

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	PNEUMATOLOGY: THE DOCTRINE OF THE HOLY SPIRIT THEO 0631 1S
Date, Time, and Delivery Format	JANUARY 14 – APRIL 8, 2025 TUESDAYS, 6:45 PM – 9:35 PM SYNCHRONOUS ONLINE
Instructor	JOEL HOUSTON, PhD Email: jhouston@tyndale.ca
Class Information	The classes will include livestream lectures and discussion (large and small groups) on Tuesday from 6:45 PM to 9:35 PM. Office hours: by email request
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

This course explores the essence and transformative agency of the Holy Spirit. Emphasis is placed on the Holy Spirit's nature and person, his connection to the Father and Son, and his various roles, such as upholding creation, inspiring and formalizing Scripture, guiding, sanctifying, and endowing the Church, as well as his involvement in the resurrection. Contemporary topics in pneumatology will also be explored.

Prerequisite: THEO 0531

II. LEARNING 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.

III. COURSE REQUIREMENTS

A. REQUIRED READING

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 AND TOOLS

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.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
 - Headphones (preferred), built-in microphone, and web-camera
 - Well-lit and quiet room
 - Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
 - Full name displayed on Zoom and Microsoft Teams for attendance purposes*
 - A commitment to having the camera on to foster community building*
- *exceptions with permission from professor

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

Assignment #1: Forum Participation – 10%

Throughout the course, students are expected to actively participate in Moodle online course forum, engaging with weekly readings and class discussions on the doctrine of the Holy Spirit. This 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. Weekly Contributions:

- Original Post: After completing the assigned weekly 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 is due **before** the following Tuesday class.

2. Responses to Peers:

- Students must respond to at least one post from other students each week. 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 following Tuesday class.

Submission Requirements: Weekly submissions as required.

Rubric: Moodle Online Course Forum Participation

1. Engagement with Weekly Readings (30%)

- *Exemplary (A)*: Demonstrates a deep understanding of the weekly 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 weekly 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 week in a timely manner.
- *Proficient (B)*: Participates regularly, but may occasionally miss a week or delay contributions.
- *Developing (C)*: Participation is irregular or infrequent, with multiple weeks 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.

Assignment #2: 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 Moodle **by 4 February 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.

Assignment #3: Seminar presentation on Veli-Matti Kärkkäinen's Pneumatological Analyses – 30%

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.

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).
- Topics will be chosen in the second week of the course. You may work individually or in pairs (depending on class size).

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 Moodle 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.

Assignment #4: 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 (40%)

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 Moodle **by 8 April 2025**.

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Forums	10 %
Critical Analysis of <i>On the Holy Spirit</i>	20 %
Seminar Presentation	30 %
Pneumatology Research Essay	40 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

N.B.: Additional Required Readings will be Provided via Moodle. Instructor of Record Reserves the Right to Change Readings with Reasonable (greater than one-week) Notice.

January 14th: Introduction to Pneumatology

- Readings:
 - Cole, *He Who Gives Life*, Chapter 1: "Introduction" (pp. 23-40)

January 21st: The Spirit in the Old Testament

- Readings:
 - Cole, *He Who Gives Life*, Chapter 2: "The Elusiveness of the Spirit" (pp. 41-58)

January 28th: The Spirit in the Life of Jesus

- Readings:
 - Cole, *He Who Gives Life*, Chapter 3: "The Spirit and the Triune God" (pp. 59-94)

February 4th: The Holy Spirit and the Church

- Readings:
 - Cole, *He Who Gives Life*, Chapter 4: "The Spirit and Creation" (pp. 95-114)

February 11th: The Spirit and Salvation

- Readings:
 - Cole, *He Who Gives Life*, Chapter 5: "The Spirit and Israel" (pp. 115-130)

February 18th: NO CLASS (Reading Week)

February 25th: The Spirit and Sanctification

- Readings:
 - Cole, *He Who Gives Life*, Chapter 6: "The Spirit and the Hope of Israel" (pp. 131-148)

March 4th: The Spirit and Scripture

- Readings:
 - Cole, *He Who Gives Life*, Chapter 7: "The Spirit and the Messiah: Bearer of the Spirit" (pp. 149-178)

March 11th: The Gifts of the Spirit

- Readings:

- Cole, *He Who Gives Life*, Chapter 8: "The Messiah and the Spirit: Bestower of the Spirit" (pp. 179-208)

March 18th: The Spirit and the Kingdom of God

- Readings:
 - Cole, *He Who Gives Life*, Chapter 9: "The Spirit, The Church, and the Hope of Glory" (pp. 209-234)

March 25th: The Spirit and the Trinity

- Readings:
 - Cole, *He Who Gives Life*, Chapter 9 (cont.): "The Spirit, The Church, and the Hope of Glory" (pp. 235-258)

April 1st: The Spirit and Mission

- Readings:
 - Cole, *He Who Gives Life*, Chapter 10: "The Spirit and Knowing God" (pp. 259-280)

April 8th: Conclusion and Contemporary Issues

- Readings:
 - Cole, *He Who Gives Life*, Chapter 11: "The Magnificence of Divine Selflessness" (pp. 281-284)
- **Assignment #4 (Pneumatology Essay) Due**

V. SELECTED 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.

Boff, Leonardo. *Holy Spirit: Fire of Life, Breath of Divinity*. Maryknoll, NY: Orbis Books, 2010.

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.

- Cone, James H. *God of the Oppressed*. Maryknoll, NY: Orbis Books, 1997.
- Coakley, Sarah. *God, Sexuality, and the Self: An Essay 'On the Trinity'*. Cambridge: Cambridge University Press, 2013.
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