

**Theology of the Holy Spirit
CHTH G105-C08
TH/MS 6XS6**

**McMaster Divinity College
Winter 2020
Wednesdays 11:00–12:50**

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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.

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. Myk Habets, ed., *Third Article Theology: A Pneumatological Dogmatics* (Minneapolis: Fortress, 2016).

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. You may also use these texts for your primary test and presentation assignment. 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 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:

<u>Assignment</u>	<u>Percent</u>	<u>Due</u>
A. Primary Text Analysis	15%	May 5
B. Lecture, Syllabus, & Annotated Bibliography	30%	May 27
C. Thesis Paper, Presentation, & Facilitation	45%	June 10
1. Presentation (15%)		
2. Paper (30%)		
D. Response & Facilitation	(10%)	
E. Participation:	<u>X</u>	
	Total: 100%	

V. Assignment Descriptions:

General Guidelines:

- Please submit all assignments in their Avenue to Learn folders.
- 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. 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: 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 advanced degree students in the class.

B. Lecture & Syllabus: (due day of scheduled presentation):

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 fulfills one of the requirements of the Mastery Checklist.

2. Description:

You will prepare a syllabus and lecture on a topic related to course topic. The lecture should be one of the lectures listed in your syllabus. 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 and syllabus development will account for the supplemental reading for research 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. The purpose of the assignment is to give you experience developing the content for a lecture. With that in mind, prepare everything for this assignment that you would for a lecture.
- 3) Elements to include in a lecture:
 - a) Survey of the key topics, controversies, issues, and figures.
 - b) Evaluate and discuss the content.
 - c) Highlight the transcendent value of the material—e.g., how does it relate to contemporary Christian thought, life, and ministry?
 - d) Provide means and opportunities to facilitate student discussion.
- 4) Length:

The lecture and discussion will take either a thirty or fifty-minute period of the course, depending on final student numbers in the course.

4. Evaluation:

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

1. Please submit to the professor a copy (electronic on Avenue to Learn) of the syllabus, the 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?

C. 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.

D. Response and Facilitation (due day of presentation):

1. Purpose:

Provides experience in responding to and moderating academic presentations and discussions, such as one might do at an academic society meeting.

2. Description:

Each student *prepares a critique* and *facilitates a discussion* of a thesis paper presentation.

a. The critique:

- 1) Remember to be charitable; not only Christian, but since academia is a small guild, it is self-preservation.
- 2) Critical (includes highlighting and discussing problems *and* strengths):

The critique should explore the following sorts of issues:

- Does the paper have a thesis?
- Does the content develop and support the thesis?
- Does it use appropriate sources?
- Does it interact with the relevant secondary literature?

b. The discussion:

You should keep the presentation to time limit and effectively manage student discussion (do not let one person dominate the interaction; move on to a new issue if discussion begins to go off on tangents and run down rabbit trails). Be sure to elicit comments from all people present. You might want to have some prepared questions and discussion prompts to facilitate the initial discussion.

3. Guidelines:

a. Each student paper presentation will take approximately fifty minutes (one segment of a class session).

b. The presentation and discussion typically includes the following items:

- 1) Presenter presents the paper: approximately thirty minutes.
- 2) Response: approximately fifteen minutes.

You can go through point by point as a monologue or start by raising and offering your thoughts on the paper's primary contributions and arguments and invite discussion based on your remarks and interaction with the paper and then so forth through the rest of the points you have identified.

- 3) Class discussion of the paper and response: approximately five to ten minutes.

c. A written submission/outline is not required but is encouraged as it may be beneficial to other students in the course.

E. 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	Lecture
1	1/8	Introduction to the Course I. The Experience and Theology of the Holy Spirit Recommended Reading: *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 * <i>Survey read and focus on issues related to the Spirit/spirit</i>	Stuebaker
2	1/15	II. Biblical Theology of the Holy Spirit A. The Spirit & the Narrative of Redemption Recommended Reading: 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	Stuebaker

		<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 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 * Survey read and focus on issues related to the Spirit/spirit</p>							
3	1/22	B. The Spirit of Creation & Redemption	Studebaker						
4	1/29	C. The Spirit of Pentecost D. The Spirit of Christ	Studebaker <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td></td><td>Primary Text</td></tr> <tr><td>1.</td><td></td></tr> <tr><td>2.</td><td></td></tr> </table>		Primary Text	1.		2.	
	Primary Text								
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5	2/5	III. The Spirit in the Christian Traditions A. Western Pneumatology B. Eastern Pneumatology	Studebaker <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td></td><td>Primary Text</td></tr> <tr><td>3.</td><td></td></tr> <tr><td>4.</td><td></td></tr> </table>		Primary Text	3.		4.	
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6	2/12	IV. The Spirit in the World Today A. The Spirit & Global Renewal Movements/Pentecostal Pneumatology	Studebaker						
7	2/19	<i>Family Day/Reading & Hybrid Week</i>							
8	2/26	B. The Spirit & Creation Care	Studebaker <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td></td><td>Lecture</td></tr> <tr><td>1.</td><td></td></tr> <tr><td>2.</td><td></td></tr> </table>		Lecture	1.		2.	
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9	3/4	C. The Spirit & Mission	Studebaker <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td></td><td>Lecture</td></tr> <tr><td>3.</td><td></td></tr> <tr><td>4.</td><td></td></tr> </table>		Lecture	3.		4.	
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10	3/11	D. The Spirit & Christian Redemption & Formation	Studebaker									
11	3/18	E. The Spirit & Political Theology	Studebaker									
12	3/25	STUDENT PAPER PRESENTATIONS <table border="1"> <thead> <tr> <th></th> <th>Paper</th> <th>Respondent</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> </tbody> </table>		Paper	Respondent	1.			2.			
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14	4/8	CONCLUSION AND ASSESSMENT										

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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