**THOG 520 Systematic Theology: Pneumatology, Ecclesiology, Eschatology** (JDS Grad).

**Time:** Thursdays, 3:30-6:00 Pacific time (5:30-8:00 central time; 6:30-9:00 Eastern time).

**Date:** 1/14/21—3/4/21.

**Professor Frank Macchia**, D.Theol., D.D.

**Email:** fmacchia@vanguard.edu (please correspond with me through email).

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

**Vanguard University**

**I. Required Textbooks:**

Frank D. Macchia, *The Spirit-Baptized Church: A Dogmatic Inquiry* (T & T Clark, 2020).

Clark Pinnock, *Flame of Love: A Theology of the Holy Spirit* (InterVarsity Press, 1996).

Eugene Rogers, *After the Spirit: A Constructive Pneumatology from Sources outside the Modern West* (Eerdmans, 2005).

**II. Course Description:**

This course explores the biblical foundations and the contemporary relevance of the doctrines of Pneumatology (the Holy Spirit), Ecclesiology (the Church), and Eschatology (Final Purposes). Along the way, we will also be made aware of issues involving the history of these doctrines. There will be a strong emphasis on the Holy Spirit in the context of the work of the Triune God. This emphasis will set the stage for what is then said about the doctrines of the church and final purposes. An analysis of Clark Pinnock’s book, *Flame of Love*, will thus set the stage for the rest of the course (and for the other two required textbooks).

**III. Course Objectives:**

1. To explore the foundations for Ecclesiology and Eschatology as given in Pneumatology, or the work of the Holy Spirit in the context of the larger work of the Triune God.
2. To gain a firm grasp of biblical teachings on the above topics.
3. To achieve an equally firm grasp of the above topics in terms of both historical developments and contemporary relevance.

**IV. Course Assignments:**

**A. The course assignments will involve three papers on the three required textbooks:**

**1) Paper 1: Due Feb. 4th** (on canvas by 11:59 pm) on Clark Pinnock, *Flame of Love: A Theology of the Holy Spirit*.

Thoroughly read the entire book by Clark Pinnock (*Flame of Love*). Pinnock was a Canadian Baptist theologian, who had come over the years to form a deep appreciation for both the sacramental and charismatic traditions. What I mean by “sacramental” is the emphasis of the ancient churches (Catholic, Eastern Orthodox) on visible means of grace, especially the rites of baptism, confirmation (or chrismation), and Lord’s Supper, that facilitate the work of the Spirit in the church (except, as a Baptist, Pinnock understood baptism to be believer’s baptism). You will notice, though, that Pinnock broadens his understanding of “sacramental” to include a wider circle of the church’s rituals. What I mean by “charismatic” is the emphasis of newer movements (Pentecostal, charismatic, third wave) on the gifts of the Spirit in the church, such as speaking in tongues, prophecy, word of wisdom, word of knowledge, and healing. Pinnock is cautious not to overplay the significance of these gifts but he does show a refreshing openness to them. **Also**, you will notice that Pinnock tries to show that a stronger emphasis on the Spirit enriches our understanding of other classical doctrines, such as the Trinity, Christology (Christ), Soteriology (salvation), and Ecclesiology (church). The Spirit is the flame of love for Pinnock, or the field of lively and transformative **“relationality.”** As a result, Pinnock views the inner life of the Trinity as a lively “dance” or exchange of love under the influence of the energy of the Spirit. He views the church as analogously involved in a lively celebration of life and love by the same Spirit. He views the work of Christ as done in the power of the Spirit and as culminating in the victory of the Spirit over sin and death in Christ’s resurrection. He expands salvation beyond mere forgiveness of sins or justification by faith so as to also involve a transformative union (and communion) with Christ by the Spirit, and so on. Pay attention to how Pinnock emphasizes the Spirit so as to enrich Christian doctrine.

After reading Pinnock’s book, write a six to seven page paper (double spaced, no. 12 font) on the book. Spend about five to six pages summarizing the most important points of the book. What does Pinnock say about the Spirit, especially how the Spirit enriches key doctrines? It’s okay to emphasize some chapters 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 argument. 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).

**2) Paper 2: Due Feb. 18th** (on canvas by 11:59 pm) on Eugene Rogers, *After the Spirit*.

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 or 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.

After reading Rogers’s book, write a six to seven page (double spaced, no. 12 font) paper on the book. Spend about five to six pages summarizing the most important points of the book’s argument. Explain what Rogers claims the Spirit does, 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).

**3) Paper 3: Due March 4th** (on canvas by 11:59 pm) on Frank D. Macchia, *The Spirit-Baptized Church*.

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 continued mission in the world. This “overflowing” of the Spirit through Christ, and our “incorporation” by the Spirit into Christ, is foundational for 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 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).

**Rubric for all three papers (each paper is worth 300 pts):**

Clarity and logical flow: 50 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: 50 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: 150 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: 50 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 March 10th**. 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 Pinnock): 300 pts.

Paper 2 (on Rogers): 300 pts.

Paper 3 (on Macchia): 300 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). Also, check out my website (frankdmacchia.com) especially my blogs posted there!