



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

T220 DE Theology I

3 credits. Prerequisites: Introduction to Theology.

 Online Video

January 17-April 21, 2022
Winter 2022 Semester

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Course 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)

**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*.

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. *Video Lesson Discussions*

In order to pass the course, students are required to "attend" all video lectures and to discuss them via FlipGrid videos. For each lesson, students will post a video to FlipGrid where they will respond to the videos that they watched. In each FlipGrid video (2-3 minutes in length), students will: 1) confirm they have watched the required lectures for that time period, 2) summarize one thing they learned that will help them reach the course learning outcomes, and 3) explain at least one question they had after watching the class videos. Students are welcome to add an additional

comment or two. Students are also expected to respond to at least one student in every discussion. This assignment will be marked as complete or incomplete.

Lecture video recordings are housed on Horizon's Video Centre. The link and password will be placed on Populi, under the "Syllabus" tab, under the list of "Links," in the right column.

You can find instructions on how to access and post to FlipGrid in the "FlipGrid Instructions" Lesson on Populi.

- **Assignment Length:** 30 hours total; five 2-3 minute videos.
- **Due dates:** January 21, February 1, February 15, March 1, and March 29.

2. *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) attempt to classify the concept as consensus, diversity, or aberrant; and (b) give a one-sentence definition.

These assignments will be self-assessed, meaning your instructor 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 4); 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:** January 26, February 4, February 18, and March 9.

3. *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 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 on Populi 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:** February 24, April 1.

4. *Humility Reflection.*

Throughout the video lectures, Dr. Harris will read excerpts from Kelly Kopic, *A Little Book for New Theologians*, one of which be from chapter 7, “Humility and Repentance.” You will develop a short reflection 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 Kopic, including *why* they are challenges (draw on and explicitly quote, with page references, Kopic, ch. 7 – see under Files on Populi);
- ii. reflect on how well you have exhibited humility in your theological discussions with others and whether this is cause for repentance and/or gratitude before God.

You can complete this assignment either as a video or short paper.

Option 1: Submit a 4–5-minute video, along with a written outline of your video script (does not need to be word for word), emphasizing the main points covered in the video and the structure of your argument. Upload your video to a free online video hosting page (e.g., YouTube) and submit the link of your video to Populi.

Option 2: You will write a short reflection of no more than two (2) pages. 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:** 4-5 minutes *or* 600 words / ≤ 2 pages.
- **Due date:** March 4.

5. *Theology Comparison Papers.*

You will write two papers comparing a chapter from Jones, *Practicing Christian Doctrine* with one or more other readings. You can practice the skills required for a Comparison Paper by completing the *Comparison Paper practice exercise* according to Dr. Harris’s directions in Lesson 2.

For Comparison Paper #1, write one page or less (≤ 300 words) comparing Jones, ch. 2 *and* one of Grenz, ch. 14; Migliore, chs. 2-3; *or* Yong, ch. 12 (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 February 10.

For Comparison Paper #2, write 3-4 pages (900-1200 words) comparing *one* of the following:

- Jones, ch. 3 (Trinity) *and* one of Grenz, ch. 2; Migliore, ch. 4; *or* Yong, ch. 11.
- Jones, ch. 4 (creation/providence) *and* one of Grenz, ch. 4; Migliore, chs. 5-6; *or* Yong, ch. 10.
- Jones, ch. 5 (humanity) *and* one of Grenz, chs. 5-6; Migliore, ch. 7; *or* Yong, ch. 8.

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 March 25.

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:** February 10; March 25.

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 class discussion of a denominational Statement of Faith in Lesson 5. You can prepare for this assignment by completing the *Statement of Faith practice exercises* according to Dr. Harris's directions in Lessons 1 & 5. 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 April 14, at the latest, and after you have submitted your Statement of Faith, you will have a short 15-minute interview with the instructor 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:** April 11 and 14.

Estimate of Time Investment (individual time investments may vary)

1. Video Lesson Discussions	30 hrs	Jan 21; Feb 1, 15; Mar 1, 29
2. Reading Summaries	18 hrs	Jan 26; Feb 4, 18; Mar 9
3. Theology Tests	10 hrs	Feb 24, April 1
4. Humility Reflection	4 hrs	Mar 4
5. Theology Comparison Papers	20 hrs	Feb 10; Mar 25
6. Statement of Faith	10 hrs	April 11; 14*
Total =	92 hrs	*at the latest

Assessment Rubrics

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

Class Schedule

Week	Lesson/Assignment	Hours	Due date
Week 1	Lesson 1 (videos from day 1) - Introduction - Theology as Christian teaching - Scripture & tradition	6 hrs	
	Complete the <i>Statement of Faith practice exercise #1</i> according to the directions given by Dr. Harris in Lesson 1		
	<i>Video Lesson 1 Discussion</i>		January 21
Weeks 2-3	<i>Reading Summary on Jones, ch. 2</i>	4.5 hrs	January 26
	Lesson 2 (videos from day 2) - The mystery of God - The Trinity that God is - Maker of heaven & earth	6 hrs	
	Complete the <i>Comparison Paper practice exercise</i> according to the directions given by Dr. Harris in Lesson 2		
	<i>Video Lesson 2 Discussion</i>		February 1

	<i>Reading Summary on Jones, ch. 3</i>	4.5 hrs	February 4
Weeks 4-5	<i>Theology Comparison Paper #1</i>	4 hrs	February 10
	Lesson 3 (videos from day 3) - Creation & creatures - Debate on creation/evolution - The powerful care of God	4 hrs	
	Complete the <i>Theology Test practice exercise</i> according to the directions given by Dr. Harris in Lesson 3		
	<i>Video Lesson 3 Discussion</i>		February 15
	<i>Reading Summary on Jones, ch. 4</i>	4.5 hrs	February 18
Weeks 6-7	<i>Theology Test #1</i>	5 hrs*	February 24
	Lesson 4 (videos from day 4) - God's image-bearers - The fall(s) of humanity	4 hrs	
	Complete the <i>Statement of Faith on Selected Topic exercise</i> according to the directions given by Dr. Harris in Lesson 4		
	<i>Video Lesson 4 Discussion</i>		March 1
	<i>Humility Reflection</i>	4 hrs	March 4
Week 8	<i>Reading Summary on Jones, ch. 5</i>	4.5 hrs	March 9
	Begin working on <i>Theology Comparison Paper #2</i>		
Weeks 9-10	<i>Theology Comparison Paper #2</i>	16 hrs	March 25
Week 11	Lesson 5 (videos from day 5) - Sons of Adam & daughters of Eve - Denominational Statement of Faith	3 hrs	
	Complete the <i>Statement of Faith practice exercise #2</i> according to the directions given by Dr. Harris in Lesson 5		
	<i>Video Lesson 5 Discussion</i>		March 29
	<i>Theology Test #2</i>	5 hrs*	April 1
Weeks 12-13	<i>Statement of Faith</i>	10 hrs	April 11
	<i>Statement of Faith Interview</i>		April 14 (at the latest)
*including time to study & prepare			

- Since this is a DE course, revisions will be requested throughout the semester. Watch your rubrics for due dates for revisions.
- No resubmission of assignments will be accepted after April 21, 2022.

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines. Please submit assignments in Word (.doc or .docx) format and resubmissions with Track Changes turned on.

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.

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)
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- 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)