



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

**January 15 – April 18, 2024**  
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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 many of 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**

#### *1. Video Lesson Discussions*

In order to pass the course, students are required to “attend” all video lectures and to discuss them via Flip or in person with the professor. 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 Populi interface for the course T311 - CB/DE: Holy Spirit and the Church. The left sidebar has the 'Syllabus' tab highlighted with a red circle. The main content area shows course information, faculty (Andrew Gabriel, Alyssa Andrews, Vi Petkau), and a 'Links' section. A red arrow points to the 'Video On Demand (Password: Pneuma)' link in the 'Links' section.

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

- **Assignment Length:** 30 hours total.
- **Due dates:** January 25; February 7, 12, 15, 21, 26, 29; March 11.

## 2. *Baptism in the Holy Spirit*—25%

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:** February 14.

### 3. *Statement of Faith*—20%

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. 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.

- To complete this assignment, students will follow these guidelines:
  - Follow the Horizon Format Guide.
  - 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).
- Related learning outcome: 1.
- **Assignment Length:** 1/3-1/2 page maximum.
- **Due dates:** March 4.

### 4. *Discerning the Spirit*—25%

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, Mar 19**). 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, Mar 22**). For your assignment:

- 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).
- 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.
- To complete this assignment, students will follow these guidelines:
  - Follow the Horizon Format Guide.
  - Include the word count after the conclusion (if a written paper).
  - Include a bibliography.
  - In your research notes or paper, include the headings and subheadings as outlined above.
  - Cite each of the following numerous times in footnotes: Cole, Gabriel, and class lectures/discussion.
  - Section 1-3 should be ~80% of the assignment (5 pages).
  - Section 4 should be ~20% of the assignment (1 page).
  - Include comments regarding your spiritual gifts in sections 1 & 4.
- Related learning outcomes: 4 & 5.
- **Assignment Length:** 1900 words or 15-minute video with point-form research notes.
- **Due dates:** March 19 & 22.

### 5. Research Paper—30%

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. See the Populi lesson, “Notes Regarding Your Research Paper.”

- To complete this assignment, students will follow these guidelines:
  - Follow the Horizon Format Guide.
  - Address a topic that relates to the material covered in this course.
  - Include your word count (excluding the bibliography and footnotes) after the 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.
- Include a bibliography.
- Include a thesis statement in the introduction.
- Related learning outcome: 3.
- **Assignment Length:** 2500 words (min 2300, max 2700 words = about 8 pages), not including your footnotes and bibliography.
- **Due date:** April 11.

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

Reading	As per the schedule below	28 hrs	<b>Assignment Weighting</b>
1. Video Lesson Discussions	Jan 25; Feb 7, 12, 15, 21, 26, 29; Mar 11	30 hrs	
2. Baptism in the Holy Spirit	Feb 14	2 hrs	25%
3. Statement of Faith	Mar 4	2 hrs	20%
4. Discerning the Spirit Discerning Spiritual Gifts Lesson Assignment Submitted	Mar 19 Mar 22	12 hrs	25%
5. Research Paper	Apr 11	24 hrs	30%
<b>TOTAL</b>		<b>98 hours</b>	

**Assessment Rubrics**

Assignment rubrics can be found on Populi under each assignment.

**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 Jan 25 Video Lesson 2 Discussion**  
                     Start reading for Lesson 3 (see below)
- 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 Feb 7 Video Lesson 3 Discussion**  
                     Cole 84-87, HSR 1c; Gabriel ch 2-4 [2.5 hrs]

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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 in the Digital Theological Library.

Lesson 4, includes video from day 11 [1.5 hours]  
-Prayer and Other Experience of the Spirit  
***Due Feb 12 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 Feb 14 Baptism in the Holy Spirit Interviews due***  
***Due Feb 15 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 Feb 21 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 Feb 26 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 Feb 29 Video Lesson 8 Discussion***  
***Due Mar 4 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 Mar 11 Video Lesson 9-10 Discussion***

Week 9-10 ***Due Mar 19 Discerning Spiritual Gifts Populi Lesson***  
***Due Mar 22 Discerning the Spirit Assignment*** [12 hours]

Weeks 11-13 ***Due Apr 11 Research Paper*** [24 hrs]

- Since this is a DE course, revisions will be requested throughout the semester.
- No resubmission of assignments will be accepted after April 18, 2024.

## **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 on Populi](#) 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 unless approval is granted by the Dean of the College.

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.

### Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

### Assignment 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 their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated <b>exceptional</b> achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated <b>excellent</b> achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84



M	Meeting expectations	Student demonstrated <b>good</b> achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, 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 according to the scale below.

BTM	Beginning to meet expectations	Student was <b>beginning to meet</b> learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NY M	Not yet meeting expectations	Student made <b>insufficient progress</b> toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

### Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

### Accessible Learning Services Information

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon's Library Technician, at [library@horizon.edu](mailto:library@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 with their camera on. 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.

### **Live-Streaming Etiquette**

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must 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***

[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.

Brand, Chad Owen, ed. *Perspectives on Spirit Baptism: Five Views*. Nashville, TN: Broadman & Holman, 2004.

Bulgakov, Sergius. *The Comforter*. Translated by Boris Jakim. Grand Rapids, MI: Eerdmans, 2004.

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Burns, J. Patout, and Gerald M. Fagin. *The Holy Spirit*. Message of the Church Fathers 3. Wilmington, DE: Michael Glazier, 1984.

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- 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.
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- Johnson, Elizabeth A. *Women, Earth, and Creator Spirit*. New York, NY: Paulist, 1993.
- Jones, Beth Felker. *God the Spirit: Introducing Pneumatology in Wesleyan and Ecumenical Perspective*. Wesleyan Doctrine Series, 5. Eugene, OR: Cascade, 2014.
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- \_\_\_\_\_. *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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