

TH 5XH5
The Holy Spirit & the Church Today
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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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 (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 seminar/blog, and major paper).

B. Doing:

1. Develop research skills for DPT program (annotated bibliography).
2. Identify and describe an area of development in your understanding of the Holy Spirit (seminar/blog assignment).

3. Engage in the process of constructive theological reflection on the Holy Spirit (major paper).
4. Develop skills in public presentation and discussion of research (seminar/blog and major paper presentations).
5. Provide constructive and critical feedback to your DPT colleagues (Padlet feedback and class small group discussion and workshop).

C. Being:

1. Appreciate the role of the Holy Spirit in Christian life and ministry (seminar/blog assignment).
2. Embrace a deeper understanding of the Holy Spirit's identity and work (major paper).
3. Develop a sense of the Spirit's work in the world (seminar/blog assignment and major paper).

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 Date</u>
A. Seminar or Blog Series	50%	
a. Presentation	10%	March 3
b. Annotated bibliography	15%	Feb 24
c. Seminar or blog series	25%	Feb 24
B. Paper, Presentation, & Interaction	50%	
a. Presentation	10%	March 27
b. Post Padlet Feedback	10%	April 3
c. Submit final paper (A2L folder)	30%	April 6
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: DPT & PhD synchronous sessions to discuss seminars/lecture and papers in week 3. ◆

Week	Weekly Session		Due Dates & Reminders
1 Jan 9	<p>Synchronous Thurs noon–12:50</p> <ul style="list-style-type: none"> • Personal Introductions and Syllabus-assignment Q & A 	<p>Online</p> <ul style="list-style-type: none"> • Welcome • Syllabus overview • Assignment overview 	
2 Jan 16	<p>No Synchronous</p>	<p>Online</p> <p>I. The experience & theology of the Holy Spirit</p>	<ul style="list-style-type: none"> • Kärkkäinen, “Introduction,” 11–22 • Barbeau & Jones, chapter 2
3 Jan 23	<p>Synchronous Thurs noon–12:50</p> <ul style="list-style-type: none"> • 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 	<p>Online</p> <p>III. Biblical theology of the Holy Spirit</p> <p>A. The Spirit & the narrative of redemption</p> <p>B. The Spirit of creation-redemption</p>	<ul style="list-style-type: none"> • Kärkkäinen, “Biblical,” 23–36 • Barbeau & Jones, chapters 9 & 11
4 Jan 30	<p>No Synchronous</p>	<p>Online</p> <p>C. The Spirit of Pentecost</p>	<ul style="list-style-type: none"> • 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–2:00pm Paper Presentations • MDiv & MTS • DPT, MA, & PhD	Online	
13 Apr 3	No Synchronous Session	Online • Post Padlet feedback April 3 • Online course evaluation	• 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. Annotated bibliography and Seminar OR Blog series

- ◆ This assignment has three parts
 - Annotated bibliography.
 - Seminar OR blog series.
 - Class presentation.
 - ◆ The purpose of this assignment is to develop skills in . . .
 - Researching and reviewing academic resources.
 - Creatively applying that research to your PLR topic or other areas of ministry.
1. Annotated bibliography
Develop an annotated bibliography of approximately 15-20 resources related to *the topic of the course* and your research project. For each text, write a 100–150 word annotation that describes the content of the source and the way it relates to the seminar or blog series. The required texts for the course can be included as part of the book list.
 2. Seminar OR blog series
 - * Note: If you have an alternative idea to a seminar or blog series, such as a sermon, please consult with me. The goal is for you to complete an assignment that is beneficial to your research and vocational context.
 - a. Description:
This assignment provides experience *preparing a seminar OR 4-part blog series* based on the research resources of the annotated bibliography.

The seminar/blog series should be geared to address either a church lay leadership or professional ministry leadership group. The content and its development should reflect the target audience. You can also use this assignment to investigate an area that will promote your research program. Consequently, the seminar/blog series can address the practice-led topic that is the focus of your DPT studies. Thus, this assignment can provide the opportunity to investigate an area of theology and to apply it to your area of practice led research.

- Zoom discussion of seminar/blog series (week 3, Jan 23).

b. Guidelines

1) Seminar

- The seminar material should present and describe the primary content points of the topic (or sub-topic). It does not need to be a verbatim text, but a detailed and annotated outline of the seminar content (approximately 2,000 words).
- Handouts/outlines and PowerPoint/Prezi are helpful, but not required.
- Length: Develop the seminar content for a thirty- to forty-minute presentation.

2) Blog series

- Write a 4 part blog series. The blog content should derive from the research resources reviewed in the annotated bibliography.
- Length of each blog is 450–500 words.

3) The final written seminar/blog series is due Feb 24.

3. Guidelines for the Class presentation

- a. Present your seminar or blog series during the in-person session on March 3.
- b. The presentation should summarize . . .
 - Target audience,
 - Topic,
 - Why you chose it, and . . .

- Outline the topic’s development in the seminar. You do not need to present the entire seminar. The video presentation is an overview of the seminar.

c. Length of presentation is approx. 10 minutes.

B. Major paper, presentation, and interaction

- ◆ This assignment gives you experience writing and presenting article, essay, and chapter length papers. It also affords the opportunity to contribute to and receive feedback from your course colleagues.
- ◆ You are encouraged to use this assignment as an opportunity to work on papers to . . .
 - Present at academic and/or professional society meetings and/or submit to journals for publication.
 - Develop material for presentation to and/or application in your professional world.
 - Pursue dissertation research.

* Workshop discussion of paper topics & approaches during in-person session on March 2

1. Paper

You will *write* and *present* a thesis paper on a topic related to course content and your area of DPT practice-led research. I encourage you to investigate the issue from the perspective of your discipline and area(s) of research interest.

a. Guidelines for the Paper:

The paper should include (description categories below correspond to those of the grading rubric) . . .

1) Content and argument

a) Detail a clear thesis (the view that your paper supports).

- Example of a thesis statement: The missional church movement, especially its emphasis on incarnational ministry, provides valuable insight for Christian leadership in a postmodern and post-Christian culture.

Note: The DPT PLR topic in this thesis statement is “Christian leadership in a postmodern and post-Christian culture.”

b) Describe your topic.

c) Write an essay that coherently demonstrates your view.

- d) Detail major alternatives and/or criticisms and interact with them vis-à-vis your view, where and when appropriate.
- 2) Form and Style:
 - a) Write a stylistically clean and academic paper—e.g., avoid excessive first-person discourse, colloquialisms (academic differs from conversational voice), and passive voice (use active).
 - b) Use and document a *minimum* of fifteen scholarly resources. Given the limitations on accessing libraries, you may need to rely more on journal articles than other normal circumstances.
 - c) Accurately document sources according to the [MDC Style Guide](#).
 - d) Paper length: 20–25 pages. Not to exceed 8,000 words.
 - e) Provide a bibliography (list only the books cited in the footnotes of the paper).
 - f) Use footnotes.

2. Guidelines for Presentation

- a. During a synchronous (Zoom) session March 27, share the following on your paper or project:
 - Topic
 - Why you chose your topic
 - Content areas and development
 - Key resources
- b. Time: 10 to 15 minutes.

3. Padlet Feedback

- a. Purpose:
Provides experience in responding to and contributing to your class colleagues' projects. It provides the opportunity to develop professional skills in academic interaction that takes places at professional and academic conferences.
- b. Description:
Each student prepares a critical evaluation of the papers presented by their class colleagues.

- 1) The critique:
 - a) Remember to be charitable; not only Christian, but since academia is a small guild, it is 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 sources?
 - Does it interact with the relevant secondary literature?
 - Does it bring the PLR topic into conversation with an area of theology?
- 2) Post your critical evaluation for each student in the Paper Padlet—see A2L outline, Paper Padlet. Evaluations can be written, audio, or audio-visual.

C. 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.

<p>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.</p>
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