





## T220 Theology I

3 credits. Prerequisites: T101 Introduction to Theology.

 Saskatoon Campus  Livestream  Video on Demand

**November 4-8, 2024**

Module B

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

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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 Mission

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. *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:** Tues 12, 19, 26, Nov; 3 Dec.

## 2. *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 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, 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:** Fri 29 Nov; Tues 10 Dec.

## 3. *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 (i.e., in-class group Statement of Faith and debate assignments) 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 /  $\leq 2$  pages.
- **Due date:** Mon 2 Dec.

#### 4. *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. We will practice the skills required for a Comparison Paper in groups in class.

For Comparison Paper #1, write one page or less ( $\leq 300$  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 22 Nov.

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 Fri 6 Dec.

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:** Fri 22 Nov; Fri 6 Dec.

### 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. We will spend some time in-class practicing the writing of a 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 following the SBL abbreviations for biblical books (see MCS-Horizon Format Guide p.10). For example: everything God makes is good (Gen 1:31).

By Friday, December 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. 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 /  $\leq 3$  pages.
- **Due dates:** Wed 11 Dec; Fri 13 Dec (by the latest).

### **Video-on-Demand (VOD) Student Requirements**

As indicated on the course schedule, this class is being 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 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.
  - Each week for five weeks, VOD students are required to watch and engage with all lecture content and in-class activities from one full day of the module, according to the following schedule:
    - Day 1 Lectures & Report: completed by November 9, 2024.
    - Day 2 Lectures & Report: completed by November 16, 2024.
    - Day 3 Lectures & Report: completed by November 23, 2024.
    - Day 4 Lectures & Report: completed by November 30, 2024.
    - Day 5 Lectures & Report: completed by December 7, 2024.
- By Saturday at 11:59pm each week, VOD students will submit to Padlet a 2–3-minute video that 1) affirms you have watched the required recording for the last seven days, 2) summarizes one thing you learned that week that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

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

Classroom time	30 hrs	N/A	Assignment
1. Reading Summaries	18 hrs	12, 19, 26, Nov; 3 Dec	Weighting
2. Theology Tests	10 hrs	29 Nov; 10 Dec	30%
3. Humility Reflection	4 hrs	Dec 2	15%
4. Theology Comparison Papers	20 hrs	22 Nov; 6 Dec	20%
5. Statement of Faith	10 hrs	11, 13* Dec	35%
Total =	92 hrs		

All assignments are due at 11:59pm 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***Module Week*

- Mon 4 Nov Introduction  
Theology as Christian teaching  
*Exercise:* Statement of Faith practice #1  
Scripture and tradition
- Tues 5 Nov The mystery of God  
The Trinity that God is  
Maker of heaven and earth  
*Exercise:* Comparison Paper practice
- Wed 6 Nov Creation and creatures  
*Exercise:* Debate on creation/evolution  
*Exercise:* Theology Test practice  
The powerful care of God
- Thurs 7 Nov God's image-bearers  
\* Chapel \* (10:50am-12:05pm)  
The fall(s) of humanity  
*Exercise:* Group Statement of Faith on selected topic
- Fri 8 Nov Sons of Adam and daughters of Eve  
*Exercise:* Group work on denominational Statement of Faith  
*Exercise:* Statement of Faith practice #2

*Assignment Schedule*

- Tues 12 Nov Reading Summary on Jones, ch. 2  
Tues 19 Nov Reading Summary on Jones, ch. 3  
Fri 22 Nov Theology Comparison Paper #1  
Tues 26 Nov Reading Summary on Jones, ch. 4  
Fri 29 Nov Theology Test #1

Mon 2 Dec	Humility Reflection
Tues 3 Dec	Reading Summary on Jones, ch. 5
Fri 6 Dec	Theology Comparison Paper #2
Tues 10 Dec	Theology Test #2
Wed 11 Dec	Statement of Faith
Fri 13 Dec*	Statement of Faith interview *by the latest

- First submissions of assignments will not be accepted after **Friday, December 13.**
- Revision Week is December 16-20. Your instructor may also request revisions on some assignments before Revision Week.

*Revision Schedule (subject to change)*

Mon 16 Dec	Theology Test(s) + Humility Reflection resubmissions
Tues 17 Dec	Comparison Paper(s) resubmissions
Wed 18 Dec	Statement of Faith resubmissions
Thurs 19 Dec	Additional Resubmissions (as necessary)
Fri 20 Dec	Additional Resubmissions (as necessary)

- No resubmission of assignments will be accepted after **Friday, December 20.**

## **Academic Policies**

### **General Assignment Guidelines**

Please see the [MCS-Horizon](#) Format Guide for assignment submission, grammar, and formatting guidelines.

### **Late Assignments and Extensions**

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the *Assignment Extension Request Form* on Populi and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline. If one assignment is submitted more than five days late, the student will fail the course.

### **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.

### MCS-Horizon College Assessment of Student Work

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

MCS-Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated <b>exceptional</b> achievement of the learning outcomes.	A+	4.0	90-100
			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 MCS-Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was <b>beginning to meet</b> 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.

### **Accessible Learning Services Information**

MCS-Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you provide current documentation of the disability or condition you wish to disclose. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success ([wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu)), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator ([library@horizon.edu](mailto:library@horizon.edu)).

### **Class Attendance**

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through 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

MCS-Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the 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*. 2<sup>nd</sup> 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*. 2<sup>nd</sup> 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.
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