Theo 320-01 Theology II: Pneumatology, Ecclesiology, Eschatology  
Time and Place: Tuesdays and Thursdays, 10:45—12:00, Layn 125  
Professor Frank Macchia, D.Theol., D.D.   
Email: fmacchia@vanguard.edu (**please correspond with me through email only**).   
Website: frankdmacchia.com (check out my blogs!)

**Special Note:**

**No class on January 30th and February 1st.** Students will read two short chapters from a book to make up for the missed classes and include notes from the chapters as the class lecture notes for these two days. You will read chapter 1 (“Why We Read Differently”) and chapter 2 (“Baptism in the Holy Spirit”) from Robert Menzies’s book, *Pentecost Is Our Story* (available on my website, frankdmacchia.com. Follow the VanguardU link to our course title, Theology 2, and click on the link beneath entitled “Pentecost.” Be sure to just read chapters 1 and 2).

**Spring Break**: No class on March 19th and 21st.

**Vanguard University Spring 2024**

**I. Required Textbooks:**   
Frank D. Macchia, *Tongues of Fire: A Systematic Theology of the Christian Faith* (Cascade, 2023).

Oscar Cullmann, *Immortality of the Soul or Resurrection of the Dead? The Witness of the New Testament* (Eugene, OR: Wipf & Stock, 2000) (only 60 pages in length).

**II. Course Description:**

This course explores the biblical foundations, historical development, and the contemporary relevance of the doctrines of Pneumatology (the Holy Spirit), Ecclesiology (the Church), and Eschatology (Final Purposes). There will be a special emphasis on interpretations of eschatology in the light of the scriptural witness and the contexts of the church’s faith and mission today.

**III. Course Objectives:**

1) To explore the biblical foundations for Pneumatology, Ecclesiology, and Eschatology.

2) To gain a firm grasp of the historical developments of the above topics.

3) Especially: To explore the meaning of eschatology for today’s church and its mission.

**IV. Course Assignments:**

1. **The course assignments will involve four major papers on the required readings: Paper 1: Tongues of Fire, chapters 10 and 11, due February 6th (on canvas by 11:59 PM).**

**Paper 2: Tongues of Fire, chapters 12 and 13, due March 5th (on canvas by 11:59 PM).**

**Paper 3: Tongues of Fire, chapters 14 and 15, due April 2nd (on canvas by 11:59 PM).**

**Paper 4: Immortality of the Soul or Resurrection of the Dead?, entire book, April 16th (on canvas by 11:59 PM).**

**Explanation of the four major papers:**

**1) Paper 1: HOLY SPIRIT AND SALVATION: *Tongues of Fire*, chapters 10 and 11:**

**Carefully read chapters 10 and 11 of Tongues of Fire on the Holy Spirit and Salvation. Spend about 8 pages double spaced (four pages per chapter) substantially summarizing the two chapters. You will need to limit yourself to the most important points made. But your summary of these points, though concise, will also need to be dense with information. Do not skip over any sections of these chapters! In the summary, do not offer opinions, outside research, or thoughts about how what’s read applies to our time. Save that kind of stuff for the final page. In the summary, stick exclusively to a dense summary of what the book teaches. Then include a final page in which you can probe the material with your own questions. Is there anything that you have further questions about? Include that! Also, how are these chapters relevant for the life or mission of the church today? Your paper will end up about 9 pages double spaced. DO NOT LEAVE OUT THIS FINAL PAGE!!**

**Due February 6th (on canvas, 11:59 PM).**

**2) Paper 2: THE CHURCH: Tongues of Fire, chapters 12 and 13:**

**Carefully read chapters 12 and 13 on the church in *Tongues of Fir*e. One chapter is on election (focusing on the church as chosen by God (in relation to Israel) and one chapter is on the marks and practices of the church. Spend about 8 pages double spaced (four pages per chapter) substantially summarizing the two chapters. You will need to limit yourself to the most important points made. But your summary of these points, though concise, will also need to be dense with information. Do not skip over any sections of these chapters! In the summary, do not offer opinions, outside research, or thoughts about how what’s read applies to our time. Save that kind of stuff for the final page. In the summary, stick exclusively to a dense summary of what the book teaches. Then include a final page in which you can probe the material with your own questions. Is there anything that you have further questions about? Include that! Also, how are these chapters relevant for the life or mission of the church today? Your paper will end up about 9 pages double spaced. DO NOT LEAVE OUT THIS FINAL PAGE!!**

**Due March 5th (on canvas by 11:59 PM)**

**3) Paper 3: FINAL PURPOSES: *Tongues of Fire*, chapters 14 and 15:**

**Carefully read chapters 14 and 15 of Tongues of Fire. These chapters are on life after death and end times. As with the paper described above, spend about 8 pages double spaced (four pages per chapter) substantially summarizing these two chapters. You will need to limit yourself to the most important points made. But your summary of these points, though concise, will also need to be dense with information. Do not skip over any sections of these chapters! In the summary, do not offer opinions, outside research, or thoughts about how what’s read applies to our time. Save that kind of stuff for the final page. In the summary, stick exclusively to a dense summary of what the book teaches. Then include a final page in which you can probe the material with your own questions. Is there anything that you have further questions about? Include that! Also, how are these chapters relevant for the life or mission of the church today? Your paper will end up about 9 pages double spaced. DO NOT LEAVE OUT THIS FINAL PAGE!!**

**Due APRIL 2nd (on canvas by 11:59 PM).**

**4) Paper 4: Eschatology and New Creation: Oscar Cullmann, Immortality of the Soul or Resurrection of the Dead?:**

**Read the entirety of Oscar Cullmann’s book, Immortality of the Soul or Resurrection of the Dead?. Then write a four-page paper answering the following questions:**

**Why does Cullmann make material immortality central to the Gospel? In answering, summarize key elements of Cullmann’s biblical argument (including how he contrasts biblical/Jewish and Greek thought). Be detailed and substantial. (ca. 3 pages).**

**Then answer the question, Do you agree? Why or why not? (ca. half page).**

**Lastly, answer the question, What relevance is there in Cullmann’s view for the faith of the church? (in other words, why is it important to emphasize new creation as the goal of salvation rather than, say, the ascent of the immaterial soul to a immaterial bliss?). (ca. half page).**

**Think through your answers. Give them considerable thought.** **Due on canvas April 16th by 11:59 PM**.

1. **A full set of Class lecture notes are due as well (Due April 23rd at 11:59 PM on canvas).**

**Notes on the lectures are due on canvas by Saturday, April 23rd by 11:59 PM on canvas. The notes are to be TYPED and contained in a SINGLE FILE (pdf or MS Word only).**   
**Notes that receive full credit will:**   
**1) Be** **well organized**, with the date of each session clearly displayed above the notes for that   
session.

**2) Be** **thorough** **in description and explanation**. **Explain all bullet points!** **Explain all quoted scripture texts!** Unexplained bullet points or scripture quotations will not receive full credit.

**3) Be thorough in including all lectures**. Students forced to miss a class must receive the notes from a classmate. Let the professor know if help is needed to procure the notes.

**V. Attendance:**   
This is not a correspondence course. STUDENTS ARE EXPECTED TO ATTEND ALL LECTURES. If a session must be missed, be sure to get the lecture notes from a classmate (Prof. Macchia can help if you acquire it; let me know). **100 pts will be awarded for perfect attendance**. **Each class missed will cause a deduction of 10 pts. More than two weeks of missed class will place the student’s involvement in the course in jeopardy** **and possibly lead to extra work being assigned to make up for it.** The only exception will be if an excused absence is granted by the professor in advance of the class in question. An excuse is not guaranteed. The reason must make the absence unavoidable.

**VI. Evaluation:**   
Paper 1: Tongues of Fire, ch. 10 & 11, **250 pts**  
Paper 2: Tongues of Fire, ch. 12 & 13, **300 pts**  
Paper 3: Tongues of Fire, ch. 14 & 15, **250 pts**

Paper 4: Cullmann, Immortality of the Soul (entire book), **100 pts**  
Lecture Notes: 50 pts

Attendance: 50 pts  
  
Total: 1000

**VII. Academic Integrity:**

You must know Vanguard’s policy on academic dishonesty, available in the Catalog and in the Student Life Handbook. It reads, in part:

“Vanguard University is a community of Christian scholars. When students join our college community, they are expected, as apprentice scholars, to search for truth with integrity and accuracy. This quest requires humility about our abilities, respect for the ideas of others, and originality in our thinking. Since Vanguard University is a Christian community, the integrity of our scholarship is rooted in the integrity of our faith. We seek to be followers of Christ in the classroom, in the library, and at the privacy of our computers.”

Academic dishonesty is considered a serious breach of trust within the Vanguard community, as it both violates the regard for truth essential to genuine learning and Christian consistency, and disadvantages those students who do their work with integrity. It demonstrates a deep disrespect for fellow students, the faculty, the University, and one’s own commitment to the integrity that should mark the life of the practicing Christian. Academic dishonesty may consist of plagiarism, cheating, or falsification.

**VIII. Classroom Diversity Statement:**

As students and faculty at Vanguard, and foremost as Christian believers, we endeavor to communicate with honesty and confidentiality, to speak with encouraging words, and to create a safe environment where we shelter one another with love when vulnerabilities arise. This classroom intends to foster a Christ-centered community that promotes appreciation and respect for individuals, enhances the potential of its members, and values differences in gender, ethnicity, race, abilities, and generation.

The university expects its students to excel in four diversity learning outcomes:

Knowledge: Demonstrates knowledge of multiple cultural perspectives and global experiences by articulating the value of diversity through reports, presentations, examinations, field-work, and discipline-appropriate projects.

Self-Examination: Examines one’s own attitudes, values, and assumptions and examines their impact. Evaluates one’s own attitudes, assumptions, and behavior towards diversity concerns and issues by recognizing, examining, and challenging underlying assumptions and prejudices through coursework such as self-reflective essays, reading responses, and journal entries, with the recognition that such work is a life-long endeavor.

Personal Engagement: Demonstrates humility and respect when interacting with those of a different gender, generation, ethnicity, race, national origin, socioeconomic status, and ability. Demonstrates understanding of equity issues (such as power dynamics and social privilege) through field experience, research, and analytical reading and writing.

Social Engagement: Challenges past, present and future discrimination and privilege of individuals, societies, groups and institutions. Identifies and begins to seek out transformative and redemptive opportunities in the church, in society, and the evolving realities of global change through academic, co-curricular, internship, and vocational opportunities.

**IX. The Academic Resource Center:**

Smith Hall 110

The Academic Success Coaching team offers a holistic view of student success and academic intervention. The Academic Success Coach (ASC) is a model for effective organization, time- management, study skills, and executive functioning. ASC’s are responsible for imparting a feeling of ownership and sense of agency over one’s academic journey, so the client is better equipped to navigate their academic journey. With questions, please contact the Academic Success Coordinator at 714-966-5452, tutorial@vanguard.edu or visit the Academic Resource Center located in Smith 110.

Supplemental Instruction (SI) is an academic assistance program that utilizes peer-assisted study sessions. SI sessions (which are provided for select science and mathematics courses) are regularly scheduled, informal review sessions in which students learn how to integrate course content and study skills while working in a group. SI sessions meet at least once a week throughout the semester and are free of charge, voluntary, and anonymous. With questions,

please contact the Coordinator of Supplemental Instruction at 714-668-6121, supplementalinstruction@vanguard.edu or visit the Academic Resource Center located in Smith 110.

At the Tutorial Center, students are viewed as one-of-a-kind learners with unique learning styles and individual needs. Tutoring is provided at no cost to the student. As our tutors are students themselves, these appointments will be scheduled on a first come, first served basis. One-on-one tutoring can be requested by filling out a request form: https://vanguarduniversity.wufoo.com/forms/qudu6u11ijx3bf/. With questions, please contact the Academic Success Coordinator at 714-966-5452, tutorial@vanguard.edu or visit the Academic Resource Center located in Smith 110.

The Vanguard Writing Center is committed to helping undergraduate and graduate students in all disciplines. Students may bring any writing assignment to the center, where they will receive informed, thorough, one-on-one feedback from a peer consultant. The Writing Center can help students at any stage of the writing process, including organizing notes, developing outlines, revising thesis statements, improving organization, or assisting with final editing. To book an appointment for a writing consultation, please visit vanguard.mywconline.com. To contact the writing center, email writingcenter@vanguard.edu or call (714) 966-6359.

The Office of Disability Services provides reasonable accommodations for students with disabilities. If you have a temporary or permanent disability that requires classroom accommodations (these can include, but are not limited to, attention-related, learning, mental health, vision, hearing, physical or other health conditions), please contact: The Office of Disability Services at 714-619-6550 or disabilityservices@vanguard.edu.

The Living Well Community Resource Center provides a full food and personal hygiene resource center for all Vanguard community members. Follow us on Instagram @vu\_livingwell for product updates or visit our website for pantry hours, to volunteer or donate and more for more details https://www.vanguard.edu/resources/academic-resource-center/living-well- community-resource-center.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Associate Dean of Student Success studentsuccess@vanguard.edu for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.