**THEO 320 Theology II**

**Spring 2021**

**12:10—1:25 TTh**

**Prof. Frank D. Macchia, D.Theol., D.D.**

**Email:** [**fmacchia@vanguard.edu**](mailto:fmacchia@vanguard.edu) **(please use email when contacting me).**

**Website: frankdmacchia.com (check out my blogs).**

**VANGUARD UNIVERSITY**

**I. Required Textbooks:**

Eugene Rogers, *After the Spirit: A Constructive Pneumatology from Sources outside the Modern West* (Eerdmans, 2005).  
  
Frank D. Macchia, *The Spirit-Baptized Church: A Dogmatic Inquiry* (T & T Clark,  
2020).  
  
Robert Menzies, *Pentecost: This Is Our Story* (Gospel Publishing House, 2013).  
  
Oscar Cullmann, *Immortality of the Soul or Resurrection of the Dead? The Witness of the New Testament* (Wipf & Stock, 2000).

**II. Course Description:**

This course covers the doctrines of pneumatology, ecclesiology, and eschatatology, their biblical foundations, historical developments, and contemporary relevance.

**III. Objectives:**

1. To explore the doctrines of Pneumatology, Ecclesiology, and Eschatology in terms of their biblical foundations, historical developments, and contemporary relevance.
2. There will be an emphasis on Pneumatology as foundational to both Ecclesiology and Eschatology. Pneumatology, as foundational to the other two, will itself be understood within the larger work of the Triune God.

**IV. Course Assignments:**

**A. There will be two larger papers and two shorter papers due on four books, as follows:**

**1) Paper 1 (longer): On Eugene Rogers, *After the Spirit*, due Feb. 23rd** (by 11:59 pm on canvas):

Thoroughly read Rogers’ book, *After the Spirit*, in its entirety. Rogers asks the question, What can the Spirit do that the Father and the Son do not do better? In answering, Rogers emphasizes the Spirit’s excessive (abundant) resting upon flesh, first quintessentially upon Jesus Christ and then through him on all flesh so as to conform flesh to Christ as instruments (“sacraments”) of the Spirit. This book was of enormous importance to me in my own work.

After reading Rogers’s book, write a six to seven page (double spaced, no. 12 font) paper on it. Spend about five to six pages summarizing the most important points of the book’s argument. Explain what Rogers claims the Spirit does (what is typical of the Spirit’s work), first on Christ and then on us. Then spend a page or so at the end raising questions (probing questions) about what you read. If there is something intriguing that you wish to explore further, do it there. If there’s something unclear or problematic, you can explore that there as well.

See the rubric below for further guidance.

No late papers will be allowed unless an unavoidable and unforeseeable circumstance legitimates it. In that case, permission for a brief extension must be sought in advance of the due date from the professor (use email).

**2) Paper 2 (shorter) on Robert Menzies, *Pentecost: This is our Story*, Due March 9th (on canvas by 11:59 pm).**

Read the entire book by Menzies entitled, *Pentecost*. Then write a 3 to 4 page paper on it. Spend two to three pages summarizing the major arguments of the book. Then spend about a page probing the book with questions concerning what most intrigued you or what you believed was either unclear or problematic. Focus your paper on the baptism in the Holy Spirit. What is the baptism in the Holy Spirit according to Menzies? Is there a difference in the New Testament between the views of Luke and of Paul according to Menzies? What is that difference, and how does Menzies combine them? Be thorough in your summary of Menzies arguments. You only have two weeks on this project, so you will need to work on it without delay.

See the rubric below for further guidance.

No late papers will be allowed unless an unavoidable and unforeseeable circumstance legitimates it. In that case, permission for a brief extension must be sought in advance of the due date from the professor (use email).

**3) Paper 3 (longer): on Frank D. Macchia’s book, *The Spirit-Baptized Church: A Dogmatic Inquiry*, Due April 13th** (on canvas by 11:59 pm):

Thoroughly read my book, *The Spirit-Baptized Church*. The conviction of my book is that the church is born and lives from the outpouring of the Spirit from the Father and through the Son. The Spirit is thus essential to the life and mission of the church in the image of Christ and in service to the love of the Father revealed in Christ. The journey of Christ in the Spirit (which culminated at the cross and the resurrection) overflowed through Christ to others at Pentecost so as to incorporate them into Christ’s communion with the Father and Christ’s continued mission in the world. This “overflowing” of the Spirit through Christ, and our “incorporation” by the Spirit into Christ, is foundational to my ecclesiology (it’s behind my use of term “Spirit baptism” to describe the life and mission of the church). We will discuss the topic of Spirit baptism (different views of it) more thoroughly than this in class. The key point here is that, throughout my book, I look at all facets of the church’s life and mission in the light of the Spirit’s overflowing and incorporating work. My ecclesiology is pneumatological through and through (as well as Christological in the fullest sense of that word).

After reading my book, write a six to seven page (double spaced, no. 12 font) paper on it. As with Rogers’s book, spend about five to six pages summarizing the most important points of my book. Chief question: How does my book enrich traditional ideas about the church (the nature of the church in relation to the Kingdom of God, election, models of the church, practices of the church) by highlighting the Spirit’s work? Again, it’s okay to emphasize some chapters a bit more than others, but do not leave any chapters completely out. Surely, something could be said about how every chapter contributes to the flow of the book’s major arguments. Then at the end spend a page or so raising probing questions about what you read. If there is something intriguing that you wish to explore further, do it here. If there’s something unclear or problematic, you can explore that here as well.

See the rubric below for further guidance.

No late papers will be allowed unless an unavoidable and unforeseeable circumstance legitimates it. In that case, permission for a brief extension must be sought in advance of the due date from the professor (use email).

**4) Paper 4 (shorter) on Oscar Cullmann, *Immortality of the Soul or Resurrection of the Dead? The Witness of the New Testament,* Due April 27th on Canvas by 11:59 pm.**

How does the New Testament teaching on eschatology differ from the ancient Greek belief in the immortality of the soul? Careful read the entirety of Cullmann’s book (Immortality of the Soul or Resurrection of the Dead) and with my question in mind thoroughly summarize his arguments in two to three pages. Then spend an additional (final) page probing his book with questions.

See the rubric below for further guidance.

No late papers will be allowed unless an unavoidable and unforeseeable circumstance legitimates it. In that case, permission for a brief extension must be sought in advance of the due date from the professor (use email).

**Rubric for all four papers:**

Clarity and logical flow: (longer paper 50 pts, shorter paper 25 pts.)

Full credit (50 pts) will be granted to papers that are clearly written with an introduction defining your major task, a clearly-discernible logic to the flow of your paragraphs, and a clear conclusion summarizing the major thrust of the book and of the your concerns in response to it. Throughout the paper, there should be one major thought per paragraph and a logical flow of thoughts moving from one paragraph to the next (and so on, through to the end of the paper). You should simply follow the logical flow of the book’s discussion. Then close the paper with a brief but impactful conclusion, where a concluding thought is left to the reader that sums it all up nicely (your “take home” idea that you don’t want the reader to forget).

Overall accuracy: (longer paper 50 pts, shorter paper 25 pts.)

Full credit (50 pts) will be granted to a paper that is overwhelmingly accurate in its summary of the book. Your presentation of the authors’ views should accurately represent the author’s expressed arguments. What you say about these views should be based solidly on what the authors actually say. The attempt should be made to avoid reading motives or implications into an author’s words that have no explicit support in their statements.

Substance of the summaries: (longer paper 150 pts, shorter paper 75 pts.)

This category gets the most points (a half of the total). It’s the most important. Full credit (150 pts) will be granted to the student whose summary is dense with essential information from the book. Your summaries of the authors’ views should be *substantial*, with sufficient detail to grant the reader a broad and deep grasp of the book’s **major** ideas. **Avoid “fluff!”** “Fluff” fills paragraphs with emotional reactions or personal experiences. (Save any opinions or experiences for the evaluation section at the end of the paper!) “Fluff” can also be filled with randomly-selected minor points from the book while major points go unnoticed, revealing a hasty and superficial read of the book. Spend enough time with your book to avoid “fluff!” Take notes on the most important arguments of the book, so that you have plenty of specific information to draw from in your paper. Avoid lengthy quotes; favor putting matters in your own words. Shorter quotes are fine though. The summary section concentrates on a fair, accurate, and richly detailed explanation of an author’s views. Of course, five or six pages is not much space for summarizing an entire book. So, the student must be concise and selective, only focusing on the most important points of the book. **But no chapter should be ignored!!** If you must go over the page limit, you may do so, but not too far beyond.

Probing nature of the evaluations: (longer paper 50 pts, shorter paper 25 pts.)

Full credit (50 pts) will be granted to students who end the paper with a page of probing questions that seek clarity or explore deeper meaning. Personal experience or opinion is welcomed too, so long as they are relevant to the book. You should spend quality time thinking about the evaluative section at the end of the paper. This is the part that is most neglected by students, but it shouldn’t be. This is where your own voice can be heard on the topic! If you value your voice, you will not rush this part of the paper. But avoid going off into areas unrelated to the book. It’s allowed to raise issues unaddressed by the book but only if they arguably should have been covered by the author given what they did have to say. But when evaluating, try to emphasize points raised in the book. Use questions to probe the meaning of parts of the book that were intriguing, unclear, or problematic. Try to state why the topic raised in the book is one of these things and press for further insight. Try to avoid condemnation. Focus rather on raising questions. The questions can be critical in thrust, but, by raising questions, dialogue is opened up. Your passion for truth is tempered by humility (you might not have fully understood) and grace (inviting dialogue).

**B. The course assignment will also involve the submission of class notes, due on canvas by midnight (11:59) on May 4th**. Worth 50 pts. Full credit will be granted to students who offer notes for all sessions and notes that are explained (not just given in terse bullet points, the meaning of which could easily be forgotten later). The lecture notes will provide students with the opportunity to have a resource that can be used later in life. At the end of class, the student will have time to enhance the notes (type them up and expand them beyond terse bullet points).

**V. Evaluation:**

Paper 1 (on Rogers): 300 pts.

Paper 2 (on Menzies): 150 pts.

Paper 3 (on Macchia): 300 pts.

Paper 4 (on Cullmann): 150 pts.

Class notes: 50 pts.

Class attendance: 50 pts.

Total: 1000 pts.

**VI: Zoom and other Requests:**

A) Please be on zoom on time. Take into consideration your time zone!

B) Please make every effort to avoid zooming while driving or engaged in other distracting activities. Your concentration and uninterrupted note taking are vital to your success in the course.

C) Please have your video on and your volume off during the session (turning on the volume only when you speak). This will eliminate background noise and allow me to see the faces of my students as I lecture and interact with questions. If you have reasons during a lecture to shut off your video temporarily, you may do so. I can make an exception in that case. But this should not be the norm. If you wish to discuss this with me, feel free to email me.

D) Please approach the session as you would a class session. For example, lying in bed with a t-shirt on would not exactly represent proper decorum.

E. Please do not message me on canvas or my website. Use email ([fmacchia@vanguard.edu](mailto:fmacchia@vanguard.edu)). Also, check out my website (frankdmacchia.com) especially my blogs posted there!