



T220 DE Theology I

3 credits. Prerequisites: T101 Introduction to Theology.

 Online Video

Apr 27-June 12, 2026

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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 MCS-Horizon's Missions

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*](#). 2nd edition. Grand Rapids: Baker Academic, 2023. (ISBN: 978-1540965141)
DTL: <https://thedtl.on.worldcat.org/oclc/1381097640>.

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) Stanley Grenz (1950-2005) was a leading American Baptist theologian who creatively engaged postmodern thought.
DTL: <https://thedtl.on.worldcat.org/oclc/1239992580>.

Macchia, Frank D. *Tongues of Fire: A Systematic Theology of the Christian Faith*. Eugene, OR: Cascade, 2023. (ISBN: 978-1666730227) Frank Macchia (b.1952) is perhaps the greatest living Pentecostal theologian.
DTL: <https://thedtl.on.worldcat.org/oclc/1376363985>.

Migliore, Daniel L. *Faith Seeking Understanding: An Introduction to Christian Theology*. 4th edition. Grand Rapids: Eerdmans, 2023. (ISBN: 978-0802882851) Daniel Migliore (b.1935) is a Presbyterian theologian influenced by Karl Barth and calls for social justice.
DTL: <https://thedtl.on.worldcat.org/oclc/1372398616>.

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 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.

Course Assignments and Activities

1. Video Lesson Discussions

In order to pass the course, students are required to “attend” all video lectures and to discuss them via **Padlet** with the professor. Students will submit a 2–3-minute video report which: 1) confirms they have watched the required lectures for that time period, 2) summarizes one thing they learned that will help them reach the course learning outcomes, and 3) explains at least one question they

had after watching the class videos. Students are welcome to add an additional comment or two. This assignment will be considered complete or incomplete.

Lecture video recordings are housed on Masters-Horizon 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 Padlet in the “Padlet Instructions” Lesson on Populi. **Padlet video report Submission Due Dates:**

- Day 1 Lectures (Sessions 1-4) & Report due Saturday, May 2 at 11:59PM
- Day 2 Lectures (Sessions 1-4) & Report due Saturday, May 2 at 11:59PM
- Day 3 Lectures (Sessions 1-4) & Report due Saturday, May 9 at 11:59PM
- Day 4 Lectures (Sessions 1-3) & Report due Saturday, May 16 at 11:59PM
- Day 5 Lectures (Sessions 1-3) & Report due Saturday, May 23 at 11:59PM

2. *Reading Summaries* (formative).

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 I will give you feedback on your (i) Statement of Consensus, but return an answer key for you to compare your own (ii) list of theological concepts. No resubmissions are required, as this assignment is not formally assessed for competency. An example Reading Summary is available on Populi under Lessons (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:** Mon, May 4; 11; 18; 25 by 11:59 pm ET.

3. *Theology Tests* (30%).

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 watch the class videos and complete your Reading

Summaries (Assignment 2). When taking the tests, you will *not* be allowed to use any notes nor the textbook; the tests are closed book. The tests will ask you to:

- i. Part 1: briefly explain in 3-4 sentences the historical consensus of the church (i.e., orthodoxy) regarding the beliefs studied in this course.
- ii. Part 2: attempt to classify (as consensus, aberrant or diversity, with explanation) and identify various beliefs studied in this course.

Before you take your test, please see the Lesson called “Notes Regarding Your Theology Tests.”

The *purpose* of this assignment is to demonstrate competence in identifying the areas of historical consensus and key areas of debate regarding the Christian doctrines of revelation, God, creation, providence, humanity, and sin (see Learning Outcome #2).

- Related learning outcome(s): #2.
- **Assignment length:** <2 hours.
- **Due dates:** Thurs, May 14; Tues, May 26 by 11:59 pm ET.

4. *Humility Reflection* (15%).

Throughout the course I 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 Lessons 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).

- Remember to follow these basic guidelines:
 - Follow the MCS-Horizon Format Guide.
 - Directly reference and draw upon Kopic, *A Little Book for New Theologians*
 - Do not include an introduction or conclusion (if written)
 - Include a written outline that emphasizes the main points covered in the video and the structure of the argument (if a video)
- Related learning outcome(s): #4.

- **Assignment length:** 4-5 minutes *or* 600 words / ≤ 2 pages.
- **Due date:** Thurs, May 21 by 11:59 pm ET.

5. *Theology Comparison Papers* (Paper #2-20%).

You will write two papers comparing a chapter from Jones, *Practicing Christian Doctrine* with one or more other readings.

For Comparison Paper #1, write one page or less (≤ 300 words) comparing Jones, ch. 2 *and* one of Grenz, ch. 14; Macchia, ch. 3; or Migliore, chs. 2-3 (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 Fri, May 15 by 11:59pm ET.

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; Macchia, ch. 6; *or* Migliore, ch. 4.
- Jones, ch. 4 (creation/providence) *and* one of Grenz, ch. 4; Macchia, ch. 5; *or* Migliore, chs. 5-6.
- Jones, ch. 5 (humanity) *and* one of Grenz, chs. 5-6; Macchia, ch. 10; *or* Migliore, ch. 7.

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 one-third of the paper (1-1 ½ pages) should be given over to evaluating the theological claims made by both authors.

Comparison Paper #2 is due Monday, June 1 by 11:59pm ET.

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).

- Remember to follow these basic guidelines:
 - Follow the MCS-Horizon Format Guide.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Complete Comparison Paper #1.
 - Compare one chapter (ch. 3, 4, or 5) from Jones with one of the related sections from Grenz, Migliore, or Macchia.
 - 2/3 of the paper is interpretation; 1/3 of the paper is evaluation.
- Related learning outcome(s): #3.
- **Assignment length:** 300 words ≤ 1 page (#1) & 900-1200 words / ≤ 4 pages (#2).
- **Due dates:** #1 Fri May, 15 ; #2 Mon, June 1 by 11:59pm ET.

5. *Statement of Faith* (35%).

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 in-class group discussion of a denominational Statement of Faith. Your Statement of Faith should:

- i. address the topics you consider most important in Christian teaching (in less than 3 pages);
- ii. use theological terminology properly, explaining the teachings in some detail;
- iii. speak, additionally, to issues that are disputed among Christians (if these are among what you consider most important to say).

Do not include quotations from Scripture in the body of your Statement of Faith; rather, cite Scripture in parentheses following the SBL abbreviations for biblical books (see MCS-Horizon Format Guide p.10). For example: everything God makes is good (Gen 1:31).

The written Statement of Faith is due Monday, June 8 by 11:59pm ET.

By Friday, June 13 at the latest, and after you have submitted your Statement of Faith, you will have a short 15-minute interview with the professor in which he will ask you questions specifically about what you have written. Please contact your professor by May 30^t to schedule an interview time. 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.

- Remember to follow these basic guidelines:
 - Follow the MCS-Horizon Format Guide.
 - Outline the SOF according to the syllabus instructions (6 sections).
 - Scripture references are included in parentheses.
 - Use class lectures, *Practicing Christian Doctrine*, and the in-class group discussion of a denominational SOF.
- Related learning outcome(s): #1.
- **Assignment length:** 900 words / ≤ 3 pages.
- **Due dates:** Statement Monday, June 8 by 11:59pm ET; Interview by Fri, June 12.

Estimate of Time Investment (individual time investments may vary)

1. Video Lesson Discussions	30 hrs	As Listed above	Assignment Weighting
2. Reading Summaries	18 hrs	May 4, 11, 18, 25	
3. Theology Tests	10 hrs	May 14, May 26	
4. Humility Reflection	4 hrs	May 21	
5. Theology Comparison Papers	20 hrs	May 15, June 1	
6. Statement of Faith	10 hrs	June 8, 12	
Total =	92 hrs		

- All assignments are due at 11:59pm ET 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

- Day 1 Introduction
 Theology as Christian teaching
 Exercise: Statement of Faith practice #1
 Scripture and tradition
- Day 2 The mystery of God
 The Trinity that God is
 Maker of heaven and earth
 Exercise: Comparison Paper practice
- Day 3 Creation and creatures
 Exercise: Debate on creation/evolution
 Exercise: Theology Test practice
 The powerful care of God
- Day 4 God's image-bearers
 * Chapel * (10:50am-12:05pm)
 The fall(s) of humanity
 Exercise: Group Statement of Faith on selected topic
- Day 5 Sons of Adam and daughters of Eve
 Exercise: Group work on denominational Statement of Faith
 Exercise: Statement of Faith practice #2

- Since this is a DE course, revisions will be requested throughout the semester. Watch Populi for due dates for revisions.
- No assignments or revisions will be accepted after June 12, 2026.

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.

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, 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)
- 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.

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)
- 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)
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