

The Doctrine of the Trinity

PhD – CHTH G105-C07

MA – TH 6ZR6

McMaster Divinity College
Fall 2020
Hybrid

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I. Course Description

This course is an in-depth study of the doctrine of the Trinity. It considers issues related to theological method and the Trinity as well as the historical development of the doctrine through an examination of central figures, events, and periods. The course will include a virtual seminar format, which invites a high level of student participation through the presentation of student research and discussions.

II. Course Objectives

Knowing

- Learn primary figures in the history of trinitarian theology
- Learn key historical moments in the history of trinitarian theology
- Learn key terms and concepts of trinitarian theology
- Learn key figures and movements in contemporary trinitarian theology
- Learn key contributions to the Trinity from non-Western figures

Being

- Develop a sense for the significance of the Trinity for Christian formation
- Appreciate the value of diverse trinitarian traditions, especially the contributions from non-Western sources

Doing

- Engage in scholarly and professional interaction with colleagues
- Read and intelligently discuss assigned readings
- Present a scholarly analysis of a primary text related to the Trinity
- Write and present a scholarly book review on a significant secondary source treating the Trinity
- Write and present a scholarly research-thesis paper on a topic related to the Trinity
- Respond to and facilitate a scholarly and collegial in-class discussion on a thesis paper

III. Course Texts

A. Required:

1. Veli-Matti Kärkkäinen, *The Trinity: Global Perspectives* (Louisville: Westminster John Knox, 2007).
2. Gene L. Green, Stephen T. Pardue, and K. K. Yeo, *The Trinity Among the Nations: The Doctrine of God in the Majority World* (Grand Rapids: Eerdmans, 2015).

B. Reserve Readings:

- This is a preliminary list; specifications will be given in class. Limitations may arise on accessibility to resources given continuing social distancing and the hybrid nature of this course. Consequently, e-copies of supplementary readings will be made available.

Thomas Aquinas, *Summa Theologiae* (England: Blackfriars, 1964).

Aurelius Augustine, *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).

Karl Rahner, *The Trinity*, trans. Joseph Donceel; intro. Catherine Mowry LaCugna (New York: Crossroad, 1998).

Richard de Saint-Victor: La Trinité, intro. and trans. Gaston Salet, *Sources Chrétiennes*, 63, ed. H. de Lubac and J. Daniélou (Paris: Editions du Cerf, 1959).

English translations are available—e.g., *On the Trinity: Richard of Saint Victor*, trans. and commentary by Ruben Agelici (Cambridge: James Clarke, 2011). E-copy available through MILLS.

Friedrich Schleiermacher, *The Christian Faith*, trans. and ed. H. R. Mackintosh and J. S. Stewart (Edinburgh: T & T Clark, 1928), 738–51 “Conclusion: The Divine Trinity.”

IV. Course Assignments

| Assignment | Percent | Due Date |
|---|---------|-----------------------------|
| A. Primary Text Paper | 10% | Oct 16 |
| B. Syllabus, Lecture, & Annotated Bibliography: | 35% | Nov 6 |
| 1. Lecture | 25% | |
| 2. Syllabus & Annotated bibliography | 10% | |
| C. Paper Response and Facilitation | 10% | Day of presentation |
| D. Thesis Paper and Presentation | 45% | One week after presentation |
| 1. Presentation | 15% | |
| 2. Paper | 30% | |

E. Participation: $\frac{X}{\text{Total: 100\%}}$ Every class session

V. Course Outline

• *final presentation schedule and lecture outline may vary depending on final course enrolment* •

| Part One: Online | | | |
|---------------------------------|-------------|---|--|
| Week | Date | Topic | Due Dates & Reminders |
| 1 | Sept 14 | <ul style="list-style-type: none"> • Live session for Personal Introductions and Course Overview (45 min. Zoom session TBD) I. Introduction to the Trinity (online lecture) | <ul style="list-style-type: none"> • Select a text for the primary text paper |
| 2 | Sept 21 | II. The Trinity & Theological Method (online lecture) <ul style="list-style-type: none"> • Live session (30 min): discussion of Theological Method (TBD, later in week to provide time for viewing lecture content). | |
| 3 | Sept 28 | III. Biblical Trinitarian Theology (online lecture) <ul style="list-style-type: none"> • Live session (30 min): discussion of syllabus and lecture assignment and presentation. | |
| 4 | Oct 5 | IV. Historical & Contemporary Trinitarian Theology (online lecture) A. Eastern and Western Live session (30 min): discussion of lecture content (TBD, later in week to provide time for viewing lecture content). | |
| 5 | Oct 12 | * Monday (Oct 12) is Thanksgiving B. Modern Renaissance? | <ul style="list-style-type: none"> • Primary Text Paper due Oct 16 |
| Part Two: Campus Session | | | |

| 6 Day 1 Oct 22 | 9:30-Noon | C. Pentecostal Trinitarian Theology—1) Trinity and Creation-Redemption | • We will take regular breaks during these time blocs | | | | | | | | | | | | | | |
|---------------------------|------------|--|---|---------|------------|----|----|--|----|--|----|--|----|--|----|--|--|
| | Noon-12:30 | Lunch provided | | | | | | | | | | | | | | | |
| | 12:30-4:00 | Lecture Presentations (depending on time, we may finish the lectures Friday morning) <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Lecture</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td></tr> <tr><td>2.</td><td></td></tr> <tr><td>3.</td><td></td></tr> <tr><td>4.</td><td></td></tr> <tr><td>5.</td><td></td></tr> <tr><td>6.</td><td></td></tr> </tbody> </table> | | Lecture | 1. | | 2. | | 3. | | 4. | | 5. | | 6. | | |
| | Lecture | | | | | | | | | | | | | | | | |
| 1. | | | | | | | | | | | | | | | | | |
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| 6. | | | | | | | | | | | | | | | | | |
| Day 2 Oct 23 | 9:30-1:00 | C. Pentecostal Trinitarian Theology—2) Spirit of Christ and Spirit of Pentecost | • We will take regular breaks during these time blocs | | | | | | | | | | | | | | |
| Part Three: Online | | | | | | | | | | | | | | | | | |
| 7 | Oct 26 | Travel and Catch Up Week | | | | | | | | | | | | | | | |
| 8 | Nov 2 | One-on-one Discussion with Studebaker on Major Paper (TBD on Zoom, approx. 20-30 min) | • Syllabus and annotated bibliography due Nov 6 | | | | | | | | | | | | | | |
| 9 | Nov 9 | D. The Trinity & Religious Pluralism (online lecture) | | | | | | | | | | | | | | | |
| 10 | Nov 16 | Paper Presentation & Collaboration: <i>Week one</i> Live Zoom session: each presentation and response is 30 minutes, so total time is 1 hour. <table border="1" style="margin-left: auto; margin-right: auto;"> <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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| 11 | Nov 23 | <p>Paper Presentation & Collaboration: <i>Week two</i></p> <p>Live Zoom session: each presentation and response is 30 minutes, so total time is 1 hour.</p> <table border="1" data-bbox="440 386 1099 504"> <thead> <tr> <th></th> <th>Paper</th> <th>Respondent</th> </tr> </thead> <tbody> <tr> <td>3.</td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td></td> <td></td> </tr> </tbody> </table> | | Paper | Respondent | 3. | | | 4. | | | <ul style="list-style-type: none"> • Week one papers due |
|----|--------|--|---|-------|------------|----|--|--|----|--|--|---|
| | Paper | Respondent | | | | | | | | | | |
| 3. | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | |
| 12 | Nov 30 | <p>Paper Presentation & Collaboration: <i>Week Three</i></p> <p>Live Zoom session: each presentation and response is 30 minutes, so total time is 1 hour.</p> <table border="1" data-bbox="440 690 1099 808"> <thead> <tr> <th></th> <th>Paper</th> <th>Respondent</th> </tr> </thead> <tbody> <tr> <td>5.</td> <td></td> <td></td> </tr> <tr> <td>6.</td> <td></td> <td></td> </tr> </tbody> </table> | | Paper | Respondent | 5. | | | 6. | | | <ul style="list-style-type: none"> • Week two papers due |
| | Paper | Respondent | | | | | | | | | | |
| 5. | | | | | | | | | | | | |
| 6. | | | | | | | | | | | | |
| 13 | Dec 11 | Conclusion and Assessment | <ul style="list-style-type: none"> • Week three papers due | | | | | | | | | |

VI. Assignment Descriptions:

A. Primary Text Analysis and Presentation:

The assignment sharpens your skills in the close reading and interpretation of primary texts.

1. Select a significant primary text (several shorter selections are also acceptable).
2. Write an analysis of the text that identifies the thesis, logic, arguments, key Scriptures, philosophical assumptions, etc. and discusses significant secondary scholarship on the piece.

A sample outline is:

- 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.?

- e. Statement of the text's contribution to the doctrine of the Trinity and your research
3. Written submission: 2–3 page outline that includes:
 - Brief summary of the content and analysis of the text
 - Bibliography with critical edition(s), scholarly translations (where appropriate), and key secondary literature on the writing(s) and figure.
 4. Possible sources:
 - Augustine, *The Trinity* books 4, 5, and 15
 - Gregory of Nyssa, *On "Not Three Gods," On the Holy Spirit* (Good background reading: Lewis Ayres, *Nicaea and Its Legacy* and *Augustine and the Trinity*)
 - Richard of St. Victor, *The Trinity*, book three
 - Aquinas, *Summa Theologiae* 1a.27-30, 34-38, and 43
 - Friedrich Schleiermacher
 - Karl Barth
 - Karl Rahner
 - John Zizioulas (Eastern Orthodox)
 - Catherine Mowry LaCugna
 - Jürgen Moltmann
 - Wolfhart Pannenberg
 - David Coffey

B. Lecture, Syllabus, and Annotated Bibliography:

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 the 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*.

* Although this class is on the Trinity, the syllabus and lecture can address broader topics.
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
 - 3) Length:
The lecture and discussion will take either thirty or fifty-minutes, depending on final student numbers in the course.
 - 4) Note: The lecture will be presented in the afternoon of the first day of class (Thurs Oct 22). If COVID-19 requires the conversion of this class to all online delivery, you will post a video presentation of your lecture and will have the opportunity to provide feedback to your class colleagues in an online venue.
4. Evaluation:
Grading of the lecture and discussion session will be based on the following . . .
- a. 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.
 - 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?
 - c. Does the lecture facilitate student discussion?

C. Paper Response and Facilitation:
Each student *prepares a critique* and *facilitates a discussion* of a thesis paper presentation.
This gives the student experience in moderating academic presentations and discussions.

1. The Critique:

- a. Remember to be charitable; it is not only Christian, but since academia is a small guild, it is also self-preservation.
- b. 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 primary sources?
 - Does it interact with the relevant secondary literature?
- c. Time and discussion management:
 - You should keep the presentation to time limit (30 min) 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 chase rabbit trails).
 - Endeavor to elicit comments from all people virtually present.

2. Guidelines:

- a. The paper presentation is 15-20 minutes. The facilitation is 15-10 minutes. Together, the paper and facilitation take 30 minutes. The paper presentations and responses will take place during live Zoom sessions.
- b. The presentation and discussion typically includes the following items:
 - 1) Presenter briefly summarizes paper's thesis and argument and offers any retractions, developments, and corrections.
 - 2) Facilitators response:
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 presenter and then so forth through the rest of the points you have identified.

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

D. Thesis Paper and Presentation (final paper due one week after class presentation):

1. Each student writes and presents a thesis paper on a topic related to the topic of the course. I encourage you to investigate the issue from the perspective of your discipline and area(s) of research interest—e.g., the Trinity and Ecclesiology or the Trinity in the Synoptics.
2. The purpose of this assignment is to provide students with experience in writing academic conference and journal article length theological papers and to gain experience in presenting research in an oral form similar to that performed at academic conferences.
3. Students are encouraged to use the class as an opportunity to work on papers they can present at academic societies and/or submit for publication.
4. Mechanics:
 - Provide a copy of the paper (rough, but not incoherent draft) to students and professor *one week before presentation*
 - Submit final copy of the paper *one week after class presentation*
 - Length: approx. 20 pages or 6,000–7,000 words.
 - Style: conform to MacDiv Style Guide (please use footnotes and include a bibliography of sources cited in the paper).

VIII. 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://mcmasterdivinity.ca/rules-regulations/>

C. Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

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 <http://mcmasterdivinity.ca/wp-content/uploads/2018/02/mdcstyleguide.pdf> Failure to observe appropriate form will result in grade reductions.

IX. 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 [after the beginning of class equals one day late], the grade will be reduced to 85).
- 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.

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.

X. Bibliography

The bibliography is not exhaustive, but should provide an entry point for literature on the doctrine of the Trinity.

Primary sources

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

Augustine, Aurelius. *De Trinitate Libri XV (Libri XIII-XV)*, ed. W. J. Mountain and Rev. Glorie. Corpus Christianorum Series Latina 50A. Turnholti: Typographi Brepols Editores Pontificii, 1968.

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Barnes, Michel René. "Augustine in Contemporary Trinitarian Theology." *Theological Studies* 56 (1995): 237-250.

_____. "De Régnon Reconsidered." *Augustinian Studies* 26 (1995): 51-79.

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