



Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry

## T311 CB/DE Holy Spirit and the Church

3 credits. Prerequisites: Theology I & II

**April 27-July 31, 2020**

Andrew Gabriel, Ph.D.

[agabriel@horizon.edu](mailto:agabriel@horizon.edu)

<https://portfolium.com/AndrewGabriel3/portfolio>

[www.andrewkgabriel.com](http://www.andrewkgabriel.com)

### **Course Content and Goals**

#### **Course Description**

An in-depth study of the person and work of the Holy Spirit, with particular attention to a Pentecostal interpretation. Included are the gifts and fruit of the Spirit, and the doctrine of divine healing.

#### **Relationship to Horizon's Mission**

As part of Horizon's mission to prepare competent Christian leaders, this course will help 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 Competencies and Learning Outcomes**

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

1. Create a personal statement of faith regarding the doctrine of the Holy Spirit.
  - Assessment: Statement of Faith
2. Describe and evaluate a classical Pentecostal understanding of Spirit baptism.
  - Assessment: Baptism in the Holy Spirit assignment.
3. Construct a sustained and in-depth theological argument regarding an aspect of pneumatology.
  - Assessment: Research Paper.

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

4. Describe their general understanding of the work of the Holy Spirit and, more specifically, how they see the Holy Spirit at work in their personal lives, the Church, and the world at large.
  - Assessment: Discerning the Spirit assignment.

## Course Work

### Textbooks

Cole, Graham A. *He Who Gives Life: The Doctrine of the Holy Spirit*. Foundations of Evangelical Theology. Wheaton, IL: Crossway, 2007. (ISBN: 9781581347920)

Gabriel, Andrew K. *Simply Spirit-Filled: Experiencing God in the Presence and Power of the Holy Spirit*. Nashville, TN: Emanate, 2019. (ISBN: 9780785223610)

*\*If you are in the Saskatoon area, this can be purchased from your professor during the course.*

*Holy Spirit Reader*, 2<sup>nd</sup> edition (available on Populi in the lesson called “Holy Spirit Reader”).

Wells, David, and Van Johnson, ed. *Authentically Pentecostal: Here’s What We See—A Conversation*. Mississauga, ON: The Pentecostal Assemblies of Canada, 2010. (ISBN: 9781894325332) *\*This can be ordered [directly from the PAOC head office](#).*

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

### Recommended Resource

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

### Course Activities and Assignments

#### Portfolio Components:

- *Statement of Faith*. This assignment must be edited and submitted to the Statements of Belief *e-Project* in your Portfolio on *Portfolium*.
- *Discerning the Spirit*. This assignment must be edited and submitted to 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

Your lecture interaction will take place in each of the lesson discussions on Populi ([see an example here](#)). “Attending” lectures for this course involves watching lectures on Populi, completing required readings, and taking notes. By the following due dates, **submit a statement indicating how many of the lessons you completed** (including readings, etc.):

→Lessons 1-4 by **May 15**    →Lessons 5-7 by **June 5**    →Lessons 8-10 by **June 19**

To demonstrate your participation, plan to make *three or more posts of about 100 words for each lesson*. For your posts, act as though you were actually in class on campus, and then post whatever you would have said if you shared in class. Within your posts, you should also be responding to other students. Students must attend all of the lectures in order to pass this course. This assignment will be marked as complete or incomplete.

#### 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.
- **Assignment Length:** See above. **Due dates:** May 15; June 5, 19

### 2. *Baptism in the Holy Spirit*

You will describe and evaluate a classical Pentecostal understanding of Spirit baptism, thereby formulating your own understanding of Spirit baptism. To prepare for this assignment you will first read various views regarding baptism in the Holy Spirit. You will then complete this assignment by meeting with the professor for an interview (in person or online). Email your professor at least one week in advance to schedule your interview. You are allowed to use your personal notes to assist you during the interview, but you should not be overly reliant on them. In other words, you should be able to talk at length without having to read your notes the whole time. At this meeting you will:

- Explain John Wyckoff’s classical Pentecostal view of Spirit baptism (even if you don’t agree with it).
- Offer your evaluation of Wyckoff’s view of Spirit baptism.
- Explain your own understanding of Spirit baptism and the reasons for your conclusion.
- Respond to questions that the professor may have of you during your discussion.
  - Related learning outcome: 2.
  - **Assignment Length:** 20 min interview. **Due date:** June 12

### 3. *Discerning the Spirit*

Based upon your general understanding of the work of the Holy Spirit, you will describe how you see the Holy Spirit at work in your personal life, the Church, and the world at large. You may complete this assignment by either *preparing a video documentary or presentation* or *writing a paper* on “Discerning the Spirit.” For your assignment:

- Follow the general assignment guidelines (below).
- If a video documentary or presentation, aim for **15 minutes**. You will also submit your **bibliography and your point-form research notes** (indicate your sources) that must be structured according to the outline below.
- If written, aim for **1900 words** (min 1700, max 2100 words = about 6 pages) not including your **footnotes and bibliography** (include both of these with your paper). Record the **word count** for your paper after your conclusion.
- For research, you only need to draw on the class material, but you must draw on and cite class lectures and your reading from Gabriel and Cole.
- Include headings and subheadings for the following sections of your paper or research notes. Explain (**about 5 pages**) the *ways* you believe and *why* you believe the Spirit works and is working in:
  - Section 1: individual people and in you in particular. As one part of this, you will comment on your *spiritual gifts*.
  - Section 2: the Church and in your church in particular.
  - Section 3: the world at large (e.g., nature, culture, politics), that is, outside of Christians.

As you address the above points, be sure to explain the *theological reasons* for your conclusions and also to give *specific examples* to illustrate how you discern

the Spirit has been or is working in these three spheres.

- Section 4: (**about 1 page**) In light of the above content, describe multiple specific ways that you believe *you need to respond to the Spirit* as a result of what you have said in the paper. This should include both how you should *continue* (e.g., praying for the salvation of loved ones) and how you should *change* (e.g., celebrate how the Spirit is working in a particular way that you hadn't realized before). As a part of this section of your paper, you will comment on your use of *spiritual gifts* in ministry to others.
- Related learning outcome: 4.
- **Assignment Length:** 15 minutes or 1900 words. **Due dates:** June 30

#### 4. *Statement of Faith*

To add to the statement of faith (SOF) you already completed in Theology 1 and 2, you will write a statement about what you believe regarding the Holy Spirit. I recommend that you write your statement of faith (SOF) throughout the course and revise your SOF near the end of the course. You should address what you read about in the textbook as well as issues discussed in the lecture. To a large extent, you can condense much of what you write in your Discerning the Spirit assignment. On Populi I have included a lesson called “Writing Your Statement of Faith” which might help you as you prepare to write. For your SOF:

- You will write about 1/3 page, to a maximum of 1/2 page.
- Please do not include quotations from Scripture in the body of your SOF. You may include Scripture references in parenthesis. For example: Jesus came to save (John 3:16).
- To sufficiently demonstrate competency, your SOF 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 display diversity of belief.

Unlike in Theology 1 & 2, you will *not* be interviewed on your SOF.

- Related learning outcome: 1.
- **Assignment Length:** 1/3 page. **Due dates:** July 3

#### 5. *Research Paper*

Construct a sustained and in-depth theological argument regarding an aspect of pneumatology. This assignment should be characterized by critical theological reflection and not just a matter of reporting what others have said. Hence, in your thesis statement you will take a position regarding the topic that you are researching, and the remainder of your paper you should aim to support your thesis statement, sometimes by responding to theologians who would disagree with your arguments. You may write on any topic that relates to the content that is covered in this class, as long as it takes the methodological approach of systematic theology (that is, this is *not* a biblical exegesis or historical theology paper). For example, you might discuss the Holy Spirit in relation to healing, the Trinity, the divine attributes, creation, Christology, ecclesiology, eschatology, or theology of religions. For your paper:

- Aim for **2500 words** (min 2300, max 2700 words = about 8 pages), not including your **footnotes and bibliography** (include both of these with your paper).
- Record the **word count** for your paper after your conclusion.

- Draw on research from at least 8 [scholarly<sup>1</sup> sources](#) (dictionary definitions do not count as sources). Your 8 sources should include at least two journal<sup>2</sup> articles and one book. You are welcome to use your textbooks as sources.
- Follow the general assignment guidelines (below).
- See the Populi lesson, “Notes Regarding Your Research Paper.”
  - Related learning outcome: 3.
  - **Assignment Length:** 2500 words. **Due date:** July 22

### Estimate of Time Investment (individual time investments may vary)

Textbook Readings	28 hours	
1. Lecture Attendance and Interaction	27 hours	
Lessons 1-4		May 15
Lessons 5-7		June 5
Lessons 8-10		June 19
2. Baptism in the Holy Spirit	2 hours	June 12
3. Discerning the Spirit	12 hours	June 30
4. Statement of Faith	2 hours	July 3
4. Research Paper	24 hours	July 22
TOTAL	95 hours	

### Assessment Rubrics

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

### Course Timeline

Please complete your assignments in the following order.

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

HSR = *Holy Spirit Reader*    AP = *Authentically Pentecostal*

### Weeks 1-3    Lessons 1-4

- Lesson 1 Intro
- Gabriel ch 1& 7; Cole 79-83; HSR 1b [2 hrs]
- Lesson 2, Scripture [6 sessions]

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<sup>1</sup> “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.

<sup>2</sup> 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).

- Cole 72-78 [0.5 hrs]
- Lesson 3, Tradition [1 session]

- Lesson 4, Systematic Theology [4 sessions]
- Cole 209-248 [Church] [4 hrs]
- Lesson 4, cont'd
- Cole ch 4 [World] [2 hrs]
- Lesson 4, cont'd

***Due May 15 Lesson 1-4 Lecture Attendance and Interaction***

**Weeks 4-6 Lessons 5-7**

- Gabriel ch 6; Cole 248-258 [2 hours]
- Lesson 5, Gifts of the Spirit [3 sessions]
  
- AP ch 5-6; HSR 1a,d; Gabriel ch 5 [2.5 hrs]
- Lesson 6, Healing [1 session]
  
- Cole ch 8 + 243-245; HSR 2-4; AP ch 3-5 [10.5 hrs]
- Lesson 7, Baptism in the Holy Spirit [2 sessions]

***Due June 5 Lesson 5-7 Lecture Attendance and Interaction***

**Weeks 7-8 *Due by June 12 Baptism in the Holy Spirit Interview***

**Lessons 8-10**

- Cole 84-87, Gabriel ch 4 [1 hr]
- Lesson 8, Prayer [1 session]
  
- HSR 1c; Gabriel ch 2-3 [1.5 hrs]
- Lesson 9, Other Experiences [1 session]
  
- HSR5 [2 hrs]
- Lesson 10, Unclean Spirits [1 session]

***Due June 19 Lesson 8-10 Lecture Attendance and Interaction***

**Week 9 *Due June 30 Discerning the Spirit Paper***

**Weeks 10-13 *Due July 3 Statement of Faith***

***Due July 22 Research Paper***

**→End** Submit any remaining revisions as necessary

- No resubmissions of assignments will be accepted after July 31, 2020.

## Academic Policies

### General Assignment Guidelines

Please see the Horizon College and Seminary [Format Guide](#) for assignment submission, grammar, and formatting guidelines. In addition, please note: I will accept submissions on [Populi](#) in either **MSWord format** (doc or docx is fine) or as **PDF files** (*no otd files please*).

### 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 <b>exceeded competency requirements for some</b> 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 <b>met competency requirements for all learning outcomes</b> 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 <b>beginning to meet competency requirements for any one or more</b> 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 <b>not yet meeting competency requirements for one or more</b> 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 [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](mailto:bwilliamson@horizon.edu); or Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto: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*

You can search for books on the [Google books](http://books.google.com) webpage, which often provides access of up to 75% of a book's content: <http://books.google.com>.

[Assemblies of God Position Papers](#) (papers on apostles and prophets, Baptism in the Holy Spirit, demon possession, healing and other topics)

[Christian Theology Virtual Reading Room](#).

[PAOC Position Papers](#) (papers on apostles, prophecy, miracles and healing, and other topics)

[PAOC Statement of Fundamental and Essential Truths](#)

### *Selected Theological Journals*<sup>3</sup>

*Canadian Journal of Pentecostal-Charismatic Christianity* (full-text available online)

*Evangelical Review of Theology*

*International Journal of Systematic Theology*

*Journal of the Evangelical Theological Society*

*Journal of Pentecostal Theology*

*Modern Theology*

*Pneuma: The Journal for the Society of Pentecostal Studies*

*Scottish Journal of Theology*

*Theology Today*

*Toronto Journal of Theology*

### *Books*

\*Note: You might also find helpful sections on the Holy Spirit in the systematic theology books listed in [the bibliography of the Theology I course syllabus](#).

Badcock, Gary D. *Light of Truth and Fire of Love: A Theology of the Holy Spirit*. Grand Rapids, MI: Eerdmans, 1997.

Berkhof, Hendrikus. *The Doctrine of the Holy Spirit: The Annie Kinkead Warfield Lectures, 1963–1964*. Richmond, VI: John Knox, 1964.

Bloesch, Donald G. *The Holy Spirit: Works and Gifts*. Christian Foundations. Downers Grove, IL: InterVarsity, 2000.

Brand, Chad Owen, ed. *Perspectives on Spirit Baptism: Five Views*. Nashville, TN: Broadman & Holman, 2004.

Bulgakov, Sergius. *The Comforter*. Translated by Boris Jakim. Grand Rapids, MI: Eerdmans, 2004.

Burgess, Stanley M., ed. *Encyclopedia of Pentecostal and Charismatic Christianity*. New York: Routledge, 2006.

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<sup>3</sup> Full text is available for many of these journals through the *ATLASerials Religion Collection* once you log in to the [STU Library page](#) (see [this video](#))—request a password from [our librarian](#).

- Burgess, Stanley M., ed. *The New International Dictionary of Pentecostal and Charismatic Movements*. Rev. ed. Grand Rapids, MI: Zondervan, 2002.
- Burns, J. Patout, and Gerald M. Fagin. *The Holy Spirit*. Message of the Church Fathers 3. Wilmington, DE: Michael Glazier, 1984.
- Cole, Graham A. *He Who Gives Life: The Doctrine of the Holy Spirit*. Foundations of Evangelical Theology. Wheaton, IL: Crossway, 2007.
- Comblin, José. *The Holy Spirit and Liberation*. Translated by Paul Burns. Theology and Liberation Series. Maryknoll, NY: Orbis, 1989.
- Congar, Yves M. J. *I Believe in the Holy Spirit*. 3 vols. Translated by David Smith. New York, NY: Seabury, 1983.
- Dunn, James D. G. *Baptism in the Holy Spirit: A Re-Examination of the New Testament on the Gift of the Spirit in Relation to Pentecostalism Today*. 2nd ed. London: SCM Press, 2010.
- Edwards, Denis. *Breath of Life: A Theology of the Creator Spirit*. Maryknoll, NY: Orbis, 2004.
- Fee, Gordon D. *God's Empowering Presence: The Holy Spirit in the Letters of Paul*. Peabody, MA: Hendrickson, 1994.
- Friesen, Aaron T. *Norming the Abnormal: The Development and Function of the Doctrine of Initial Evidence in Classical Pentecostalism*. Eugene, OR: Pickwick, 2013.
- Gabriel, Andrew K. *The Lord is the Spirit: The Holy Spirit and the Divine Attributes*. Eugene, OR: Pickwick, 2011.
- Habets, Myk, ed. *Third Article Theology: A Pneumatological Dogmatics*. Minneapolis, MN: Fortress, 2016.
- Hamilton, James M, Jr. *God's Indwelling Presence: The Holy Spirit in the Old and New Testaments*. NAC Studies in Bible and Theology. Nashville, TN: B&H Academic, 2006.
- Hunter, H. D. *Spirit Baptism: A Pentecostal Alternative*. Lanham, MD: University Press of America, 1983.
- Johnson, Elizabeth A. *Women, Earth, and Creator Spirit*. New York, NY: Paulist, 1993.
- Jones, Beth Felker. *God the Spirit: Introducing Pneumatology in Wesleyan and Ecumenical Perspective*. Wesleyan Doctrine Series, 5. Eugene, OR: Cascade, 2014.
- Kärkkäinen, Vali-Matti. *Pneumatology: The Holy Spirit in Ecumenical, International, and Contextual Perspective*. Grand Rapids: Baker Academic, 2002.
- Lederle, Henry I. *Treasures Old and New: Interpretations of "Spirit Baptism" in the Charismatic Renewal Movement*. Peabody: Hendrickson, 1988.
- Levinson, John R. *Filled with the Spirit*. Grand Rapids: Eerdmans, 2009.
- Lim, David. *Spiritual Gifts: A Fresh Look*. Springfield, MO: Gospel Publishing House, 1991.
- Macchia, Frank D. *Baptized in the Spirit: A Global Pentecostal Theology*. Grand Rapids, MI: Zondervan, 2006.
- Marshall, Molly T. *Joining the Dance: A Theology of the Spirit*. Valley Forge, PA: Judson, 2003.

- McDonnell, Kilian. *The Other Hand of God: The Holy Spirit as the Universal Touch and Goal*. Collegeville, MN: Liturgical, 2003.
- McGee, Gary B., ed. *Initial Evidence: Historical and Biblical Perspectives on the Pentecostal Doctrine of Spirit Baptism*. Peabody: Hendrickson, 1991.
- Menzies, William P., and Robert P. Menzies. *Spirit and Power: Foundations of Pentecostal Experience*. Grand Rapids, MI: Zondervan, 2000.
- Moltmann, Jürgen. *The Spirit of Life: A Universal Affirmation*. Translated by Margaret Kohl. Minneapolis, MN: Fortress, 1992.
- Montague, George T. *The Holy Spirit: Growth of a Biblical Tradition*. Peabody: Hendrickson, 1976.
- Pinnock, Clark H. *Flame of Love: A Theology of the Holy Spirit*. Downers Grove, IL: InterVarsity, 1996.
- Rogers, Eugene F., Jr. *After the Spirit: A Constructive Pneumatology from Resources Outside the Modern West*. Grand Rapids, MI: Eerdmans, 2005.
- Ruthven, Jon Mark. *On the Cessation of the Charismata: The Protestant Polemic on Post-biblical Miracles*. Revised and expanded edition. Word and Spirit Monograph Series, 1. Tulsa, OK: Word and Spirit Press, 2011.
- Solivan, Samuel. *The Spirit, Pathos and Liberation: Toward an Hispanic Pentecostal Theology*. JPTSup 14. Sheffield: Sheffield Academic Press, 1998.
- Stronstad, Roger. *The Charismatic Theology of St. Luke*. Peabody, MA: Hendrickson, 1984.
- \_\_\_\_\_. *The Prophethood of All Believers: A Study in Luke's Charismatic Theology*. JPTSup 16. Sheffield: Sheffield Academic, 1998.
- Thiselton, Anthony C. *The Holy Spirit—in Biblical Teaching, through the Centuries, and Today*. Grand Rapids: Eerdmans, 2013.
- Turner, Max. *The Holy Spirit and Spiritual Gifts: In the New Testament Church and Today*. Revised edition. Peabody: Hendrickson, 1998.
- Villafañe, Eldin. *The Liberating Spirit: Toward an Hispanic American Pentecostal Social Ethic*. Lanham, MD: University Press of America, 1992.
- Wallace, Mark I. *Fragments of the Spirit: Nature, Violence, and the Renewal of Creation*. New York, NY: Continuum, 1996.
- Welker, Michael. *God the Spirit*. Translated by John F. Hoffmeyer. Minneapolis, MN: Fortress, 1994.
- Yong, Amos. *Spirit of Love: A Trinitarian Theology of Grace*. Waco, TX: Baylor University Press, 2012.
- \_\_\_\_\_. *The Spirit Poured Out on All Flesh: World Pentecostalism and the Possibility of Global Theology*. Grand Rapids, MI: Baker Academic, 2005.