



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

TS5201 Theological Foundations

3 credit hours. Prerequisites: none

** This hybrid course includes a combination of live-streamed meetings and video lectures.*

January 18-April 22, 2021
Winter Semester
Live Meetings: Jan 18, Feb 8, March 1 & 22,
and April 12; 7-9pm

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Assessing Assignments: Steve Harris, Ph.D.
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Course Goals

Course Description

This introductory course is designed to equip students to think theologically. Students will learn the sources and methods for doing theology within a broadly evangelical perspective (a 'generous orthodoxy') and then reflect on the major themes and concepts in Christian theology, including the doctrine of God and the Trinity, Christology, the Holy Spirit, creation and fall, salvation, the church, and the last things. Students will develop an ordered understanding of basic Christian doctrine and cultivate an appreciation for the ongoing significance of theological reflection for the health and impact of the church and for the Christian's life, ministry/vocation, and service in the world.

Relationship to Horizon's Mission

As part of our mission to prepare leaders, this course will help students grow in the following competency needed for Christian life and ministry:

- Biblical and theological literacy: 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.

Course Competencies and Learning Outcomes

To demonstrate competency in *biblical and theological literacy*, students will

1. Build and use a basic vocabulary of theological terms.
 - Assessment: All assignments
2. Evaluate an evangelical approach to engaging in theology.
 - Assessment: Approaches to Theology Paper

3. Analyze and reflect on multiple key issues in historical and contemporary theology.
 - Assessment: Doctrine of God Paper, Topical Reading Responses
4. Identify personal theological presuppositions and beliefs.
 - Assessment: Doctrine of God Paper, Topical Reading Responses
5. Discern the value of systematic theology, including the implications it has for Christian living and the practice of ministry.
 - Assessment: Topical Reading Responses
6. Construct a sustained and in-depth analysis of a theological topic.
 - Assessment: Research Paper

Course Work

Required Readings

Gabriel, Andrew K. "Pneumatological Insights for the Attributes of the Divine Loving." In *Third Article Theology: A Pneumatological Dogmatics*, edited by Myk Habets, 39-53. Minneapolis: Fortress, 2016. (Available on the [Populi](#) course page, under the Syllabus tab.)

Grenz, Stanley J. *Theology for the Community of God*. Grand Rapids: Eerdmans, 2000. (ISBN: 0802847552 or ISBN-13: 978-0802847553) [77 pages of reading]

McGrath, Alister E. *Christian Theology: An Introduction*. 6th ed. Malden, MA: Blackwell, 2016. (ISBN: 1444335146 or ISBN-13: 978-1444335149) [295 pages of reading]

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

Olson, Roger E. *Reformed and Always Reforming: The Postconservative Approach to Evangelical Theology*. Grand Rapids: Baker Academic, 2007. (ISBN: 0801031699 or ISBN-13: 978-0801031694) [205 pages of reading]

Your denomination's and the [Evangelical Fellowship of Canada's statements of faith](#).

**While students have the benefit of accessing their textbooks online through the Digital Theological Library, they will not have access to the [Digital Theological Library](#) upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

1. *Lessons* (marked as complete/incomplete)

In order to pass this course, you are required to complete all of the online lessons. In each lesson on Populi you will find prerecorded theology lectures. Note that because our discussions will take place in class, you are *not* required to answer all of the questions that I direct students to post on within the lecture videos. This assignment will be marked as complete or incomplete. By

each due date, you will submit a one-sentence statement to the professor indicating that you have completed all of the lessons that are due.

- Related learning outcomes: all
- Assignment length: 24 hours in total
- Due dates: Jan 23, Feb 20, Mar 20, Apr 10

2. *Questions* (marked as complete/incomplete)

We will have five live online class sessions during the course. By 11:59pm CST of the day before we meet, students will submit potential discussion questions based on the lessons and their reading. Other than our first meeting, our live class sessions will largely focus on discussing some of these questions. This assignment will be marked as complete or incomplete.

- Related learning outcomes: all
- Assignment length: 10 hours in total
- Meeting Dates: Feb 7, 28; March 21; April 11

3. *Approaches to Theology Paper* – 25%

The purpose of this paper is to get you to think more deeply about how people (including you) do theology. For this assignment you will read (in this order):

- a) McGrath, 81-134.
- b) Grenz, 1-26 and 379-404.
- c) Olson, 7-123, 153-208, and 235-237.

After completing the reading, write a **1600-1900 word evaluation** (about 5 pages) of **Olson's** proposal in *Reformed and Always Reforming*. This paper has three parts: (1) review the book by identifying Olson's thesis and tracing his argument through the book (2 pages); (2) critique Olson's book (about 2 pages) by noting its theological strengths and weaknesses (*not* how he presents the material)—you can draw on the other authors you read to assist you in your critique; and (3) note how the readings (not just Olson) have impacted your understanding of theology and how it should be done (about 1 page). Be sure to use (and cite) *all* of the required readings for this assignment, not just Olson.

- Related learning outcomes: 1, 2
- Assignment length: 1600-1900 words (about 5 pages)
- Due dates: Feb 15

4. *Doctrine of God Paper* – 20%

The primary purpose of this assignment is to build your knowledge of the doctrine of God which will serve as a foundation for the remainder of your theology. For this assignment you will read (in this order):

- a) McGrath, 175-206 and 299-326
- b) Olson, 209-234
- c) Gabriel, 39-53
- d) Grenz, 71-97

After completing the reading, write a **1500-1800 word evaluation** (about 5 pages) of **Grenz's** presentation of the doctrine of God in *Theology for the Community of God*. This paper has three parts: (1) review the book by identifying Grenz's main arguments in each of the three chapters (about 2 pages); (2) draw on your other readings to critique Grenz, noting both theological strengths and weaknesses (*not* how he presents the material) (about 2 pages); and (3) note how

the readings (not just Grenz) have impacted your own doctrine of God (about 1 page). Be sure to use (and cite) all of the required readings for this assignment (not just Grenz).

- Related learning outcomes: 1, 3, 4
- Assignment length: 1500-1800 words (about 5 pages)
- **Due date: Mar 8**

5. *Topical Reading Responses* – 20%

The primary purpose of this assignment is to further introduce you to key topics in theology. For this assignment you will read the following:

- 1) Human Nature, Sin, and Grace = McGrath, 327-353
- 2) Soteriology = McGrath, 246-279 + 416-425 (on p. 416 from “Christian Approaches”)
- 3) Christology = McGrath, 207-245
- 4) Pneumatology = McGrath, 280-298
- 5) Church and the Sacraments = McGrath, 354-404
- 6) Last Things = McGrath, 426-446

After you complete each of the six readings, you will write a 1-page response for *each topic* (6 pages in total). For this assignment citing the page number will be sufficient (you do not need to use full footnotes). Your responses should include the following aspects (please number each aspect for each reading you are responding to):¹

- 1) Respond to/reflect on key issues that stood out to you in the reading (*do not* summarize what you have read). For example, you might note points that you disagreed with (and why!) or points that you found particularly helpful (and why!). This should take up the majority of the page (2-3 paragraphs).
- 2) Thoughts on how this doctrine(s) or an aspect of the doctrine(s) might be applicable/practical (only 1-3 sentences). Ask yourself how this doctrine(s) might affect how you live?²
- 3) A brief personal belief statement on the topics you have read about (only 2-3 sentences). You do *not* have to state why nor support your statement.³

Submit your responses after you have completed all of the reading and responses.

- Related learning outcomes: 1, 3, 4, 5
- Assignment length: 6 pages total
- **Due date: Apr 10**

6. *Research Paper* – 35%

You may write either a theological heresy paper, an historical theology paper, a theological traditions paper, a general theological research paper, a theological response paper, or a contemporary/pastoral theological issues paper. You can find examples for each of these options along with possible research topics in a file within the lesson called “Notes Regarding your Research Paper.” You are also free to choose your own topic. This assignment should be

¹ That is, you should have numbers 1-3 on each of the six pages.

² For example, one aspect of the doctrine of creation is that creation is distinct from God. This implies that one should not worship anything created. (Please do not say that a doctrine is practical because you could teach the doctrine in church.)

³ Please do not *only* state that you believe whatever the consensus of the Christian church is. Also attempt to decide what you believe regarding issues where church traditions disagree as well (even if you are not totally decided).

characterized by critical theological reflection and not just a matter of reporting what others have said. As you write your paper:

- Aim for **3000-3500 words** (about 10 pages), not including your **footnotes and bibliography** (include both of these with your paper).
- Record the **word count** for your papers after your conclusion.
- Aim to use at least 12 [scholarly⁴ sources](#) (dictionary definitions do not count as sources).
- Your sources should include at least two journal⁵ articles and two books.
- Please note the **document** “Common Pitfalls When Writing a Research Paper” (see the lesson called “Notes Regarding your Research Paper”).
- Follow the **general assignment guidelines** on p. 2 of this syllabus.

Ministry Project (option in lieu of a research paper)

In lieu of a research paper, you may choose to do a ministry project. Please discuss your proposed topic with the professor to ensure that it meets the expectations for this assignment. Just like a research paper, a ministry project will require the above-stated research and you will need to follow the formatting guidelines above (unless otherwise arranged with the professor). Since the purpose of this project is different than a research paper, you do not need to have a thesis statement. However, your project should still follow a logical outline. Although you may propose an alternate idea to the professor, in general the project involves developing a church curriculum or sermon series on a theological topic. *Remember:* Although you will present your topic in a way appropriate to a church teaching context, you still need to base this material on careful theological reflection. That is, you need to use academic research sources and include adequate documentation/citations that indicate that you have adequately used these sources in your project.

- Related learning outcomes: 1, 6
- Assignment length: 3000-3500 words (about 10 pages)
- **Due date: Apr 22**

Summary of Assignments

Lessons	Complete/incomplete
Questions	Complete/incomplete
Approaches to Theology Paper	25% 5 pages
Doctrine of God Paper	20% 5 pages
Topical Reading Responses	20% 6 pages
Research Paper	35% 10 pages

⁴ “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.

⁵ 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 and books online through the electronic databases on the [STU Library page](#).

Course Outline

- Weeks 1-3 **Jan 18- Live Class meeting:** Course overview and introduction to theology
Jan 23- Lessons 1-2 (~3 hours)
All *reading* for the Approaches to Theology paper (283 pages)
Feb 7- Questions 1
- Weeks 4-6 **Feb 8- Live Class Meeting:** Sources and Method for Theology
Feb 15- Approaches to Theology Paper (5 pages)
Feb 20- Lessons 3-6 (~3.5 hours)
All *reading* for the Doctrine of God paper (124 pages)
Feb 28- Questions 2
- Weeks 7-9 **March 1- Live Class Meeting:** God and Creation
March 8- Doctrine of God Paper (5 pages)
March 20- Lessons 7-10 (~5.5 hours)
 & Topical Reading Responses (topics 1-2) (*do not submit the responses yet)
March 21- Questions 3
- Weeks 10-12 **March 22- Live Class Meeting:** Humanity and Salvation
April 10- Lessons 11-15 (~12 hours) & Topical Reading Responses (topics 3-6)
April 11- Questions 4
- Weeks 13-14 **April 12- Live Class Meeting:** Jesus, the Spirit, the Church, and the End;
 Research Orientation; Class Evaluation
April 22- Research Paper

Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA
A+	97-100%	4
A	93-96%	4
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	70-72%	1.7
D+	67-79%	1.3
D	63-66%	1.0
D-	60-62%	0.7
F	<60%	0

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; 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 optimize their learning experience. 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.

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

Select Theological Journals

<i>Evangelical Review of Theology</i>	<i>Pneuma</i>
<i>International Journal of Systematic Theology</i>	<i>Scottish Journal of Theology</i>
<i>Journal of the Evangelical Theological Society</i>	<i>Theology Today</i>
<i>Journal of Pentecostal Theology</i>	<i>Toronto Journal of Theology</i>
<i>Modern Theology</i>	

Books

**Note: Most of these books will contain helpful bibliographies that can lead you to works on specific topics.*

- 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. *A Constructive Theology for a Pluralistic World [Series]*. 5 vols. Grand
Rapids: Eerdmans. (Pentecostal and Lutheran)
- 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)
- McClendon, James W., Jr. *Systematic Theology*. 3 vols. Nashville, TN: Abingdon, 1986-2000.
(Evangelical Anabaptist)
- 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*.
2nd Edition. Downers Grove: InterVarsity, 2016.

- Packer, J. I., and Tomas C. Oden, ed. *One Faith: The Evangelical Consensus*. Downers Grove: InterVarsity, 2004.
- Pannenberg, Wolfhart. *Systematic Theology*. 3 vols. trans. G. W. Bromiley. Grand Rapids: Eerdmans, 1991, 1994, 1998. (Lutheran)
- Parsons, Susan Frank. *The Cambridge Companion to Feminist Theology*. Cambridge: Cambridge University Press, 2002. (Feminist Perspectives)
- Pinnock, Clark H., and Delwin Brown. *Theological Crossfire: An Evangelical/Liberal Dialogue*. Grand Rapids: Zondervan, 1990.
- Placher, William C., ed. *Essentials of Christian Theology*. Louisville: Westminster John Knox, 2003. (Various, contrasting essays)
- Quash, Ben, and Michael Ward, ed. *Heresies and How to Avoid Them: Why It Matters What Christians Believe*. Peabody: Hendrickson, 2007.
- Rahner, Karl. *Foundations of Christian Faith: An Introduction to the Idea of Christianity*. trans. W. V. Dych. New York: Crossroad, 1978. (Catholic)
- Richardson, Alan, and John Bowden, ed. *The Westminster Dictionary of Christian Theology*. Philadelphia: Westminster Press, 1983.
- Ryrie, Charles C. *Basic Theology*. Wheaton: Victor Books, 1986. (Dispensational)
- Shepherd, Victor. *Our Evangelical Faith*. Toronto: Clements, 2006.
- Sobrino, Jon, and Ignacio Ellacuría, ed. *Systematic Theology: Perspectives from Liberation Theology*. Maryknoll: Orbis, 1996. (Liberation, Catholic, Latin American)
- Thielicke, Helmut. *A Little Exercise for Young Theologians*. Translated by Charles L. Taylor. Grand Rapids: Eerdmans, 1962.
- Thiessen, Henry C. *Lectures in Systematic Theology*. rev. ed., revised by Vernon D. Doerksen. Grand Rapids: Eerdmans, 1979. (Dispensational)
- Van Der Kooi, Cornelis, and Gijsbert Van Den Brink. *Christian Dogmatics*. Grand Rapids: Eerdmans, 2017. (Dutch Reformed)
- Vonhey, Wolfgang. *Pentecostal Theology: Living the Full Gospel*. London: Bloomsbury T & T Clark, 2017. (Pentecostal)
- Warrington, Keith. *Pentecostal Theology: A Theology of Encounter*. New York: Continuum, 2008. (Pentecostal)
- Williams, J. Rodman. *Renewal Theology*. 3 vols. Grand Rapids: Zondervan, 1988, 1990, 1992. (Reformed and Charismatic)
- Yong, Amos. *Renewing Christian Theology: Systematics for a Global Christianity*. Waco, TX: Baylor University Press, 2014. (Pentecostal)