T221 Theology II

3 credits. Prerequisites: Theology I.

Livestream Video on Demand Mississauga Campus

January 4-8, 2027
Module C / Winter 2027
Mon-Fri, 9am-4pm SK (10am-5pm ET)

Dr. Mykhaylo Khromyak
Mykhaylo.Khromyak@mcs.edu
https://www.horizon.edu/about/team/mykhaylo-khromyak/

Course Goals

Course Description

A study of the Christian doctrines of Christ, salvation, the church, and eschatology. 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 Christ, salvation, the church, the sacraments/ordinances, and eschatology.
   - *Assessment*: Statement of Faith
2) Identify the areas of historical consensus and key areas of debate regarding the Christian doctrines of Christ, salvation, the church, the sacraments/ordinances, and eschatology.
   - *Assessment*: Theology Tests; Comparison Paper
3) Theologically evaluate the church they attend.
   - *Assessment*: Church Theological Assessment

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

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

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

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

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. *Reading Summaries*. (8%)

You will write *four* (4) Reading Summaries, one each on chapters 6, 7, 9 and 10 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. 7 and Jones, ch. 9 require *two* Statements of Consensus, since those chapters deal with two topics each [work of Christ and salvation; church and sacraments/ordinances, respectively]).

ii. Make a list of theological concepts that appear in the chapter. For each, (a) attempt to classify the concept as consensus, debated, or heretical; and (b) give a one-sentence definition.

These assignments will be formally assessed. Students will receive feedback on both (i) the Statement of Consensus and (ii) the list of theological concepts, with evaluation based on accuracy, clarity, and completeness. An example Reading Summary is available on Populi under Files (Example Reading Summary – Jones, ch. 8).

This assignment is designed to serve multiple purposes: to function, alongside lectures, as primary preparation for Theology Tests (Assignment 2); to provide a foundation for evaluating theological perspectives in the Comparison Papers (Assignment 3); to support the development of a personal theological framework for the Statement of Faith (Assignment 5); and to cultivate competency in identifying areas of historical consensus and key debates within Christian doctrine (see Learning Outcome #2).

- Related learning outcome(s): #2.
- **Assignment length:** 300-600 words / 1-2 pages each.
- **Due dates:** Tues Jan 12, 19, 26; Wed Feb 3 at 8pm ***SK.***

2. *Theology Tests* (22%).

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. To prepare for the tests you will attend class and complete your Reading Summaries (Assignment 1). 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, debated, or heretical, 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 Christ, salvation, the church, and eschatology (see Learning Outcome #2).

- Related learning outcome(s): #2.
- **Assignment length:** <2 hours.
- **Due dates:** Fri Jan 22; Fri Feb 5 at 8pm ***SK.***

3. *Theology Comparison Paper* (15%).

For the Comparison Paper in this course, write 3-4 pages (900-1200 words) comparing the ecclesiology in Jones, ch. 9 *and* one of Grenz, chs. 17-18; Macchia, chs. 12-13; *or* Migliore, chs. 12-13 (see Required Readings above). The focus of this assignment is demonstrating competency in extended *interpretation*, that is, whether or not you can correctly identify and explain similarities and differences between what the two authors teach about the church, as well

as *evaluation*, that is, making your own judgments – with reasoning and charity – about the teaching of the two authors.

The *purpose* of the Comparison Paper is to explain and identify various ways that Christians have understood the doctrine of the church (see Learning Outcome #2), and thereby to *prepare* for the Church Theological Assessment (Assignment 4).

- To **complete this assignment**, students will follow these guidelines:
  - Follow the Horizon & MCS Format Guide.
  - Appear to include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
  - Compare Jones chapter 9 with a related chapter, as identified above.

- Related learning outcome(s): #2.
- **Assignment length:** 900-1200 words / 3-4 pages.
- **Due dates:** Mon Feb 1 at 8pm ***SK.***

4. *Church Theological Assessment* (20%).

A unique assignment for this course, in comparison with Theology I, is an extensive theological assessment of the church you attend (or your home church). The *purpose* of this assignment is to demonstrate theological literacy by articulating and applying your understanding of ecclesiology to an evaluation of your own church (see Learning Outcome #3). Preparation for this paper involves the following elements:

- Regular class lectures, discussion and reading on ecclesiology.
- The Comparison Paper on ecclesiology (Assignment 3).
- Attending a Protestant liturgical church service during this course. Aside from participating in worship, the aim of your visit is to pay attention to the theology that is expressed, both explicitly and implicitly, through the service. Preparation for this element will be provided in class.
- At least one interview with a pastor from the church being assessed.

The paper has four parts:

a) *Introduction* (approx. ½ page). Identify which church you are assessing (i.e., name, location, denomination, pastor/leader); and when and where you attended a Protestant liturgical church service to prepare for this paper.
b) *What is the Church?* (approx. 2 pages): Evaluate your church theologically in relation to the **nature** of the Church. This part of your paper should address how your church expresses its identity, *both* explicitly (e.g., in worship, prayer, formal statements) *and* implicitly (what is implied by an action or statement, or by silence or absence), in relation to some or all of the following:
   - The Lordship of Christ, the promised power of the Spirit, the unity of the Church, the global Church, the "world"/non-Christians, etc.
   - How does your church think of itself as a "body", "community", "fellowship", etc.?
   - Are those in the church thought of as "saints", "disciples", "members", etc.?

- Does your church have a vision and/or mission? How does this relate to the mission of the whole Church? the mission of God?

c) *What does the Church do?* (approx. 3 pages): Evaluate your church theologically in relation to the **practice** of the Church. What takes place in a church service? outside of a worship service? Why is it done? What theology is behind it? This part of your paper may address some or all of the following:
   - How the church stands – or not – under the Lordship of Jesus Christ. (Remember theological humility, as well as boldness, here!)
   - How various actions in the service (e.g., reading of scripture, worship, prayer, sacraments) express a theology of those actions, whether explicitly or implicitly.
   - How various activities outside of service (e.g., food bank, weddings, Bible studies) expresses a theology of those actions, whether explicitly or implicitly.

You must identify and discuss at least two (2) theological suggestions, with reasoning, regarding how your church could be more faithful to its Lord in its nature and/or practice. You must also give two comparisons between your church and the Protestant liturgical service.

d) Conclusion (approx. ½ page). Summarize your assessment of your church, briefly restating its nature and practice, how it compares to a Protestant liturgical service, and suggestions.

Throughout your paper you should *explicitly* draw on *all of* the following sources, including footnotes where appropriate:

- Jones, *Practicing Christian Doctrine*, ch. 9 *and one* of Grenz, Macchia, or Migliore (based on your Comparison Paper).
- Class lectures and discussion.
- Interview(s) with leadership at your church.
- Your own observations at your church (no footnotes needed).
- *At least two (2)* theological comparisons between your church and your participation in a Protestant liturgical church service during this course (no footnotes needed).

Your paper should be about six (6) pages (1800 words +/- 10% = 1620-1980 words) in length, not including footnotes and bibliography.

- To complete this assignment, students will follow these guidelines:
  - Follow the Horizon & MCS Format Guide
  - Appear to include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
  - Include a bibliography.
  - Explicitly draw, using footnotes, on all the sources indicated in the syllabus.
  - Follow the outline and lengths of Parts A, B, C, and D, as specified in the syllabus.
  - Indicate where and when the student attended a Protestant liturgical service, the church the student is assessing (name, location, denomination), and those in church leadership interviewed (Part A).

        - Summarize the student's assessment of the church, briefly restates its nature and practice, how it compares to a Protestant liturgical service, and the suggestions given (Part D).
    - Related learning outcome(s): #3.
    - **Assignment length:** 1800 words / 6 pages.
    - **Due date:** Tues Feb 9, at 8pm ***SK.***

5. *Statement of Faith* (25%).

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 second 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: person of Christ, work of Christ, salvation, church, sacraments *or* ordinances, and eschatology. 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:

- address the topics you consider most important in Christian teaching (in less than 3 pages);
- use theological terminology properly, explaining the teachings in some detail;
- 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. For example: everything God makes is good (Gen 1:31).

By Friday, February 12 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. 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.

- To complete this assignment, students will follow these guidelines:
    - Follow the Horizon & MCS Format Guide
    - The outline of the Statement of Faith is divided according to the syllabus description (6 sections).
    - Scripture references are included in parenthesis.
    - Guided by class lectures, *Practicing Christian Doctrine*, and the in-class group discussion of a denominational Statement of Faith.
- Related learning outcome(s): #1.
- **Assignment length:** 900 words / ≤3 pages.
- **Due dates:** Wed Feb 10; Fri Feb 12 (by the latest), at 8pm ***SK.***

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 assignment due dates as in-class students.
- According to the schedule below, VOD students are required to watch and engage with all lecture content and in-class activities. VOD students will submit a 2–3-minute video report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
    - Day 1 Lectures & Padlet Report: completed by January 9, 2026.
    - Day 2 Lectures & Padlet Report: completed by January 16, 2026
    - Day 3 Lectures & Padlet Report: completed by January 23, 2026.
    - Day 4 Lectures & Padlet Report: completed by January 30, 2026.
    - Day 5 Lectures & Padlet Report: completed by February 6, 2026.
- Students registered to attend by VOD will fulfill the course attendance requirements through their video report submissions. They must submit their VOD reports on time to be registered as present for class.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A	Assignment Weighting
1. Reading Summaries	18 hrs	Jan 12, 19, 26; Feb 3	8%
2. Theology Tests	10 hrs	Jan 22; Feb 5	22%
3. Theology Comparison Paper	8 hrs	Feb 1	15%
4. Church Theological Assessment	20 hrs	Feb 9	20%
5. Statement of Faith	10 hrs	Feb 10, 12*	25%
Total =	96 hrs	**at the latest*	

All assignments are due at 8pm ***SK*** 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

Module Week

1. Introduction (Mon Jan 4)
    a. Israel, the people of God's promises
    b. Exercise: Group work on denominational Statement of Faith
    c. The only-born of the Father
2. Jesus of Nazareth (Tues Jan 5)
    a. The resurrection and ascension of the Lord

   b. Exercise: Group Statement of Faith on Christology
   c. Salvation in Christ
3. The Christian life (Wed Jan 6) *Chapel is 1pm-2:15pm SK (2pm-3:15pm ET)
   a. The Church and the churches
   b. Christ's gifts to his Church
   c. Exercise: Church Theological Assessment practice
4. Missio Dei (Thurs Jan 7)
   a. God's mission for his Church
   b. Exercise: Denominational leaders panel on ecclesiology
   c. The Last Days
5. Parousia (Fri Jan 8)
   a. The return of Christ and the resurrection of the dead
   b. The judgment and the new creation
   c. Commissioning

Assignment Schedule

Tues Jan 12	Reading Summary on Jones, ch. 6
Tues Jan 19	Reading Summary on Jones, ch. 7
Fri Jan 22	Theology Test #1
Tues Jan 26	Reading Summary on Jones, ch. 9
Mon Feb 1	Comparison Paper
Wed Feb 3	Reading Summary on Jones, ch. 10
Fri Feb 5	Theology Test #2
Tues Feb 9	Church Theological Assessment
Wed Feb 10	Statement of Faith
Fri Feb 12*	Statement of Faith interview *by the latest

- Revision week is **February 15 -19, 2027.** Students are encouraged to submit revised assignments soon after they receive their marked assignments.
- No assignments will be accepted after the course end date: **Friday, February 19, 2027**

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. A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%; after 6 calendar days late, an assignment receives a grade of 0 and no opportunity for revision. Any late penalty incurred on a first submission will be applied regardless of if the student chooses to continue learning through the revision process.

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.

Competency Assignment Revisions

After each assignment has been marked, students have the opportunity to continue learning in response to feedback they receive on assignments. Students can submit one revision 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 demonstrating competency. Revised assignments may be submitted up to the course end date, although students are encouraged to submit them soon after they receive their marked assignments. Assignments submitted later than one week before the course end date are ineligible for revisions.

Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, rather than solely 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. Once a student's assignment has met all assignment completion requirements, the professor will assign a grade for that assignment. The opportunity for revisions exists according to the "Assignment Revisions" policy.

<table>
<tr><th colspan="2">Horizon and MCS Competency Scale</th><th>Descriptor</th><th>Letter Grade</th><th>Grade Point</th><th>U of S Equivalency</th></tr>
<tr><td rowspan="3">E</td><td rowspan="3">Exceeding expectations</td><td>Student demonstrated exceptional achievement of the learning outcomes.</td><td>A+</td><td>4.0</td><td>90-100</td></tr>
<tr><td rowspan="2">Student demonstrated excellent achievement of the learning outcomes.</td><td>A</td><td>4.0</td><td>85-89</td></tr>
<tr><td>A-</td><td>3.7</td><td>80-84</td></tr>
<tr><td rowspan="3">M</td><td rowspan="3">Meeting expectations</td><td rowspan="3">Student demonstrated good achievement of the learning outcomes.</td><td>B+</td><td>3.3</td><td>77-79</td></tr>
<tr><td>B</td><td>3.0</td><td>73-76</td></tr>
<tr><td>B-</td><td>2.7</td><td>70-72</td></tr>
<tr><td rowspan="2">BTM</td><td rowspan="2"></td><td rowspan="2"></td><td>C+</td><td>2.3</td><td>67-69</td></tr>
<tr><td>C</td><td>2.0</td><td>63-66</td></tr>
</table>

	Beginning to meet expectations	Student demonstrated **satisfactory** progress in achieving the learning outcomes.	C-	1.7	60-62
		Student demonstrated **minimal progress** in achieving the learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
NYM	Not yet meeting expectations	Student made **insufficient progress** toward meeting learning outcomes.	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. Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) 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 (potentially including future online video courses) 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.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

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

Journal titles should be italicized and listed alphabetically:

- *International Journal of Systematic Theology*
- *Journal of Pentecostal Theology*
- *Journal of the Evangelical Theological Society*
- *Modern Theology*
- *New Blackfriars*
- *Pneuma*
- *Pro Ecclesia*
- *Scottish Bulletin of Evangelical Theology*
- *Scottish Journal of Theology*
- *Theological Studies*
- *Theology Today*
- *Westminster Theological Journal*

Encyclopedias and Dictionaries

Davies, Martin, et al., eds. *New Dictionary of Theology: Historical and Systematic*. 2nd edition. London: InterVarsity, 2016.

Dyrness, 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, eds. *Evangelical Dictionary of Theology*. 3rd edition. Grand Rapids: Baker Academic, 2017.

Introductory Theology

Akin, Daniel L., ed. *A Theology for the Church*. Nashville: B&H Academic, 2007.

Berkhof, Hendrikus. *Christian Faith: An Introduction to the Study of Faith*. Translated by Sierd Woudstra. Revised edition. Grand Rapids: Eerdmans, 1979.

Bloesch, Donald G. *Essentials of Evangelical Theology*. 2 vols. San Francisco: Harper & Row, 1978.

Buschart, W. David. *Exploring Protestant Traditions: An Invitation to Theological Hospitality*. Downers Grove, IL: InterVarsity, 2006.

Catechism of the Catholic Church. Revised edition. London: Geoffrey Chapman, 1999.

Erickson, Millard J. *Christian Theology*. 3rd edition. Grand Rapids: Baker Academic, 2013.

Gunton, Colin E. *The Christian Faith: An Introduction to Christian Doctrine*. Oxford: Blackwell, 2002.

Horton, Stanley M., ed. *Systematic Theology*. Revised edition. Springfield, MO: Logion, 1995.

Lossky, Vladimir. *Orthodox Theology: An Introduction*. Translated by Ian and Ihita Kesarcodi-Watson. Crestwood, NY: St. Vladimir's Seminary Press, 1978.

McGrath, Alister E. *Christian Theology: An Introduction*. 6th edition. Oxford: Wiley-Blackwell, 2017.

_____, ed. *The Christian Theology Reader*. 4th edition. Malden, MA: Blackwell, 2011.

McIntosh, Mark A. *Divine Teaching: An Introduction to Christian Theology*. Malden, MA: Blackwell, 2008.

Migliore, Daniel L. *Faith Seeking Understanding: An Introduction to Christian Theology*. 3rd edition. Grand Rapids: Eerdmans, 2014.

Olson, Roger E. *The Mosaic of Christian Belief: Twenty Centuries of Unity and Diversity*. Downers Grove, IL: InterVarsity, 2002.

Packer, J. I., and Thomas C. Oden, eds. *One Faith: The Evangelical Consensus*. Downers Grove, IL: InterVarsity, 2004.

Quash, Ben, and Michael Ward, eds. *Heresies and How to Avoid Them: Why It Matters What Christians Believe*. Peabody, MA: Hendrickson, 2007.

Ratzinger, Joseph. *Introduction to Christianity*. 2nd edition. San Francisco: Ignatius Press, 2004.

Yong, Amos. *Renewing Christian Theology: Systematics for a Global Christianity*. Waco, TX: Baylor University Press, 2014.

Intermediate/Advanced Theology

Allen, Michael, and Scott R. Swain, eds. *New Studies in Dogmatics*. 15 vols. projected. Grand Rapids: Zondervan Academic, 2015–.

Barth, Karl. *Church Dogmatics*. Translated and edited by G. W. Bromiley and T. F. Torrance. 13 vols. Edinburgh: T&T Clark, 1957–1975.

Bloesch, Donald G. *Christian Foundations*. 7 vols. Downers Grove, IL: InterVarsity, 1992–2004.

Cone, James H. *A Black Theology of Liberation*. Maryknoll, NY: Orbis Books, 2010 [1970].

Evans, James H., Jr. *We Have Been Believers: An African-American Systematic Theology*. Minneapolis: Fortress, 1992.

Finger, Thomas N. *A Contemporary Anabaptist Theology: Biblical, Historical, Constructive*. Downers Grove, IL: InterVarsity, 2004.

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