

**TH 6XH6**  
**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**

**Steven M. Studebaker, Ph.D.**  
**Phone: 585-866-9632**  
**Email: studeba@mcmaster.ca**  
**Office (216) hours: In person Tues 1:00–1:50;**  
**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.

**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 (lecture assignment).

**B. Doing:**

1. Develop research skills for advanced theological studies (annotated bibliography).
2. Become familiar with significant texts in the history of Christian pneumatology (annotated bibliography).

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 (class lecture and major paper presentation).
  5. Provide constructive and critical feedback to your PhD/MA colleagues (Padlet feedback and class small group discussion and workshop).
  6. Learn to craft an undergraduate course syllabus (syllabus assignment).
- C. Being:
1. Appreciate the role of the Holy Spirit in Christian life and ministry (lecture 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 (major paper and lecture).

### 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 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:**

<u>Assignment</u>	<u>Percent</u>	<u>Due</u>
A. Lecture and Syllabus	50%	
1. Class lecture	25%	March 3
2. Syllabus	15%	Feb 24
3. Annotated Bibliography	10%	Feb 24
B. Paper/Project	50%	
1. Presentation (Zoom)	10%	March 27
2. Interaction (Post on Padlet)	10%	April 3
3. Paper (submit on Avenue)	30%	April 6
C. Participation	X	
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 do not join the DPT & PhD synchronous sessions to discuss seminars/lecture and papers in week 3. ◆

Week	Weekly Session	Due Dates & Reminders
1 Jan 9	<b>Synchronous Thurs noon–12:50</b>  • Personal Introductions and Syllabus-assignment Q & A	<b>Online</b>  • <b>Welcome</b> • <b>Syllabus overview</b> • <b>Assignment overview</b>
2 Jan 16	<b>No Synchronous</b>	<b>Online</b>  <b>I. The experience &amp; theology of the Holy Spirit</b>  • Kärkkäinen, “Introduction,” 11–22 • Barbeau & Jones, chapter 2
3 Jan 23	<b>Synchronous Thurs noon–12:50</b>  • 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	<b>Online</b>  <b>II. Biblical theology of the Holy Spirit</b>  <b>A. The Spirit &amp; the narrative of redemption</b>  <b>B. The Spirit of creation-redemption</b>  • Kärkkäinen, “Biblical,” 23–36 • Barbeau & Jones, chapters 9 & 11
4 Jan 30	<b>No Synchronous</b>	<b>Online</b>  <b>C. The Spirit of Pentecost</b>  • Barbeau & Jones, chapter 6

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

		• MA/PhD lecture presentations	
9 Mar 6	<b>Reading Week</b>  <b>No synchronous session</b>	<b>No video lectures</b>	
10 Mar 13	<b>No Synchronous</b>	<b>Online</b>  <b>C. The Spirit and Mission</b>	<ul style="list-style-type: none"> <li>• Kärkkäinen, 147–74</li> <li>• Barbeau &amp; Jones, chapter 8</li> <li>• MDiv &amp; MTS Personal Reflection on the Holy Spirit Essay due March 17</li> </ul>
11 Mar 20	<b>No Synchronous</b>	<b>Online</b>  <b>D. The Spirit &amp; culture</b>	
12 Mar 27	<b>Synchronous Thurs noon–2:00</b>  Paper Presentations  • MDiv & MTS  • DPT, MA, & PhD	<b>Online</b>	
13 Apr 3	<b>No Synchronous Session</b>	<b>Online</b>  • 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. 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 helps fulfill one of the requirements of the Mastery Checklist.

#### 2. Description:

You will prepare a syllabus on a topic related to Christian theology (determined in consultation with the professor). 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 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 approximately a fifty-minute period of the course. You will present the lecture during one of the campus class days.

c. Syllabus:

Be sure to craft the syllabus for an undergraduate class.

The syllabus should contain the essential features of a class syllabus:

- Course title
- Course description
- Course objectives
- Texts (required and supplemental)
- Assignments
- Course outline (weekly lecture topics)

4. Evaluation:

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

a. Please submit (in Avenue folder) . . .

- Copy of notes used for the lecture presentation.
- Copy of the syllabus.
- 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?

e. Does the lecture facilitate student discussion?

## B. Major Paper:

## 1. Description:

Research degree students will write an academic thesis paper or prepare a cultural engagement project. If you have an idea for a paper or creative project, 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.

## 2. Purpose:

This assignment gives you experience writing article, essay, and chapter length theological papers and 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: the Emergent church movement is an authentic Christian way of being the church in a postmodern and post-Christian culture.

## 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. Style and format:

## 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.

## 4) Paper length: 20–25 pages. Not to exceed 7,000 words (including footnotes).

- 5) Provide a bibliography (list only the books cited in the footnotes of the paper).
- 6) Use footnotes.

C. Paper Presentation (Zoom session):

Note: Depending on the number of doctoral and MA students in the class, we may have a dedicated doctoral and MA presentation session.

1. Time: 15 minutes.
2. 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 presenting papers as you 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.

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

D. Guidelines for the Paper Interactions (post on Padlet)

1. Purpose:  
Provides experience in responding to 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?

3. Post your critical evaluation April 3 for each MA and doctoral student in the paper/project Padlet.
  - Interactions can text, audio, video.
  - Length: the equivalent of a substantive paragraph of written interaction.

E. 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](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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