

# BRIERCREST

## THEO 654 Theology of the Holy Spirit and Redemption Fall 2018

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Course Dates: October 22-26, 2018



3 Credit Hours

### COURSE DESCRIPTION

This course examines the identity and redeeming work of the Holy Spirit. Special focus is given to understanding the nature of the Holy Spirit; his relationship to the Father and Son; his roles in sustaining creation, in inspiring and canonizing Scripture, in calling, sanctifying and gifting the Church, and in the resurrection. Contemporary issues in pneumatology will also be examined.

### COURSE INTEGRATION

Three observations help to underscore the importance of this course. First, the pervasiveness of the Spirit in the Bible is, in itself, enough to demand that Christians give special attention to understanding the nature and activities of the Spirit. In the Bible, virtually any act of God in the world has some integral connection to the agency of the Spirit. Second, many contemporary cultures display an affinity for experiences and interpretations of the world that are frequently described as “spiritual.” These interpretations are often in conflict with specifically biblical teachings about the person and work of the Spirit. Finally, within the church, Christians have often disagreed about the nature and work of the Spirit. These disagreements have influenced everything from interpretations of the Trinity, to liturgy and worship, to the understanding of the role of the church in the world. In light of these observations, Christian involvement in the church and in the world cannot avoid some evaluation of the various trends—both Christian and non-Christian—of “spirituality.” This course is designed to introduce the scriptural and traditional teachings of God’s people about the Spirit as a foundation for informed Christian evaluation of the various views of the Spirit.

### COURSE TEXTS

#### *Required*

St. Basil the Great, *On the Holy Spirit*. Popular Patristics Series. St. Vladimir’s Seminary Press, 2011.

Gordon D. Fee, *Paul, the Spirit, and the People of God*. Peabody, MA: Hendrickson, 1996.

Veli-Matti Kärkkäinen, *The Holy Spirit: A Guide to Christian Theology*. Basic Guides to Christian Theology. Louisville, KY: Westminster John Knox, 2012.

Jürgen Moltmann, *The Source of Life: The Holy Spirit and the Theology of Life*. Philadelphia, PA: Fortress Press, 1997.

### *Additional readings*

In addition to the required textbooks, I will be posting some additional readings on the Canvas site for this class. The use of these additional readings will be specified below in the assignment descriptions.

### *Recommended texts*

If the student would like to do additional readings in preparation for the class, I have found the following books especially helpful:

Gary D. Badcock, *Light of Truth & Fire of Love: A Theology of the Holy Spirit*. Grand Rapids, MI: Eerdmans, 1997. This is a helpful recent general treatment of pneumatology. It is more detailed (and more advanced) than the required text by Veli-Matti Kärkkäinen.

Stanley M. Burgess and Eduard M. van der Maas. *The New International Dictionary of Pentecostal and Charismatic Movements*. Grand Rapids, MI: Zondervan, 2002. This massive reference book is a great place to start any research paper related to Pentecostal or Charismatic theology.

Yves Congar. *I Believe in the Holy Spirit*. Milestones in Catholic Theology. Herder & Herder, 1997. This is a massive and authoritative source by a Catholic scholar that traces the history of pneumatology.

Gordon Fee. *God's Empowering Presence: The Holy Spirit in the Letters of Paul*. Peabody, MA: Hendrickson, 1994. Our required textbook by Fee could be considered a condensation of This exhaustive study. It examines every passage in the letters of Paul that is relevant for his pneumatology.

Alasdair I. C. Heron, *The Holy Spirit*. Philadelphia: Westminster, 1983. This is an older survey of biblical and historical pneumatology. I still have much in my lectures from this book.

Max Turner, *The Holy Spirit and Spiritual Gifts: In the New Testament Church and Today*. Revised edition. Peabody, MA: Hendrickson, 1996. Turner offers a detailed study of the biblical materials as a prelude to a study of the contemporary debates around the spiritual gifts.

*Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.*

*These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.*

*Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.*

## **COURSE OUTCOMES**

Upon completion of this course, the student will

1. have a foundational understanding of the biblical teachings about the Holy Spirit.
2. be able to describe and discuss the role of the Holy Spirit in the life and ministry of Jesus.
3. be able to describe and discuss the role of the Spirit in the formation, ministry, and mission of the NT church.

4. be able to describe and discuss the development of the doctrine of the Holy Spirit in Christian history.
5. be able to describe and discuss contemporary issues and developments in the understanding of the Holy Spirit in the contemporary church.
6. have a clearer understanding of the role of the Holy Spirit in his or her own life and ministry.

### COURSE OUTLINE AND CONTENT

The following schedule is tentative. A revised class schedule will be prepared after students have signed up for presentations.

Date	Topic
Oct 22 am	Biblical Foundations of Pneumatology
Oct 22 pm	Biblical Foundations of Pneumatology
Oct 23 am	Biblical Foundations of Pneumatology
Oct 23 pm	Biblical Foundations of Pneumatology
Oct 24 am	The Spirit in Christian History
Oct 24 pm	The Spirit in Christian History
Oct 25 am	The Spirit in Christian History
Oct 25 pm	The Spirit in Christian History
Oct 26 am	The Spirit in Christian History

### ASSIGNMENTS

All written assignments are to be uploaded onto the Canvas site for this course in Word format unless other arrangements are specifically made with the professor or unless otherwise indicated in the assignment description.

#### *Pre-Course Assignments: due before the beginning of the first day of class*

1. Reading (5%): The following should be completed before the beginning of class: Basil, Kärkkäinen, Fee, and F. LeRon Shults (approx. 325 pages). The Shults article is available on the Canvas site. On the morning of the first day, students will be asked to indicate whether or not they have completed all of the pre-course reading. Since the pre-course reading is not especially long, this is "all or nothing"; no partial credit will be given.
2. Summary of Fee (10%): Students will write a five-page double-spaced summary of Gordon Fee. The main idea and scriptural evidence of each chapter should be summarized in one paragraph, and a numbered format for this assignment is acceptable. Although the main goal of this assignment is to demonstrate an understanding of Fee, the student may offer an evaluation of the book in the final paragraph.
3. Pentecostal and Charismatic movements (5%): Read the articles entitled "Pentecostalism" (pp. 422-23) and "Charismatic Movement" (pp. 134-35) in *The Encyclopedia of Protestantism*. These are posted in two PDF files on the Canvas site for this class. First, summarize both the theological and ecclesiastical differences between traditional Pentecostalism and the Charismatic Movement. Secondly, do you feel the rapid growth of neocharismatic groups is a positive trend in the global church? Why or why not? Maximum length: two pages, double-spaced.
4. Oneness Pentecostalism article (5%): Read the article on the Canvas site by Reed on Oneness Pentecostalism. In a maximum of two double-spaced pages, outline the historical and

theological roots of Oneness Pentecostalism. What early church theological movements do you think are reflected in Oneness Pentecostalism? Is this merely an argument over theological terminology, or are there important issues at stake? Explain your answer.

5. Selective summary of Basil (10%): Students will write a three-page double-spaced summary of the arguments of St. Basil, *On the Holy Spirit*. The goal is *not* to summarize the entirety of Basil's work. Rather, students should identify Basil's main point and evaluate which of Basil's arguments are most and least convincing in the light of his opponents. More specifically, identify between 3 and 5 of Basil's arguments, explain them, and suggest why some are compelling and others are not (or at least less so). References to Basil's work can be made in parentheses within the essay. Students should come to class ready to discuss Basil's arguments in a group format.

**Mid-Course Assignments: TBD**

**Class presentation (20%):** Choose one of the topics from the approved list below and prepare a presentation and discussion time of 30-45 minutes. I may approve other topics if the student has a special area of interest, but they must be directly related to the course, and the topic must be helpful to the class as a whole. In order to facilitate scheduling, students are encouraged to contact me as soon as possible to sign up for a topic. There will be only one presentation per topic, and it is "first come, first served" in terms of topic selection. I will prepare a schedule of presentations when all students have signed up.

The Spirit and the Inspiration of Scripture	John Calvin: the Spirit, Faith, and Election
The Spirit in the Work of Jesus	The Spirit in the Anabaptist Tradition
The Spirit and Salvation in the New Testament	John Owen (Pietism)
The Fruit of the Spirit in Paul's Theology	John Wesley: sanctification/Christian perfection
"Spirit Christology" in the Early Church	Baptism of the Spirit in Pentecostal Theology
Origen	Oneness Pentecostalism
Athanasius	The Gifts of the Spirit in Charismatic Theology
Basil of Caesarea	Karl Barth
Gregory of Nazianzus	Karl Rahner
Augustine on the Spirit in the Trinity	Wolfhart Pannenberg
The beginnings of the <i>Filioque</i> Controversy	Jürgen Moltmann
Photius I on the <i>Filioque</i>	The Spirit and Inclusivism/Pluralism
Thomas Aquinas	The Spirit and Deification in Eastern Orthodoxy

Students should consult relevant secondary sources in order to help them determine the distinctive emphases of their chosen topic. It is also expected, however, that students will work with primary materials. Each presentation should seek to include the following:

- The distinctive feature(s) of the theologian's or tradition's views as they relate to the emphasis or the class. When dealing with some theologians, such as Thomas Aquinas or Karl Barth, the theologian's own writings will determine whether the focus of the presentation is on the "person" of the Spirit (e.g., his deity, personality, role in the Trinity) or some aspect of his work (e.g., creation, inspiration, manifestations in gifts). It is to be expected that these issues will frequently overlap, and some presentations should include both aspects. I have tried to narrow the focus ahead of time in the titles of the topics.

- With some theologians/traditions, special attention will be given to the issue of “method”: i.e., how does this theologian pursue his or her pneumatology? For example, what role does experience play?
- The pneumatology in view should be placed within its historical and philosophical context. One important issue is how the context has affected the resulting pneumatology—either with or without the knowledge of the theologian. For example, how does the framework of Greek philosophy affect the Eastern understanding of redemption as “deification”?
- The student is expected to offer some evaluation of his or her theologian/tradition or defend a position with regard to a topical subject. These evaluations need not be detailed, but the following issues should be considered:
  - First, to what extent does the pneumatology harmonize with or deviate from the teachings of the New Testament?
  - Second, what are the practical implications of the theologian’s/tradition’s pneumatology? For example, how would it affect Church life, worship, evangelism, missions, Christian living, etc.?
  - Third, to what extent has the theologian/tradition allowed cultural influences to determine the resulting pneumatology? Is this good or bad?
  - Fourth, how influential has this pneumatology been in the history of Christianity?

Students are encouraged to prepare a one-page handout for the class, and PowerPoint is available. The evaluation of your presentation will be based upon both content and the quality of the presentation. Although secondary sources may be used, the evaluation will also consider the extent to which you worked with the primary sources. Upon selection of a topic, the student is encouraged to consult me regarding helpful sources.

***Post-Course Assignments: due December 21, 2018 by 5 pm***

1. The Spirit and Universality (5%): Read the chapter, “The Spirit and Universality,” from Clark Pinnock’s book, *Flame of Love: A Theology of the Holy Spirit*. The chapter is available in a PDF file on the Canvas site for this class. In 3-4 double-spaced pages, answer the following questions based on the reading:
  - 1) Explain the ways Pinnock uses the words “universal” and “universalism.”
  - 2) What is the thesis of this chapter, and what are the main arguments Pinnock uses to support his thesis?
  - 3) How does Pinnock try to coordinate the unique work of the Son with the broader work of the Spirit?
  - 4) How does Pinnock see the state of humanity? Is the human problem one of sin and rebellion against God, or more a matter of ignorance and weakness?
  - 5) How does Pinnock describe and critique “restrictivism”? Evaluate his criticism.
  - 6) Evaluate Pinnock’s use of scripture in this chapter.
2. The Spirit and Hermeneutics (5%): Read the article by Roy Zuck on the Canvas site on the Spirit and hermeneutics. Zuck offers fourteen points on the role of the Spirit in hermeneutics. In one double-spaced page, summarize the two points by Zuck that you found most helpful and two you found least helpful. Explain your choices.
3. Reflective essay on Moltmann (10%): Write a 2-3 page double-spaced essay based on Moltmann’s *The Source of Life*. This is not a “book review” and does not require a summary of the

contents. The goal is for the student to reflect upon his or her own spiritual journey in the light of Moltmann's book. The essay should contain some evaluation of Moltmann's proposals.

4. Research paper (25%): Building upon your classroom presentation, prepare a 10 page (2500 word) research paper. The professor is available to discuss each student's paper in private with him or her prior to the due date.

## SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

### *Attendance Policy*

Students are expected to attend 100% of each modular for which they register. If this is impossible, arrangements must be made with the course professor. A maximum of 1 full day of class can be foregone. Students should request to withdraw from the course or move the course to an audit if additional time is missed.

### *Course Schedules*

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

### *Assignment Submission*

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

### *Return of Graded Assignments*

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

### *Academic Honesty*

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

### *Academic Accommodations*

Any student with a disability, injury, or illness who may need academic accommodations should discuss them with the course instructor after contacting the Student Success Centre in person (Room #215), by telephone (1-306-756-3230) or by email ([studentsuccesscentre@briercrest.ca](mailto:studentsuccesscentre@briercrest.ca)).

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