



THEO 654 Theology of the Holy Spirit and Redemption Spring 2025

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Course Dates: April 21st—April 25th, 2025
Course Delivery Method: In-Person Modular

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 TEXTS

Basil the Great. *On the Holy Spirit*. Translated by Stephen Hildebrand. Popular Patristics Series. Yonkers, NY: St. Vladimir's Seminary Press, 2011.

Cole, Graham A. *He Who Gives Life: The Doctrine of the Holy Spirit*. Wheaton, IL: Crossway, 2007.

Kärkkäinen, Veli-Matti. *Pneumatology: The Holy Spirit in Ecumenical, International, and Contextual Perspective*. 2nd ed. Grand Rapids, MI: Baker Academic, 2018.

B. SUPPLEMENTARY / RECOMMENDED READING

Coakley, Sarah. *God, Sexuality, and the Self: An Essay 'On the Trinity'*. Cambridge: Cambridge University Press, 2013.

Ferguson, Sinclair B. *The Holy Spirit*. Contours of Christian Theology Series. Downers Grove, IL: InterVarsity Press, 1996.

Packer, J.I. *Keep in Step with the Spirit: Finding Fullness in Our Walk with God*. Grand Rapids, MI: Baker Books, 2005.

Pinnock, Clark H. *Flame of Love: A Theology of the Holy Spirit*. Downers Grove, IL: InterVarsity Press, 1996.

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/>.

Required 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>) and their myBriercrest.ca email account.

COURSE OUTCOMES

At the end of the course, students will be able to:

1. **Identify and articulate key theological concepts:** Students will be able to clearly identify and articulate the fundamental theological concepts related to the nature, person, and work of the Holy Spirit, including His role in the Trinity, in creation, and in the life of the Church.
2. **Analyze and compare differing theological perspectives:** Students will analyze and compare various historical and contemporary perspectives on the Holy Spirit's role in the Church and in individual spiritual lives, identifying strengths and weaknesses of each viewpoint.
3. **Evaluate the role of the Holy Spirit in contemporary Christian practice:** Students will evaluate the practical implications of pneumatology for contemporary Christian worship, ministry, and personal spiritual formation, proposing actionable steps for integrating these insights into their own ministry contexts.
4. **Construct and defend a coherent theological argument:** Students will construct and defend a coherent theological argument regarding a specific aspect of the Holy Spirit's work (e.g., inspiration of Scripture, sanctification, spiritual gifts) in written and oral formats, demonstrating critical thinking and sound theological reasoning.
5. **Demonstrate a commitment to spiritual growth:** Students will display a commitment to their personal spiritual growth by valuing and embracing the transformative work of the Holy Spirit in their own lives, as evidenced by participation in spiritual practices and class discussions that reflect a deepening understanding and appreciation of the Spirit's work.

COURSE OUTLINE AND CONTENT

Complete Course Outline, along with Required Readings, will be Posted to Canvas.

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignments:

Critical Analysis of St. Basil's *On the Holy Spirit* – 20%

Students will write a 4–5-page critical essay on St. Basil the Great's *On the Holy Spirit*. This essay will analyze key theological concepts in the work and compare Basil's pneumatology to another significant theological perspective. The assignment emphasizes identifying key theological themes, comparing perspectives, and reflecting on the relevance of Basil's thought for contemporary Christian theology and practice (Outcomes 1,2,3, and 4).

Instructions:**1. Reading:**

- Thoroughly read St. Basil's *On the Holy Spirit* with particular attention to Basil's defense of the Holy Spirit's divinity, His role in the Trinity, and His work in the Church and creation.

2. Essay Content:

- **Introduction (1/2 page):**
Provide a brief introduction to St. Basil's *On the Holy Spirit*, including its historical context and purpose. State your thesis or focus for the essay.
- **Theological Analysis (2 pages):**
Identify and articulate at least two key theological concepts from Basil's text. For example, explore his defense of the Holy Spirit's divinity, the Spirit's consubstantiality with the Father and the Son, or the Spirit's role in sanctification. Clearly explain how Basil articulates these concepts.
- **Comparative Analysis (1-1.5 pages):**
Compare Basil's view of the Holy Spirit with that of another significant theologian. You may choose an early Church father (e.g., Athanasius, Gregory of Nyssa), or a modern theologian (e.g., Karl Barth, Yves Congar). Discuss the similarities and differences, and assess the strengths and weaknesses of each perspective.
- **Contemporary Application (1/2 page):**
Reflect on how Basil's pneumatology can be applied to contemporary Christian practice. Consider its implications for worship, ministry, or personal spiritual formation. Propose actionable steps that modern Christians or churches could take to integrate Basil's teachings on the Holy Spirit into their spiritual lives.
- **Conclusion (1/2 page):**
Summarize the key points of your analysis and restate the relevance of Basil's thought for both historical theology and contemporary Christian practice.

3. Research & Citation:

- Use St. Basil's *On the Holy Spirit* as your primary source.
- Reference at least two additional academic sources (books, journal articles) to support your comparative analysis.
- Cite all sources using Chicago style.

Submission Requirements:

Submit your essay via Canvas **by 21 April 2025**.

Rubric: Critical Analysis of St. Basil's *On the Holy Spirit* (20%)**1. Theological Understanding of Basil's Text (30%)**

- *Exemplary (A)*: Demonstrates a deep understanding of key theological concepts in *On the Holy Spirit*, accurately interpreting Basil's pneumatology.
- *Proficient (B)*: Shows a good understanding of Basil's main ideas, though with some minor gaps in interpretation.
- *Developing (C)*: Basic understanding of Basil's theology, but misses important concepts or lacks depth.

- *Beginning (D/F)*: Limited or inaccurate understanding of Basil's work, with significant omissions or misunderstandings.
- 2. **Comparison with Another Theological Perspective (30%)**
 - *Exemplary (A)*: Offers a clear, insightful comparison between Basil's pneumatology and another significant theological perspective, highlighting both similarities and differences.
 - *Proficient (B)*: Provides a solid comparison, though the analysis may lack some depth or nuance.
 - *Developing (C)*: Basic comparison, but lacks substantial analysis or detail in the comparison of perspectives.
 - *Beginning (D/F)*: Minimal or ineffective comparison, with little analysis of the differences or connections between the two perspectives.
- 3. **Relevance to Contemporary Theology and Practice (20%)**
 - *Exemplary (A)*: Effectively reflects on how Basil's pneumatology is relevant to contemporary Christian theology and practice, offering concrete examples.
 - *Proficient (B)*: Makes a solid connection between Basil's thought and contemporary relevance, but could offer more depth or examples.
 - *Developing (C)*: Some attempt to connect Basil's work to contemporary issues, but lacks specific examples or deep reflection.
 - *Beginning (D/F)*: Little to no reflection on the relevance of Basil's theology to modern Christian thought or practice.
- 4. **Critical Analysis and Argumentation (15%)**
 - *Exemplary (A)*: Provides original, thoughtful analysis, presenting a clear and coherent argument throughout the essay.
 - *Proficient (B)*: Presents a clear argument with some analytical depth, though there may be areas lacking in clarity or originality.
 - *Developing (C)*: Argument is somewhat unclear or inconsistent, with limited analysis.
 - *Beginning (D/F)*: Lacks a clear argument, with minimal or poor critical analysis.
- 5. **Writing and Citation (Chicago Style) (5%)**
 - *Exemplary (A)*: Well-written, clearly organized, and follows Chicago style citations accurately.
 - *Proficient (B)*: Clear and organized, with few minor errors in writing or citation style.
 - *Developing (C)*: Writing is unclear or disorganized, with noticeable citation errors.
 - *Beginning (D/F)*: Poorly written and disorganized, with major citation or formatting issues.

Mid-Course Assignments:

Class and Forum Participation – 10%

Throughout the course, students are expected to actively participate both in class and on the Canvas online course forum, engaging with readings and class discussions on the doctrine of the Holy Spirit. The class and the forum will serve as a space for students to share insights, ask questions, and respond to their peers' posts in a constructive and thoughtful manner. Active participation in these discussions is crucial for deepening your understanding of the Holy Spirit and fostering a collaborative learning environment (Course Outcomes 1,2,4, and 5).

Requirements:

1. *Topic Contributions on Canvas:*
 - Original Post: After completing the assigned readings, students must post a substantive reflection or question based on the readings. This post should demonstrate a clear engagement with the theological concepts presented and include personal analysis or application of the material.
 - Length: Approximately 250-300 words.
 - Due Date: Your original post must be posted **before** the end of the business day (17:00).

2. *Responses to Peers on Canvas and in Class:*
 - Students must respond to at least one post from other students each topic. Responses should go beyond mere agreement or disagreement and should offer thoughtful interaction with your peers' ideas, adding to the depth of the discussion by offering further insights, asking follow-up questions, or providing a different perspective.
 - Length: Approximately 100-150 words per response.
 - Due Date: Responses must be posted **before** the end of the day (23:59).

Submission Requirements: Daily submissions and class participation as required.

Rubric: Canvas Online Course Forum Participation

1. **Engagement with Readings (30%)**
 - *Exemplary (A):* Demonstrates a deep understanding of the readings, consistently incorporating key ideas and theological insights into posts and responses.
 - *Proficient (B):* Regularly engages with the readings, reflecting key themes with occasional minor gaps in understanding or detail.
 - *Developing (C):* Engages with readings sporadically, often providing superficial responses without demonstrating a deep grasp of the material.
 - *Beginning (D/F):* Rarely or inadequately engages with the readings, providing little evidence of understanding the material.

2. **Constructive and Thoughtful Interaction with Peers (30%)**
 - *Exemplary (A):* Consistently responds to peers in a thoughtful, respectful manner, encouraging further dialogue and offering insightful feedback or questions.
 - *Proficient (B):* Regularly responds to peers in a constructive way, though feedback may occasionally lack depth or focus.
 - *Developing (C):* Responses to peers are infrequent or lack meaningful engagement; feedback is surface-level or perfunctory.
 - *Beginning (D/F):* Rarely interacts with peers or provides feedback that is unhelpful, irrelevant, or disengaged.

3. **Critical Reflection and Insight (20%)**
 - *Exemplary (A):* Posts reflect a deep, critical engagement with course themes and readings, offering original insights and thought-provoking questions.
 - *Proficient (B):* Posts reflect a solid understanding of course themes, though they may lack deeper critical reflection or original insights.

- *Developing (C)*: Posts are mostly descriptive and show limited critical thinking or reflection on course themes.
 - *Beginning (D/F)*: Posts lack critical reflection, offering little more than a basic summary or no real engagement with the material.
4. **Consistency of Participation (15%)**
- *Exemplary (A)*: Participates regularly and consistently throughout the course, engaging in discussions each day in a timely manner.
 - *Proficient (B)*: Participates regularly, but may occasionally miss a day or delay contributions.
 - *Developing (C)*: Participation is irregular or infrequent, with multiple days of limited or no engagement.
 - *Beginning (D/F)*: Rarely participates or makes minimal effort to engage throughout the course.
5. **Respect for Community and Collaborative Learning (5%)**
- *Exemplary (A)*: Consistently fosters a respectful, positive, and collaborative learning environment, encouraging meaningful discussions.
 - *Proficient (B)*: Generally respectful and positive, with few minor lapses in fostering collaboration.
 - *Developing (C)*: Occasionally lacks respect or positivity in discussions, with limited encouragement of a collaborative learning environment.
 - *Beginning (D/F)*: Disruptive or disengaged in discussions, offering little to foster a positive learning space.

Seminar Presentation on Veli-Matti Kärkkäinen's Pneumatological Analyses – 30%

N.B: Students will need to initiate this assignment *well before* the beginning of the modular class

This assignment involves a seminar-style presentation based on Veli-Matti Kärkkäinen's book, *Pneumatology: The Holy Spirit in Ecumenical, International, and Contextual Perspective*. Each student will critically engage with a chapter or theme from Kärkkäinen's book and present it to the class. The goal is to explore key themes related to the Holy Spirit, understand theological perspectives across traditions, and foster an ecumenical dialogue. **Topics will be assigned on a first-come-first-served basis.**

Objectives:

1. Critically analyze a key theme or chapter from Kärkkäinen's book on the Holy Spirit (Course Outcome #1).
2. Present a clear, engaging, and theologically sound seminar on the chosen topic (Course Outcome #1).
3. Encourage ecumenical discussion and reflection on the role of the Holy Spirit in the church and Christian life (Course Outcome #2).
4. Utilize theological research and sources to support your presentation (Course Outcome #4).

Instructions:

1. *Topic Selection*:
 - Choose a chapter or theme from Kärkkäinen's *Pneumatology* (e.g., The Spirit in Creation, The Spirit in Eschatology, Ecumenical Perspectives on the Holy Spirit).

2. *Presentation Structure:*

- **Introduction (5 minutes):** Provide an overview of your topic and Kärkkäinen's approach.
- **Theological Analysis (10-15 minutes):** Offer a detailed analysis of the chapter/theme. Highlight Kärkkäinen's key arguments and their significance in contemporary pneumatology.
- **Ecumenical Dialogue (5-10 minutes):** Compare Kärkkäinen's approach to pneumatology with at least two other Christian traditions (e.g., Roman Catholic, Pentecostal, Orthodox).
- **Critical Reflection (5 minutes):** Provide your reflection on the strengths and weaknesses of Kärkkäinen's pneumatology. How does it contribute to or challenge the understanding of the Holy Spirit?
- **Class Discussion (15-20 minutes):** Lead a Q&A session or discussion on your topic. Be prepared to respond to questions from your peers and instructor.

3. *Research Requirements:*

- Use Kärkkäinen's *Pneumatology* as the primary source for your presentation.
- Incorporate at least two additional academic sources (books, journal articles) to support your theological analysis and ecumenical dialogue.
- Properly cite all sources using Chicago style citation.

4. *Visual Aids & Handouts:*

- Prepare a PowerPoint or Keynote (etc.) presentation to aid in your presentation.
- Create a one-page handout summarizing your key points and offering discussion questions for your peers.

5. *Participation:*

- All students are expected to engage with their peers' presentations through thoughtful questions and discussion.
- Participation will be graded based on engagement with the material and contributions to class discussion.

Submission Requirements:

- Upload your materials (slide show, handouts, etc.) to Canvas before your scheduled seminar presentation.

Presentation Schedule:

- Presentation order will be determined after topics are selected. You will be notified of your scheduled presentation date as soon as possible.

Rubric: Seminar Presentation on Veli-Matti Kärkkäinen's *Pneumatology*

1. **Depth of Engagement with Kärkkäinen's Text (30%)**

- *Exemplary (A):* Demonstrates a thorough understanding of the assigned chapter or theme, clearly articulating key concepts and ideas from the text.
- *Proficient (B):* Presents a solid grasp of the material, with some minor gaps in detail or interpretation.

- *Developing (C)*: Basic understanding of the text, but lacks depth or misses key aspects.
 - *Beginning (D/F)*: Limited or incorrect understanding of Kärkkäinen's work, with significant omissions.
2. **Critical Analysis (30%)**
- *Exemplary (A)*: Provides original and insightful analysis, offering a critical reflection on Kärkkäinen's work in the broader context of pneumatology and theology.
 - *Proficient (B)*: Engages in solid analysis, though with less depth or originality.
 - *Developing (C)*: Some analytical effort, but largely descriptive without substantial critique.
 - *Beginning (D/F)*: Lacks critical analysis; primarily summarizes the text with little reflection.
3. **Ecumenical and Global Perspective (20%)**
- *Exemplary (A)*: Engages effectively with Kärkkäinen's ecumenical and global approach, highlighting perspectives from various traditions and regions.
 - *Proficient (B)*: Recognizes Kärkkäinen's ecumenical and global insights, though could explore these further.
 - *Developing (C)*: Mentions ecumenical and global themes, but with minimal engagement.
 - *Beginning (D/F)*: Little to no consideration of ecumenical or global perspectives.
4. **Presentation Skills (15%)**
- *Exemplary (A)*: Clear, engaging, and well-organized presentation with strong delivery and effective use of visual aids or discussion prompts.
 - *Proficient (B)*: Clear and organized, but may lack some engagement or smoothness in delivery.
 - *Developing (C)*: Presentation is somewhat unclear or disorganized, with noticeable issues in delivery or flow.
 - *Beginning (D/F)*: Disorganized and difficult to follow, with poor delivery and minimal preparation.
5. **Class Engagement and Dialogue (5%)**
- *Exemplary (A)*: Encourages active class participation and fosters meaningful dialogue on the presented topic.
 - *Proficient (B)*: Encourages some class interaction, but may miss opportunities for deeper discussion.
 - *Developing (C)*: Limited engagement with the class; minimal dialogue or interaction.
 - *Beginning (D/F)*: Fails to engage the class; little to no interaction or dialogue.

Post-Course Assignments:

Special Topics in Pneumatology Research Paper – 40%

Write an 8–10-page essay (in Chicago style) focusing on a specific theme related to the doctrine of the Holy Spirit. Your paper should demonstrate a deep engagement with theological texts, offer critical analysis, and reflect on how the selected theme contributes to our understanding of the Holy Spirit in historical or contemporary contexts. You are encouraged to incorporate voices from diverse traditions, periods, and geographical regions to enrich your study (Outcomes 1,2,3, and 4).

Requirements:

- **Thorough Research:** Engage with a wide range of primary and secondary sources (e.g., patristic writings, theological treatises, scholarly articles, contemporary theological works).
- **Critical Analysis:** The paper should not merely summarize the views of others but should offer a critical theological analysis of the selected theme.
- **Global Perspective:** Consider perspectives from different theological traditions, including voices from the majority world (Africa, Asia, Latin America, etc.).
- **Proper Citation:** Use Chicago style for citations and bibliography.

Possible Themes:

You may choose one of the following suggested themes, or propose your own in consultation with the instructor of record:

Patristic Era (2nd - 8th Century)

1. **The Role of the Holy Spirit in the Trinitarian Theology of the Cappadocian Fathers**
Explore how Gregory of Nazianzus, Basil the Great, or Gregory of Nyssa contributed to early Trinitarian theology and their understanding of the Holy Spirit's divinity.
2. **The Pneumatology of Augustine of Hippo: The Holy Spirit as the Bond of Love**
Analyze Augustine's view of the Holy Spirit, especially as described in *De Trinitate*, and discuss its influence on Western theological tradition.

Medieval Era (9th - 15th Century)

3. **The Filioque Controversy and Its Implications for Pneumatology**
Examine the theological, political, and ecclesiastical factors surrounding the addition of the Filioque clause to the Nicene Creed and how it shaped the understanding of the Holy Spirit in both the Eastern and Western Churches.
4. **The Holy Spirit and Mysticism in the Thought of Hildegard of Bingen**
Explore the connection between Hildegard's visionary mysticism and her understanding of the Holy Spirit's role in revelation and spiritual illumination.

Reformation Era (16th - 17th Century)

5. **John Calvin's Doctrine of the Holy Spirit: The Spirit and the Word**
Discuss Calvin's emphasis on the Holy Spirit's role in the inspiration of Scripture and the application of redemption through faith, as well as his influence on Reformed theology.
6. **The Radical Reformers and the Spirit of Prophecy**
Analyze the role of the Holy Spirit in the theological developments of the Radical Reformation, focusing on groups like the Anabaptists and their views on prophecy, communal life, and spiritual authority.

Modern Era (18th Century - Present)

7. **The Holy Spirit and the Charismatic Renewal Movement**
Explore the pneumatology of the Charismatic and Pentecostal movements, focusing on themes such as baptism in the Holy Spirit, spiritual gifts, and their significance for ecclesiology and mission.

8. **Karl Barth's Doctrine of the Holy Spirit in the Church Dogmatics**

Investigate Barth's understanding of the Holy Spirit as the one who actualizes divine revelation and human participation in the covenant of grace.

Majority World Perspectives on the Holy Spirit

9. **African Pneumatology: The Holy Spirit and the Power of Deliverance**

Explore the significance of the Holy Spirit in African Christianity, particularly in relation to healing, exorcism, and spiritual warfare, and how these themes interact with traditional African religions.

10. **Asian Pneumatology: The Holy Spirit in the Context of Religious Pluralism**

Discuss how the Holy Spirit is understood in Asian Christian theology, particularly in relation to dialogue with Buddhism, Hinduism, or Confucianism, and the Spirit's role in interreligious engagement.

11. **Latin American Liberation Theology: The Holy Spirit and the Preferential Option for the Poor**

Analyze the Holy Spirit's role in liberation theology, with particular attention to how the Spirit is viewed as empowering the poor and oppressed in Latin American contexts.

Rubric: Special Topics in Pneumatology Research Paper

1. Thorough Research (25%)

- Exemplary (A): Engages with a wide range of primary and secondary sources, including diverse theological traditions and voices from the majority world.
- Proficient (B): Uses a good variety of sources with some attention to diverse traditions.
- Developing (C): Limited sources with minimal engagement with diverse perspectives.
- Beginning (D/F): Insufficient or poor selection of sources; lacks diversity.

2. Critical Analysis (30%)

- Exemplary (A): Offers original, in-depth theological analysis, engaging critically with various viewpoints.
- Proficient (B): Solid analysis, though more summary than critique.
- Developing (C): Some critical engagement, but mostly descriptive.
- Beginning (D/F): Little to no critical analysis; mostly summary.

3. Global Perspective (20%)

- Exemplary (A): Deep understanding and integration of global perspectives, especially from the majority world.
- Proficient (B): Considers global perspectives, though integration may be limited.
- Developing (C): Minimal attention to global perspectives.
- Beginning (D/F): No significant consideration of diverse perspectives.

4. Writing & Organization (15%)

- Exemplary (A): Well-organized, clearly written, follows Chicago style accurately, with smooth transitions and coherent argumentation.
- Proficient (B): Clear and well-organized with minor citation or structural issues.
- Developing (C): Writing is uneven, with notable errors in organization or citation.
- Beginning (D/F): Disorganized, unclear writing, with major citation or structural issues.

5. Proper Citation (10%)

- Exemplary (A): Flawless use of Chicago style citations and bibliography.
- Proficient (B): Few minor errors in citation style.
- Developing (C): Several citation errors, but effort is clear.

- *Beginning (D/F): Incorrect or missing citations.*

Submission Requirements:

Submit your essay via Canvas **by 20 June 2025.**

STATEMENTS ON THE USAGE OF AI**AI Use in this Course: Instructor Statement**

In this course, I utilize AI tools, including ChatGPT, to assist with the development of course materials such as syllabi, assignments, rubrics, and other content. These tools are also used as part of the ongoing evaluation process throughout the course. However, please note that while AI may assist in generating content or providing insights, I personally review, modify, and make all final decisions regarding presentations of course material, assignments, grading, and feedback to ensure alignment with the course objectives and standards. AI tools are used to enhance the efficiency of course management but do not replace my direct involvement in the educational process.

AI Use in this Course: Guidelines for Students

In this course, you are encouraged to explore the use of AI tools, including ChatGPT, image generators, and other technologies, to assist with research, brainstorming, and creative exploration. These tools can enhance your learning experience by providing additional perspectives, generating ideas, or helping you organize your thoughts. However, it is essential to approach AI usage thoughtfully and ethically.

Please keep the following guidelines in mind:

1. **Ownership and Responsibility:** While AI can assist with generating ideas or materials, you remain the primary author of your work. AI should serve as a tool to support your learning, not replace your role in the creation process. Your submissions must reflect your understanding and meet the academic integrity standards of Briercrest Seminary.
2. **Transparency:** If AI has meaningfully contributed to your work (e.g., generating outlines, suggesting solutions, or creating images), acknowledge its use in your submission. For example, a note in the footnotes or an appendix could explain how the AI assisted you. Where appropriate, use Chicago style citation format.
3. **Critical Engagement:** AI-generated content may not always be accurate, complete, or aligned with academic expectations. It is your responsibility to review, refine, and ensure the final product meets the standards for the assignment. Thoughtful editing and critical thinking are required to make AI-supported work truly your own.
4. **Avoiding Over-Reliance:** While AI is a helpful resource, learning in this course depends on developing your own skills. Ensure that AI use enhances—rather than undermines—your ability to engage with the material independently.
5. **Respect for Intellectual Property:** When using AI for creative purposes (such as generating images or texts), be mindful of any copyright, ethical, or citation requirements. Even when AI

generates content, it may still draw on pre-existing work that carries intellectual property implications.

By following these guidelines, you can use AI tools in a way that aligns with academic integrity and fosters personal growth. If you have any questions or uncertainties about using AI for a specific task, please reach out for guidance.

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

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Modular 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

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI without instructor authorization violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately.

Students are responsible for ensuring they are using their sources and completing their assignments with transparency and honesty. For more details, consult the [Seminary Calendar](#) and the Briercrest Format Guide. In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).

BIBLIOGRAPHY

Bavinck, Herman. *Reformed Dogmatics: Holy Spirit, Church, and New Creation*. Edited by John Bolt. Grand Rapids: Baker Academic, 2008.

Bediako, Kwame. *Christianity in Africa: The Renewal of a Non-Western Religion*. Maryknoll, NY: Orbis Books, 1995.

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Bloesch, Donald G. *The Holy Spirit: Works and Gifts*. Downers Grove, IL: InterVarsity Press, 2000.

- Brueggemann, Walter. *Reverberations of Faith: A Theological Handbook of Old Testament Themes*. Louisville: Westminster John Knox Press, 2002.
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