Heaven, the Resurrection, and the Mission of the Church*. New York: HarperOne, 2008. [\[DTL\]](#)

VI. Course Grading Scale and Activity/Assignment Weights

Grading Scale

Percent Grade	*Letter Grade	Grade Point (12pt scale)	Grade Point (4pt scale)	Grading Guidelines
90–100	A+	12	4.0	for work displaying mastery of the subject matter, creativity, and individualized integration of insights and their relationship(s)
85–89	A	11	4.0	
80–84	A-	10	3.7	
77–79	B+	9	3.3	for work displaying a good level of competence and comprehension
73–76	B	8	3.0	
70–72	B-	7	2.7	
67–69	C+	6	2.3	for work which meets basic course requirements but demonstrates a low level of comprehension
63–66	C	5	2.0	
60–62	C-	4	1.7	
57–59	D+	3	1.3	for work that falls below minimum standards
53–56	D	2	1.0	
50–52	D-	1	0.7	
0–49	F	0	0	unsatisfactory work and/or failure to meet course requirements

*Note that in order to earn credit for this course, you must pass with a grade higher than a D+ (i.e., C- or better). Please see the appropriate handbook for more information about the grading scale, esp. if you are an Advanced Elective (e.g., DPT) student.

Assignment Category Weights

Category	Weight
Online Lecture Attendance and Participation	20%
Pinnock Reading Journal & Online Discussions	10%
Grenz Reading Journal & Online Discussions	10%
Packer/Webster Comparative Paper	25%
Critical-Constructive Research Paper	35%
	100%

VII. Course Requirements and Expectations

Advanced Elective Students: Students taking this course for Advanced Elective credit (e.g., DPT) will be provided with a syllabus supplement outlining additional requirements that they must meet to receive credit towards their degree program. Advanced Elective students can expect their course requirements to include doctoral levels of reading and research-supported writing, as well as a presentation of their research in a format appropriate to the course. For any questions about what to expect for Advanced Elective requirements in this particular course, please contact the course instructor. **Note:** The syllabus supplement will be made available no sooner than ten days after enrollment in the course. Advanced Elective students are encouraged to register for this course as early as possible so as to ensure that they are made aware of their course requirements well in advance of the course start date.

Expectations and Requirements for ALL STUDENTS Regardless of Program or Specialization

– Online Lecture Attendance and Participation (20% of Final Grade)

As graduate-level students, you will be expected to attentively view all video lectures in their entirety and to actively and meaningfully participate in the online interactive portions of the course via [A2L](#). **During the first six weeks of the course, the viewing of course lectures should be completed by Wednesday so that there will be ample time for you to meaningfully participate in our online discussion about the lecture for the week in which students should thoughtfully respond to at least two other students' journal entries, with the aim generating some further give-and-take (due by the end of the day on the following Friday).** By way of the video lectures and online discussions surrounding the lectures (discussion prompts and questions will be provided each week by the instructor), this component of the course incorporates all three categories of our course objectives as knowledge is built upon (K), the transformational cultivation of both humility and courage of conviction is exemplified in our online interactions (B), and as the use of one's own words to express theological ideas and their significance as well as to critically and constructively engage in theological discussion is practiced (D). Due to the give-and-take nature of theological discussions, it is inevitable that there will be differing opinions that are held and expressed. While students (and instructor) are allowed to sincerely express their honest views, ***it is expected that such will be done respectfully***, especially amidst instances of controversy and/or disagreement (both in private emails as well as in online group discussion). As the course instructor, it is my responsibility to manage the online environment so that the class's virtual space is a safe place for respectful theological conversation. In instances where an

individual is dominating the online discussion (e.g., through excessive posting), I reserve the right to ask them to take a step back for the purpose of allowing others ample opportunity to participate. Students who violate classroom guidelines (e.g., being disrespectful to other students or to the instructor) may receive a zero for the week's postings and/or be dismissed from the course.

While posts to the online discussion board can take the form of written responses, other forms of multimedia are preferred (including but not limited to text, images, audio, and/or video). In this regard, multimedia should be as accessible as possible (e.g., images should include ALT tags; audio/video should include closed captioning or a transcript of the recording). That said, please note that scores are based on the content of posts rather than technological ability (as per the rubric given above in section VI).

– *Pinnock Reading Journal & Online Discussion (10% of Final Grade)*

Writing about what we are reading is one of the most important, if not primary, ways that can aid the absorption of knowledge (K), the cultivation of a humble theological tone as well as courage of conviction (B), and the use of one's own words to explain theological content and their significance while also critically and constructively engaging that content (D). For this class, writing about what we are reading should also comment upon how the theological content about "Spirit, Revelation, and the Kingdom of God" is personally shaping and transforming our developing perspectives and lived lives (B). Students are thus asked to keep a "Reading Journal" in which they freely reflect upon what they found to be most interesting and/or poignant in the Pinnock book. **The journal entry should be posted to the Pinnock Online Discussion board by the end of the day on Tuesday during the week of June 15-19. This will allow for meaningful discussion about the different journal entries to take place from Wednesday through Friday of the following week (in which students should thoughtfully respond to at least two other students' journal entries, with the aim generating some further give-and-take).** The initial posted journal entry should amount to 1,000-1,500 words (please give a word count when posting to the discussion board at [A2L](#)) and any direct references to the work should use parenthetical citation of the given chapter's author and relevant page numbers. Since this particular assignment consists of online posting, the quality of writing does not need to be as polished or as formal as a paper assignment.

While posts to the online discussion board can take the form of written responses, other forms of multimedia are preferred (including but not limited to text, images, audio, and/or video—this especially for the initial Reading Journal posting). In this regard, multimedia should be as accessible as possible (e.g., images should include ALT tags; audio/video should include closed captioning or a transcript of the recording). That said, please note that scores are based on the content of posts rather than technological ability (as per the rubric given above in section VI). Online etiquette as described above under the *Online Lecture Attendance and Participation* heading will of course also be expected.

– *Grenz Reading Journal (10% of Final Grade)*

Writing about what we are reading is one of the most important, if not primary, ways that can aid the absorption of knowledge (K), the cultivation of a humble theological tone as well as

courage of conviction (B), and the use of one's own words to explain theological content and their significance while also critically and constructively engaging that content (D). For this class, writing about what we are reading should also comment upon how the theological content about "Spirit, Revelation, and the Kingdom of God" is personally shaping and transforming our developing perspectives and lived lives (B). Students are thus asked to keep a "Reading Journal" in which they freely reflect upon what they found to be most interesting and/or poignant in the assigned chapters from Grenz. **The journal entry should be posted to the Grenz Online Discussion board by the end of the day on Tuesday during the week of June 22-26. This will allow for meaningful discussion about the different journal entries to take place from Wednesday through Friday of the following week (in which students should thoughtfully respond to at least two other students' journal entries, with the aim generating some further give-and-take).** The initial posted journal entry should amount to 1,000-1,500 words (please give a word count when posting to the discussion board at [A2L](#)) and any direct references to the work should use parenthetical citation of the given chapter's author and relevant page numbers. Since this particular assignment consists of online posting, the quality of writing does not need to be as polished or as formal as a paper assignment.

While posts to the online discussion board can take the form of written responses, other forms of multimedia are preferred (including but not limited to text, images, audio, and/or video—this especially for the initial Reading Journal posting). In this regard, multimedia should be as accessible as possible (e.g., images should include ALT tags; audio/video should include closed captioning or a transcript of the recording). That said, please note that scores are based on the content of posts rather than technological ability (as per the rubric given above in section VI). Online etiquette as described above under the *Online Lecture Attendance and Participation* heading will of course also be expected.

– *Packer/Webster Comparative Paper (25% of Final Grade)*

A paper of 2,500-3,000 words which meticulously follows the [MDC style guide](#) is to be written comparing and contrasting Packer's and Webster's books about scripture (hint: chapter one of Webster's book is most important for this exercise when comparing with the whole of Packer's book, so if the paper only places Packer into conversation with Webster's first chapter, that's acceptable). While your essay can allude or build off of other primary and secondary sources if desired (i.e., such outside research beyond the assigned readings is not required), there should be evidence of critical and constructive engagement with the two assigned texts and the paper should clearly argue a main thesis from beginning to end (with a proper "thesis statement" explicitly included in the introduction section of the paper, for example, "I will argue that Packer's view is more correct than Webster's", or "I will argue that Webster's view is more correct than Packer's", or "I will argue that Packer and Webster should be seen as complementary while highlighting the strengths and weaknesses of each position enroute to a constructive position about scripture that incorporates the strengths of both approaches without incorporating their respective weaknesses", etc.). The comparative paper assignment fulfills the course objectives of demonstrating key knowledge (K), allowing opportunity to further cultivate a humble theological posture, yet at the same time maintaining courage of theological convictions (B), and the use of one's own words to explain theological content and its significance while also entering into critical and constructive engagement of that content (D).

Comment upon how the reflections given about the doctrine of scripture are personally transformative for you may also be included towards the end of the paper (B).

An “Comparative Paper Checklist” will be made available via the course’s [A2L](#) site and more information about this assignment will be given on the first day of class.

- **Friday, July 17, 2026:** a full first draft of the comparative paper is due via the course’s [A2L](#) site so that I have the opportunity to give you formative feedback along with an initial grade for the assignment.
- **Friday, August 28, 2026:** the final draft of the comparative paper is due via the course’s [A2L](#) site for those interested in making revisions to their earlier submitted first draft, as per the formative feedback received.

– *Critical-Constructive Research Paper (35% of Final Grade)*

A critical-constructive research paper of 3,750-5,000 words which meticulously follows the [MDC style guide](#) can be on anything that is of interest to the student so long as it has something to do with the course content (i.e., Spirit, Revelation, and/or the Kingdom of God), so long as it is not about the doctrine of scripture (as a separate required assignment covering this topic is already in place), and so long as it clearly argues a main thesis from beginning to end (with a proper “thesis statement” explicitly included in the introduction section of the paper). The research paper assignment fulfills the course objectives of demonstrating key knowledge (K), allowing transformational opportunity to further cultivate a humble theological posture, yet at the same time maintaining courage of theological convictions (B), and the use of one’s own words to explain theological content and its significance while also entering into critical and constructive engagement of that content (D).

While a list of further sample suggested topics for this research paper will be provided via the course’s [A2L](#) site, *students who wish to write about something else should ask the instructor for permission prior to writing the paper or its proposal*. Along such lines, research questions should be framed in a way that leads to critical-constructive argumentation (e.g., “Which view of eschatological orientation is more convincing, Jürgen Moltmann’s or Wolfhart Pannenberg’s, and what are the constructive implications for a robust ecclesiology?”) rather than merely description (e.g., “What was Jürgen Moltmann’s theology of hope?”).

In terms of program specializations, the following are examples of research questions which can be written about:

- CC: How might a robust pneumatology in some or all of its participatory “phases” (e.g., justification, sanctification, glorification, etc.) influence the way in which we live and engage the modern economic order?
- CW: How might a robust eschatological orientation and imagination inform a sense of Christian identity that differs from what other contemporary worldviews offer?

For professional students, a *minimum* of 8-10 academic sources should be consulted (e.g., peer-reviewed books, chapters from edited volumes, journal articles, etc., and not devotional books, blog posts, Wikipedia, etc.) and along with footnotes, a full bibliography is to be included at the end of the paper which is inclusive of every source cited within the paper while *not*

including sources which were not cited in the paper. (Research program students should consult a minimum of 18-20 academic sources.)

A “Research Paper Checklist” will be made available via the course’s [A2L](#) site and more information about this assignment will be given on the first day of class. In the meantime, please keep in mind the following key dates:

- **Friday, June 12, 2026:** a research paper proposal of at least one paragraph that speaks to your proposed research question, tentative thesis statement, and motivation for research is to be submitted via the course’s [A2L](#) site along with a tentative bibliography at the end of the same document.
- **Friday, July 24, 2026:** a full first draft of the research paper is due via the course’s [A2L](#) site so that I have the opportunity to give you formative feedback along with an initial grade for the assignment.
- **Friday, August 28, 2026:** the final draft of the research paper is due via the course’s [A2L](#) site for those interested in making revisions to their earlier submitted first draft, as per the formative feedback received.

VII. Tentative Course Schedule (subject to change)

Week	Dates (2026)	Topic	Assignment Due Dates & Suggested Reading Schedule
1	May 4-8	Course Outline & Prolegomena— The Third Article Eschatological Lens: Framing a Methodological Exploration	Pinnock (Introduction, Chs 1–4)
2	May 11-15	A Theological Overview from the Third Article Eschatological Lens (1): Revelation and Scripture	Packer (Introduction, Chs 1–3) Webster (Introduction, Chs 1–2)
3	May 18-22	A Theological Overview from the Third Article Eschatological Lens (2): Trinity, Creation, and Human Significance	Packer (Chs 4–6, Appendices) Webster (Chs 3–4, Conclusion)
4	May 25-29	A Theological Overview from the Third Article Eschatological Lens (3): Christology and Salvation as Participation	Pinnock (Chs. 5–7, Conclusion)
5	June 1-5	A Theological Overview from the Third Article Eschatological Lens (4): The Church as Sign of the Kingdom in the Power of the Spirit	Grenz, Part 6 (Chs. 21–22)
6	June 8-12	A Theological Overview from the Third Article Eschatological Lens (5): Coming Full Circle: Spirit, Revelation, and the So-Called “Last Things”	Research Paper Proposal Due by Friday (6/12) Grenz, Part 6 (Chs. 23–24)
7	June 15-19	Pneumatological Conversations: Online Discussion of Pinnock	Pinnock Reading Journal posted by Tuesday (6/16); Online Discussion Wednesday through the following Friday.
8	June 22-26	Eschatological Conversations: Online Discussion of Grenz Part 6 Course Conclusion (Online Components)	Grenz Reading Journal posted by Tuesday (6/23); Online Discussion Wednesday through the following Friday.
	Fri, July 17	Assignment Due Date	Comparative Paper – First Draft Due
	Fri, July 24	Assignment Due Date	Research Paper - First Draft due
	Fri Aug 28	Assignment Due Date	Comparative Paper & Research Paper - Final Drafts Due

VIII. Course Policies.

It is the responsibility of the student to consult the student handbook(s)/catalogue for additional institutional policies.

Communication – The best way to get in touch with me throughout the weeks of the course is by email (wenc20@mcmaster.ca); please note that the messaging tool within the A2L platform does not automatically forward to my institutional email address, so it's best to use my actual email address when seeking to contact me! Even so, for this asynchronous course, the [A2L](#) page for the course will be updated regularly and will serve as the primary hub for all course content and its corresponding activities, so please do check the course's A2L page regularly.

Submission of Assignments – Unless otherwise indicated, all assignments are to be submitted via the [A2L](#) platform in MS Word (.docx) format so that I am more easily able to provide comments and feedback. Assignments submitted in PDF format may receive less comment and feedback. All written assignments will be run through TurnItIn (a plagiarism checking software).

Late Assignments – “Late” is defined as any time after the above stated deadlines (e.g., if the stated deadline is 10:00pm, 10:01pm on the same day counts as “one day late”; 10:01pm on the next day counts as “two days late,” etc.). Assignments will be penalized 5 points per day late.

Style – All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses, <https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>. Failure to observe appropriate form will result in points/grade reductions.

Illness Policy – If you need to miss any part of the course due to illness, please contact me as soon as possible so as to ensure that you do not get behind with regard to the course content (and, where applicable, especially when assignments are due).

Academic Honesty – Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresenting the ownership of written work by deception or by other fraudulent means. In an academic setting this may include any number of forms such as: copying or using unauthorized aids in tests, examinations; plagiarism, i.e., submitting work that is not one's own (regardless of the means of its production, including Generative AI) but passing it off as if it is; submitting work for credit in a course for which credit is being or has already been given, unless the previously submitted work was presented as such to the instructor of the second course and has been deemed acceptable for credit by the instructor of that course; aiding and abetting another student's dishonesty; giving false information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines; forging or falsifying McMaster University or McMaster Divinity College documents.

A special note about Generative AI – You are expected to do your own thinking and to write your own papers, etc. Generative AI is not to be used to do this work for you. Using AI to produce content for you and then submitting that content as if you produced it is considered plagiarism (i.e., submitting work that is not one's own as if it is one's own) and is a violation of the academic honesty policy. Additionally, although there may be value in using an AI tool to correct mistakes

in English grammar, usage, and mechanics, Generative AI is not to be used for translating from your native language to English. All degree programs at MDC are taught in English language. Students are expected to be sufficiently proficient in English to engage fully in academic discourse in these programs.

AODA – In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), McMaster Divinity College (MDC) is committed to supporting a learning environment that is inclusive and accessible to all students, including those with disabilities. Students who require academic accommodations to participate fully in this course must register with Student Accessibility Services (SAS) (<https://sas.mcmaster.ca/>) of McMaster University. SAS will work directly with the MDC Registrar to ensure reasonably appropriate accommodations are in place. Students with accommodations must use the SAS portal to activate the accommodations relevant to each course at the start of each term they are enrolled in. This will generate a notification to course instructors outlining the activated accommodations for the student in their course. Please note that accommodations must be requested in advance to allow sufficient time for implementation. Accommodations will be implemented once the faculty member has been notified. Accommodations are not retroactive and will not be applied to coursework or activities that have already concluded.

Contact Information:

- Student Accessibility Services General Inquiries: sas@mcmaster.ca
- Roksana Sobota (SAS Representative for MDC): sobotar@mcmaster.ca
- MDC Registrar: mdcreg@mcmaster.ca

Gender Inclusive Language – McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as, for example, the following: NRSVue (2022), TEV/GNB/GNT (1976), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011).

Disclaimer – © 2025–2026 by Clement Yung Wen and MDC. This syllabus is the property of the instructor and MDC. It is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class. Students will be kept apprised of any changes.