

Course ID:	Course Title:	Winter 2023
Module Class	TH 702 Trinitarian Theology	Prerequisite: TH 501
		Credits: 3 credits

Class Information		Instructor Information		Important Dates	
Delivery:	3 options: In Class, Online or Blended	Instructor:	Mabiala Justin-Robert KENZO, PhD.	First Day of Class:	Tuesday, Feb 21, 2023
Days:	Tuesday to Saturday	Email:	mabiala.kenzo@gmail.com	Last Day to Add/Drop:	End of day Feb. 21, 2023
Time:	9 AM to 4 PM	Phone:	514-238-6001	Last Day to Withdraw:	Sat. Feb. 25, 2023
Room:		Office:		Last Day to Apply for Coursework Extension:	April 3, 2023
Final Exam:	No Exam	Office Hours:		Last Day of Class:	Saturday, Feb 25, 2023

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar> .

Course Description

The uniqueness of Christian faith is that it worships God as one in three persons. The course, which is predicated on the conviction that the Trinity is a highly practical doctrine, investigates its origin and development. On the one hand, the inquiry, which is exegetical, historical, and philosophical, examines the particular contribution of Church councils such as Nicea and Constantinople as well as the particular contribution of individuals such as Augustine, the Cappadocian Fathers, and Thomas Aquinas in the formulation of Christian doctrine of the Trinity. On the other hand, the course critically examines the more recent proposals of Trinitarian theologies. A particular effort is made to demonstrate the implications of the Trinitarian faith for Christian worship and praxis.

Expected Learning Outcomes

Knowledge and understanding

At the end of this course, I expect students to

1. achieve a greater understanding of the meaning and significance of the doctrine of the Trinity

2. gain a better appreciation of the centrality of the doctrine of the Trinity in Christian faith
3. become familiar with the events that marked the formation and articulation of the Christian doctrine of the Trinity
4. begin appreciate the practical implications of the doctrine of the Trinity

Skills

As a result of this course, students will be willing and able to

1. identify possible implications of the doctrine of the Trinity in individual and corporate lives
2. critically assess the suggestions made by certain theologians as to the applicability of the doctrine of the Trinity
3. develop a way of life that embodies the triune model of divine life
4. begin asking theological questions when confronted with a new situation in life

Values

As a result of this course, students will

1. more sensitive to both the richness and the complexity of Christian faith
2. more appreciative of the uniqueness of the Christian faith
3. more open to differences in the understanding of Christian revelation and more willing to extend Christian tolerance to those with whom we may disagree
4. more sensitive to the way in which the truth is presented in love

Required and Recommended Textbooks and Readings

Required Texts

Crisp, Oliver D. and Fred Sanders, eds. *Advancing Trinitarian Theology: Explorations in Constructive Dogmatics*. Grand Rapids: Zondervan, 2014.

Cunningham, David S. *These Three Are One: The Practice of Trinitarian Theology*. Oxford: Blackwell, 1998.

Grenz, Stanley. *The Social God and the Relational Self: A Trinitarian Theology of the Imago Dei*. Louisville: Westminster, 2001.

Olson, Roger E. and Christopher A. Hall. *The Trinity*. Grand Rapids: Eerdmans, 2002. [available as e-book on Amazon: https://www.amazon.ca/Trinity-Guides-Theology-Roger-Olson-ebook/dp/B001O5CYJ0/ref=tmm_kin_swatch_0?encoding=UTF8&qid=&sr=].

Sanders, Fred. *The Deep Things of God: How the Trinity Changes Everything*. Wheaton, Illinois: Crossway, 2010.

Recommended Texts

Boff, Leonardo. *Trinity and Society*. Maryknoll: Orbis, 1988.

Grenz, Stanley. *Rediscovering the Triune God: The Trinity in Contemporary Theology*. Minneapolis: Fortress Press, 2004.

Jenson, Robert. *The Triune God*. Systematic Theology Vol. 1. Oxford: Oxford University Press, 1997.

LaCugna, Catherine Mowry. *God for Us: The Trinity and Christian Life*. New York:

Moltmann, Jürgen. *The Trinity and the Kingdom of God: The Doctrine of God*. Minneapolis: Fortress, 1993.

Peters, Ted. *God as Trinity: Relationality and Temporality in Divine Life*. Louisville: Westminster/John Knox, 1993.

Vanhoozer, Kevin, ed. *The Trinity in a Pluralistic Age: Theological Essays on Culture and Religion*. Grand Rapids: Eerdmans, 1997.

Volf, Miroslav. *After Our Likeness: The Church as the Image of the Trinity*. Grand Rapids: Eerdmans, 1998.

Zizioulas, John D. *Being as Communion: Studies in Personhood and the Church*. Crestwood, N.Y.: St. Vladimir's Seminary Press, 1985.

Course Schedule

February 21 : The Triune God in Biblical Perspective

February 22 : The Triune God in Historical Perspective

February 23 : The Rise of Trinitarian Theology

February 24 : The Diversification of Trinitarian Theology

February 25 : New Perspectives on Trinitarian Theology

Requirements:

Readings: This course heavily depends on the student's own reading and interaction with the material read. To this end, each student is expected to read 750 pages from the readings suggested for each unit (a list will be provided at the beginning of each unit). 70% of the material read must be from this list. The student will keep a reading log containing the date, the material read, and a brief personal interaction with the material read for each unit.

Each student will submit her/his reading log together with the research paper.

Book Review: Each student is required to write a ten-page book review. The student is required to choose the book to review from the list of either **required or recommended texts**, as your first option. Reviewing a book listed in the **suggested bibliography** is a second option. Exceptions to these two options may be considered after consultation with the professor.

The review is to provide the following:

- A description of the author's thesis
- An overview of the book's content
- A critical evaluation of the book, with particular attention to its relevance to the ongoing discussion on Trinitarian theology.

Research Paper: Each student is required to write one research paper of about 4,000 words (about 12 double-space pages) on a topic to be approved by the instructor. The student will be guided in every aspect of this project. The instructor will discuss with each student not only the choice of an appropriate topic, but also the bibliography, the thesis statement, and the paper outline. The goal is for each student to produce a piece of work that is of a lasting value. A good research paper takes the student beyond class lectures, which are generally of a broad nature and designed to offer the big picture.

The instructor must approve the topic for the research paper. So, before starting to work on the paper, make sure that you see the instructor and you get his formal approval. The instructor reserves the right to not read and grade a paper on a topic that has not been approved by him.

- ❖ Only electronic submission is accepted

Attendance:

Students are required to attend all the classes. Failure to do so will have an adverse effect on the grade assigned to class participation. A student who misses up to 30% of the class meetings, regardless of the reasons, receives 0 grade for class participation and automatically works on a B+ maximum for the rest of the course.

Grade Summary:

- ❖ Class participation 10%
- ❖ Readings 10%
- ❖ Book Review 30%
- ❖ Research Paper 50%

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00

C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Suggested bibliography

Augustine, Saint. *The Trinity*. Translated by Edmund Hill. Brooklyn: New City Press, 1991.

Basil, Saint. *On the Holy Spirit*. New York: Saint Vladimir's Seminary Press, 2001.

Boff, Leonardo. *Holy Trinity: Perfect Community*. Maryknoll: Orbis, 2000.

Buckley, James J. and David Yeago, eds., *Knowing the Triune God: The Work of the Spirit in the Practices of the Church*. Grand Rapids, Mich.: William B. Eerdmans, 2001.

Coppedge, Allan. *The God Who is Triune: Revisioning the Christian Doctrine of God*. Downers Grove: IVP Academic, 2007.

Downey, Michael. *Altogether Gift: A Trinitarian Spirituality*. Maryknoll: Orbis, 2000.

Duck, Ruth C. and Patricia Wilson-Kastner. *Praising God: The Trinity in Christian Worship*. Louisville: Westminster/John Knox Press, 1999.

Emery, Gilles and Matthew Levering, ed. *The Oxford Handbook and the Trinity*. Oxford: Oxford University Press, 2012.

Farrelly, M. John. *The Trinity: Rediscovering the Central Christian Mystery*. New York: Rowan and Littlefield Publishers, 2005.

Fiddes, Paul. *Participating in God: A Pastoral Doctrine of the Trinity*. Louisville: Westminster John Knox Press, 2000.

Giles, Kevin. *The Trinity and Subordination*. Downers Grove: IVP, 2002.

Grenz, Stanley. *The Named God and the Question of Being: A Trinitarian Theo-Ontology*. Louisville: Westminster John Knox, 2005.

Gunton, Colin. *Father, Son and Holy Spirit: Essays Toward a Fully Trinitarian Theology*. Edinburgh: T&T Clark, 2003.

- _____. *The Promise of Trinitarian Theology*. Edinburgh: T&T Clark, 1991.
- Johnson, Elizabeth A. *She Who Is: The Mystery of God in Feminist Theological Discourse*. New York: Crossroad, 1992.
- Jüngel, Eberhard. *The Doctrine of the Trinity: God's Being is in Becoming*. Grand Rapids: Eerdmans, 2000.
- Kasper, Walter. *The God of Jesus Christ*. Trans. M. J. O'Donnell. London: SCM Press, 1984.
- Lash, Nicholas. *Believing Three Ways In God: A Reading of the Apostles' Creed*. Notre Dame, Ind.: University of Notre Dame Press, 1992
- Letham, Robert. *The Holy Trinity: In Scripture, History, Theology and Worship*. Philipsburg: P&R Publishing, 2004.
- Long, Stephen D. *Divine Economy: Theology and the Market*. New York: Routledge, 2000.
- Lossky, Vladimir. *The Mystical Theology of the Eastern Church*. Cambridge: James Clark & Co., Ltd, 1957.
- Meeks, M. Douglas. *God the Economist: The Doctrine of God and Political Economy*. Minneapolis: Fortress Press, 1989)
- Navone, John. *Self-Giving and Sharing: The Trinity and Human Fulfillment*. Collegeville, Minn.: The Liturgical Press, 1989.
- Phan, Peter C, ed. *The Cambridge Companion to the Trinity*. Cambridge: Cambridge University Press, 2011.
- Rahner, Karl. *The Trinity*. Trans. Joseph Doncel. London: Burns and Oates, 1970.
- Schwobel, Christopher, ed. *Trinitarian Theology Today: Essays in Divine Being and Act*. Edinburgh: T&T Clark, 1995.
- Seamands, Stephen. *Ministry in the Image of God: The Trinitarian Shape of Christian Service*. Downers Grove: IVP, 2005.
- Torrance, T. F. *Trinitarian Perspectives. Toward Doctrinal Agreement*. Edinburgh: T&T Clark, 1994.
- _____. *The Doctrine of God, One Being Three Persons*. Edinburgh: T&T Clark, 1996.
- _____. *The Trinitarian Faith: The Evangelical Theology of the Ancient Catholic Church*. Edinburgh: T&T Clark, 1988.
- Von Balthasar, Hans Urs. *Theo-Drama: Theological Dramatic Theory*, selections from volumes I, *Prolegomena*, and III, *Dramatis Personae: Persons in Christ*. San Francisco: Ignatius Press, 1990, 1993.

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Ambrose University Important Policies & Procedures:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that

Note: Students are strongly advised to retain this syllabus for their records.

may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888