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## DO 630 Doctrine of the Holy Spirit

Zaida Maldonado Perez

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## **DOCTRINE OF THE HOLY SPIRIT**

Asbury Theological Seminary  
DO630 Spring 2003 T 2:30-5:15pm  
Professor Zaida Maldonado Pérez

**DRAFT: SUBJECT TO CHANGE**

### **Office Hours:**

T 5:15-6:00, TH 5:15-6:00 or by appointment

(O) 407-482-7647

(You can also reach me by phone, preferably during office hours, or by email.)

[Zaida\\_Perez@asburyseminary.edu](mailto:Zaida_Perez@asburyseminary.edu)

### **Course Overview:**

This course will explore biblical, historical and experiential aspects of the Holy Spirit. Special attention is given to spiritual gifts, current renewal movements, and the relationship of the Holy Spirit with contemporary “signs and wonders.” (Taken from ATS Handbook)

### **Course Objectives:**

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

1. Demonstrate knowledge about the person and work of the Holy Spirit (Ghost) through the testimony of Scripture
2. Discuss the various stages of the evolution of the doctrine on the Holy Spirit
3. Articulate some of the chief errors concerning the Holy Spirit and how these affect Trinitarian doctrine
4. Articulate various theological/denominational positions on the doctrine of the Holy Spirit
5. Demonstrate knowledge of Wesley’s views on the Holy Spirit
6. Develop teaching and worship resources for ministry

### **Texts:**

(Note: Required readings are on RESERVE at the library)

1. Barclay, William. *The Promise of the Spirit*. Louisville: Westminster John Knox Press, 2001. ISBN 0-664-22383-4 (alk. paper)
2. McDonnell, Kilian and George T. Montague. *Christian Initiation and Baptism in the Holy Spirit: Evidence from the First Eight Centuries*. Collegville, MN: Liturgical Press, 1994. (2<sup>nd</sup>. Ed.) ISBN 0-8146-5009-0
3. Montague, George T. *Holy Spirit: Growth of a Biblical Tradition*. Peabody, MA: Hendrickson Publishers, 1976. Second printing, 1998.\*

## **Part I: Introduction**

### **Class 1/ Feb. 11**

John Wesley and Calvin on the Holy Spirit

Introduction

John Wesley and the Holy Spirit

Calvin and the Holy Spirit

## **Part II: The Spirit in Scripture**

### **A. The Old Testament**

### **Class 2/ Feb. 18**

#### **Readings:**

All: Barclay, “[Women and] Men of the Spirit” Pages 1-11

And all the readings listed below

1. \*Montague, “Life-Breath and Prophetic Impulse: The Earliest Traditions” pp. 3-16.
2. \*Montague, “The Charismatic Spirit in the Deuteronomist” pp. 17-32
3. \*Montague, “Spirit of Judgment and Salvation: The Pre-Exilic Prophets” pp. 33-44

Note: also read, Core, Deborah. “Using Inclusive Language.” In *The Seminary Student Writes*. St. Louis, MO: Chalice Press, 2000. Appendix 1, pages 107-112

**Note: All readings marked with an “\*” will be presented by a student. See assignment directions under the section, “Requirements and Evaluation.”**

### **Class 3/ Feb. 25**

**Readings:\*** (all from Montague)

1. “Spirit and Covenant: The Prophets of the Exile and the Return” pp. 45-60
2. “The Spirit and Cosmic Order: The priestly Tradition” pp. 61-68
3. “The Spirit in Israel’s Songs: The Psalms” pp. 69-76

## **B. The New Testament**

### **Class 4/ March 4**

**Readings:\***

All: Barclay, “The Holy Spirit in the Letters of Paul” pp. 58-86  
(all from Montague)

1. “The Spirit in Paul’s Early Letters: Thessalonians and Philippians” pp. 127-133
2. “Spirit and Body in 1 Corinthians” pp 134-144
3. “The Spirit and the Service of the Body: 1 Corinthians 12-14” pp. 185-191

**Class 5/ March 11****Readings:\*** (all from Montague)

1. “The Spirit, Proof of Sonship, Gift of Freedom: Galatians” pp. 192-203
2. “The Spirit and the Christian Journey: Romans” pp. 204-215
3. “Eclipse and Return of the Spirit: Colossians and Ephesians” pp. 216-228

**Class 6/ March 18****Readings:\***

All: Barclay, “The Holy Spirit in the First Three Gospels” pp. 12-21

And all the readings listed below (all from Montague)

1. “The Spirit in Sacrament, Scripture and Ministry: The Pastoral Epistles” pp. 229-236
2. “The Spirit and the Cross: Mark” pp. 237-252
3. “The Evangelist of the Holy Spirit: Luke” pp. 253-270

**Class 7/ March 25****Readings:\***

All: Barclay, “The Holy Spirit in the Expanding Church” and “The Holy Spirit in the Fourth Gospel.” pp. 40-57

(all from Montague)

1. “The Gift of the Spirit on Pentecost: Acts 1-2” pp. 271-288
2. “The Holy Spirit and the Development of the Church: Acts 3-28” pp. 288-301
3. “The Rich Pneumatology of John” pp. 333-365

**Class 8/ April 1**

- Theological Survey of Christian Hymns and contemporary Christian songs on the Holy Spirit
- The Liturgical Calendar and the Day of Pentecost

Groups #1 and #2 will create and perform own hymn/song on the Holy Spirit based on what we have learned concerning the person of the Holy Spirit. The groups will also begin to work on a special liturgy for the *Day of Pentecost*. (Note: Sharing of student hymns and outline of ideas for the liturgy will take place on the following class—*April 15*)

**Note: See section on Requirements and Evaluation for further instructions.**

**Weighting:** 20 points

**READING WEEK**

(4/7-11)

**Part III: The Spirit and the Early and Medieval Church****Class 9/ April 15**

- Survey of Chief Errors Regarding the Doctrine of the Holy Spirit and Responses

(All groups)

1. “First Sketches: The Second and Third Centuries” and “The Lord, the Life Giver,” Chs. 4 & 5

in *The Holy Spirit* by Alasdair I. C. Heron, Philadelphia, PA: Westminster Press, 1983.  
pp. 63-73

2. Origen, *On First Principles* and “Origen, Commentary on John II, 10 (6)-12 (on John 1:3a)” pp. 76-80 in Wiles and Santer
  3. “Origen: Baptism Is the Principle and Source of the Divine Charisms” pp. 133-143
- Group work

### **Part IV: Contemporary Thoughts on the Role and Gifts of the Holy Spirit**

#### **Class 10 / April 22**

- The Power of the Spirit/movements and persons

#### **Readings:**

“History of Speaking in Tongues and Related Gifts” in *The Charismatic Movement* by Michael P. Hamilton pp. 61-113.  
(Film or tape)

#### **Written:**

A chart delineating *key persons, events and issues*

**Weighting:** 10 points

#### **Class 11/ April 29**

#### **Readings:**

1. “The Charismatic Movement: A Biblical Critique” by Brian Schwertley, pp. 1-28
2. “The Holy Spirit and the Charismatic Movement,” chs. 14-16 in *The Holy Spirit and Christian Experience* by Mack B. Stokes, pp. 137-172

#### **Written:**

After reading the above, answer the following questions:

- What is Schwertley’s critique on the Charismatic movement?
- On what does he base his critique?
- Do you agree? Why?
- What guides does Stokes propose for evaluating any movement within the church?
- Give a summary of the conclusions based on these guides.
- Do you agree? Why?

**Weighting:** 10 points

#### **Class 12/ May 6**

#### **Readings:**

All: Villafañe, Eldin. *The Liberating Spirit*. Chapter IV pp. 163-191  
“Postmodern Pentecost: A Reading of Acts 2” In *Postmodern Interpretations of the Bible*” edited by A.K. M. Adam. Pp. 207-218

- Group work on Liturgy

**Class 13/ May 13**

Presentation of liturgy by the group

## Requirements and Evaluation

DO630 Doctrine of the Holy Spirit

Professor Zaida Maldonado Pérez

Spring 2003

### 1. Individual Presentations:

This course will follow a “seminar” style. Students will be responsible for presenting their assigned readings as part of the content of the seminar. The purpose of these presentations is to help the student go beyond knowledge of the content—which is one of the primary steps—to the kind of reflection that is critical, existential, and praxeological. The following process will help:

**First** think on the following:

- What do I already “know” about the topic?
- What does my tradition say about the particular topic?
- What questions do I bring to the readings? It might be helpful to jot down your questions.

**Second:**

- Read what has been assigned.
- What jumps out at you? Why?
- How has this reading answered your questions?
- What questions remain unanswered?

**Thirdly**, think about how best to present the material. Some ideas:

- (Must do) Share the context, content, and any pertinent information about the author, etc.
- Share issues in step number two above.
- Think about how you might share the information to a Bible (Adult, Youth) class and prepare a lesson based on your reading
- Share it as a sermon with opportunity for discussion at the end.
- Bring the content and a case study to see how the lesson applies
- Bring questions to stimulate dialogue
- Other

**Note:** Students will provide an outline of their chapters for each student during their presentation.

**Weighting:** Each presentation is worth 10 points. Each student will have a total of **FOUR** presentations.

**Grading** (See below for more general information):

Students will be graded on the quality of presentation. This includes:

- Thoroughness of outline
- Displaying a clear grasp of the content. If something was unclear about something in the reading, the student was able to state why. If the student did not agree with the author’s view, the student was able to articulate why.
- Raising important questions
- Engaging the class in lively discussion.

- Creativity.
- Relating material to own calling, ministry.

## 2. Group Presentations

There will be **two** group presentations.

- a. Creation and presentation of a hymn on the Holy Spirit
- b. Liturgy for the Day of Pentecost

Group members will participate fully in the preparation and presentation of the assignment. You will be graded on the quality of your presentation and creativity.

### Group Process and Dynamics:

**Note:** Although you will be evaluated as a group, *each member will have an opportunity to comment on each other's contribution to the work.* I expect each member to be *fully engaged* in the process. Begin by:

- reintroducing yourselves and exchanging pertinent information (emails, etc.)
- discussing strengths with each other and seeing how to build on them (e.g. distribution of work)
- establishing 'fairness criteria' for the group so that when issues arise, you already have a process for resolving these (e.g. try out the method proposed by Stone and Duke in *How to Think Theologically* discussed in class!). As much as possible, try working things out amongst yourselves. This will be a critical part of your learning--especially as you engage in ministry!! This too relates to method (the criteria, principles by which you engage each other.
- **Note: The 'fairness criteria' is part of the assignment and I will ask each group to share their own with the rest of the class (be ready to state what you base it on) early on. The criteria can be revised, with group consensus, as needed.**

### Group Work #1

#### a. Creation and presentation of a hymn on the Holy Spirit:

##### Purpose:

- Examine and critique hymns on the work and person of the Holy Spirit from varying traditions
- Delineate your doctrine on the Holy Spirit in a way that is creative and engaging
- Create another useful resource for worship
- Engage in the experience of worship

**Weighting:** 20 points

### Group Work #2

#### b. Liturgy for the Day of Pentecost (The Final)

##### Purpose:



- Discuss the meaning of the liturgy for the Day of Pentecost
- Examine and discuss the different components from other liturgies for this day
- Provide for more reflection and delineation of student's doctrine of the Holy Spirit
- Create another useful resource for worship
- Engage in the experience of worship

**Note:**

1. The liturgy must be accompanied by a written explanation behind each component (e.g. how it relates to the Day of Pentecost and the role of the Holy Spirit) (Keep explanations succinct.)
2. The liturgy should be in the form of a printed church "bulletin/program" or "order of worship." Feel free to be creative with this.

**Weighting:** 30 points

**3. Extra Credit:**

Read sections on Cyril of Jerusalem in *Baptism and Initiation* and write a two-page paper explaining his understanding of baptism and initiation and the role of the Holy Spirit. Begin with a brief summary of who he was, his position in the church and the issue, if any, to which he is responding.

**Weighting** 10 points

**4. Format for All Assignments:**

- All papers should be **double-spaced, typed, with one-inch margins and 12 font.**
- Papers are due on the day assigned and, in most cases, will be used for class discussion
- Quotations should be clearly marked and sources must be noted in end/footnotes
- No folders or binders please
- Final papers will be returned to your student box unless you provide a stamped envelope

**5. Grading:**

All work is expected on time and as completed as indicated in the assignment. Extensions are not given except for the kind of medical and family emergencies that merit the Dean's approval. An extension implies lateness without penalty. **Note:** It is your responsibility to communicate with me if you need an extension *before* the due date of an assignment. Otherwise, I will have no recourse but to penalize you for your late work. Reflection papers will not be accepted after they have been discussed in class. A late Final Paper will have an automatic grade deduction and will not be accepted after the end of the semester (unless you have applied for an extension). A letter grade will be given based on the grades of work done, with incomplete work counted as "F."

- A (95-) Exceptional work: outstanding or surpassing achievement of course objectives
- A- (90-94) Fine work
- B+ (87-89) Good, solid work: substantial achievement of course objectives
- B (83-86) Good work
- B- (80-82) Verging between good and acceptable.

- C+ (77-79) Acceptable work: essential achievement of course objectives  
 C (73-76) Acceptable work; significant gaps  
 C- (70-72) Serious gaps in achievement of course objectives  
 D+ (67-69) Marginal work: minimal or inadequate achievement of course objectives  
 D (63-66) Barely acceptable  
 F Unacceptable work: failure to achieve course objectives.

Things that might potentially result in a reduction in total score:

Poor or non-engagement with material	Poor analysis of material
Presentation of a weak conclusion or argument	Misspellings
Lack of, or poor use of dialogue between authors	Poor syntax
Answering a different question	Lack of inclusive language

## 6. Participation:

Discussions are an important part of this course. They provide opportunities for further theological reflection and conversation at the communal level and across denominational lines. Students are expected to a) *be present at each class and*, b) *read the assigned material and come prepared to discuss it.* **Active involvement in class will be taken into account in determining final grades.**

## 7. Inclusive Language:

**Students are urged to use inclusive language wherever possible both in their oral and written work/participation. This guideline is intended to help sensitize the Asbury Theological Seminary community and to provide help in moving beyond our present habits to more just expressions (FH).**

## 8. Academic Integrity:

The standards of conduct that are articulated in the Asbury Theological Seminary's Student Handbook concerning academic matters are important to the integrity of our community and the high ethical standards we expect of those who are preparing for Christian ministry. Abuse of these policies will be handled as stipulated in the handbook.

## 9. Plagiarism:

**Plagiarism is the presenting of another's ideas or writings as one's own; this includes both written and oral discourse presentations. Response to plagiarism may include requiring an assignment to be redone, automatic failure of a course or, in some extreme cases, recommended dismissal from the Seminary (FH). Please make sure any borrowed material is properly documented.**

## Bibliography

**NOTE:** The books below are on **RESERVE** at the library. I will be handing out an annotated bibliography in class of dozens of other books on the topic of the Holy Spirit.

Adam, A. K. M., ed. *Postmodern Interpretations of the Bible*. St. Louis, MO: Chalice Press,

2001.

- Christie-Murray, David. *A History of Heresy*. New York: Oxford University Press, 1976.
- Congar, Ives. *I Believe in the Holy Spirit*. New York: Crossroad Publishing Company, 2001.
- Core, Deborah. *The Seminary Student Writes*. St. Louis, MO: Chalice Press, 2000.
- Dix, Gregory. *The Shape of the Liturgy*. Westminster, MD: Christian Classics, 1978.
- Dayton, Donald W. *Theological Roots of Pentecostalism*. Peabody, MA: Hendrickson Publishers, 1987.
- Greathouse, William M. and H. R. Dunning. *An Introduction to Wesleyan Theology*. Kansas, MO: Beacon Hill Press, 1982.
- Hamilton, Michael, ed. *The Charismatic Movement*. Grand Rapids: Eerdmans Publishing, 1975.
- Heron, Alasdair I. C. *The Holy Spirit*. Philadelphia, PA: Westminster Press, 1983.
- Johnson, Luke Timothy. *Religious Experience in Earliest Christianity*. Minneapolis: Fortress, 1998.
- Outler, Albert C. and R. P. Heitzenrater, editors. *John Wesley's Sermons: An Anthology*. Nashville: Abingdon Press, 1991
- Rodriguez, José David and Loida I. Martell-Otero, editors. *Teología en Conjunto: A Collaborative Hispanic Protestant Theology*. Louisville, KY: Westminster John Knox, 1997.
- Stiles, J. E. *The Gift of the Holy Spirit*. Burbank, CA: Parson and Sons, n. d.
- Stokes, Mack B. *The Holy Spirit and Christian Experience*. Nashville, TN: Graded Press, 1975
- Turner, Max. *The Holy Spirit and Spiritual Gifts*. Peabody, MA: Hendrickson Publishers, 1996. ISBN 1-56563-352-0
- Villafañe, Eldin. *The Liberating Spirit: Toward an Hispanic American Pentecostal Social Ethic*. Grand Rapids, MI: Eerdmans Publishing, 1993.
- Wiles, Maurice and Mark Santer. *Documents in Early Christian Thought*. Cambridge: Cambridge University Press, 1989.
- Wood, Laurence W. *The Meaning of Pentecost in Early Methodism: Rediscovering John Fletcher as John Wesley's Vindicator and Designated Successor*. Lanham, MA: Scarecrow Press, 2002

This origin of the Holy Spirit from the Father alone as Principle of the whole Trinity is called ekporeusis by Greek tradition, following the Cappadocian Fathers. St. Gregory of Nazianzus, the Theologian, in fact, characterizes the Spirit's relationship of origin from the Father by the proper term ekporeusis, distinguishing it from that of procession (to proienai) which the Spirit has in common with the Son. The doctrine of the Filioque must be understood and presented by the Catholic Church in such a way that it cannot appear to contradict the Monarchy of the Father nor the fact that he is the sole origin (arche, aitia) of the ekporeusis of the Spirit. Welcome, Holy Spirit Good Morning, Holy Spirit Great Doctrines of the Bible: God the Father, God the Son; God the Holy Spirit; The Church. 2003 6.64 MB 8,770 Downloads New! of the Bible: God the Father, God the Son; God the Holy Spirit; The Church and the Last Things Martyn LI Great Doctrines of the Bible (Three Volumes in One): God the Father, God the Son; God the Holy Spirit; The Church and the Last Things). 1,003 Pages 2012 10.64 MB 2,603 Downloads New! : God the Father, God the Son God the Holy Spirit The Church and the Last Things Great Doctrines Holy Spirit And You. 81 Pages All matters pertaining to the doctrine of the Holy Spirit should, therefore, be of special interest to us who live in this age of special privilege. Yet how ignorant is the average Christian concerning matters pertaining to the Spirit. The Christian church today needs to heed Paul's exhortation: "Now concerning spiritual gifts (or, perhaps better, "matters pertaining to the Spirit"), I would not have you ignorant." May it not be that the reason why the sin against the Holy Spirit is so grievous is because it is a sin committed in the light and with the knowledge of the clearest and fullest revelation ...