

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

McMaster Divinity College
Winter 2014
Mon 7:00-9:00pm
Office: 216

Steven M. Studebaker, M.A., Ph.D.
Phone: 905.525.9140 x20097
Email: studeba@mcmaster.ca
Hours: Mon 3:30-5:30 & 12:30-2:00 and by appointment

I. Description:

This course explores the doctrine and theology of the Holy Spirit (pneumatology). It examines 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 & Culture
Christian Thought and History
Pastoral Studies

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. Steven M. Studebaker, *From Pentecost to the Triune God: A Pentecostal Trinitarian Theology* (Grand Rapids: Eerdmans, 2012).

B. Recommended:

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.

Aquinas, Thomas. *Summa Theologiae*. 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:

*** Advanced degree students see Appendix 1 for course requirements**

Assignment	Percent	Due
A. Biblical Theology and Contextualization of the Holy Spirit	30%	1/27
B. Constructive Essay (or project) on the Holy Spirit	45%	3/10
C. Personal Reflection on the Holy Spirit Essay	25%	3/31
D. Participation:	X	Mon 7:00-9:00
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 MacDiv Style Guide located at:
<http://www.mcmasterdivinity.ca/sites/default/files/documents/MDCStyleGuideMarch0413.pdf>

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 personal theology of the Holy Spirit. You accomplish this task by tracking, during 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 that 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 views 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 additional sources with footnotes and follow the MDC Style Guide.

C. Constructive Paper/Project on the Holy Spirit:

1. Description:

This assignment provides students with the opportunity to explore an issue in or related to pneumatology. Students are free to select a topic in their area of interest—e.g., biblical, historical, systematic, pastoral theology, and etc. Please consult the professor in your decision making process. This assignment includes a short oral presentation during the final days of the course (Thursday afternoon and Friday morning). During the presentation, the student presents their topic, initial research, and provisional thesis that the paper will expound in more detail. Students will have the opportunity to discuss their topic and initial research in a small group discussion prior to the presentation to the class.

2. Length and style expectations:

- a. Oral presentation: approximately 15 minutes, followed by 5-10 minutes for questions and interaction.
 - Note: the final schedule and presentation times will be settled in the first couple of weeks of class and after a final class roster has been established.
- b. Length: 11-13 double-spaced pages, 12 point Times New Roman font.
- c. Research resources:
 - 1) Use and document at least 10 scholarly resources (e.g., scholarly monographs, journal articles, and essays).
 - 2) Document sources with footnotes and follow the MDC Style Guide.
- d. Structure: the paper should reflect a clear and thoughtful structure that introduces the topic and thesis and then convincingly demonstrates and/or supports the thesis of the paper.

D. Participation:

Constructive discussion facilitates the learning experience. Discussion helps to clarify ideas, highlight and explore unconsidered aspects of our thought, modify, and justify our views. In-class discussions should be constructive and critical. Critical does not mean negative, it does tear down a person. Critical discussion is dialogue in which all persons involved pursue a path of mutual discovery, 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	Reading Assignment	Due
1	1/6	Introduction to the Course		
2	1/13	I. I. The Experience and Theology of the Holy Spirit	Kärkkäinen, "Introduction," 11-22 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 Deu 34:1-12 * Focus on issues related to the Spirit/spirit	
3	1/20	II. Biblical Theology of the Holy	Studebaker, chapter two	

		<p>Spirit</p> <p>A. The Spirit & the Narrative of Redemption</p>	<p>Kärkkäinen, “Biblical,” 23-28</p> <p>Recommended: 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 * Focus on issues related to the Spirit/spirit</p>	
4	1/27	<p>B. The Spirit of Creation & Redemption</p> <p>C. The Spirit of Christ</p> <p>D. The Spirit of Pentecost</p>	<p>Studebaker, chapter two Kärkkäinen, “Biblical,” 28-36</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; 11:1-13; 12:8-12; 24:49 Acts 1:1-2:47; 4:1-21; 6:1-7:60 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 Rom 1:1-4; 2:25-29; 4:18-25; 5:1-5; 7:1-6; 8:1-39; 14:17 1 Cor 2:1-16; 3:1-17; 6:9-20; 12:1-31; 14:1-40; 15:12-20 Gal 3; 5-6 Eph 1-4 1 Tim 3:14-16 1 Peter 3:13-22 1 John 3-4</p>	<p>• Biblical and Contextual Theology of the Holy Spirit paper</p>
5	2/3	<p>III. The Spirit in the Christian Traditions</p> <p>A. Western Pneumatology</p> <p>B. Eastern Pneumatology</p> <p>• Small group discussion of Theological Construction Paper/Project</p>	<p>Studebaker, chapter three</p> <p>Kärkkäinen, “Historical,” 37-55</p>	

6	2/10	C. Evangelical Pneumatology D. Pentecostal Pneumatology	Studebaker, chapters four & five	
7	2/17-22	Reading Week		
8	2/24	IV. The Spirit in Contemporary Theology A. Leading theologians of the Spirit B. Contextual Pneumatologies	Kärkkäinen, 105-45 Kärkkäinen, 147-74	
9	3/3	V. The Holy Spirit in the World Today A. The Spirit and Global Renewal Movements		
10	3/10	B. Spirit and Creation Care C. Spirit and Mission • Small group discussion of Christian Formation Essay	Studebaker, chapter seven	• Theo Construction Paper
11	3/17	Student Presentations		
12	3/24	Student Presentations		
13	3/31	C. The Spirit and Christian Formation		• Personal Reflection Essay
14	4/7	D. The Holy Spirit and Theology of Religions • Course Evaluations	Studebaker, chapter six	
15	4/14-16	Finals Week		

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 Bookstores, 304 The East Mall, Suite 100, Etobicoke, ON M9C 5K1: phone 416-620-2934; fax 416-622-2308; e-mail 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 ~ <http://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.

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.

- E. 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.

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.

Appendix 1: Research Degree Requirements

I. Assignment Outline:

Assignment	Percent	Due Date
A. Primary Text Analysis and Presentation	15%	Day of presentation
B. Lecture and Discussion	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 7:00–9:00pm
	Total: 100%	

II. Assignment Descriptions:

A. Primary Source Analysis and Presentation:

1. Description:

Present an analysis of and lead a discussion on the 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: 15–20 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 research 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:
- a. Write a stylistically clean and academic paper—e.g., you should avoid first person discourse, colloquialisms (academic is different than conversational voice), passive voice (use active).
 - b. Use and document a *minimum* of fifteen scholarly resources.

- c. Accurately document sources according to the MDC Style Guide.
 - d. Paper length: 20–25 pages. No more than 7,000 words
 - e. Provide a bibliography (list only the books cited in the footnotes of the paper)
- C. Lecture and Discussion:
- 1. Description:

You will present a lecture on one of the topics listed in the course outline (or an approved alternative topic). Lecture topic and major paper topics can be coordinated.
 - 2. Purpose:

The purpose of this assignment is to give students experience with developing and presenting lectures.
 - 3. Guidelines:
 - a. Research:
 - 1) Research for the lecture will account for the supplemental reading for advanced degree students (approximately 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 the first fifty-minute period of the course.
 - b. Evaluation:

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

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