



## T311 Holy Spirit and the Church

3 credits. Prerequisites: Theology I & II

Online Video

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*\*Note: This course can fulfill one of Horizon's [Pentecostal Studies degree concentration requirements](#).*

### 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. Topics include 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 and MCS's Missions

This course will help students grow in theological literacy and spiritual maturity as they study pneumatology and its impact on the Christian life.

#### 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 Interview.
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. Describe their spiritual gifts and evaluate their use of them.
  - *Assessment:* Discerning the Spirit Assignment.

## Course Work

### Required Readings

\* Students will read select chapters from each book (not the entire books). See the reading schedule on p. 6 for more details.

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

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

\*For those in Saskatoon, a copy can be purchased from Dr. Andrew Gabriel for \$10.

*The Holy Spirit Reader* (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*.  
[DTL](#)

### Recommended Resource

McKim, Donald K. *The Westminster Dictionary of Theological Terms*. 2nd edition. Louisville, KY: Westminster John Knox, 2014. (ISBN: 978-0664238353)  
[DTL](#)

\*\*While students have the benefit of accessing most 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 Activities and Assignments

#### 1. *Lecture Videos & Responses* – Pass/Fail

In order to pass the course, students will watch and respond to all lecture videos. By the due dates below, submit a 2-3 minute video response to Padlet in which you:

- 1) affirm that you watched the required lecture videos by the due date,
- 2) **reflect on or interact with** one thing you learned that will help you reach the course learning outcomes,
- 3) **share a question or something you became curious about** after watching the lectures.

Additionally, students are encouraged to interact with at least one other student’s video response each week.

This assignment will be marked as complete or incomplete. You are required to complete this assignment in order to pass the course.

Links to the lecture videos and Padlet can be found on the Syllabus tab on Populi. Padlet Instructions can be found on the Lessons tab on Populi.

- **Assignment length:** 30 hours total
- **Due dates:**
  - Day 1 Lectures & Response – May 2
  - Day 2 Lectures & Response – May 9
  - Day 3 Lectures & Response – May 16
  - Day 4 Lectures & Response – May 23
  - Day 5 Lectures & Response – May 30
  - Day 6 Lectures & Response – June 13
  - Day 7 Lectures & Response – June 20
  - Day 8 Lectures & Response – June 27
  - Day 9 Lectures & Response – July 4
  - Day 10 Lectures & Response – July 11

## 2. *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. As you write your paper:

- Note the lesson on Populi called “Notes Regarding Your Research Paper.”
- Aim for **2500 words** (min 2300, max 2700 words = about 8 pages), not including your **bibliography** (include this 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). You are welcome to use your textbooks as sources. Your 8 sources should include at least two journal<sup>2</sup> articles.

Any required revisions for this assignment will take place in the middle of the semester, rather than during revision week.

- Related learning outcome: #3.
- **Assignment length:** 2500 words (about 8 pages).
- **Due date:** June 6.

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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 usually not count as scholarly sources.

<sup>2</sup> There are a number of excellent databases available on the [Digital Theological Library](#) (DTL) for searching the contents of many journals at one time. To access content on the DTL, simply select "Horizon College & Saskatoon Theological Union" from the dropdown menu and enter your library barcode (not student ID). Contact Richelle at [library@horizon.edu](mailto:library@horizon.edu) with any questions. An internet search can help you as well (although this would not be as helpful).

### 3. *Baptism in the Holy Spirit Interview* – 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 watch class discussions about various views regarding baptism in the Holy Spirit. You will then 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 23 – July 3.

### 4. *Discerning the Spirit* – 30%

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 Mon, June 22**). Once you have adequately prepared, you will complete this assignment by either *writing a paper or preparing a video* on “Discerning the Spirit” (**\*due Fri, June 26**). For your assignment:

- If written, aim for **1900 words** (min 1700, max 2100 words = about 6 pages) not including your **bibliography** (include this with your paper). Record the **word count** for your paper after your conclusion.
- If a video, 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. The video should be uploaded to a cloud service of the student’s choice

(e.g., OneDrive, Dropbox, Loom, YouTube, etc.) and the link to the completed video submitted on Populi. There is no need to share this video publicly.

- 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.
 

In each of the above sections, 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 and 5.
- **Assignment length:** 1900 words (about 6 pages) or 15 minutes with research notes.
- **Due dates:** June 22 and June 26.

### 5. Statement of Faith – 15%

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, double-spaced.
  - It should be written in paragraph form (*not* point form).
  - 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.
  - 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).
- Related learning outcome: #1.
  - **Assignment length:** 1/3 page.
  - **Due date:** July 6.

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

Reading	As per the schedule below	27hrs	n/a
1. Lecture Videos & Responses	May 2, 9, 16, 23, 30 Jun 13, 20, 27 Jul 4, 11	30hrs	
2. Research Paper	Jun 6	24hrs	30%
3. Baptism in the Holy Spirit Interview	Jun 23-Jul 3	2hrs	25%
4. Discerning the Spirit Discerning Spiritual Gifts Lesson Assignment Submitted	Jun 22 Jun 26	12hrs	30%
5. Statement of Faith	Jul 6	2hrs	15%
TOTAL		97hrs	

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.

**Class & Reading Schedule**

\*Complete the readings before watching the corresponding lectures.

Date	Lecture Topic(s)	Reading	Assignments
Before May 2	<ul style="list-style-type: none"> <li>Intro to the Course Video (see Lesson 1 on Populi)</li> </ul>		
May 2	<ul style="list-style-type: none"> <li>Syllabus questions</li> <li>The Holy Spirit in Scripture</li> </ul>	Gabriel ch 1; Cole 79-83 [1hr]	<b>Day 1 Lectures &amp; Response</b>
May 9	<ul style="list-style-type: none"> <li>cont'd, Holy Spirit in Scripture</li> </ul>	Gabriel ch 7; HSR 1b [1hr]	<b>Day 2 Lectures &amp; Response</b>
May 16	<ul style="list-style-type: none"> <li>The Spirit and the Trinity</li> </ul>	Cole 72-78 [0.5hrs]	<b>Day 3 Lectures &amp; Response</b>
May 23	<ul style="list-style-type: none"> <li>The Spirit and the Church</li> <li>The Spirit and the World</li> </ul>	Cole 209-248 [4hrs]	<b>Day 4 Lectures &amp; Response</b>
May 30	<ul style="list-style-type: none"> <li>cont'd, Spirit and the World</li> </ul>	Cole ch 4 [2hrs]	<b>Day 5 Lectures &amp; Response</b>
June 6			<b>Research Paper</b>
June 13	<ul style="list-style-type: none"> <li>Gifts of the Spirit</li> <li>Discuss Discerning Assignment</li> </ul>	Gabriel ch 6; Cole 248-258 [2hrs]	<b>Day 6 Lectures &amp; Response</b>
June 20	<ul style="list-style-type: none"> <li>Baptism in the Holy Spirit</li> </ul>	Cole ch 8 + 243-245; HSR 2-4; AP <b>ch5</b> [9.5hrs]	<b>Day 7 Lectures &amp; Response</b>
June 22			<b>Discerning Spiritual Gifts Lesson</b>
June 23 – July 3			<b>BHS Interviews</b>

June 26			<i>Discerning Assignment</i>
June 27	<ul style="list-style-type: none"> <li>cont'd, Baptism in the Holy Spirit</li> </ul>		<i>Day 8 Lectures &amp; Response</i>
July 4	<ul style="list-style-type: none"> <li>Discuss SOF</li> <li>Prayer and Other Experiences of the Spirit</li> <li>Healing</li> <li>Unclean Spirits (demons)</li> </ul>	<p>Cole 84-87, HSR 1c Gabriel ch 2-4</p> <p>AP ch 6-7; HSR 1a,d; Gabriel ch 5; HSR5 [7hrs]</p>	<i>Day 9 Lectures &amp; Response</i>
July 6			<i>Statement of Faith</i>
July 11	<ul style="list-style-type: none"> <li>Cont'd Healing</li> <li>Cont'd Unclean Spirits (demons)</li> </ul>		<i>Day 10 Lectures &amp; Response</i>

- Since this is an Online Video course, your instructor will request assignment revisions throughout the course.
- No assignments will be accepted after July 31.

## **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 <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 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 <b>beginning to meet</b> 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 <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.

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](mailto:wendy.holmes@mcs.edu); at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at [rbekkattla@horizon.edu](mailto: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 & 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***

[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)

*International Journal of Systematic Theology*

*Journal of the Evangelical Theological Society*

*Journal of Pentecostal 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.

Burgess, Stanley M., ed. *The New International Dictionary of Pentecostal and Charismatic Movements*. Rev. ed. Grand Rapids, MI: Zondervan, 2002.

Burke, Trevor J., and Keith Warrington, eds. *A Biblical Theology of the Holy Spirit*. Eugene, OR: Cascade, 2014.

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.

Comblin, José. *The Holy Spirit and Liberation*. Translated by Paul Burns. Theology and Liberation Series. Maryknoll, NY: Orbis, 1989.

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- Deere, Jack. *Why I am Still Surprised by the Power of the Spirit: Discovering How God Speaks and Heals Today*. Revised edition. Grand Rapids, MI: Zondervan, 2020.
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- \_\_\_\_\_. *Jesus and the Spirit: A Study of the Religious and Charismatic Experience of Jesus and the First Christians as Reflected in the New Testament*. London: SCM Press, 1975.
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- Elliott, Stephen D. *By Signs and Wonders: How the Holy Spirit Grows the Church*. Franklin, TN: Seedbed, 2016.
- Fee, Gordon D. *God's Empowering Presence: The Holy Spirit in the Letters of Paul*. Peabody, MA: Hendrickson, 1994.
- Friesen, Aaron T. *Norming the Abnormal: The Development and Function of the Doctrine of Initial Evidence in Classical Pentecostalism*. Eugene, OR: Pickwick, 2013.
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- 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.
- Johnson, Elizabeth A. *Women, Earth, and Creator Spirit*. New York, NY: Paulist, 1993.
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- 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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