

## The Holy Spirit & the Church Today

**McMaster Divinity College**  
**Summer 2016**  
**Hybrid**  
**Office: 216**

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### **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. This course is a hybrid format. It includes an online format (the online platform is McMaster University’s Avenue to Learn) and two day campus classroom experience.

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

#### 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 Theologiae*. England: Blackfriars, 1964.

Saint Augustine (Bishop of Hippo). *The Works of Saint Augustine: A Translation for the 21<sup>st</sup> 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 *NPNF<sup>2</sup>* 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 & Contextualization of the Holy Spirit	30%	May 13
B. Personal Reflection on the Holy Spirit Essay	25%	June 10
C. Constructive Essay (or project) on the Holy Spirit	45%	June 3
D. Participation:	X	
Total: 100%		

#### V. Assignment Descriptions:

General Guidelines:

- Please submit papers in electronic format (MS Word preferred). My email address is: [studeba@mcmaster.ca](mailto: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

##### 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 MacDiv 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 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 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 MacDiv Style Guide.

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 assignment, 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 research field and interests.

◆ Please consult the assignment description for your degree specialization ◆

*Pastoral Studies*

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. Length and style expectations:
  - a. Oral presentation: approximately 10 minutes, followed by 5 minutes for questions and interaction. You will not need to “preach” the sermon. You will describe the research that you used and how you applied and adapted it in the sermon. During the first day of the class, you will have an opportunity to present your preliminary work on the paper/project. You do not need to submit a paper at this time. 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.
  - b. Written submission:
    - 1) 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 research project.
    - 2) Sermon: submit a manuscript of your sermon/message that includes footnotes, which detail where and how you applied and adapted your theological research in the area of pneumatology.
    - 3) 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 MacDiv Style Guide.

*Christianity and Culture*

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.
2. Length and style expectations:
  - a. Oral presentation: approximately 10 minutes, followed by 5 minutes for questions and interaction. During the first day of the class, you will have an opportunity to present your preliminary work on the paper/project. You do not need to submit a paper at this time. 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.
  - 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 MacDiv 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.

*Christian Worldview*

1. Description:  
This paper/project provides the opportunity to show how pneumatology relates to an area of Christian worldview. For example, what does a theology of the Holy Spirit as the Spirit of life contribute to a Christian theology of the environment and the way Christians understand their relation to creation? What does a theology of the Holy Spirit as the Spirit of life contribute to a Christian view of human personhood? Does believing that human beings are created in the image of God by breath of God's Spirit (Gen 2:7) shape the way

we think about contemporary issues such immigration policy, elder care, or poverty? Your paper/project focuses on the application of pneumatology to the selected area of Christian worldview.

2. Length and style expectations:
  - a. Oral presentation: approximately 10 minutes, followed by 5 minutes for questions and interaction. During the first day of the class, you will have an opportunity to present your preliminary work on the paper/project. You do not need to submit a paper at this time. 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.
  - 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 MacDiv 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.

### *Christian History and Thought*

1. Description:
 

This assignment provides students with the opportunity to explore an issue in or related to pneumatology. 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. Length and style expectations:
  - a. Oral presentation: approximately 10 minutes, followed by 5 minutes for questions and interaction. During the first day of the class, you will have an opportunity to present your preliminary work on the paper/project. You do not need to submit a paper at this time. 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.
- 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 MacDiv 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:

Developing a community of learners through online posts and discussion is central to the class experience. Each student contributes weekly to the online community of the class. See syllabus outline for discussion topics and assignments for posts. See McMaster University’s Avenue to Learn for chat discussions.

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*):

<b>Part One: Online</b>			
<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>
<b>1</b>		Introduction to the Course  <b>I. The Experience and Theology of the Holy Spirit</b>  • Post on Avenue to Learn: share your personal	Kärkkäinen, “Introduction,” 11-22  <b>Recommended:</b> *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

		<p>experience with the Holy Spirit. For example, how has the Holy Spirit been central or perhaps not in your Christian life and ministry? What is the role and place of the Holy Spirit in your church tradition?</p>	<p>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>* Focus on issues related to the Spirit/spirit</p>
2		<p><b>II. Biblical Theology of the Holy Spirit</b></p> <p>A. The Spirit &amp; the Narrative of Redemption</p> <ul style="list-style-type: none"> <li>• Post on Avenue to Learn: based on the reading and lecture in the Bible on the theology of the Holy Spirit, what did you find most significant, challenging, helpful, what insight did the readings provide for understanding Christian life and ministry today?</li> </ul>	<p>Studebaker, chapter two                  Kärkkäinen, “Biblical,” 23–36</p> <p><b>Recommended:</b>                  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</p> <p>John 1:1-34; 3:12-14 &amp; 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</p> <p>* Focus on issues related to the Spirit/spirit</p>
<b>Part Two: Campus Sessions May 6–7</b>			
9:00- Noon	Day 1	<p>B. The Spirit of Creation &amp; Redemption                  C. The Spirit of Christ                  D. The Spirit of Pentecost</p> <ul style="list-style-type: none"> <li>• Small group discussion of Theological Construction Paper/Project</li> </ul>	
Noon- 1:00		<b>Lunch</b>	

<b>1:00-4:00</b>		<b>V. The Holy Spirit in the World Today</b> A. The Spirit and Global Renewal Movements/Pentecostal Pneumatology	
<b>9:00-noon</b>	<b>Day 2</b>	B. Spirit and Creation Care C. Spirit and Mission	Studebaker, chapter seven
<b>Part Three: Online</b>			
<b>3</b>		E. The Spirit and Christian Formation  • Post on Avenue to Learn: share with your class colleagues a reflection from the campus session that you helped/challenged you to grow in your understanding of the Holy Spirit.	
<b>4</b>		<b>III. The Spirit in the Christian Traditions</b>  A. Western Pneumatology B. Eastern Pneumatology  • Post on Avenue to Learn: Post a summary of your biblical and contextualization essay and interact with your class colleagues	Studebaker, chapter three Kärkkäinen, “Historical,” 37–55
<b>5</b>		<b>IV. The Spirit in Contemporary Theology</b> A. Leading theologians of the Spirit  • Post on Avenue to Learn: An update on your major paper/project. Make it brief. Discuss the project and why it is important to you.	Kärkkäinen, 105–45
<b>6</b>		B. Contextual Pneumatologies  • Post on Avenue to Learn: share a summative reflection on the Holy Spirit from the class. What have you learned about the Holy Spirit, what would you like to explore further?  • Course Evaluations	Kärkkäinen, 147–74

**VII. Policies:****A. Textbook Purchase:**

All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 218, 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](mailto: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 ~ [www.madciv.ca/regs/honesty.php](http://www.madciv.ca/regs/honesty.php).

**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.

- 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.

<p><b>Please Note:</b> 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.</p>
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