



T491 Current Issues in Theology

3 credits. Prerequisites: T220 Theology I and T221 Theology II

👤 Saskatoon Campus 'A' Livestream 📺 Video on Demand

November 3-7, 2025

Module B

Monday-Friday, 9am-4pm SK (10am-5pm ET)

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Please note: This course includes substantial reading before the module.

Course Goals

Course Description

An introduction to and evaluation of trends in contextual theologies and other pressing issues in contemporary theology and church life. Students evaluate these issues from a biblical and evangelical Christian perspective and develop their own theologically-informed responses to these trends. The key topics of discussion will vary.

Focus topics for this term include open and relational theology, climate change and creation care, disability studies, the prosperity Gospel, LGBTQ issues, and gender issues.

Relationship to Horizon and MCS's Missions

Pressing theological issues affect our lives and ministry in many contexts. As part of Horizon's mission to prepare competent Christian leaders and MCS's mission to equip Pentecostal leaders for ministry, this course equips students to understand these issues and articulate a Christian response to them based on biblical and theological considerations. It thus aids them in the following core competencies:

- *Biblical and Theological Literacy* is 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.
- *Contextual Awareness* is demonstrated by a maturing orthodox Christian worldview, a healthy self-understanding, and engagement of people and cultures with wisdom and discernment.

Course Competencies and Learning Outcomes



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

1. Engage in theological reflection that is “biblical,” “evangelical,” and “spiritual.”
 - *Assessment*: Content Test, Position Paper
2. Assess the use of the Bible and theological presuppositions in theological texts.
 - *Assessment*: Book Review
3. Develop and articulate their own biblical-theological position on a pressing topic in contemporary theology and/or the life of the Church.
 - *Assessment*: Position Paper



To demonstrate competency in *Contextual Awareness*, students will:

4. Accurately describe and evaluate issues in evangelical theology and Christian theology more broadly, of significant concern to the Church, both within Canada and globally.
 - *Assessment*: Content Test, Book Review

Course Work

Required Readings – available on Populi

Open and Relational Theologies

Basinger, David. “Practical Implications.” In Pinnock, Clark H., et al. *The Openness of God: A Biblical Challenge to the Traditional Understanding of God*, 155-76. Downers Grove: IVP, 1994.

The Science-Faith Dialogue

Warren, E. Janet. “Pneuma and Pneumonia: Reconsidering the Relationship between Spiritual and Medical Healing.” *Fuller Magazine* 11 (2018) 36–41.
<https://fullerstudio.fuller.edu/pneuma-and-pneumonia-reconsidering-the-relationship-between-spiritual-and-medical-healing/>.

Creation Care/Eco-theology

Ackerman, Thomas P. “Christian Action in the Face of Climate Change.” *Perspectives on Science and Christian Faith* 66.4 (2014) 242–47.
<https://www.asa3.org/ASA/PSCF/2014/PSCF12-14Ackerman.pdf>

Deane-Drummond, Celia. *A Primer in Ecotheology: Theology for a Fragile Earth*. Eugene, OR: Cascade, 2017. Ch 1: Ecotheology: A Map, 1–17.

Prosperity Theology

Bowler, Catherine. *Blessed: A History of the American Prosperity Gospel*. New York: Oxford University Press, 2013. Conclusion, 226–37.

LGBTQ Issues in Christianity

Beilby, James K. and Eddy, Paul Rhodes. *Understanding Gender Identities*. Baker, 2019, Understanding Transgender Experiences and Identities: An Introduction, 1-54.

Yarhouse, Mark A. *Homosexuality and the Christian: A Guide for Parents, Pastors, and Friends*. Grand Rapids: Baker, 2010. Chapter 1: What Does God Think About Homosexuality, 17–36 (no pages in online version).

Gender Issues

Giles, Kevin. “Complementarian Theology in Crisis.” In *Eyes to See And Ears to Hear Women: Sexual Assault as a Crisis of Evangelical Theology*, edited by Tim Krueger, Jeff Miller, and Mitch Randall, 59-81. Minneapolis, MN: CBE International, 2018.

**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.

BEFORE THE MODULE

1. Pre-Module Reading.

Students should be sure to read the assigned readings before the module. Please confirm on Populi that you have completed this reading. The readings will help establish the broad context of what theology is and the kind of theology that we need to be doing. They will permit reflection and class engagement that is “biblical,” “evangelical,” and “spiritual.” More specifically, they will help to lay the foundation for practicing that theology concerning current issues.

- **Due date:** November 3, 2025 at 9AM.

AFTER THE MODULE

2. Content Test – 25%

A short-answer, open-book online test covering course content in lectures, videos, and required reading. Students are to be sure to complete ALL the required reading before taking the test. The test will consist of 25 questions with point-form or brief paragraph-length responses. It will evaluate biblical and theological competency and the level of understanding of current theologically related issues that concern the contemporary church.

- Related learning outcomes: #1, #4.
- **Due date:** November 21, 2025.

3. Position Paper (Choose one of the course focus topics) – 35%

This paper, as if for one’s denomination, is not an argumentative or research essay, but a statement of one’s theological position. Introduce the issue and explain why a position paper is necessary. Consider what biblical texts are important for this issue and how evangelical

theological themes relate to it. Consider what contemporary culture and contemporary Christianity say about the issue and articulate your own position. It will be helpful to engage with two to four sources, including other position papers. The paper will be evaluated on the basis of its content: biblical texts and theological themes used to support the position and whether the contemporary culture and the wider church approach have been taken into consideration. Follow the Horizon & MCS Format Guide and be sure to include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.

- Related learning outcomes: #1, #3.
- **Assignment Length:** 1000-1200 words.
- **Due date:** November 30, 2025.

4. *Book Review* – 40%

A critical review of a book related to ONE of the course topics that must be a different topic from that of the position paper. It may be chosen from the bibliography or self-selected with prior approval from the instructor. Identify the book's main argument(s) or position(s) and summarize its content (approximately one-third of the review). Consider how the author uses (or fails to use) the Bible, identify the theological presuppositions present in the author's arguments, whether implicit or explicit, and comment on whether the author's position is evangelical or not and why. Explain how the book's topic is relevant for contemporary Christian engagement with culture. Finally, offer an appreciative and/or critical assessment and a recommendation for whether this book will help or hinder your audience's proper biblical evaluation of the topic. This assignment will be evaluated based on clarity, thoughtful evaluation, theological reflection, and awareness of contextual issues in contemporary Christianity. Students may choose one of the following books in the bibliography (marked with a *) for review, or an alternate text in consultation with the professor. Follow the Horizon & MCS Format Guide and be sure to include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.

- Related learning outcomes: #2, #4.
- **Assignment length:** 1000-1200 words.
- **Due date:** December 10, 2025.

Video-on-Demand (VOD) Student Requirements

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

- For this course, VOD students have the **same and different assignment due dates** as in-class students.
 - Pre-Module Reading: due November 3 at 9AM.
 - **Content Test: due November 25 at 11:59 PM.**
 - **Position Paper: due December 2 at 11:59 PM.**
 - Book Review: due December 10 at 11:59PM.
- 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 schedule below. VOD students will post a 2–3-minute video report addressing the following items: 1) affirms you have watched

the required recording 2) summarizes one thing you learned that week that will help you reach the course learning outcomes, and 3) explain at least one question you had after watching the class recording.

- Day 1 Lectures and Report: **November 8** at 11:59 PM
- Day 2 Lectures and Report: **November 11** at 11:59 PM
- Day 3 Lectures and Report: **November 15** at 11:59 PM
- Day 4 Lectures and Report: **November 19** at 11:59 PM
- Day 5 Lectures and Report: **November 22** at 11:59 PM
- 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.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hours	N/A	Assignment
1. Pre-Module Reading	5 hours	Nov 3 at 9am	Weighting
2. Content Test	14 hours	Nov 21	25%
3. Position Paper	15 hours	Nov 30	35%
4. Book Review	30 hours	Dec 10	40%
Total =	94 hours		

All assignments are due at 11:59pm **SK time** unless otherwise indicated.

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

COURSE OUTLINE/CLASS SCHEDULE (tentative)

Monday November 3

AM: Overview/Background/Context

- Course Overview
- Issues in contemporary theology, approaches to Christianity and culture, approaches to/authority of the Bible, worldviews, contextual theology, and implications of the *imago dei* in humans

PM: Open and Relational Theologies, Deconstructionism, Revisionism, Religious Pluralism, Interfaith Dialogue

- Key issues—nature of salvation, atonement, postmodernism, individualism, relativism, secularism, etc., review and discussion of biblical texts, pastoral/practical implications

Tuesday November 4

AM: The Science-Faith Dialogue

- Varying approaches, key issues (technology, bioethics, AI)

PM: Climate Change/Creation Care/Eco-theology

- Key issues, facts and figures, definitions, position statements

Wednesday, November 5

AM: Prosperity Theology

- Key issues, examples, concerns

PM Overview of Gender/Sexuality

- Key issues, definitions, biblical anthropology,
- Seminary student presentations

Thursday, November 6

AM: Overview of Gender/Sexuality (cont'd)

PM: LGBTQ Issues in Christianity

- Homosexuality, varying views, transgenderism, position statements
- Seminary student presentations

Friday, November 7

AM: Gender issues

- Gender roles, relevant biblical texts, Christian feminism, role of women in ministry, sexual abuse in the church, etc.

PM: Church and State, Christian Nationalism, and Refugees/Migration

Concluding Reflections, Q&A, library presentation, individual meetings with students

- Revision week is December 15-19. Your instructor may also request revisions on some assignments before revision week.
- No assignments will be accepted after December 19, 2025.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions.

Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

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 and MCS's 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. Assignments that do not meet competency will receive a 0. 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 and MCS CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of all 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 and MCS. 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 beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress 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.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

Class Attendance (On Campus or Livestreaming)

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 livestreaming 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming 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 livestream, 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 and MCS encourage 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 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.

Select Bibliography (*indicates suitable for book review)

Overviews

Olson, Roger E. *The Journey of Modern Theology: From Reconstruction to Deconstruction*. IVP Academic, 2013.

Smith, David L. *Theologies of the 21st Century: Trends in Contemporary Theology*. Wipf and Stock, 2014.

Contextual Theology/Worldview

Bevans, Stephen B. *Models of Contextual Theology*. Orbis, 1992.

Cortez, Marc. *Theological Anthropology: A Guide for the Perplexed*. T&T Clark, 2010. Niebuhr, H. Richard. *Christ and Culture*. Harper & Brothers, 1951.

Walsh, Brian and Middleton, Richard. *The Transforming Vision*. IVP, 1984.

Wolters, Albert M. *Creation Regained: Biblical Basics for a Reformational Worldview*. Eerdmans, 1985, 2005.

Open and Relational Theology

*Boyd, Gregory. *God of the Possible*. Baker, 2000.

*Boyd, Gregory. *Is God to Blame?* IVP. 2003.

*Oord, Thomas J. *The Uncontrolling Love of God*. IVP, 2015.

*Oord, Thomas J. *God Can't: How to Believe in God and Love after Tragedy, Abuse, and Other Evils*. Sacrasage Press, 2019.

Pinnock, Clark H., Rice, R., Sanders, J., Hasker, W., & Basinger, D. *The Openness of God: A Biblical Challenge to the Traditional Understanding of God*. IVP, 1994.

*Pinnock, Clark H. *Most Moved Mover*. Baker, 2001.

- *Rice, Richard. *The Future of Open Theism: From Antecedents to Opportunities*. IVP, 2020.
- *Sanders, John. *The God Who Risks*. IVP, 1998.
- *Ware, Bruce. *God's Lesser Glory: The Diminished God of Open Theism*. Crossway, 2000.

Science and Faith Dialogue

- Barbour, Ian G. *Religion and Science*. Harper, 1997.
- Stump, J. B. *Science and Christianity: An Introduction to the Issues*. Wiley-Blackwell, 2016.

Creation Care/Climate Change

- *Bell, Colin. *Creation Care and the Gospel: Reconsidering the Mission of the Church*. Hendrickson, 2016.
- *Bouma-Prediger, Steven. *For the Beauty of The Earth: A Christian Vision for Creation Care*. Baker, 2001, 2010.
- *Brunner, Daniel, Jennifer Butler and A. J. Swoboda. *Introducing Evangelical Ecotheology: Foundations in Scripture, Theology, History, and Praxis*. Baker, 2014.
- *Deane-Drummond, Celia. *A Primer in Ecotheology: Theology for a Fragile Earth*. Wipf and Stock, 2017.
- *Johnson, Elizabeth A. *Creation and the Cross: The Mercy of God for a Planet in Peril*. Orbis, 2018.
- *McFague, Sallie. *A New Climate for Theology: God, the World, and Global Warming*. Fortress, 2008.
- *Snyder, Howard. *Salvation Means Creation Healed: Overcoming the Divorce between Heaven and Earth*. Cascade, 2011.
- *Veldman, Robin Globus. *The Gospel of Climate Skepticism: Why Evangelical Christians Oppose Action on Climate Change*. University of California Press, 2019.
- *Wilkinson, Katherine. *Between God and Green: How Evangelicals Are Cultivating A Middle Ground on Climate Change*. Oxford, 2012.

Prosperity Theology

- *Attanasi, K., Yong, A. (eds) *Pentecostalism and Prosperity: The Socio-Economics of the Global Charismatic Movement*. Springer, 2012.
- *Bowler, Kate. *Blessed, A History of the American Prosperity Gospel*; Oxford University Press, 2013.
- *Fortner, Michael D. *The Prosperity Gospel Exposed: And Other False Doctrines*. Create Space Publishing, 2011.
- *Hill, Edward. *Prosperous Christians: 10 Commandments of Godly Prosperity*. Best Seller Publishing, 2019.
- *Hinn, Costi. *God, Greed, and the (Prosperity) Gospel: How Truth Overwhelms a Life Built on Lies*. Zondervan, 2019.
- *Jones, David and Russell Woodbridge. *Health, Wealth & Happiness: Has the Prosperity Gospel Overshadowed the Gospel of Christ?* Kregel, 2010.
- *Mumford, Debra J. *Exploring Prosperity Preaching: Biblical Health, Wealth and Wisdom*. Judson Press, 2012.
- *Osteen, Joel. *Your Best Life Now: 7 Steps to Living at Your Full Potential*. Faithwords, 2004.

Disability Theology

- *Brock, Brian. *Wondrously Wounded: Theology, Disability and the Body of Christ*. Baylor, 2019.
- *Creamer, Deborah Beth. *Disability and Christian Theology: Embodied Limits and Constructive Possibilities*. Oxford University Press, 2009.
- *Gaventa, William. *Disability and Spirituality: Recovering Wholeness*. Baylor, 2018.
- *Melcher, Sarah J., Mikeal C. Parsons, and Amos Yong (eds.). *The Bible and Disability: A Commentary*. Baylor, 2017.
- *Reinders, Hans S. *Disability, Providence and Ethics: Bridging Gaps, Transforming Lives*. Baylor, 2014.
- *Reynolds, Thomas E. *Vulnerable Communion: A Theology of Disability and Hospitality*. Brazos Press, 2008.
- *Yong, Amos. *Theology and Down Syndrome: Reimagining Disability in Late Modernity*. Baylor, 2007.
- *Yong, Amos. *The Bible, Disability, and the Church: A New Vision of the People of God*. Eerdmans, 2011.

LGBTQ Issues

- *Balch, David. *Homosexuality, Science and the "Plain Sense" of Scripture*. Eerdmans, 2000.
- *Branch, J. Alan. *Affirming God's Image: Addressing the Transgender Question with Science and Scripture*. Lexham Press, 2019.
- *DeFranza, Megan K. *Male, Female, and Intersex in the Image of God*. Eerdmans, 2015.
- *Hartke, Austen. *Transforming: The Bible and the Lives of Transgender Christians*. Westminster John Knox, 2018.
- *Hill, Wesley. *Washed and Waiting: Reflections on Christian Faithfulness and Homosexuality*. Zondervan, 2016.
- *Thatcher, Adrian. *God, Sex and Gender: An Introduction*. Wiley-Blackwell, 2011.
- *Vines, Matthew. *God and the Gay Christian: The Biblical Case in Support of Same-Sex Relationships*. Convergent, 2014.
- *Yarhouse, Mark. *Homosexuality and the Christian: A Guide for Parents, Pastors, and Friends*. Bethany House, 2010.
- *Yarhouse, Mark. *Understanding Gender Dysphoria: Navigating Transgender Issues in a Changing Culture*. IVP, 2015.

Gender Roles

- *English de Almina, Margaret and Lois Olena (eds). *Women in Pentecostal and Charismatic Ministry: Informing a Dialogue on Gender, Church and Ministry*. Brill, 2016.
- *Giles, Kevin. *What the Bible Actually Teaches about Women*. Cascade Books, 2018.
- *Giles, Kevin. *The Headship of Men and the Abuse of Women*. Cascade Books, 2020.
- *Matthews, Alice. *Gender Roles and the People of God: Rethinking What We Were Taught about Men and Women in the Church*. Zondervan, 2017.
- *Padgett, Alan G. *As Christ Submits to the Church: A Biblical Understanding of Leadership and Mutual Submission*. Baker Academic, 2011.

- *Piper, John and Wayne A. Grudem. *Recovering Biblical Manhood and Womanhood: A Response to Evangelical Feminism*. Crossway Books, 1991.
- *Van Leeuwen, Mary Stewart. *Gender and Grace*. IVP, 1990.
- *Webb, William J. *Slaves, Women & Homosexuals: Exploring the Hermeneutics of Cultural Analysis*. IVP, 2001.
- *Westfall, Cynthia Long. *Paul and Gender: Reclaiming the Apostle's Vision for Men and Women in Christ*. Baker, 2016