



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

T221 Theology II

3 credits. Prerequisites: Theology I.

 On Campus  Live-Stream  Video on Demand

January 10-14, 2022

Module C

Monday – Friday, 9am-4pm

Steven Edward Harris, Ph.D.

sharris@horizon.edu

Course Goals

Course Description

A study of the Christian doctrines of Christ, salvation, the church, and eschatology. 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 Christ, salvation, the church, the sacraments/ordinances, and eschatology.
 - *Assessment:* Statement of Faith
- 2) Identify the areas of historical consensus and key areas of debate regarding the Christian doctrines of Christ, salvation, the church, the sacraments/ordinances, and eschatology.
 - *Assessment:* Theology Tests; Comparison Paper
- 3) Theologically evaluate the church they attend.
 - *Assessment:* Church Theological Assessment

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)

**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

Portfolio Components:

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

Church Theological Assessment. This assignment must be edited and submitted to the Biblical and Theological Literacy *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 6, 7, 9 and 10 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. 7 and Jones, ch. 9 require two Statements of Consensus, since those chapters deal with two topics each [work of Christ and salvation; church and sacraments/ordinances, respectively]).
- ii. Make a list of theological concepts that appear in the chapter. For each, (a) attempt to classify the concept as consensus, debated, or heretical; 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 3); to stimulate your thinking regarding your own theology for your Statement of Faith (Assignment 5); and to *begin* demonstrating competency in identifying areas of historical consensus and key areas of debate regarding Christian doctrines (see Learning Outcome #2).

- Related learning outcome(s): #2.
- **Assignment Length:** 300-600 words / 1-2 pages each.
- **Due dates:** Tues 18, 25 Jan; Tues 1, Wed 9 Feb.

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 on the due date. To prepare for the tests you will attend class and complete your Reading Summaries (Assignment 1). 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: attempt to classify (as consensus, aberrant or diversity, with explanation) 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 Christ, salvation, the church, and eschatology (see Learning Outcome #2).

- Related learning outcome(s): #2.
- **Assignment Length:** <2 hours.
- **Due dates:** Fri 28 Jan; Fri 11 Feb.

3. *Theology Comparison Paper.*

For the Comparison Paper in this course, write 3-4 pages (900-1200 words) comparing the ecclesiology in Jones, ch. 9 *and* one of Grenz, chs. 17-18; Migliore, chs. 11-12; *or* Yong, chs. 6-

7 (see Required Readings above). The focus of this assignment is demonstrating competency in extended *interpretation*, that is, whether or not you can correctly identify and explain similarities and differences between what the two authors teach about the church, as well as *evaluation*, that is, making your own judgments – with reasoning and charity – about the teaching of the two authors.

The *purpose* of the Comparison Paper is to explain and identify various ways that Christians have understood the doctrine of the church (see Learning Outcome #2), and thereby to *prepare* for the Church Theological Assessment (Assignment 4).

- Related learning outcome(s): #2.
- **Assignment Length:** 900-1200 words / 3-4 pages.
- **Due dates:** Mon 7 Feb.

4. *Church Theological Assessment.*

A unique assignment for this course, in comparison with Theology I, is an extensive theological assessment of the church you attend (or your home church). The *purpose* of this assignment is to demonstrate theological literacy by articulating and applying your understanding of ecclesiology to an evaluation of your own church (see Learning Outcome #3). Preparation for this paper involves the following elements:

- i. Regular class lectures, discussion and reading on ecclesiology.
- ii. The Comparison Paper on ecclesiology (Assignment 3).
- iii. Attending a Protestant liturgical church service during this course. Aside from participating in worship, the aim of your visit is to pay attention to the theology that is expressed, both explicitly and implicitly, through the service. Preparation for this element will be provided in class. (*Dependent upon the state of the COVID-19 pandemic, this requirement may be altered.*)
- iv. At least one interview with a pastor from the church being assessed.

The paper has four parts:

- a) Introduction (approx. 1/2 page). Identify which church you are assessing (i.e., name, location, denomination); and when and where you attended a Protestant liturgical church service to prepare for this paper.
- b) What is the Church? (approx. 2 pages): Evaluate your church theologically in relation to the **nature** of the Church. This part of your paper should address how your church expresses its identity, *both* explicitly (e.g., in worship, prayer, formal statements) *and* implicitly (what is implied by an action or statement, or by silence or absence), in relation to some or all of the following:
 - The Lordship of Christ, the promised power of the Spirit, the unity of the Church, the global Church, the “world”/non-Christians, etc.
 - How does your church think of itself as a “body”, “community”, “fellowship”, etc.?
 - Are those in the church thought of as “saints”, “disciples”, “members”, etc.?
 - Does your church have a vision and/or mission? How does this relate to the mission of the whole Church? the mission of God?
- c) What does the Church do? (approx. 3 pages): Evaluate your church theologically in relation to the **practice** of the Church. What takes place in a church service? outside of a

worship service? Why is it done? What theology is behind it? This part of your paper may address some or all of the following:

- How the church stands – or not – under the Lordship of Jesus Christ. (Remember theological humility, as well as boldness, here!)
- How various actions in the service (e.g., reading of scripture, worship, prayer, sacraments) express a theology of those actions, whether explicitly or implicitly.
- How various activities outside of service (e.g., food bank, weddings, Bible studies) expresses a theology of those actions, whether explicitly or implicitly.

You must identify and discuss at least two (2) theological suggestions, with reasoning, regarding how your church could be more faithful to its Lord in its practice. You must also give two comparisons between your church and the Protestant liturgical service.

- d) Conclusion (approx. 1/2 page). Summarize your assessment of your church, briefly restating its nature and practice, how it compares to a Protestant liturgical service, and suggestions.

Throughout your paper you should *explicitly* draw on *all* of the following sources, including footnotes where appropriate:

- Jones, *Practicing Christian Doctrine*, ch. 9 and one of Yong, Migliore, or Grenz (based on your Comparison Paper).
- Class lectures and discussion.
- Interview(s) with leadership at your church.
- Your own observations at your church (no footnotes needed).
- *At least two (2) theological comparisons between your church and your participation in a Protestant liturgical church service during this course (no footnotes needed).*

Your paper should be about six (6) pages (1800 words +/- 10% = 1620-1980 words) in length, not including footnotes and bibliography.

- Related learning outcome(s): #3.
- **Assignment Length:** 1800 words / 6 pages.
- **Due date:** Tues 15 Feb.

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 second 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: person of Christ, work of Christ, salvation, church, sacraments *or* ordinances, and eschatology. 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. 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, February 18 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 16 Feb; Fri 18* Feb (by the latest).

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students who intend to take the course primarily through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have *the same* assignment due dates as in-class students.
- Each week for five weeks, VOD students are required to watch and engage with all lecture content and in-class activities from one full day of the module, according to the following schedule:
 - Day 1 Lectures: completed by January 17, 2022.
 - Day 2 Lectures: completed by January 24, 2022.
 - Day 3 Lectures: completed by January 31, 2022.
 - Day 4 Lectures: completed by February 7, 2022.
 - Day 5 Lectures: completed by February 14, 2022.
- By Monday at 11:59pm each week, VOD students will submit to FlipGrid a 2-3 minute video that 1) affirms you have watched the required recording for the last seven days, 2) summarizes one thing you learned that week that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment (individual time investments may vary)

| | | |
|----------------------------------|--------|----------------------|
| Classroom time | 30 hrs | N/A |
| 1. Reading Summaries | 18 hrs | 18, 25 Jan; 1, 9 Feb |
| 2. Theology Tests | 10 hrs | 28 Jan; 11 Feb |
| 3. Theology Comparison Paper | 8 hrs | 7 Feb |
| 4. Church Theological Assessment | 20 hrs | 15 Feb |
| 5. Statement of Faith | 10 hrs | 16, 18* Feb |

| | | |
|---------|--------|--|
| Total = | 96 hrs | |
|---------|--------|--|

Assessment Rubrics

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

Course Outline / Class Schedule

Module Week

| | |
|--------------|---|
| Mon 10 Jan | Introduction Israel, the people of God’s promises <i>Exercise:</i> Group work on denominational Statement of Faith The only-born of the Father |
| Tues 11 Jan | Jesus of Nazareth The resurrection and ascension of the Lord <i>Exercise:</i> Group Statement of Faith on Christology Salvation in Christ |
| Wed 12 Jan | The Christian life The Church and the churches Christ’s gifts to his Church <i>Exercise:</i> Church Theological Assessment practice |
| Thurs 13 Jan | God’s mission for his Church * Chapel * (10:50am-12:20pm) <i>Exercise:</i> Denominational leaders panel on ecclesiology The last days |
| Fri 14 Jan | The return of Christ and the resurrection of the dead The judgment and the new creation Commissioning |

Assignment Schedule

| | |
|-------------|---|
| Tues 18 Jan | Reading Summary on Jones, ch. 6 |
| Tues 25 Jan | Reading Summary on Jones, ch. 7 |
| Fri 28 Jan | Theology Test #1 |
| Tues 1 Feb | Reading Summary on Jones, ch. 9 |
| Mon 7 Feb | Comparison Paper |
| Wed 9 Feb | Reading Summary on Jones, ch. 10 |
| Fri 11 Feb | Theology Test #2 |
| Tues 15 Feb | Church Theological Assessment |
| Wed 16 Feb | Statement of Faith |
| Fri 18 Feb* | Statement of Faith interview *by the latest |

- First submissions of assignments will not be accepted after **Friday, February 18.**

Revision Week

| | |
|--------------|---|
| Mon 21 Feb | Theology Test(s) + Comparison Paper resubmissions (<i>as necessary</i>) |
| Tues 22 Feb | Church Theological Assessment resubmissions (<i>as necessary</i>) |
| Wed 23 Feb | Statement of Faith resubmissions (<i>as necessary</i>) |
| Thurs 24 Feb | Additional Resubmissions (<i>as necessary</i>) |
| Fri 25 Feb | Additional Resubmissions (<i>as necessary</i>) |

- No resubmission of assignments will be accepted after **Friday, February 25.**

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.

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. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

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 more than 40% of the 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 40% or less. | 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; 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. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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

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, extending the gift of engagement. 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)
- Pannenberg, Wolfhart. *Systematic Theology*. 3 vols., trans. G. W. Bromiley. Grand Rapids: Eerdmans, 1991-1998. (Lutheran)
- Placher, William C., ed. *Essentials of Christian Theology*. Louisville: Westminster John Knox, 2003. (Various)
- Rahner, Karl. *Foundations of Christian Faith: An Introduction to the Idea of Christianity*. trans. W. V. Dych. New York: Crossroad, 1978. (Catholic)
- Sobrino, Jon, and Ignacio Ellacuría, ed. *Systematic Theology: Perspectives from Liberation Theology*. Maryknoll: Orbis, 1996. (Catholic, Latin American)
- Sonderregger, Katherine. *Systematic Theology*. 5 vols. projected. Minneapolis: Fortress, 2016-. (Presbyterian)

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)