

The Holy Spirit & the Church Today (TH 3XH3/6XH6)

McMaster Divinity College
Fall 2017
Mon. 3:30–5:20

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Hours: M Noon-2:00pm; T 1:00-3:00pm and by
appointment
Office: 216

I. Description:

What is the role of the Holy Spirit in Christian life and ministry? This course explores answers to these questions. To do so it resources the biblical theology of the Spirit. It covers the historical development of pneumatology in the early-church, medieval period, and the modern period. It considers the rise of contemporary theologies and movements of the Holy Spirit—e.g., the Pentecostal movement—and what they mean for contemporary Christian thought and life.

Specializations:

Church and Culture
Christian Thought and History
Pastoral Studies

Note for Doctor of Practical Theology Students:

Doctor of Practical Theology students who wish to apply for this course as an Advanced Elective for their degree program must consult with the Program Director of the DPT and the course instructor in order to develop an Advanced Elective approach to the course that fulfills the specific elements required by the DPT program. Once the elements of the Advanced Elective have been agreed upon by the student, the Program Director, and the instructor, a formal application can be made for an Advanced Elective in connection with this course. Once the application is accepted, DPT students can proceed with the course as part of their degree program.

II. Course Objectives:

A. Knowing:

1. Know central texts for a biblical theology of the Holy Spirit.
2. Know key Christian thinkers and theological traditions in the development of pneumatology.
3. Know the key figures and trends within contemporary pneumatology.
4. Know ways that pneumatology informs and transforms contemporary Christian life and ministry.

B. Doing:

1. Become familiar with significant texts in the history of Christian pneumatology.
 2. Identify and describe an area of development in your understanding of the Holy Spirit.
 3. Engage in the process of constructive theological reflection on the Holy Spirit.
- C. Being:
1. Appreciate the role of the Holy Spirit in Christian life and ministry.
 2. Embrace a deeper understanding of the Holy Spirit's identity and work.
 3. Develop a sense of the Spirit's work in the world.

III. Required Text(s):

- A. Required:
1. Kärkkäinen, Veli-Matti, *Pneumatology: The Holy Spirit in Ecumenical, International, and Contextual Perspective*. Grand Rapids: Baker, 2002.
 2. Barbeau, Jeffrey W. and Beth Fleker Jones. *Spirit of God: Christian Renewal in the Community of Faith* (Downers Grove: IVP Academic, 2015).
- B. Recommended:
1. Steven M. Studebaker, ed., *Defining Issues in Pentecostalism: Classical and Emergent* (Eugene, OR: Pickwick, 2008).
 2. If you do not own and somewhat new to the study of theology, I recommend (or similar reference book) the purchase of Grenz, Stanley J., Guretzki, David, and Nordling, Cherith Fee. *Pocket Dictionary of Theological Terms*. Downers Grove, Ill.: InterVarsity Press, 1999.
- C. Possible Supplementary Readings:
- The following list represents examples of texts from which the class *may* read selections during the week of class sessions. Copies will be provided or placed on reserve in the library. We will not read all of these texts, but select parts of some of them to highlight certain approaches to pneumatology. I will forward information in advance of when and if you should read them.

Aquinas, Thomas. *Summa Theologiæ*. England: Blackfriars, 1964.

Saint Augustine (Bishop of Hippo). *The Works of Saint Augustine: A Translation for the 21st Century*. Ed. John E. Rotelle. Vol. 5, *The Trinity*. Ed. Edmund Hill. Brooklyn, N.Y.: New City Press, 1991.

Basil of Caesarea. *On the Holy Spirit*. In *NPNF²* vol. 8. (French, German, and Greek editions are available in the library).

Burgess, Stanley, M. *The Holy Spirit: Medieval Roman Catholic and Reformation Traditions (sixth-sixteenth centuries)*. Peabody, Mass.: Hendrickson, 1997.

Müntzer, Thomas. *Sermon before the Princes*. In *Spiritual and Anabaptist Writers*. Ed. George H. Williams and Angel M. Mergal. LCC, 25. Philadelphia: Westminster, 1957.

Richard of St. Victor. *The Trinity*. In *The Twelve Patriarchs; The Mystical Ark; Book Three of the Trinity*. Trans. Grover A. Zinn. Classics of Western Spirituality. New York: Paulist, 1979.

Wesley, John. "The Witness of the Spirit I and II." In *The Works of John Wesley*. Ed. Albert C. Outler. Vol. 1, *Sermons I*. Nashville: Abingdon, 1984.

IV. Course Performance Criteria:

| Assignments | Percent | Due |
|---|---------|-----------------------------------|
| A. Biblical Theology & Contextualization of the Holy Spirit | 30% | Oct 2 |
| B. Personal Reflection on the Holy Spirit Essay | 25% | Dec 4 |
| C. Constructive Essay (or project) on the Holy Spirit | 45% | One week after class presentation |
| D. Participation: | x | Mon 3:30–5:20pm |
| Total: 100% | | |

V. Assignment Descriptions:

General Guidelines:

- Please submit papers in electronic format (MS Word preferred). My email address is: studeba@mcmaster.ca
- Papers and assignments may be submitted early for feedback from the professor and resubmitted on the due date for grading.

- All assignments marked according to the Grading Criteria Form attached to the syllabus.
- All papers and assignment should conform to (and will be marked according to) the MDC Style Guide to be found on the website.

A. Biblical Theology and Contextualization of the Holy Spirit:

1. Description:
This assignment provides the opportunity to explore a biblical text, topic, or author's theology of the Holy Spirit. The goal of this assignment is twofold. First, research and describe an important issue in biblical pneumatology. Second, contextualize that biblical pneumatology to an issue of contemporary Christian thought, life, and/or ministry. For example, how does the Spirit's role in the creation stories relate to theories of biological emergence?
2. Length: approx. 5–7 double-spaced pages in 12 point Times New Roman font.
3. Document sources with footnotes and follow the MDC Style Guide.

B. Personal Reflection on the Holy Spirit Essay:

1. Description:
This essay provides the opportunity to record the dynamic nature of your theology of the Holy Spirit. You accomplish this task by tracking/journaling, over the semester, the development of your understanding of a specific issue related to pneumatology and its impact on your understanding of embodying the Christian faith.

For example:

- What is the Spirit's role in Christian transformation and discipleship?
 - What is the Spirit's role in missional and contextual ministry?
 - What is the Spirit's identity in the Trinity and what does it mean for the way the Christians worship and relate to God, what does it mean for Christian community?
2. Methodological steps for developing the essay
 - a. Step one: detail your thoughts on the selected topic related to pneumatology during the first week of the course. This description outline, briefly, your view prior to reflecting on the issue in the course. You do not need submit this description, but you need to do it because you will use it in the final essay.

- b. Step two: record/journal references and points of insight to the theological issue. Be broad-minded in the sources of your insights. They may come from music, movies, worship, conversations, sermons, readings, lectures, etc. You should start your record as soon as possible. Include in your record a brief description of the theology explicitly or implicitly assumed in the statement. Your thoughts and reactions to the statement will also be helpful for the third part of the assignment.
- c. Step three: write a revised essay that reflects any changes, nuances, and developments in your thoughts relative to the initial draft of the essay.

The essay should contain at least the following parts:

- a) The first part of the essay describes the topic and your initial view of the theological topic (the description completed for step one of this assignment).
 - b) The second part of the essay describes and reflects on your process of thinking about the issue over the course of the semester. How has your view expanded, developed, refined? What were the best sources of insight, a conversation with a friend a sermon, a reading, and time in prayer? You should interact with your earlier outlined view and the perspectives you have recorded throughout the semester.
3. Length and style expectations:
- a. Write a detailed and coherent essay that details the process of reflecting on a topic related to the theology of the Holy Spirit and that integrates assigned and other readings, discussions, etc. into your essay.
 - b. Write a stylistically clean essay.
 - c. Length: approx. 5–7 double-spaced pages in 12 point Times New Roman font.
 - d. Document sources with footnotes and follow the MDC Style Guide. This assignment should draw on several sources of theological reflection. They do not need to be academic (although where relevant cite them).

C. Constructive Paper/Project on the Holy Spirit:

This assignment constitutes the “major paper” and presentation of the course. The purpose of the paper/project is vocational development. It should advance your vocational trajectory. Selecting whether to prepare a project or a paper is an important step in the process.

- If you anticipate further graduate work or writing a thesis as part of your MTS or MDiv, then an academic research-thesis paper is an excellent option. A research-thesis paper provides skill development in conducting the concentrated study on a particular research topic necessary for advanced academic work.
- If your vocational track is vocational ministry or an alternative professional field, then a project may be an effective option. Completing a project provides skill development in contextualizing and applying the fruit of theological research and reflection.

If you have an idea for a paper or creative project that does not neatly fit into the parameters of the specialization descriptions, please come and discuss your idea with me. I am open to papers/projects that cohere with the essence of the course and are suited to your vocational/research field and interests.

◆ **Please consult the assignment description for your degree specialization** ◆

Christianity and Culture Specialization

1. **Description:**
Investigating the **interface between pneumatology and culture** is the purpose of this assignment. The paper/project provides the opportunity to explore the relationship between a theology of the Holy Spirit and culture. Options are open. Examples: You can look at a historical example of the way cultural context shaped the development of pneumatology. You can explore how pneumatology can provide a lens for discerning and interpreting popular culture. For example, is there a connection between the rise of Pentecostal and Charismatic spiritualities in the emerging cultural condition of postmodernism? How does the multicultural nature of the Spirit of Pentecostal relate to the increasing multicultural nature of life in the metropolitan and global urban experience?
2. **Class presentation:**
You will present and facilitate a discussion of your paper/project (I encourage multi-media, audio, audio-visual methods when appropriate). Normally presentations are 15–20 minutes followed by 5–10 minutes of class discussion (for a total time of 20–30 minutes). The presentation provides the opportunity to share your research to this point with the class and receive constructive feedback that you can incorporate into your ongoing work on the project.
 - Note: the final schedule and presentation times will be settled in the first two weeks of class and after a final class roster has been established.

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3. Paper:

a. Content and argument:

- Detail a clear thesis (the view that your paper supports).
- Describe your topic under consideration.
- Write an essay that coherently demonstrates your view.
- Detail major alternatives and/or criticisms of the position and interact with them vis-à-vis your view (where appropriate and in so far as space allows).

b. Presentation:

- Write a stylistically clean and academic paper—e.g., avoid colloquialisms (academic is different than conversational voice), passive voice (use active). Research-thesis papers must have a thesis statement (stated in the introduction), an introduction, content section, and a conclusion to the paper.
- Use and document a *minimum* of ten scholarly resources (book, journal articles, book essays). Internet resources can be utilized, if they are scholarly and/or professional sources.
- Accurately document sources according to the College's Style Guide. [Link to Style Guide](#).
- Paper length: 10–12 pages.
- Provide a bibliography (list only the books cited in the footnotes of the paper).

Christian History and Thought Specialization

1. Description:

This assignment provides the opportunity to explore an issue in or related to pneumatology. It can take a biblical, historical, or contemporary focus. For example, how has the theology of the Holy Spirit shaped Christian thought and practice, such as the *filioque*, revivalism, or the Pentecostal movement? Students are free to select a topic in their area of interest—e.g., biblical, historical, systematic, or pastoral theology.

2. Class presentation:
You will present and facilitate a discussion of your paper/project (I encourage multi-media, audio, audio-visual methods when appropriate). Normally presentations are 15–20 minutes followed by 5–10 minutes of class discussion (for a total time of 20–30 minutes). The presentation provides the opportunity to share your research to this point with the class and receive constructive feedback that you can incorporate into your ongoing work on the project.
 - Note: the final schedule and presentation times will be settled in the first two weeks of class and after a final class roster has been established.
3. Paper:
 - a. Content and argument:
 - Detail a clear thesis (the view that your paper supports).
 - Describe your topic under consideration.
 - Write an essay that coherently demonstrates your view.
 - Detail major alternatives and/or criticisms of the position and interact with them vis-à-vis your view (where appropriate and in so far as space allows).
 - b. Presentation:
 - Write a stylistically clean and academic paper—e.g., avoid colloquialisms (academic is different than conversational voice), passive voice (use active). Research-thesis papers must have a thesis statement (stated in the introduction), an introduction, content section, and a conclusion to the paper.
 - Use and document a *minimum* of ten scholarly resources (book, journal articles, book essays). Internet resources can be utilized, if they are scholarly and/or professional sources.
 - Accurately document sources according to the MDC’s Style Guide. [Link to Style Guide](#).
 - Paper length: 10–12 pages.
 - Provide a bibliography (list only the books cited in the footnotes of the paper).

Pastoral Studies Specialization

1. Description:
Prepare a **sermon** or **message** appropriate for a given ministry audience based on a theology of the Holy Spirit. You can draw on biblical, historical, and/or systematic approaches to pneumatology. The content of the sermon draws from theological resources, but expresses the yield of that theology in language and terms that are **appropriate for a ministry audience**. Alternatively, if you have an idea for contextualizing the theological resources of pneumatology for ministry other than in a sermon, please talk with me so we can design a project that enables you to maximize your work in the class for your ministry context and meets the goals of the specialization in Pastoral Studies.

 2. Class presentation:
You will present and facilitate a discussion of your paper/project (I encourage multi-media, audio, audio-visual methods when appropriate). Normally presentations are 15–20 minutes followed by 5–10 minutes of class discussion (for a total time of 20–30 minutes). The presentation provides the opportunity to share your research to this point with the class and receive constructive feedback that you can incorporate into your ongoing work on the project.
 - Note: the final schedule and presentation times will be settled in the first two weeks of class and after a final class roster has been established.

 3. Projects/Sermons:
 - a. Annotated bibliography of research sources: an annotation is a paragraph or two that describes the content of the book, essay, or article and how it relates to your project.
 - b. Sermon: submit a manuscript of your sermon/message that includes footnotes, which detail where and how you applied and adapted your theological research.
 - c. Double-spaced pages, 12 point Times New Roman font.
 - d. Use and document at least 10 scholarly resources (e.g., books, journal articles, and essays). Internet resources can be utilized, if they are scholarly and/or professional sources.
 - e. Document sources with footnotes and follow the MDC's Style Guide. [Link to Style Guide](#).
- D. Participation:
Developing a community of learners through engaging, charitable, and critical dialogue.

Constructive discussion facilitates the learning experience. Discussion helps to clarify ideas, highlight and explore unconsidered aspects of our thought, modify, and justify our views. Class discussions should be constructive and critical. Critical does not mean negative, it does not tear down a person. Critical discussion is dialogue in which all persons involved pursue a path of mutual discovery, respect, and nurture, but not necessarily agreement. Examples of constructive interaction include 1) introducing material from your readings that relates to the topic, 2) raising possible objections to a position, and 3) integrating two areas of thought—e.g., Christology and pneumatology, soteriology and the Trinity.

VI. Lecture Outline (*tentative*):

| Week | Date | Topic | Readings & Assignments |
|------|------|---|--|
| 1 | 9/11 | <p>Introduction to the Course</p> <p>I. The Experience and Theology of the Holy Spirit</p> | <p>Kärkkäinen, “Introduction,” 11-22 Barbeau & Jones, chapter 2</p> <p>Recommended: *Gen 1-2:9; 3:1-24; 6-8:1-5 Ex 14:1-15:21; 35:30-35 Nu 11:1-35, 27:12-23 Deut 34:1-12 Judges 3:7-10 Isa 4:2-6; 11:1-16; 32:9-20; 42:1-9; 59:21; 61:1-11; 63:7-14 Ezek 11:14-25; 36:22-32; 37:1-14 Joel 2:28-29 Hag 2:4-5 Hab 2:18-19 Mic 3:5-8 Zech 7:8-14</p> <p><i>* Focus on issues related to the Spirit/spirit</i></p> |
| 2 | 9/18 | <p>II. Biblical Theology of the Holy Spirit</p> <p>A. The Spirit & the Narrative of Redemption</p> | <p>Kärkkäinen, “Biblical,” 23–36 Barbeau & Jones, chapter 9</p> <p>Recommended: Matt 1:1-17; 1:18-25; 3:1-12; 3:13-17; 4:1; 10:16-25; 12:15-32; 28:16-20 Mark 1:1-13; 3:20-30; 13:3-13; 14:32-42 Luke-Acts: Luke 1:1-2:40; 3:1-22; 4:1-30;</p> |

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| | | | <p>11:1-13; 12:8-12; 24:49</p> <p>Acts 1:1-2:47; 4:1-21; 6:1-7:60</p> <p>John 1:1-34; 3:12-14 & 31-36; 4:1-30; 6:60-65; 7:37-39; 14-17; 19:28-37; 20:19-23</p> <p>Rom 1:1-4; 2:25-29; 4:18-25; 5:1-5; 7:1-6; 8:1-39; 14:17</p> <p>1 Cor 2:1-16; 3:1-17; 6:9-20; 12:1-31; 14:1-40; 15:12-20</p> <p>Gal 3; 5-6 Eph 1-4 1 Tim 3:14-16 1 Peter 3:13-22 1 John 3-4 * <i>Focus</i> on issues related to the Spirit/spirit</p> | | | | | | | | | |
| 3 | 9/25 | <p>B. The Spirit of Creation & Redemption</p> <ul style="list-style-type: none"> • Small group discussion of Paper/Project | Barbeau & Jones, chapter 11 | | | | | | | | | |
| 4 | 10/2 | <p>C. The Spirit of Christ</p> <p>D. The Spirit of Pentecost</p> | Barbeau & Jones, chapter 6 | | | | | | | | | |
| 5 | 10/9 | <p>Thanksgiving</p> <p>Reading Week October 10–13</p> | | | | | | | | | | |
| 6 | 10/16 | <p>V. The Holy Spirit in the World Today</p> <p>A. The Spirit and Global Renewal Movements/Pentecostal Pneumatology</p> | Barbeau & Jones, chapters 5 & 7 | | | | | | | | | |
| 7 | 10/23 | A. <i>Continued</i> | Barbeau & Jones, chapter 13 | | | | | | | | | |
| 8 | 10/30 | B. Spirit and Creation Care | Barbeau & Jones, chapter 10 | | | | | | | | | |
| 9 | 11/6 | C. Spirit and Mission | <p>Student Paper/Project Presentations</p> <table border="1"> <tr> <td>1.</td> <td>Name:</td> <td></td> </tr> <tr> <td>2.</td> <td>Name:</td> <td></td> </tr> <tr> <td>3.</td> <td>Name:</td> <td></td> </tr> </table> | 1. | Name: | | 2. | Name: | | 3. | Name: | |
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| 10 | 11/13 | D. The Spirit and Christian Formation | <p>Kärkkäinen, “Historical,” 37–55</p> <p>Barbeau & Jones, chapters 12 & 15</p> <table border="1"> <tr> <td>4.</td> <td>Name:</td> <td></td> </tr> </table> | 4. | Name: | | | | | | | |
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| 11 | 11/20 | III. The Spirit in the Christian Traditions A. Western Pneumatology B. Eastern Pneumatology | Barbeau & Jones, chapters 3 & 4 <table border="1"> <tr> <td>7.</td> <td>Name:</td> <td></td> </tr> <tr> <td>8.</td> <td>Name:</td> <td></td> </tr> <tr> <td>9.</td> <td>Name:</td> <td></td> </tr> </table> | 7. | Name: | | 8. | Name: | | 9. | Name: | |
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| 12 | 11/27 | IV. The Spirit in Contemporary Theology A. Leading theologians of the Spirit | Kärkkäinen, 105–45 | | | | | | | | | |
| 13 | 12/4 | B. Contextual Pneumatologies | Kärkkäinen, 147–74 Barbeau & Jones, chapter 8 | | | | | | | | | |
| 14 | 12/11 | C. The Spirit & Public/Political Theology • Course Evaluations | | | | | | | | | | |

VII. Policies:

- A. Textbook Purchase:
All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3 : phone 416.620.2934; fax 416.622.2308; email books@readon.ca. Other book services may also carry the texts.
- B. Academic Honesty:
Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College.
- Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty
<https://www.mcmasterdivinity.ca/programs/rules-regulations>.
- C. Gender Inclusive Language:
McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are

examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

- D. **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 ([link](#)). Failure to observe appropriate form will result in grade reductions.
- E. **Disclaimer:**
This syllabus is the property of the instructor and 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.

VIII. Late-Assignment and Exam Policy:

- A. Assignments are due at the beginning of class on the date specified in the syllabus.
- B. Students take exams on the date and at the time scheduled in the syllabus.
- C. Late assignments are reduced five percentage points for each day late (e.g., if the grade is 90 and it is one day late, the grade will be reduced to 85).
- Please note, late papers may not be graded and returned at the same time as the other papers; they will not receive comments from the professor on the grade rubric.
- D. Assignments and exams will be accepted without penalty after the specified date in the syllabus **only** in the case of an excused absence. If a student misses an exam or assignment submission due to a reason that he/she believes is excusable, then he/she must notify the instructor and schedule an exam date and/or late-assignment submission date within twenty-four hours of the beginning of the missed class session.
- A. Assignments and exams will not be accepted late on the basis of the student's involvement with school-approved activities. If you are not able to be in class for an exam or assignment submission, then you must pre-arrange with the instructor to take the exam and/or submit the assignment before the scheduled date in the syllabus.

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| Please Note: This syllabus is the property of the instructor and 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. |
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Appendix 1: Advanced Degree Requirements

I. Assignment Outline:

| Assignment | Percent | Due Date |
|---|---------|---------------------------------------|
| A. Primary Text Analysis and Presentation | 15% | Day of presentation |
| B. Lecture and Syllabus | 35% | Day of presentation |
| C. Thesis Paper and Presentation | 50% | Paper due one week after presentation |
| 1. Presentation (15%) | | |
| 2. Paper (35%) | | |
| D. Participation: | X | Mon 3:30–5:20pm |
| Total: 100% | | |

II. Assignment Descriptions:

A. Primary Source Analysis and Presentation:

1. Description:

Present an analysis of and lead a discussion on a primary text(s). The primary text may be a historical or contemporary source. The presentation identifies the thesis, logic, arguments, key Scriptures, philosophical assumptions, historical context, etc. and discusses significant secondary scholarship on the piece (if available).

Sample outline:

- a. Theological and historical context of and influences on the writing
- b. Thesis
- c. Outline of the content
- d. Critical analysis—does the content support the thesis, is the content consistent, advance a new perspective, etc.? Interaction with secondary interpretations and literature can occur here.
- e. Statement of the texts contribution to its topic and your research

2. Purpose:

Sharpen your skills in the close reading and interpretation of primary texts. This skill is essential for doctoral level research and writing.

3. Guidelines:
 - a. Class presentation and discussion: 5 minutes.
 - b. Handouts are usually helpful.
 - c. Written submission: 2–3 page outline of the analysis that includes a bibliography with critical edition(s) and key secondary literature on the writing(s) and figure. Please provide an electronic copy for the professor and advanced degree students in the class.

B. Thesis Paper and Presentation:

1. Description:

You will select a topic related to pneumatology and write a thesis paper on it. Your paper can deal with any area of pneumatology (e.g., biblical, historical, contemporary, and contextual theology). If you have questions on a suitable topic, please talk to me.
2. Purpose:

This assignment gives you experience writing article, essay, and chapter length theological papers presenting research in an oral form similar to that performed at academic conferences.
3. Guidelines for the Paper:

The paper should include (description categories below correspond to those of the grading rubric) . . .

 - a. Content and argument:
 - 1) Detail a clear thesis (the view that your paper supports).
 - Example of a thesis statement: Pneumatology is an underutilized, but valuable area of doctrine for developing a theology of mission.
 - 2) Describe your topic.
 - 3) Write an essay that coherently demonstrates your view.
 - 4) Detail major alternatives and/or criticisms and interact with them vis-à-vis your view.
 - b. Presentation:

- 1) Write a stylistically clean and academic paper—e.g., you should avoid excessive first person discourse, colloquialisms (academic is different than conversational voice), passive voice (use active).
 - 2) Use and document a *minimum* of fifteen scholarly resources.
 - 3) Accurately document sources according to the College's Style Guide ([link](#)).
 - 4) Paper length: 20–25 pages. **Not** to exceed 7,000 words.
 - 5) Provide a bibliography (list only the books cited in the footnotes of the paper).
 - 6) Use footnotes.
4. Guidelines for the Class Presentation:
- a. Time:
The paper presentation takes a thirty-minute segment of the class. Each presentation includes two parts:
 - 1) The paper presentation (15–20 minutes)
 - 2) The response and facilitation, which is led by another student (10 minutes, see below for more details on the response and facilitation).
 - b. Presentation content:
You should articulate the paper's thesis, topic, and argument. You can use PowerPoint, etc. if you wish. The purpose of this assignment is to give you experience with presenting papers as might at an academic conference. You should prepare and present your paper for that type of venue. I encourage you to consider presenting your paper for this class at a conference and/or the Theological Research Seminar of the Divinity College.
- C. Lecture and Syllabus:
1. Purpose:
This assignment provides experience *preparing* a syllabus and *delivering* a lecture for teaching in an undergraduate setting. The preparation of the syllabus also helps fulfill one of the requirements of the Mastery Checklist.
 2. Description:
You will prepare a syllabus on a topic related to pneumatology (determined in consultation with the professor). You may use this assignment to investigate an area that will promote your research program (e.g., prepare for doctoral comprehensive exams and

MA thesis/PhD dissertation topics). You should, however, gear the syllabus and the lecture toward an undergraduate audience.

3. Guidelines:

a. Research:

- 1) Research for the lecture will account for the supplemental reading for advanced degree students (5,000-6,000 pages)
- 2) Documentation of reading:
Please provide an annotated bibliography of the reading consulted in the preparation of the lecture (the annotations for the texts should be about one paragraph—identify the key thesis and contributions of the text).

b. Lecture:

- 1) The lecture should present and discuss the primary content points of the topic (or sub-topic)
- 2) Lecture handouts/outlines and PowerPoint/Prezi are helpful, but not required.
- 3) Length:
The lecture and discussion will take a fifty-minute period of the course (time may be adjusted depending on final course enrollment).

c. Syllabus:

Be sure to craft the syllabus with a target class in mind—e.g., undergraduate or graduate. The syllabus topic can be specific, with focus on a particular subject area of pneumatology, period, figure or provide introduction and survey of a topic in pneumatology.

The syllabus should contain the essential features of a class syllabus:

- Course title
- Course description
- Texts (required and supplemental)
- Assignments
- Course outline

4. Evaluation:

Grading of the lecture and discussion session will be based on the following . . .

- a. Please submit to the professor a copy (electronic or hard copy) of your lecture notes and annotated bibliography used to develop the lecture on the day you present your lecture to the class.
- b. Does the lecture accurately present and discuss the topic?
- c. Does the lecture engage in critical evaluation/discussion of the content?
- d. Does the lecture highlight the transcendent value of the material—e.g., does it have value for contemporary Christian thought, life, and ministry?
- e. Does the lecture facilitate student discussion?