



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

T220 Theology I

3 credits. Prerequisites: Introduction to Theology.

November 2-6, 2020

Module B

Monday – Friday, 9am – 4pm

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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. Students will think critically about areas of theological diversity and consensus, read primary sources, and begin to form their own statement of faith.

Relationship to Horizon's Mission

This course helps students develop their competence as Christian leaders by becoming more knowledgeable as to how theology (i.e., Christian teaching about God and all things in relation to God) is formed, by practicing the statement and revision of one's own theology, and by evaluating the theology of others with a humble and teachable spirit.

Core Competencies 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 Tests
- 3) Interpret and evaluate primary and secondary source theological texts.
 - *Assessment:* Theology Comparison Papers

To demonstrate competency in **Spiritual Maturity** students will:

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

Course Work

Required Readings

Jones, Beth Felker. [*Practicing Christian Doctrine: An Introduction to Thinking and Living Theologically*](#). Grand Rapids: Baker Academic, 2014. (ISBN: 978-0801049330)

Statements of Faith of the [Evangelical Fellowship of Canada](#) and Horizon's partner denominations: [Christian & Missionary Alliance](#), [Church of God](#), [Mennonite Brethren](#), and [Pentecostal Assemblies of Canada](#).

ONE OF:

Grenz, Stanley. *Theology for the Community of God*. Grand Rapids: Eerdmans, 2000. (ISBN: 9780802847553)

Migliore, Daniel L. [*Faith Seeking Understanding: An Introduction to Christian Theology*](#). 3rd ed. Grand Rapids: Eerdmans, 2014. (ISBN: 978-0802871855)

Yong, Amos. *Renewing Christian Theology: Systematics for a Global Christianity*. Waco, TX: Baylor University Press, 2014. (ISBN: 9781602587618)

Recommended Readings

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

**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 to the Statements of Belief *e-Project* in your Portfolio on *Portfolium*.

Humility Reflection. 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. *Reading Summaries*.

You will write four (4) Reading Summaries, one each on chapters 2 through 5 of Jones, *Practicing Christian Doctrine*. For each of these Reading Summaries you need to do the following:

- i. Write a 3-4 sentence Statement of Consensus of the Christian teaching on the topic(s) of the chapter. (Your Reading Summaries for Jones, ch. 4 and Jones, ch. 5 require two Statements of Consensus, since those chapters deal with two topics each [creation and providence; humanity and sin, respectively]).

- ii. Make a list of theological concepts that appear in the chapter. For each, (a) identify the concept as orthodox, heretical, or disputed; and (b) give a one-sentence definition.

These assignments will be self-assessed, meaning I will give you feedback on your (i) Statement of Consensus, but return an answer key for you to compare your own (ii) list of theological concepts. No resubmissions are required, as this assignment is not formally assessed for competency. An example Reading Summary is available on Populi under Files (Example Reading Summary – Jones, ch. 8).

This assignment has many *purposes*: to serve, in addition to the lectures, as the main preparation for your Theology Tests (Assignment 2); to give you the foundation needed to evaluate the theology of others, as you will do in your Comparison Papers (Assignment 5); and to *begin* demonstrating competency in identifying areas of historical consensus and key areas of debate regarding the Christian doctrines, and interpreting secondary source theological texts (see Learning Outcomes #2 and #3).

- Related learning outcome(s): #2, 3.
- **Assignment Length:** 300-600 words / 1-2 pages each. **Due dates:** Tues 10 Nov; 17 Nov; 24 Nov; 1 Dec.

2. *Theology Tests.*

You will write two (2) short tests (up to two hours each) during the course on major ideas in Christian theology. The tests will take place on [Populi](#). You must finish your tests before 11:59pm. To prepare for the tests you will attend class and complete your Reading Summaries (Assignment 2). When taking the tests, you will *not* be allowed to use any notes nor the textbook; the tests are closed book. The tests will ask you to:

- i. Part 1: briefly explain in 3-4 sentences the historical consensus of the church (i.e., orthodoxy) regarding the beliefs studied in this course.
- ii. Part 2: classify (as orthodox, heretical, or disputed) and identify various beliefs studied in this course.

Before you take your test, please see the lesson called “Notes Regarding Your Theology Tests.”

The *purpose* of this assignment is to demonstrate competence in identifying the areas of historical consensus and key areas of debate regarding the Christian doctrines of revelation, God, creation, providence, humanity, and sin (see Learning Outcome #2).

- Related learning outcome(s): #2.
- **Assignment Length:** <2 hours. **Due dates:** Fri 27 Nov; Mon 7 Dec.

3. *Humility Reflection.*

Throughout the course I will read excerpts from Kelly Kapic, *A Little Book for New Theologians*, one of which be from chapter 7, “Humility and Repentance.” You will write a short reflection of two (2) pages in which you will:

- i. identify at least two (2) reasons humility is required in theological discussion and two (2) challenges to humility identified by Kapic, including *why* they are challenges (draw on and cite explicitly Kapic, ch. 7 – see under Files on Populi);

- ii. reflect on how well you have exhibited humility in your theological discussions with others (i.e., in-class group Statement of Faith and debate assignments) and whether this is cause for repentance and/or gratitude before God.

To save space, do *not* include an introductory or concluding paragraph.

The *purpose* of this assignment is to demonstrate competency in evaluating your own ability to discuss and debate theological topics in a humble manner (see Learning Outcome #4).

- Related learning outcome(s): #4.
- **Assignment Length:** 600 words / ≤ 2 pages. **Due date:** Mon 30 Nov.

4. *Theology Comparison Papers.*

You will write two papers comparing a chapter from Jones, *Practicing Christian Doctrine* with one or more other readings. We will practice the skills required for a Comparison Paper in groups in class.

For Comparison Paper #1, write one page or less (≤ 300 words) comparing Jones, ch. 2 or ch. 3 to a related chapter or section from one of Grenz, Migliore, or Yong (see Required Readings above). The focus of this brief paper is *interpretation*, that is, whether or not you can correctly identify similarities and differences between the two readings. This paper will receive comments, but will not be formally assessed. No resubmissions are required; rather, it is preparatory to Comparison Paper #2. Comparison Paper #1 is due Fri 20 Nov.

For Comparison Paper #2, write 3-4 pages (900-1200 words) comparing one chapter from Jones, chs. 2-5 with a related chapter or section from Grenz, Migliore, or Yong. In addition to demonstrating competency in *interpretation*, that is, whether or not you can correctly identify similarities and differences between the two readings, this paper requires *evaluation*. Roughly half of the paper (1.5-2 pages) should be given over to evaluating the theological claims made by both authors. Comparison Paper #2 is due Fri 4 Dec.

The *purpose* of Comparison Paper #1 is to *begin* demonstrating competency in interpreting primary and secondary source theological texts in preparation for the longer, second assignment. The *purpose* of Comparison Paper #2 is to demonstrate competency in interpreting *and evaluating* primary and secondary source theological texts (see Learning Outcome #3).

- Related learning outcome(s): #3.
- **Assignment Length:** 300 words ≤ 1 page (#1) & 900-1200 words / ≤ 4 pages (#2).
- **Due dates:** Fri 20 Nov; Fri 4 Dec.

5. *Statement of Faith.*

Over the course of Theology I & II, as well as in T311 Holy Spirit and the Church, you will develop your own Statement of Faith. You will write the first half of a Statement of Faith on the six theological topics covered in this course. You will write 1/3 to 1/2 of a page for each of the following six topics: revelation, God, creation, providence, humanity and sin. These six must be included as headings for your Statement of Faith. You should be guided by the class lectures; the readings from Jones, *Practicing Christian Doctrine*; and the in-class group discussion of a denominational Statement of Faith. We will spend some time in-class practicing the writing of a Statement of Faith. Your Statement of Faith should:

- i. address the topics you consider most important in Christian teaching (in less than 3 pages);
- ii. use theological terminology properly, explaining the teachings in some detail;
- iii. speak, additionally, to issues that are disputed among Christians (if these are among what you consider most important to say).

Do not include quotations from Scripture in the body of your Statement of Faith; rather, cite Scripture in parentheses. For example: everything God makes is good (Gen 1:31).

By Friday, December 11 at the latest, and after you have submitted your Statement of Faith, you will have a short 15 minute interview with the professor in which he will ask you questions specifically about what you have written. These questions may ask you to clarify or explain certain statements, ask why you regarded certain topics as important (or left others out), and/or ask you to explain why you believe what you believe. Your assessment for this assignment will be based on both the final written Statement of Faith and your interview.

The *purpose* of this assignment is to demonstrate competency in creating and discussing a personal statement of faith.

- Related learning outcome(s): #1.
- **Assignment Length:** 900 words / ≤ 3 pages. **Due dates:** Wed 9 Dec; Fri 11 Dec (by the latest).

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A
1. Reading Summaries	18 hrs	10, 17, 24 Nov; 1 Dec
2. Theology Tests	10 hrs	27 Nov; 7 Dec
3. Humility Reflection	4 hrs	30 Nov
4. Theology Comparison Papers	20 hrs	20 Nov; 4 Dec
5. Statement of Faith	10 hrs	9, 11 Dec
Total =	92 hrs	

Assessment Rubrics

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

Course Outline / Class Schedule

Module Week

Mon 2 Nov	Introduction <i>Exercise:</i> Statement of Faith practice #1 Theology as Christian teaching Scripture and tradition
Tues 3 Nov	The mystery of God The Trinity that God is Maker of heaven and earth <i>Exercise:</i> Comparison Paper practice

- Wed 4 Nov Creation and creatures
 The powerful care of God
Exercise: Group Statement of Faith on selected topic
 God's image-bearers
- Thurs 5 Nov The fall(s) of humanity
Exercise: Debate on sin and creation/evolution
- Fri 6 Nov *Exercise:* Theology Test practice
 Sons of Adam and daughters of Eve
Exercise: Statement of Faith practice #2
Exercise: Group work on denominational Statement of Faith

Assignment Schedule

- Tues 10 Nov Reading Summary on Jones, ch. 2
Tues 17 Nov Reading Summary on Jones, ch. 3
Fri 20 Nov Theology Comparison Paper #1
Tues 24 Nov Reading Summary on Jones, ch. 4
Fri 27 Nov Theology Test #1
Mon 30 Nov Humility Reflection
Tues 1 Dec Reading Summary on Jones, ch. 5
Fri 4 Dec Theology Comparison Paper #2
Mon 7 Dec Theology Test #2
Wed 9 Dec Statement of Faith
Fri 11 Dec* Statement of Faith interview *by the latest

- First submissions of assignments will not be accepted after Friday, December 11.

Revision Week

- Mon 14 Dec Theology Test(s) + Humility Reflection resubmissions
Tues 15 Dec Comparison Paper(s) resubmissions
Wed 16 Dec Statement of Faith resubmissions
Thurs 17 Dec Additional Resubmissions (as necessary)
Fri 18 Dec Additional Resubmissions (as necessary)

- No resubmission of assignments will be accepted after Friday, December 18.

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

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 Adjunct Faculty Advisor 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	Student was beginning to meet	C+	2.3	67-69
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	meet	competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	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 [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; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should

self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

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 [Google Books](#), which often provides access of up to 75% of a book's content.

Selected Theological Journals

*International Journal of Systematic
Theology*
*Journal of the Evangelical Theological
Society*

Journal of Pentecostal Theology
Modern Theology
New Blackfriars
Pneuma

Pro Ecclesia

Scottish Bulletin of Evangelical Theology

Scottish Journal of Theology

Theological Studies

Theology Today

Westminster Theological Journal

Books

Encyclopedias and Dictionaries

- Davie, Martin et al., eds. *New Dictionary of Theology: Historical and Systematic*. 2nd ed. London: InterVarsity Press, 2016.
- Dryness, William A., and Veli-Matti Kärkkäinen, eds. *Global Dictionary of Theology: A Resource for the Worldwide Church*. Downers Grove, IL: InterVarsity, 2008.
- Treier, Daniel J., and Walter A. Elwell, ed., *Evangelical Dictionary of Theology*. 3rd ed. Grand Rapids: Baker Academic, 2017.

Introductory: Good Places to Begin

- Akin, Daniel L., ed. *A Theology for the Church*. Nashville: B & H Academic, 2007.
(Baptist)
- 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)
- 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)
- Erickson, Millard. *Christian Theology*. 3rd ed. Grand Rapids: Baker Academic, 2013.
(Baptist, Reformed)
- Gunton, Colin. [*The Christian Faith: An Introduction to Christian Doctrine*](#). Oxford: Blackwell, 2002. (Reformed)
- Horton, Stanley, ed. *Systematic Theology*. Rev. ed. Springfield, MS: Logion, 1995.
(Pentecostal)
- Lossky, Vladimir. [*Orthodox Theology: An Introduction*](#), trans. Ian and Ihita Kesarcodi-Watson. Crestwood, NY: St. Vladimir's Seminary Press, 1978. (Eastern Orthodox)
- McGrath, Alister E. [*Christian Theology: An Introduction*](#). 6th ed. Oxford: Wiley Blackwell, 2017. (Evangelical Anglican)
- McGrath, Alister E., ed. *The Christian Theology Reader*. 4th ed. Malden, MA: Blackwell, 2011.
- McIntosh, Mark. *Divine Teaching: An Introduction to Christian Theology*. Malden, MA: Blackwell, 2008. (Anglican)
- Migliore, Daniel L. [*Faith Seeking Understanding: An Introduction to Christian Theology*](#). 3rd ed. Grand Rapids: Eerdmans, 2014. (Presbyterian)
- Olson, Roger E. [*The Mosaic of Christian Belief: Twenty Centuries of Unity and Diversity*](#). Downers Grove: InterVarsity, 2002. (Arminian Baptist)

- Packer, J. I., and Thomas C. Oden, ed. *One Faith: The Evangelical Consensus*. Downers Grove: InterVarsity, 2004.
- Ratzinger, Joseph Cardinal. *Introduction to Christianity*. 2nd ed. San Francisco: Ignatius, 2004. (Catholic)
- Quash, Ben, and Michael Ward, eds. *Heresies and How to Avoid Them: Why It Matters What Christians Believe*. Peabody: Hendrickson, 2007.
- Yong, Amos. *Renewing Christian Theology: Systematics for a Global Christianity*. Waco, TX: Baylor University Press, 2014. (Pentecostal)

Intermediate/Advanced

- Allen, Michael, and Scott R. Swain, eds. Series: "New Studies in Dogmatics." 15 vols. projected. Zondervan Academic, 2015-. (Evangelical, Reformed)
- Barth, Karl. *Church Dogmatics*, trans. and ed. G. W. Bromiley and T. F. Torrance. 13 vols. Edinburgh: T & T Clark, 1957-1975. (Reformed)
- Bloesch, Donald. Series: "Christian Foundations." 7 vols. Downers Grove: InterVarsity, 1992-2004. (Congregationalist)
- Cones, James. *A Black Theology of Liberation*. Maryknoll, NY: Orbis Books, 2010 [1970]. (Black, Liberation)
- Evans, James H., Jr. *We Have Been Believers: An African-American Systematic Theology*. Minneapolis: Fortress, 1992. (African American)
- Finger, Thomas. *A Contemporary Anabaptist Theology: Biblical, Historical, Constructive*. Downers Grove: InterVarsity, 2004. (Anabaptist)
- Grenz, Stanley, *Theology for the Community of God*. Grand Rapids: Eerdmans, 2000. (Baptist, Arminian)
- Jenson, Robert. *Systematic Theology*. 2 vols. Oxford: OUP, 1997-1999. (Lutheran)
- Johnson, Elizabeth A. *She Who Is: The Mystery of God in Feminist Theological Discourse*. NY: Crossroad, 1992. (Catholic, Feminist)
- Kärkkäinen, Vali-Matti. Series: "A Constructive Theology for a Pluralistic World." 5 vols. projected. Grand Rapids: Eerdmans, 2013-. (Lutheran, Pentecostal)
- Kim, Sebastian C. H., ed. *Christian Theology in Asia*. Cambridge: Cambridge University Press, 2008.
- Macchia, Frank D. *Baptized in the Spirit: A Global Pentecostal Theology*. Grand Rapids: Zondervan, 2005. (Pentecostal)
- Martell-Otero, Loida I., Zaida Maldonado Perez and Elizabeth Conde-Frazier. *Latina Evangélicas: A Theological Survey from the Margins*. Eugene, OR: Cascade, 2013. (Evangelical, Latin American, Feminist)
- McClendon, James W., Jr. *Systematic Theology*. 3 vols. Nashville, TN: Abingdon, 1986-2000. (Evangelical Anabaptist)
- Moltmann, Jürgen. *The Crucified God: The Cross of Christ as the Foundation and Criticism of Christian Theology*. Minneapolis: Fortress, 1993. (Reformed)

- _____. *The Spirit of Life: A Universal Affirmation*. Minneapolis: Fortress, 2001.
- _____. *The Trinity and the Kingdom: The Doctrine of God*. Minneapolis: Fortress, 1993.
- _____. *The Way of Jesus Christ: Christology in Messianic Dimensions*. London: SCM, 1990.
- Oden, Thomas C. *Systematic Theology*. 3 vols. San Francisco: Harper and Row, 1987-1992. (Wesleyan)
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- Sobrino, Jon, and Ignacio Ellacuría, ed. *Systematic Theology: Perspectives from Liberation Theology*. Maryknoll: Orbis, 1996. (Catholic, Latin American)
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- Tanner, Kathryn. *Jesus, Humanity and the Trinity: A Brief Systematic Theology*. Edinburgh: T&T Clark, 2001. (Anglican)
- Vonhey, Wolfgang. *Pentecostal Theology: Living the Full Gospel*. London: Bloomsbury T&T Clark, 2017. (Pentecostal)
- Webster, John. *God Without Measure: Working Papers in Christian Theology*. 2 vols. London: T&T Clark, 2016. (Reformed, Anglican)
- Webster, John, Kathryn Tanner, and Iain Torrance, eds. *The Oxford Handbook of Systematic Theology*. Oxford: OUP, 2007. (Various)
- Williams, J. Rodman. *Renewal Theology*. 3 vols. Grand Rapids: Zondervan, 1988-1992. (Reformed and Charismatic)
- Williams, Rowan. *On Christian Theology*. Malden, MA: Blackwell, 1999. (Anglican)