

TH 3XH3
The Holy Spirit & the Church Today (CC, CW, PS)
Hybrid intensive (in-person & livestream)

McMaster Divinity College
Winter 2023
Hybrid campus session March 2–3
Online synchronous sessions
Thursdays, noon–12:50pm

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Zoom Wed 1:00–2:00pm and Thur 1:00–2:00pm

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.

Specializations

- Church and Culture
- Christian History and Worldview
- Pastoral Studies

II. Course Objectives:

A. Knowing:

1. Know central texts for a biblical theology of the Holy Spirit (lectures and Kärkkäinen textbook).
2. Know key Christian thinkers and theological traditions in the development of pneumatology (lectures and Kärkkäinen textbook).
3. Know the key figures and trends within contemporary pneumatology (lectures and Kärkkäinen and Barbeau and Jones textbooks).
4. Know ways that pneumatology informs and transforms contemporary Christian life and ministry (lectures and biblical contextualization essay).

B. Doing:

1. Become familiar with significant texts in the history of Christian pneumatology (lectures and Kärkkäinen textbook).
2. Identify and describe an area of development in your understanding of the Holy Spirit (personal reflection on the Holy Spirit essay).
3. Engage in the process of constructive theological reflection on the Holy Spirit (constructive essay).

C. Being:

1. Appreciate the role of the Holy Spirit in Christian life and ministry (personal reflection on the Holy Spirit essay).
2. Embrace a deeper understanding of the Holy Spirit's identity and work (personal reflection on the Holy Spirit essay and biblical contextualization).
3. Develop a sense of the Spirit's work in the world (personal reflection on the Holy Spirit essay).

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. Jeffrey W. Barbeau and Beth Felker Jones, *Spirit of God: Christian Renewal in the Community of Faith*. Downers Grove: InterVarsity Press, 2015.

B. Recommended:

1. Steven M. Studebaker, ed., *Defining Issues in Pentecostalism: Classical and Emergent* (Eugene, OR: Pickwick, 2008).
2. If you are 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 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. Biblical Theology & Contextualization of the Holy Spirit	25%	Feb 10
B. Personal Reflection on the Holy Spirit Essay	25%	March 17
C. Constructive Essay (or project) on the Holy Spirit	50%	
1) Presentation	10%	March 27
2) Padlet Feedback	5%	April 3
3) Paper	35%	April 6
D. Participation:	<u>X</u>	
	Total: 100%	

V. Course Outline (tentative)

◆ Video content will be available on Mondays, synchronous sessions are Thursdays noon–12:50pm (EST), which provides the week to review video content in preparation for Q & A in synchronous sessions. ◆

◆ NOTE: MDiv/MTS/Certificate students can sign off during the DPT & PhD synchronous sessions to discuss seminars/lecture and papers in week 3. ◆

Week	Weekly Session		Due Dates & Reminders
1 Jan 9	Synchronous Thurs noon–12:50 • Personal Introductions and Syllabus-assignment Q & A	Online • Welcome • Syllabus overview • Assignment overview	
2 Jan 16	No Synchronous	Online I. The experience & theology of the Holy Spirit	• Kärkkäinen, “Introduction,” 11–22 • Barbeau & Jones, chapter 2
3 Jan 23	Synchronous Thurs noon–12:50 • MDiv/MTS discussion of biblical theology of the Holy Spirit paper • Q & A on lectures • MA/PhD & DPT only Zoom discussion of lecture/syllabus & seminar/blog series	Online III. Biblical theology of the Holy Spirit A. The Spirit & the narrative of redemption B. The Spirit of creation-redemption	• Kärkkäinen, “Biblical,” 23–36 • Barbeau & Jones, chapters 9 & 11
4 Jan 30	No Synchronous	Online C. The Spirit of Pentecost	• Barbeau & Jones, chapter 6

5 Feb 6	No Synchronous	Online D. The Spirit of Christ	<ul style="list-style-type: none"> • MDiv & MTS Biblical theology of the Holy Spirit paper due Feb 10
6 Feb 13	Synchronous Thurs noon–12:50 <ul style="list-style-type: none"> • Q & A on lectures and assignments 	Online III. The Spirit in the Christian Traditions A. Western pneumatology B. Eastern pneumatology	<ul style="list-style-type: none"> • Kärkkäinen, “Historical,” 37–55 • Barbeau & Jones, chapters 3 & 4
7 Feb 20	No Synchronous	IV. The Spirit and Global Renewal Movements & Pentecostal Pneumatology	<ul style="list-style-type: none"> • Barbeau & Jones, chapters 5, 7, & 13 • DPT seminar/blog series due Feb 24 • MA/PhD lecture & syllabus due Feb 24
8 March 2–3	Campus in-person and livestream session		
March 2	1:00-4:00	V. The Spirit in the World Today A. The Spirit & creation care <ul style="list-style-type: none"> • Major paper/project workshop 	<ul style="list-style-type: none"> • Kärkkäinen, 105–45 • Barbeau & Jones, chapter 10
March 3	9:00-noon	<ul style="list-style-type: none"> • DPT seminar/blog series presentations 	
	Lunch Noon-1:00pm		

	1:00-4:00	B. The Spirit & atonement <ul style="list-style-type: none"> • Personal Reflection on the Holy Spirit Essay small group discussion • MA/PhD lecture presentations 	
9 Mar 6	Reading Week No synchronous session	No video lectures	
10 Mar 13	No Synchronous	Online C. The Spirit and Mission	<ul style="list-style-type: none"> • Kärkkäinen, 147–74 • Barbeau & Jones, chapter 8 • MDiv & MTS Personal Reflection on the Holy Spirit Essay due March 17
11 Mar 20	No Synchronous	Online D. The Spirit & culture	
12 Mar 27	Synchronous Thurs noon–2:00 Paper Presentations <ul style="list-style-type: none"> • MDiv & MTS • DPT, MA, & PhD 	Online	
13 Apr 3	No Synchronous Session	Online <ul style="list-style-type: none"> • Post Padlet feedback April 3 • Online course evaluation 	<ul style="list-style-type: none"> • All Papers due April 6

VI. Assignment Descriptions:

General Guidelines:

- Submit papers to the assignment folder on Avenue to Learn. Use the following format for file names: your last name.assignment name.docx [Studebaker.InterpretingCulture.docx]. PDF files may not receive electronic comments.
- 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 assignments should conform to (and will be marked according to) the MacDiv Style Guide: <https://mcmasterdivinity.ca/resources-forms/mdc-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 Christians worship and relate to God, what does it mean for Christian community?

2. 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 outlines, 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 theological topic and your initial view of it (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 have 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

General guidelines:

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.

The paper/project has three parts:

- **Presentation** of the paper/project
- **Interaction** with your course colleagues’ papers/projects, and . . .
- **Written submission** of the paper/project.

1. Presentation (Zoom presentation)

a. Purpose

- Presenting your paper gives you the opportunity to share your major paper/project with your class colleagues.
- Your presentation may not reflect the completed paper/project. Indeed, the gap between the presentation and final due date provides you the opportunity to incorporate feedback from your class colleagues (see below for paper/project interaction).

b. Guidelines

- 1) In a Zoom session, you will share your paper/project’s . . .
 - Topic
 - Why you chose your topic
 - Content areas and development

- Key resources
- 2) Presentation length: 10 to 15 minutes depending on class numbers.
 - 3) PowerPoint/Keynote is optional.
2. Interaction (post on Padlet)
- a. Purpose:
Provides experience in responding to and contributing to your class colleagues' projects.
 - b. Description:
Each student prepares a critical evaluation of the integrative papers/projects presented by their class colleagues. Evaluations can be written, audio, or audio-visual.
 - 1) The interaction should be . . .
 - a) Charitable
 - b) Critical (includes highlighting and discussing problems *and* strengths):

The interaction 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 address a significant topic and develop it?
 - For projects, does it seem like an effective approach to a particular issue, topic, and does it seem effective given its target audience?
 - 2) Post your critical evaluation within 24 hours of the presentations for each student in the paper/project Padlet.
 - Interactions can be text, audio, video.
 - Length: the equivalent of a substantive paragraph of written interaction.
3. Paper/project written submissions
- a. Paper:
 - 1) Content and argument:
 - Detail a clear thesis (the view that your paper supports).
Example of a thesis statement: Stanley Hauerwas' ecclesiocentric vision of Christian identity does/does not provide an effective paradigm for Christian activity in a modern nation state.

- 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).
- 2) Style and Format:
- 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), introduction, content, and conclusion sections of the paper.
 - Use and document a *minimum* of ten scholarly resources. Please consult Digital Theological Library (<http://libguides.thedtl.org/home>) and MILLS e-sources available in the catalogue and ATLA.
 - Accurately document sources according to the College’s Style Guide (<https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>).
 - Paper length: 10–12 pages.
 - Provide a bibliography (list only the books cited in the footnotes of the paper).
 - The final written paper/project is due one week after the presentation (see course outline for final submission dates).
- b. Projects:
- 1) Project content: for example, if you choose to prepare a sermon, you would 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 leadership. The sermon does not need to be a verbatim manuscript; a detailed and annotated outline works.
 - 2) 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. In addition to the sermon outline, you will provide an annotated bibliography that details the content of the sources and ways they contributed to the sermon.

- 3) Double-spaced pages, 12-point Times New Roman font.
- 4) Use and document at least 10 scholarly resources (e.g., scholarly monographs, journal articles, and essays).

4. Specialization focus:

◆ Please consult the assignment focus for your degree specialization ◆

- a. *Church and Culture*
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 Pentecost relate to the increasing multicultural nature of life in the metropolitan and global urban experience?
- b. *Christian History and Worldview*
This paper/project provides the opportunity to show how pneumatology relates to an area of Christian history and 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? Or you can take a more historical approach, such as: 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.
- c. *Pastoral Studies*
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.

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 and online 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.

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. 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.

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.

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.
