



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

T220 – CB/DE: Theology I

3 credits. Prerequisites: Introduction to Theology

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Term E

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Course Content and Goals

Course Description

An examination of theological methodology followed by a study of the Christian doctrines of revelation, God, creation, providence, humanity, and sin.

Relationship to Horizon's Mission

As part of Horizon's mission to prepare competent Christian leaders, this course helps students grow in the following [core competencies](#):

- **Biblical and Theological Literacy:** Demonstrated by skilled interpretation of scripture and evaluation of theological issues in order to articulate how to think, live, and minister in light of who God is, who God's people are, and God's purposes for the world.
- **Spiritual Maturity:** Demonstrated by participating in and modeling a vibrant relationship with the triune God, practicing core spiritual disciplines, exercising spiritual gifts for the benefit of others, and remaining committed to lifelong spiritual formation, resulting in ever-increasing Christ-likeness.

Core Competency and Learning Outcomes

To demonstrate competency in *Biblical and Theological Literacy* students will:

- 1) Create and discuss a personal statement of faith regarding the Christian doctrines of revelation, God, creation, providence, humanity, and sin.
 - Assessment: Statement of Faith
- 2) Identify the areas of historical consensus and key areas of debate regarding the Christian doctrines of revelation, God, creation, providence, humanity, and sin.
 - Assessment: Theology Identification, Supplementary Reading Questions and Discussion, Theology Tests
- 3) Interpret and evaluate primary and secondary source theological texts.
 - Assessment: Supplementary Reading Questions and Discussion, Theology Critique Paper

To demonstrate competency in *Spiritual Maturity* students will:

- 4) Evaluate their ability to discuss and debate theological topics in a humble manner.
 - *Assessment*: Supplementary Reading Questions and Humility Reflection

In addition, my hope is that students will appreciate the particularity of the evangelical theological tradition as well as their own denomination.

Course Work

Required Textbooks and Readings

Hart, Larry D. *Truth Aflame: Theology for the Church in Renewal*. Revised edition. Grand Rapids, MI: Zondervan, 2005. (ISBN-10: 0310259894 or ISBN-13: 978-0310259893)

McKim, Donald K. *The Westminster Dictionary of Theological Terms*. 2nd edition. Louisville, KY: Westminster John Knox, 2014. (ISBN: 978-0664238353)

Theology I Reading Pack. 2nd edition. (available on the Populi course page under the lessons tab.)

Thielicke, Helmut. *A Little Exercise for Young Theologians*. Translated by Charles L. Taylor. Grand Rapids: Eerdmans, 2016 (originally published in 1962). (ISBN: 978-0802874153)

Your denomination's statement of faith.

The [Evangelical Fellowship of Canada's statements of faith](#).

You should also have *at least* one more in-depth systematic theology in your personal library. I recommend those by [Grenz](#), Erickson, Lewis and Demarest, or [Migliore](#) (see the bibliography). Horton's is also fairly helpful if you are looking for something from a Pentecostal perspective.

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components:

- *Statement of Faith*. This assignment must be edited and submitted for the Statements of Belief *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.
- *Humility Reflection*. This assignment must be edited and submitted for the Spiritual Maturity *e-Project* in your Portfolio on *Portfolium*. See the Portfolio Guide: "What Goes in My Portfolio" for further information.

1. *Lecture Attendance and Interaction*

In order to pass this course, you are required to "attend" and engage with all of the lectures in the "lesson" discussions on Populi ([see an example here](#)). There will be times when the class read a handout, read something from the textbook, or watched an online video. In order to say that you have "attended" the lectures, you are required to complete this work as well. By the due

dates, you will submit a one-sentence statement to the professor indicating that you have “attended” all of the following lectures online.

→ Lesson 1-4 by May 4

→ Lessons 7-8 by May 20

→ Lessons 5-6 by May 11

→ Lessons 9-10 by May 25

For an *average lesson* aim to post **at least three thoughts** of about 100 words each (although lessons vary in length). For your posts:

- a) Whenever I ask a question to the class in the lecture, you should pause the lecture and think about how you would answer it and post your thoughts on the lesson’s discussion (similarly, if you were in class you would also stop and think about how you would answer my questions). There may be times where you think the same thing as what another student has said. Try to add something, however, even if you just say, “I agree with such and such a point, *because....*”
- b) In addition, act as though you were actually in class and then post whatever you would have said if you raised your hand in class or were asked to share in class and were to have contributed that way. You might note things that you find inspiring or that you are learning throughout the lectures that will help you minister more effectively.
- c) Interact with the posts of other students by responding to some of the other students’ posts.

Accessing Online Lesson Discussions

-Within a lesson, click on the discussion on the right side of the page ([see an example here](#)).

-If you are submitting *a new post*, scroll to the bottom of the discussion and enter your post in the dialogue box. Click on “Leave a comment” to post your thoughts.

-If you are submitting *a response to someone else*, please click on “reply” at the bottom of their post. This will open a new box that will allow your reply to appear underneath their post.

- Related learning outcomes: all.
- **Due dates:** May 4, 11, 20, 25.

**NOTE: Learning activities and assignments 1-4 & 6 are completed throughout the lecture phase for this course. In other words, the due dates for these activities overlap with and alternate between each other.*

2. Statement of Faith

Throughout the course you will write a statement of faith (SOF). The assignment is meant to guide you to think through your own position on each of the key theological topics. You should work on this *after you have completed each chapter reading* and revise your statement after you listen to the lectures. In the lessons on Populi, you will see that I have divided the six chapters you read for this course into eight different readings. Include a section for each of the 7 chapter readings that are doctrinal (chapter 1 is introductory and doesn’t need to be included in the SOF):

- revelation (including Scripture),
- God’s (including attributes),
- Trinity,
- creation,
- providence,
- humanity, and
- sin.

For the written part of the assignment (only!) you will not explain why you believe what you believe, but you will be asked about it in the interview.

- You will write about 1/3 page on each of the 7 topics. Do not exceed 3.5 pages total.

- Please do not include quotations from Scripture in the body of your SOF. You may include Scripture references in parenthesis.
- To sufficiently demonstrate competency, your statement of faith should employ theological vocabulary, explain beliefs with some detail, and address both historical consensus issues in the church as well as areas where evangelical Christians disagree.

Even though it will be hard to make up your mind regarding some theological issues, please still include a statement regarding what you believe at the moment, even if it isn't a strong belief.

You will need to demonstrate your familiarity with the material in the learning activities before you submit your SOF. You will submit your SOF twice during the course. I will give you feedback after your first submission and your interview. After your second submission of your SOF, you will sit in a 15-20 minute interview with the professor (in person or online) who will ask you questions about your SOF. Questions may:

- ask you to clarify or explain certain points in your SOF.
- ask you about issues that you may have neglected to address in your SOF.
- ask you to explain why you believe what you believe.

Your assessment for this assignment will be based on both the final written SOF and your interview.

- Related learning outcome: 1.
- **Assignment Length:** 2.5-3.5 pages. **Due dates:** May 12, 26; June 3

3. *Theology Identification*

In the lessons on Populi, you will see that I have divided the six chapters from *Hart* that you read for this course into eight different readings. After you complete each reading (except chapter 1, which is introductory), you will write about one page double-spaced (sometimes more) where you will:

- Include a 3-4 sentence statement indicating the consensus of the church regarding the topic you have read about. Sometimes the chapters summarize the consensus (e.g. p. 222-3 on humanity).
- Define and summarize the various theological concepts described in each chapter. Note page numbers in brackets (no footnotes needed). Do not quote the textbook. Rather, describe the idea in your own words in order to better illustrate how well you have understood the ideas being described. Look especially for the italicized words in each section that are relevant to the specific section you are reading.
- Locate each belief as aberrant (including heresy), diversity, or consensus.

You can find an example theology identification paper in a lesson on Populi. This learning activity will be **self-assessed**, meaning that after you make a *completed* theological identification submission, I will return my answer key to you for that chapter so that you can compare what you wrote to the answer key.

- Related learning outcomes: 2.
- **Assignment Length:** 1 page each. **Due dates:** with each reading (as indicated on Populi within the lessons)

4. *Supplementary Reading Questions and Discussion*

This learning activity will support your *Humility Reflection* assignment. In addition, the reading and the discussions will help you prepare for writing your statement of faith, for your theology test, and they also serve as good practice in increasing your skill in theological reflection for

your theology critique paper. You will need to demonstrate your familiarity with the material covered in the supplementary reading before you will be assessed in the course assignments.

This learning activity has two parts.

Part 1: Questions—The *Theology I – Reading Pack* includes readings on four different topics. In the lessons on Populi I indicate for you when you should do these readings. After completing each reading, you will respond to a number of questions (found on [Populi](#)) in about one page per topic. Please follow the *general assignment guidelines* below (but no footnotes are needed, rather note the author and page number in parenthesis). Although each student will submit their own answers to the questions, you are welcome to discuss the readings with other students by posting a question about the readings on [Populi](#) (I have created a discussion page in the lesson called “Supplementary Reading Questions”). You will find some video files in the course lessons where I discuss the reading questions. Please listen to these only *after* you have answered the questions. Please indicate if/where you correct or change your answers after listening to the audio file by either using a different font/color for your changes, or by using the “track changes” feature in MSWord. Submit your answers after you have completed the questions for each topic. The primary point of this learning activity is to grow in your ability to analyze theological texts. Therefore, when answering the questions, you should be answering them from the perspective of the authors that you have read (*not* from your own perspective, unless asked for your perspective). As you respond to the questions, please do not quote the readings often—responding by using your own words will better illustrate how well you have understood the issues. See the “Supplementary Reading Evaluation” rubric (in the [Populi](#) lesson “Theology 1 Assessment Rubrics”) for descriptors of how this learning activity will be assessed.

Part 2: Discussion—You will need to find two people (non-relatives), possibly other students, who will commit to a brief theological discussion with you (about 15 minutes for each discussion) four times during the course and who will agree to fill out a brief evaluation form. Your discussion partners should not be brand new Christians, but rather people who have some *basic* understanding of the main teachings of Christianity. After you have completed each of the four supplementary readings, you will discuss the reading topic with each of your discussion partners. You should:

- 1) Briefly summarize what you were reading about for each reading topic. Especially focus on explaining areas of debate.
- 2) Discuss and debate your own position on the matter. Even if your discussion partners agree with you, they can ask you questions or challenge your thinking.

After your fourth discussion with each of your discussion partners, each discussion partner will complete a brief evaluation of your ability to discuss the reading topics in a humble manner. You will respond to these evaluations in your Humility Reflection assignment (see below). You can find the “Discussion Evaluation” forms in the [Populi](#) lesson “Theology 1 Assessment Rubrics.” You are responsible to give a copy to each of your discussion partners. Submit the evaluations with your class reflection paper.

- Related learning outcomes: 2-3.
- **Assignment Length:** 1 page each. **Due dates:** with each reading (as indicated on Populi within the lessons)

5. Humility Reflection

At the end of lesson 1 on Populi, you will read Thieliicke’s book, *A Little Exercise for Young Theologians*, which deals with humility in theological discussion. At the end of lesson 1 you will

submit point form notes (under the humility reflection assignment on Populi). The supplementary reading discussions throughout the course will then give the opportunity for self-evaluation of your ability to discuss theology in a humble manner. Near the end of the course you will reflect on how to practice humility when discussing theological topics. Do *not* summarize the whole book in your reflection. For this reflection you should:

- a) Explicitly draw on and cite Thielicke's book.
- b) Note challenges to practicing humility when discussing theology.
- c) Reflect on *how well you have exhibited humility* in your past theological discussions with others and *how you can improve* on this in the future (this part should be at about half of this reflection).
- d) Also submit the two "Discussion Evaluation" forms that your discussion partners completed (see the assignment #4 description above for more info).

Students have two options for how they submit this assignment:

Option 1: submit a 4–5 minute video. In addition to the video you will provide a written outline of your video script (does not need to be word for word), emphasizing the main points covered in the video and the structure of your argument. The video can be formatted as a Vlog or documentary. Upload your video to a free online video hosting page (e.g., Youtube) and submit the link of your video to Populi. Students are permitted to propose a group video project, but approval will be based on their ability to meet the individual requirements of the assignment.

Option 2: write 600 words (max 2 pages). To save space, do *not* include an introductory or concluding paragraph.

- Related learning outcome: 4.
- **Assignment Length:** 4-5 minutes video or 600 words. **Due date:** May 29

6. Theology Tests

You will need to demonstrate your familiarity with the material in the learning activities before you can take the tests. The tests will take place on [Populi](#). To prepare for the tests, you should review your lecture notes, your notes from the supplementary reading discussions, as well as your theological identification work. When you determine you are sufficiently prepared, you may request to take the test. *Please send me an email* at least one business day before you intend to take each test explaining what you did to prepare and, if I agree that you have sufficiently prepared, I will make the test available for you on Populi. Plan to *finish your tests before 11:59pm* on the due date. You will *not* be allowed to use any notes nor the textbook. The test will ask you to:

- a) Part 1: briefly explain (2-4 sentences) the historical consensus of the church regarding the beliefs studied in this course.
- b) Part 2: classify (as aberrant, historical consensus, or issue of diversity) and identify various beliefs studied in this course.

For more information, see the "Notes Regarding Your Theology Test" lesson on Populi.

- Related learning outcomes: 2.
- **Assignment Length:** 1 hour. **Due date:** May 13, 27

7. Theology Critique Paper

A list of possible topics and readings is provided in the [Populi](#) lesson “Theology Critique Paper.” Your paper should:

- Follow the general assignment guidelines below.
- Use 4 [scholarly¹ sources](#), including both your textbook and a source from the list of possible topics. Do not use web pages for this assignment, only books, essays, or journal articles.²
- Be 900-1200 words (about 3-4 pages) + your bibliography.

Your paper should be written as a standard research paper, including (for example) an introduction and conclusion. In your paper, also include:

- a thesis statement in the introduction that indicates something about the view you are summarizing as well as your evaluation of that view.
 - a summary of the main points in the chapter you read (half of your paper)
 - your critique (nothing both strengths and weaknesses) of the chapter that you read (half of your paper).
- Related learning outcomes: 3.
 - **Assignment Length:** 900-1200 words. **Due date:** June 3

Time Investment

	<i>Time (approx.)</i>	<i>Due Date</i>
1. Lecture Attendance and Interaction	23 hours	May 4, 11, 20, 25
2. Statement of Faith	7 hours	May 12, 26; June 3
3. Theology Identification	29 hours	With each reading (as indicated on Populi within the lessons)
4. Supplementary Reading Questions and Discussion	12 hours	With each reading (as indicated on Populi within the lessons)
5. Humility Reflection	6 hours	May 29
6. Theology Tests	4 hours	May 13, 27
7. Theology Critique Paper	12 hours	June 3
TOTAL	93 hours	

Assessment Rubrics

For this course, please find assessment rubrics on the Populi course page, in the lesson called “Theology 1 Assessment Rubrics.”

¹ “Scholarly” sources generally include articles published in academic journals and academic books (a book is often not ‘academic’ if it does not have footnotes or endnotes). You are welcome to use magazine articles and [web pages](#), but these will often not count as scholarly sources.

² There are a number of excellent databases available for searching the contents of many journals at one time. If you request a password from the [Horizon librarian](#), you can access many journals online through the electronic search databases once you login to the [STU Library page](#) (see [this video](#)). An internet search can help you as well (although this would not be as helpful).

Course Timeline

Bold Italics = Assignment due dates Ch = Chapter in *Truth Aflame*
SOF = Statement of Faith TI = Theology Identification

* *Note:* Ch **3A**= pp. 73-86 and 119-146, **3B**= pp. 86-119, **4A**= pp. 149-178, **4B**= pp. 178-213.

* **Due with each reading:** Supplementary Reading Questions and Theology Identification

Please complete your assignments in the following order. The Lessons on Populi will indicate when to complete each of the reading assignments.

Any required revisions will take place throughout the course since there is no “revision week” for DE courses.

- Week 1 Intro chapter + Lesson 1 + Read Thielicke, *A Little Exercise*
Submit point-form notes from your reading of Thielicke’s book
Lesson 2 + Sup Read Topic 1 + Ch 2 + Lesson 3-4 + TI + SOF
Due May 4 Lessons 1-4 (statement of completion)
- Week 2 Ch 3A + Lesson 5 + Sup Read Topic 2 + Ch 3B + Lesson 6 + TI + SOF
Due May 11 Lessons 5-6 (statement of completion)
- Week 3 ***Due May 12 Statement of Faith submission 1***
Due May 13 Theology Test 1
Ch 4A + TI + SOF + Lesson 7 + Sup Read Topic 3
- Week 4 Ch 4B + TI + SOF + Lesson 8
Due May 20 Lessons 7-8 (statement of completion)
Ch 5 + Lesson 9 + Ch 6 + TI + SOF
Lesson 10 + Sup Read Topic 4 + TI + SOF
Due May 25 Lessons 9-10 (statement of completion)
- Week 5 ***Due May 26 Statement of Faith second submission***
By May 27 Theology Test 2
Due May 29 Humility Reflection
- Week 6 ***By June 3 Statement of Faith Interview***
Due June 3 Theology Critique Paper

- First submissions of assignments will not be accepted after June 3, 2020.
- **June 8-** First submissions of revisions due as necessary.
- No resubmissions of assignments will be accepted after June 12, 2020.

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission and formatting guidelines. In addition, please note: I will accept submissions on [Populi](#) in either **MSWord format** (doc or docx is fine), **Rich Text format** (rtf), or as **PDF files**.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form](#) online and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student’s reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student’s program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring students’ competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [College Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; or Heather Wood, Associate Dean of Students, at hwood@horizon.edu.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor’s teaching, your own learning, and fellow students who may be distracted by other uses.

- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

Internet

-Be sure you check out the [Christian Theology Virtual Reading Room](#).

-You can also search for books on the [Google books](#) webpage, which often provides access of up to 75% of a book's content.

Selected Theological Journals

Evangelical Review of Theology

International Journal of Systematic Theology

Journal of the Evangelical Theological Society

Journal of Pentecostal Theology

Modern Theology

Pneuma

Scottish Journal of Theology

Theology Today

Toronto Journal of Theology

Books

Akin, Daniel L., ed. *A Theology for the Church*. Nashville: B & H Academic, 2007.
(Southern Baptist)

Barth, Karl. *Church Dogmatics*. trans ed. G. W. Bromiley and T. F. Torrance. 13 vols.
Edinburgh: T & T Clark, 1957-1975. (Reformed and Neo-orthodox)

_____. *Dogmatics in Outline*. trans. G. T. Thomson. London: SCM, 1949.

Berkhof, Hendrikus, *Christian Faith: An Introduction to the Study of Faith*. trans. Sierd
Woudstra. rev. ed. Grand Rapids: Eerdmans, 1979. (Reformed)

Bloesch, Donald. *Essentials of Evangelical Theology*. 2 vols. San Francisco: Harper and Row,
1978. (Congregationalist)

_____. "Christian Foundations" [series]. 7 vols. Downers Grove: InterVarsity.

Boyd, Gregory A., and Paul R. Eddy. *Across the Spectrum: Understanding Issues in
Evangelical Theology*. 2nd ed. Grand Rapids: Baker Academic, 2009. ([extra appendices
online](#))

Braaten, Carl, and Robert Jensen, ed. *Christian Dogmatics*. 2 vols. Philadelphia: Fortress, 1984.
(Lutheran)

Buschart, W. David. *Exploring Protestant Traditions: An Invitation to Theological Hospitality*.
Downers Grove: InterVarsity Press, 2006.

Catechism of the Catholic Church. rev. ed. London: Geoffrey Chapman, 1999. (Catholic)

Elwell, Walter A., ed., *Evangelical Dictionary of Theology*. 2nd ed. Grand Rapids: Baker
Academic, 2001. [[full text of 1st ed](#), published 1996]

Erickson, Millard. *Christian Theology*. 3rd ed. Grand Rapids: Baker Academic, 2013.
(Baptist, Reformed)

Evans, James H., Jr. *We Have Been Believers: An African-American Systematic Theology*.
Minneapolis: Fortress, 1992. (African American)

- Finger, Thomas. *Christian Theology: An Eschatological Approach*. 2 vols. Nashville: Nelson, 1985. (Anabaptist)
- _____. *A Contemporary Anabaptist Theology: Biblical, Historical, Constructive*. Downers Grove: InterVarsity, 2004. (Anabaptist)
- Garrett, James Leo, Jr. *Systematic Theology: Biblical, Historical and Evangelical*. 2 vols. Grand Rapids: Eerdmans, 1990, 1995. (Baptist, Reformed)
- Grenz, Stanley, *Theology for the Community of God*. Grand Rapids: Eerdmans, 2000. (Canadian Baptist, Arminian)
- Grenz, Stanley J., and Roger E. Olson. *Who Needs Theology? An Invitation to the Study of God*. Downers Grove: InterVarsity, 1996.
- Grudem, Wayne. *Systematic Theology: An Introduction to Biblical Doctrine*. Grand Rapids: Zondervan, 1994. (Vineyard, Reformed)
- Gunton, Colin E. *The Christian Faith: An Introduction to Christian Doctrine*. Oxford: Blackwell, 2002. (Reformed)
- Hodgson, Peter, and Robert H. King, ed. *Christian Theology: An Introduction to Its Traditions and Tasks*. 2nd ed. Philadelphia: Fortress, 1985. (Liberal Protestant)
- Horton, Stanley, ed. *Systematic Theology*. rev. ed. Springfield, MS: Logion, 1995. (Pentecostal)
- Inbody, Tyron. *The Faith of the Christian Church: An Introduction to Theology*. Grand Rapids: Eerdmans, 2005. (Methodist, liberal leaning)
- Lewis, Gordon R., and Bruce A. Demarest. *Integrative Theology*. Grand Rapids: Zondervan, 1996. (Baptist, Reformed)
- Kärkkäinen, Vali-Matti. Series: *A Constructive Theology for a Pluralistic World*. 5 vols. Grand Rapids: Eerdmans. (Pentecostal)
- Kasper, Walter. *An Introduction to Christian Faith*. New York: Paulist, 1980. (Catholic)
- Kim, Sebastian C. H., ed. *Christian Theology in Asia*. Cambridge: Cambridge University Press, 2008.
- Lossky, Vladimir. *Orthodox Theology: An Introduction*. trans. Ian and Ihita Kesarcodi-Watson. Crestwood, NY: St. Vladimir's Seminary Press, 1978. (Eastern Orthodox)
- Luck, Donald G. *Why Study Theology?* St. Louis: Chalice, 1999.
- Macchia, Frank D. *Baptized in the Spirit: A Global Pentecostal Theology*. Grand Rapids: Zondervan, 2005. (Pentecostal)
- Marks, Darren C. *Bringing Theology to Life: Key Doctrines for Christian Faith and Mission*. Downers Grove: InterVarsity, 2009.
- McClendon, James W., Jr. *Systematic Theology*. 3 vols. Nashville, TN: Abingdon, 1986-2000. (Evangelical Anabaptist)
- McGrath, Alister E. *Christian Theology: An Introduction*. 5th ed. Oxford: Blackwell, 2010. (Evangelical Anglican)
- McGrath, Alister E., ed. *The Christian Theology Reader*. 4th ed. Malden, MA: Blackwell, 2011.

- Migliore, Daniel L. *Faith Seeking Understanding: An Introduction to Christian Theology*. 3rd ed. Grand Rapids: Eerdmans, 2014. (Presbyterian [Reformed])
- Oden, Thomas C. *Systematic Theology*. 3 vols [*The Word of Life, The Living God, Life in the Spirit*]. San Francisco: Harper and Row, 1987, 1989, 1992. (Wesleyan)
- Olson, Roger E. *The Mosaic of Christian Belief: Twenty Centuries of Unity and Diversity*. Downers Grove: InterVarsity, 2002.
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