



THEO 654 Theology of the Holy Spirit and Redemption Winter 2027

Professor: Dr. Amanda Hackney
Email: ahackney@briercrest.ca
Course Dates: February 15th–19th, 2027
Course Delivery Method: In-person intensive

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

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

Fee, Gordon D. *Paul, the Spirit, and the People of God*. Grand Rapids, MI: Baker Academic, 2023.

Burgess, Stanley M. *Christian Peoples of the Spirit: A Documentary History of Pentecostal Spirituality from the Early Church to the Present*. New York: NYU Press, 2011.

All other readings will be provided by the professor.

Students will need a journal or notebook for the Common Place Book assignment.

Students must bring a Bible to every class (Recommended translations: NIV, NASB, ESV, NRSV, CSB).

All assignments must conform to the Chicago-Style Format Guide.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents [here](#).

These texts are available in store and online at the Briercrest Bookstore: <https://textbooks.briercrest.ca/>.

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

SEMINARY-WIDE OUTCOMES

Students will graduate:

1. Describing and demonstrating evangelical faith and values.
2. Preparing to serve God's kingdom in its diversity. Describe God, God's kingdom, and your calling (vocational sensitivity) within it, including the types of contexts and people you feel best prepared to serve.
3. Participating in the action of our Triune God through formation of the soul (i.e., virtue and spiritual integrity), mind (academic rigor), and strength (vocation).

COURSE OUTCOMES

At the end of this course students should be able to:

- Demonstrate an understanding of areas of potential tension, development, and continuity in views about the Holy Spirit contained in the Old Testament, early Jewish literature, and the New Testament.
- Articulate roles the New Testament ascribes to the Holy Spirit in connection with the formation and ministry of the church.
- Explain and discuss the development of the doctrine of the Holy Spirit in connection with the formation and ministry of the church.
- Explain and discuss the development of the doctrine of the Holy Spirit in Christian history, including distinctive views that were prevalent in different time periods and traditions.
- Analyze and evaluate contemporary issues in the understanding of the Holy Spirit.
- Charitably read and critically examine theological primary source texts

COURSE OUTLINE AND CONTENT

Class Time	Topics Covered
Monday AM (we will start at 9am)	Introduction, Sources, & Methodology The Mystery of the Spirit
Monday PM	The Trinity The Filioque
Tuesday AM	The Holy Spirit and the Old Testament: Creation The Holy Spirit and the Old Testament: Israel
Tuesday PM	The Holy Spirit and the Old Testament: The Hope of Israel The Holy Spirit and the New Testament: Jesus
Wednesday AM	The Holy Spirit and the New Testament: Pentecost The Holy Spirit and the New Testament: The Church
Wednesday PM	The Holy Spirit and Worship The Holy Spirit and the Christian Life
Thursday AM	Experiencing the Holy Spirit: Introduction

	Experiencing the Holy Spirit: Fruits of the Spirit, Gifts of the Spirit, Virtue, & Vocation
Thursday PM	Experiencing the Holy Spirit in Historical Context
Friday AM	Experiencing the Holy Spirit in Historical Context Going forth into the world, rejoicing in the power of the Holy Spirit

ASSIGNMENTS

Please submit all written assignments to Canvas.

The use of AI is strictly prohibited for **all** assignments for this class. This includes any LLM model (e.g., Chat GPT, Gemini, Grok, etc.) and AI assistant (e.g., Co-Pilot, Grammarly, etc.), even if it is offered and built into your writing software program (Google docs, Word, etc.). Students may not use AI to summarize assigned reading, to brainstorm or research topics in the course, to generate an outline, thesis statement, oral presentation, or discussion questions, or to write, edit, proof-read, or polish any writing assignments. Students may not use AI to summarize or transcribe course lectures, discussions, or provided materials.

For Dr. Hackney's full explanation concerning the prohibition of AI in theological classes, please see the AI rationale and acknowledgment form posted to Canvas. Each student must submit a signed copy of the form during the mod week.

Pre-Course Assignments:

Reading Report 5% – due February 14th (night before our first class)

Students will complete the Reading Report (link in Canvas) indicating how much of each course text they have read with diligence and attentiveness. All reading must be completed before the start of modular week so that the students are prepared to actively engage with the course material and in-class discussions.

Common Place Book 20% – due at the start of Monday's class

Students will keep a physical, handwritten Common Place Book that will document the reading progress through *Fee* and *Kärkkäinen*. For each chapter students must do a minimum of 2 substantive CPB entries. A template for how to format your CPB entries is posted to Canvas.

See also the Pedagogical Practice assignment under Mid-Course Assignments. While this assignment will be presented during the class, students will need to work on it before the class meets.

Mid-Course Assignments:

Participation 15% – throughout the modular week

The participation mark includes an assessment of student engagement in the course overall, including both verbal and non-verbal engagement. In this assessment of engagement, I am not looking solely at how often a student speaks but also at the quality of the contribution, the demeanor of the response, the collegiality and respect paid to fellow students (and the professor), both in the class sessions and in other forms of communication during the course. Not all engagement is verbal, and sometimes the most engaged student is one who says very little. I am also assessing how prepared students come to class. Have they come with questions and insights from the readings? Do they initiate questions or discussion without prompting from the professor or fellow classmates?

Note: Because of the unique opportunity for discussion and wrestling with texts that a modular intensive affords, **laptops, tablets, & cell phones will not be permitted in class.** Students should be prepared to come with a binder or notebook, writing tools, a Bible, the textbooks, and any secondary source readings printed in hard copy.

Pedagogical Practice 25% – Thursday/Friday as assigned

A key component of a seminary education is learning how to effectively teach the Christian faith to others. This assignment will be an opportunity for seminary students to teach through a primary source text and facilitate class discussion.

After having read *Burgess*, students will select one primary source document from the collection and facilitate a 30-minute discussion. **This is not a lecture/presentation.** The goal is to practice guided reading, in which the seminary student is a facilitator assisting students to digest and evaluate the text and asking robust theological questions. If possible, the facilitator should aim for a socratic dialogue method.

1. Select a primary source document and notify the professor no later than the Monday before class starts. If the document has already been chosen by another student, you will need to choose another one.
2. While the editorial introductions to each excerpt are helpful, students will need to do further research to set the context for the reading and to answer student questions and unpack the theological claims in the text. This could include biographical research, reading the larger work from which the excerpt is drawn, or scholarly work on the event, writing, or author.
3. Create a handout for the class with the primary source document (undergraduate students in the class will not have the textbook). Note: If you email the handout to the professor, she can print off enough copies for the class.
4. Prepare for the teaching time. The 30-minute discussion should look something like this:
 - 5 minutes: introduction to the document/author/historical context (this is the only component that could be considered “lecture”).
 - 25 minutes: guided reading. This should be as interactive as possible (do not have students sit in silence reading to themselves). The facilitator will be graded on his/her ability to help the class see the theological/historical/practical implications in the text and on his/her ability to facilitate robust discussion.
 - **Note:** keep in mind that undergraduate students will not have read your chosen text in advance.

- In the last five minutes, the facilitator should pull the discussion together such that students can understand what this text says about the person and work of the Holy Spirit and/or the Christian experience of the Holy Spirit. (In other words: So What?)
5. At the end of the presentation, the facilitator will submit his/her teaching packet to the professor for grading. This includes:
- A one paragraph reflection on why you chose the particular document, what you learned, and what you are hoping the students draw from the text
 - Handout
 - Lesson plan/personal notes for leading the discussion
 - An annotated bibliography of sources used in preparation

Post-Course Assignments:Theological Analysis 35%

Students will write a 12-page paper (minimum; 14-page maximum) on one of the following topics:

1. A detailed look at the pneumatology of one of the following theologians/theological traditions:

- * Basil
- * Augustine
- * Aquinas
- * Luther
- * Calvin
- * Quakers
- * Pietism
- * Karl Barth
- * Jürgen Moltmann
- * Wolfhart Pannenberg
- * The Book of Common Prayer
- * Methodism

OR

2. A history of interpretation paper on one of the following key passages related to the person and work of the Holy Spirit. Your history of interpretation should engage primary sources and should cover examples from the Patristic (AD 200-900), Medieval/Reformation (AD 900-1600), Modern (1700-1950) and post-Modern (1950-2000) eras.

- * blasphemy against the Holy Spirit (Matt 12:31-32, Mark 3:28-29, Luke 12:10)
- * Acts 2:1-13
- * the relationship between water baptism and baptism with the Holy Spirit in the book of Acts
- * an excerpt from John 14-16
- * Matthew 3 (the Holy Spirit at the Baptism of Jesus)

OR

3. A detailed look at a contemporary pneumatological issue.

- * The Filioque and ecumenical dialogue between Eastern Orthodox churches and Catholic, Lutheran, or Anglican churches
- * The Holy Spirit and missions

- * Pneumatology and contemporary charismatic movements (e.g., Hillsong, Prosperity Gospel, Vineyard, revivals — Toronto Airport Blessing, Pensacola, Bethel)
- * Another topic suggested by the student and approved by the professor

Students are expected to prioritize primary sources (e.g., if you are writing a paper on the Holy Spirit in the work of Augustine, you should be prioritizing sources written by Augustine), while also engaging secondary sources (e.g., books by contemporary theologians about the Holy Spirit in Augustine's writings). Students will **cite a minimum of 10 theological, academic sources**.

Students will submit a paper proposal. This paper proposal will include a tentative thesis statement, a paragraph describing your methodology (how you will go about arguing your thesis; not how you will go about researching your paper), and a mini-bibliography (properly formatted) of five preliminary sources that you think will be helpful for your paper.

Students must submit their final paper as a portfolio. This portfolio will include:

- The final copy of the paper (formatted to the Chicago-Style Format Guide)
- All working drafts of the paper (edited, marked up)
- All research notes taken during the research/reading process
- Annotated/marked up copies of all articles read and cited

DUE: Paper Proposal (5%) March 5th

DUE: Final Paper (25%) April 9th

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](#).

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

Modular 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.

Generative AI is an umbrella term for a type of machine learning and a group of algorithms that can create new content, such as text, code, images, videos, music, or a combination of all these formats. Generative AI produces output in response to a query or prompt using generative models such as Large Language Models (LLMs) that rely on large datasets. Generative AI features are also often embedded within tools such as Grammarly, allowing these tools to generate new content, such as the rewriting, paraphrasing, or summarizing of existing text. The generated responses of these tools are probabilistic, which can result in errors and biases in responses.

The use of generative AI to create audio or visual media, to produce outlines, to generate partial or complete drafts of assignments, to answer questions on quizzes or exams, or to edit the grammar of assignment drafts is considered unauthorized unless it is explicitly permitted by the course instructor in writing. All use of generative AI tools must be properly documented.

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 (Room 217 across from Academic Services), 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).

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