



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

## **T311 DE Holy Spirit and the Church**

3 credits. Prerequisites: Theology I & II

Online Video

**May 2 – August 5, 2022**  
Summer 2022 Semester

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### **Course Goals**

#### **Course Description**

An in-depth study of the person and work of the Holy Spirit, with particular attention to a Pentecostal interpretation and its emphasis on missional empowerment. Included are the gifts of the Spirit, Spirit baptism, and the doctrine of divine healing. Students construct and critically evaluate arguments and practices related to pneumatology.

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

As part of Horizon's mission to prepare competent Christian leaders, this course will help students grow in the following competencies:

- **Biblical and theological literacy:** demonstrated by skilled interpretation of scripture and evaluation of theological issues in order to articulate how to think, live, and minister in light of who God is, who God's people are, and God's purposes for the world.
- **Spiritual maturity:** demonstrated by participating in and modeling a vibrant relationship with the triune God, practicing core spiritual disciplines, exercising spiritual gifts for the benefit of others, and remaining committed to lifelong spiritual formation, resulting in ever-increasing Christlikeness.

#### **Core Competencies and Learning Outcomes**



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

1. Create a personal statement of faith regarding the doctrine of the Holy Spirit.
  - Assessment: Statement of Faith
2. Describe and evaluate a classical Pentecostal understanding of Spirit baptism.
  - Assessment: Baptism in the Holy Spirit assignment.

3. Construct a sustained and in-depth theological argument regarding an aspect of pneumatology.
  - Assessment: Research Paper.



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

4. Discern the Holy Spirit at work in their personal lives, the Church, and the world at large.
  - Assessment: Discerning the Spirit assignment.
5. Begin to discern their spiritual gifts and evaluate their use of them.
  - Assessment: Discerning the Spirit assignment.

## **Course Work**

### **Textbooks**

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

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

*\*This can be purchased from your professor if you would like a hard copy.*

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

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

### **Recommended Resource**

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 Activities and Assignments**

**Portfolio Components.** *Statement of Faith*. This assignment must be edited and submitted to the “Statements of Belief *e-Project*” in your Portfolio on *Portfolio*.

*Discerning the Spirit paper*. This assignment must be edited and submitted to the Spiritual Maturity competency page in your Portfolio on *Portfolio*.

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. Regardless of the discussion method, for each lesson, students will respond to the videos that they watched. 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 considered 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 (the image below shows where you can find the link).

The screenshot shows the Horizon College & Seminary course page for T311 - CB/DE: Holy Spirit and the Church. The page is divided into several sections:

- Info:** Course Number: T311 - CB/DE; Term: 2021-2022: Summer 2021; Dates: Apr 26, 2021 - Aug 6, 2021; Units: Credits: 3.00, Hours: 3.00.
- Faculty:** Andrew Gabriel - Primary (Send Email: (306) 374-6655 x 228).
- Teaching Assistants:** Alyssa Andrews (Send Email: (306) 270-5689) and Vi Petkau (Send Email: (306) 381-9702).
- Description:** An in-depth study of the person and work of the Holy Spirit, with particular attention to a Pentecostal interpretation and its emphasis on missional empowerment. Included are the gifts of the Spirit, Spirit baptism, and the doctrine of divine healing. Students construct and critically evaluate arguments and practices related to pneumatology.
- Links:** Andrew Gabriel's blog, Video On Demand (Password: Pneuma), Video on Demand (VOD) Orientation.
- Reading List:** Authentically Pentecostal: Here's What We See—A Conversation, He Who Gives Life: The Doctrine of the Holy Spirit (Foundations of Evangelical Theology), Simply Spirit-Filled: Experiencing God in the Presence and Power of the Holy Spirit.
- Files:** 1. Holy Spirit Bibliography (from L...)

Red arrows in the image point to the 'Syllabus' tab in the left sidebar and the 'Video On Demand (Password: Pneuma)' link in the 'Links' section.

You can find instructions on how to access and post to FlipGrid in the “FlipGrid Instructions” lesson on Populi.

- **Assignment Length:** 30 hours total.
- **Due dates:** May 12, 25, 30; June 2, 8, 13, 16, 27.

## 2. Baptism in the Holy Spirit

You will describe and evaluate a classical Pentecostal understanding of Spirit baptism, thereby formulating your own understanding of Spirit baptism. To prepare for this assignment you will first read and engage with various views regarding baptism in the Holy Spirit (see lesson 3 on Populi for details). After finishing lesson 3, you will complete this assignment by meeting with the professor for an interview. You are allowed to use your personal notes to assist you during the interview, but you should not be overly reliant on them. In other words, you should be able to talk at length without having to read your notes the whole time. At this meeting you will:

- Explain John Wyckoff’s classical Pentecostal view of Spirit baptism, including why he holds to his view (even if you don’t agree with him).
- Offer your evaluation of Wyckoff’s view of Spirit baptism.

- Explain your own understanding of Spirit baptism and the reasons for your conclusion.
- Respond to questions that the professor may have of you during your discussion.

As you read Wyckoff, watch carefully for places where he is describing someone else's view versus when he is describing his own view. His own view is what he calls "the Pentecostal" view (but not the *Oneness* Pentecostal view). As you prepare for the interview, think about both how *Wyckoff* would answer these questions and how *you personally* would answer these questions:

- Is every believer baptized in the Holy Spirit?
- When is a person baptized in the Holy Spirit?
- How would you answer someone who asked you, "Why should I be baptized in the Holy Spirit?"
- Would you ever say that a believer is not baptized in the Holy Spirit? If no, why not? If yes, under what conditions?
- How can people know if they have been baptized in the Holy Spirit?
- What do you see in the Bible that supports your answers to each of the above questions? What do you see in those passages that leads you to your conclusions?
  - Related learning outcome: 2.
  - **Assignment Length:** 20 min interview.
  - **Due date:** June 1.

### 3. *Statement of Faith*

To add to the statement of faith (SOF) you likely already completed in Theology 1 and 2, you will write a statement about what you believe regarding the Holy Spirit. You should address what you read about in the textbook as well as issues discussed in the lectures. To some extent, you can condense much of what you write in your Discerning the Spirit assignment. For your SOF:

- You will write about 1/3 page, to a maximum of 1/2 page.
- Please do not include quotations from Scripture in the body of your SOF. You may include Scripture references in parenthesis. For example: Jesus came to save (John 3:16).
- To sufficiently demonstrate competency, your SOF should employ theological vocabulary, explain beliefs with some detail, and address both historical consensus issues in the church as well as areas where evangelical Christians display diversity of belief.
  - Related learning outcome: 1.
  - **Assignment Length:** 1/3 page.
  - **Due dates:** June 20.

### 4. *Discerning the Spirit*

Based upon your general understanding of the work of the Holy Spirit, you will describe how you see the Holy Spirit at work in your personal life, the Church, and the world at large. To prepare for this assignment you will first complete the **Discerning Spiritual Gifts lesson** on Populi. This involves taking an online spiritual gifts inventory and discussing the results with at least two people you trust (**\*due Tues, July 5**). Once you have adequately prepared, you will complete this assignment by either *writing a paper or preparing a video documentary or presentation* on "Discerning the Spirit" (**\*due Fri, July 8**). For your assignment:

- Follow the general assignment guidelines (below).

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

As you address the above points, be sure to explain the *theological reasons* for your conclusions and also to give *specific examples* to illustrate how you discern the Spirit has been or is working in these three spheres.
  - Section 4: (**about 1 page**) In light of the above content, describe multiple specific ways that you believe *you need to respond to the Spirit* as a result of what you have said in the paper. This should include both how you should *continue* (e.g., praying for the salvation of loved ones) and how you should *change* (e.g., celebrate how the Spirit is working in a particular way that you hadn't realized before). As a part of this section of your paper, you will comment on your use of *spiritual gifts* in ministry to others.
- Related learning outcomes: 4 & 5.
- **Assignment Length:** 1900 words or 15 minutes.
- **Due dates:** July 5 & 8.

### 5. Research Paper

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

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

- Draw on research from at least 8 [scholarly<sup>1</sup> sources](#) (dictionary definitions do not count as sources). Your 8 sources should include at least two journal<sup>2</sup> articles and one book. You are welcome to use your textbooks as sources.
- Follow the general assignment guidelines (under Academic Policies below).
- See the Populi lesson, “Notes Regarding Your Research Paper.”
  - Related learning outcome: 3.
  - **Assignment Length:** 2500 words.
  - **Due date:** July 28.

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

|   |                                       |                 |
|---|---------------------------------------|-----------------|
| Reading   | As per the schedule below             | 28 hrs          |
| 1. Video Lesson Discussions   | May 12, 25, 30; June 2, 8, 13, 16, 27 | 30 hrs          |
| 2. Baptism in the Holy Spirit   | June 1                                | 2 hrs           |
| 3. Statement of Faith   | June 20                               | 2 hrs           |
| 4. Discerning the Spirit<br>Discerning Spiritual Gifts Lesson<br>Assignment Submitted | July 5<br>July 8                      | 12 hrs          |
| 5. Research Paper   | July 28                               | 24 hrs          |
| <b>TOTAL</b>  |                                       | <b>98 hours</b> |

### Assessment Rubrics

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

### Class Schedule

Week 1-2      Lessons 1, includes videos from day 1 [1.5 hrs]  
                     -Course Introduction  
                     Gabriel ch 1, 7; Cole 79-83; HSR 1b [2 hrs]  
                     Lesson 2, includes videos from days 2-7 [8.5 hours]  
                     -Holy Spirit and Scripture  
**Due May 12 Video Lesson 2 Discussion**  
                     Start reading for Lesson 3 (see below)

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<sup>1</sup> “Scholarly” sources generally include articles published in academic journals and academic books (a book is often not ‘academic’ if it does not have footnotes or endnotes). You are welcome to use magazine articles and [web pages](#), but these will often not count as scholarly sources.

<sup>2</sup> There are a number of excellent databases available for searching the contents of many journals at one time. If you request a password from the [Horizon librarian](#), you can access many journals online through the electronic search databases once you login to the [STU Library page](#) (see [this video](#)). An internet search can help you as well (although this would not be as helpful).

- Week 3-4 Cole ch 8 + 243-245; AP ch 3-5; HSR 2-4 [10.5 hrs]  
Lesson 3, includes videos from days 7-10 [5 hrs]  
-Baptism in the Holy Spirit  
**Due May 25 Video Lesson 3 Discussion**  
Cole 84-87, HSR 1c; Gabriel ch 2-4 [2.5 hrs]  
Lesson 4, includes video from day 11 [1.5 hours]  
-Prayer and Other Experience of the Spirit  
**Due May 30 Video Lesson 4 Discussion**
- Week 5 Cole 72-78 [0.5 hrs]  
Lesson 5, includes video from day 12-13 [3 hours]  
-The Holy Spirit and the Trinity  
**Due June 1 Baptism in the Holy Spirit Interviews due**  
**Due June 2 Video Lesson 5 Discussion**  
Cole 209-248 [4 hrs]
- Week 6 Lesson 6, includes video from day 14 [1.5 hours]  
-The Holy Spirit and the Church  
**Due June 8 Video Lesson 6 Discussion**  
Cole ch 4 [2hrs]  
Lesson 7, includes video from days 15-17 [3.5 hours]  
-The Holy Spirit in the World  
**Due June 13 Video Lesson 7 Discussion**
- Week 7 Gabriel ch 6; Cole 248-258 [2 hours]  
Lesson 8, includes video from days 17-19 [2.5 hours]  
**Due June 16 Video Lesson 8 Discussion**  
**Due June 20 Statement of Faith** [2 hrs]
- Week 8 AP ch 5-6; HSR 1a,d; Gabriel ch 5 [2.5 hrs]  
HSR5 [2 hrs]  
Lessons 9-10, includes video from day 20 [1.5 hours]  
-Healing and Unclean Spirits (demons)  
**Due June 27 Video Lesson 9-10 Discussion**
- Week 9-10 **Due July 5 Discerning Spiritual Gifts Populi Lesson**  
**Due July 8 Discerning the Spirit Assignment** [12 hours]
- Weeks 11-13 **Due July 28 Research Paper** [24 hrs]

By Aug 3 Submit the Discerning the Spirit Assignment & Statement of Faith to Portfolio.

- 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 August 5, 2022.

## Academic Policies

### General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines. In addition, please note: I will accept submissions on [Populi](#) in either **MSWord format** (doc or docx is fine) or as **PDF files**.

### 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 <b>met competency requirements for all</b> 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 <b>beginning to meet competency requirements for any one or more</b> learning outcomes, and met or exceeded competency requirements for all other outcomes. | C+ | 2.3 | 67-69 |
|     |                   |   | C  | 2.0 | 63-66 |
|     |                   |   | C- | 1.7 | 60-62 |
| NYM | Not yet meeting   | Student was <b>not yet meeting competency requirements for one or more</b> learning outcomes.   | D+ | 1.3 | 57-59 |
|     |                   |   | D  | 1.0 | 53-56 |
|     |                   |   | D- | 0.7 | 50-52 |
|     |                   |   | F  | 0.0 | 0-49  |

### Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the 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](mailto:bwilliamson@horizon.edu); Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu); or Leanne Bellamy, Academic Coach, at [lbellamy@horizon.edu](mailto: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***

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

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

### ***Selected Theological Journals***

[Canadian Journal of Pentecostal-Charismatic Christianity](#) (full-text available online)

*Evangelical Review of Theology*

*International Journal of Systematic Theology*

*Journal of the Evangelical Theological Society*

*Journal of Pentecostal Theology*

*Modern Theology*

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

*Scottish Journal of Theology*

*Theology Today*

*Toronto Journal of Theology*

### ***Books***

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

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

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

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

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- \_\_\_\_\_, ed. *The New International Dictionary of Pentecostal and Charismatic Movements*. Rev. ed. Grand Rapids, MI: Zondervan, 2002.
- Burns, J. Patout, and Gerald M. Fagin. *The Holy Spirit*. Message of the Church Fathers 3. Wilmington, DE: Michael Glazier, 1984.
- Castelo, Daniel, and Kenneth M. Loyer, ed. *T & T Clark Handbook of Pneumatology*. London: T & T Clark, 2020.
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- Friesen, Aaron T. *Norming the Abnormal: The Development and Function of the Doctrine of Initial Evidence in Classical Pentecostalism*. Eugene, OR: Pickwick, 2013.
- Gabriel, Andrew K. *The Lord is the Spirit: The Holy Spirit and the Divine Attributes*. Eugene, OR: Pickwick, 2011.
- Green, Gene L., Stephen T. Pardue, and K. K. Yeo, eds. *The Spirit over the Earth: Pneumatology in the Majority World*. Grand Rapids, MI: Eerdmans, 2016.
- Habets, Myk, ed. *Third Article Theology: A Pneumatological Dogmatics*. Minneapolis, MN: Fortress, 2016.
- Hamilton, James M, Jr. *God's Indwelling Presence: The Holy Spirit in the Old and New Testaments*. NAC Studies in Bible and Theology. Nashville, TN: B&H Academic, 2006.
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- Jones, Beth Felker. *God the Spirit: Introducing Pneumatology in Wesleyan and Ecumenical Perspective*. Wesleyan Doctrine Series, 5. Eugene, OR: Cascade, 2014.

- Kärkkäinen, Vali-Matti. *Pneumatology: The Holy Spirit in Ecumenical, International, and Contextual Perspective*. 2<sup>nd</sup> ed. Grand Rapids: Baker Academic, 2018.
- \_\_\_\_\_. *Spirit and Salvation. A Constructive Christian Theology for the Pluralistic World*, 4. Grand Rapids, MI: Eerdmans, 2016.
- Lederle, Henry I. *Treasures Old and New: Interpretations of "Spirit Baptism" in the Charismatic Renewal Movement*. Peabody: Hendrickson, 1988.
- Levering, Matthew. *Engaging the Doctrine of the Holy Spirit: Love and Gift in the Trinity and the Church*. Grand Rapids, MI: Baker Academic, 2016.
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