



T220 Theology I

3 credits. Prerequisites: T101 Introduction to Theology.

 Saskatoon Campus  Livestream  Video on Demand

 Mississauga Campus with Remote Prof

November 2 – 6, 2026

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 Horizon and MCS'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:* Reading Summaries; 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](#)

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 Resource

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 (10%)

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 that summarizes Christian teaching on the topic(s) of the chapter. (Note: 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; human identity and human sin, respectively]).
- ii. Make a list of 8-10 key theological concepts that appear in the chapter. For each, (a) give a one sentence definition; and (b) attempt to classify the concept as consensus, debated, or heretical).

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 discernment.

This assignment has multiple purposes: to serve, in addition to the lectures, as the main preparation for your Theology Tests (Assignment 2); to give you the foundation for evaluating different theological perspectives which 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 (see Learning Outcomes #2 and #3).

- Related learning outcome(s): #2.
- **Assignment length:** 300-600 words / 1-2 pages each.
- **Due dates:** Nov 9, 13, 16, 20 by 8pm SK

2. *Theology Tests* (25%).

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 8pm SK. Your Reading Summaries (Assignment 1) and your course notes will be the subject matter for these tests. When taking the tests, you will *not* be allowed to use any notes nor the textbook; the tests are closed book.

The *purpose* of this assignment is to demonstrate competence in identifying and articulating 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:** Nov 23, 30 by 8pm SK

3. *Humility Reflection* (15%).

Read the linked interview with Kelly Kopic ([New Theologian, May I Have a Word?](#)) and write a brief personal reflection that addresses the key themes. Your reflection should be two pages (~600 words) and should be guided by the following questions:

- i. What is the central concern that Kopic is articulating?
- ii. Explain what Kopic means by “theological detachment.” Do you see this as a challenge in your context? Be as specific as you can.
- iii. Which of the four questions that Kopic responds to resonates the most with you as you reflect on your own experience as a student of theology? Reflect briefly on your experience in this area. What have you learned? How have you grown?
- iv. How can you, as a student of theology, maintain the priorities of theological clarity alongside epistemic humility to avoid theological pride?

The *purpose* of this assignment is to demonstrate competency in evaluating both the **importance of**, and your **ability in** discussing and articulating theological topics in a humble manner (see Learning Outcome #4).

- Remember to follow these basic guidelines:
 - Follow the [Horizon](#) & [MCS](#) Format Guide.
 - Do not include an introduction or conclusion
- Related learning outcome(s): #4.
- **Assignment length:** 600 words / ≤ 2 pages.
- **Due date:** Nov 28 by 8pm SK

4. *Theology Comparison Papers* (20%).

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

For **Comparison Paper #1** (5%), write one page or less (≤ 300 words) comparing Jones, ch. 2 *and* one of Grenz, ch. 14; Macchia, ch. 3; or Migliore, chs. 2-3 (see Required Readings above). The focus of this brief paper is *interpretation*, that is, whether or not you can correctly identify similarities and differences between the two readings. This is a preparatory assignment for the more substantial Comparison Paper #2. Comparison Paper #1 is due Nov 26 by 8pm SK

For **Comparison Paper #2** (15%), 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 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 Dec 4 by 8pm SK

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 [Horizon](#) & [MCS](#) Format Guide.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Compare Jones with one of the related sections from Grenz, Migliore, or Macchia (see above).
 - (for Paper #2) 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:** Nov 26, Dec 4 by 8pm SK

5. *Statement of Faith* (30%).

Over the course of Theology I & II, as well as in T311 Holy Spirit and the Church, you will develop your own Statement of Faith. You will write the first half of a Statement of Faith on the six theological topics covered in this course. You will write 1/3 to 1/2 of a page for each of the following six topics: revelation, God, creation, providence, humanity, and sin. These six must be included as headings for your Statement of Faith. You should be guided by the class lectures; the readings from Jones, *Practicing Christian Doctrine*; and the in-class group discussion of a denominational Statement of Faith. Your Statement of Faith should:

- address the topics you consider most important in Christian teaching (in less than 3 pages);
- use theological terminology properly, explaining the teachings with an appropriate level of detail;
- speak, additionally, to issues that are disputed among Christians and identify your own convictions.

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 Horizon & MCS Format Guide). For example: everything God makes is good (Gen 1:31).

Your assessment for this assignment will be based on your written Statement of Faith.

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 Horizon & MCS Format Guide.
 - Outline the SOF according to the syllabus instructions (6 sections).
 - Scripture references are included in parentheses.
 - Use class lectures, *Practicing Christian Doctrine*, and the in-class group discussion of a denominational SOF.
- Related learning outcome(s): #1.
- **Assignment length:** 900 words / ≤ 3 pages.
- **Due date:** Dec 8 by 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 and different* assignment due dates as in-class students.
 - Reading Summaries: due Nov 9, 13, 16, 20 (unchanged)
 - Theology Tests: Nov 24, Dec 1
 - Humility Reflection: Nov 28 (unchanged)
 - Theology Comparison Papers: Nov 26, Dec 4 (unchanged)

- Statement of Faith: Dec 8 (unchanged)
- 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 November 6, 2026.
 - Day 2 Lectures & Padlet Report: completed by November 10, 2026.
 - Day 3 Lectures & Padlet Report: completed by November 14, 2026.
 - Day 4 Lectures & Padlet Report: completed by November 18, 2026.
 - Day 5 Lectures & Padlet Report: completed by November 22, 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	Nov 9, 13, 16, 20	10%
2. Theology Tests	10 hrs	Nov 23, 30	25%
3. Humility Reflection	4 hrs	Nov 28	15%
4. Theology Comparison Papers	20 hrs	Nov 26, Dec 4	20%
5. Statement of Faith	10 hrs	Dec 8	30%
Total =	92 hrs		

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

Module Week

Mon	Introduction Theology as Christian convictions How can God be known?
Tues	Who is God? The Trinity Creator of heaven and earth
Wed	Creation as God's temple The God who rules *Chapel Service : 1pm – 2 :15pm SK / 2pm – 3 :15pm ET
Thurs	The human as creature Humanity - created in God's image

Humanity – fallen into sin

Fri Review – knowing God, knowing ourselves

Assignment Schedule

Reading Summary – Ch. 2	Nov 9
Reading Summary – Ch. 3	Nov 13
Reading Summary – Ch. 4	Nov 16
Reading Summary – Ch. 5	Nov 20
Theology Test 1	Nov 23
Theology Comparison Paper #1	Nov 26
Humility Reflection	Nov 28
Theology Test 2	Nov 30
Theology Comparison Paper #2	Dec 4
Statement of Faith	Dec 8

- Revision week is **December 14 – 18, 2026**. 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, December 18, 2026**.

Academic Policies

General Assignment Guidelines

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

Extensions

To submit extension requests, students must submit the Request Extension Form on the [MCS](#) or [Horizon](#) website and before the due date. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. 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.

Horizon and MCS Competency Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72
BTM	Beginning to meet expectations	Student demonstrated satisfactory progress in achieving the learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			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

International Journal of Systematic Theology
Journal of the Evangelical Theological Society
Journal of Pentecostal Theology
Modern Theology
New Blackfriars

Pneuma
Pro Ecclesia
Scottish Bulletin of Evangelical Theology
Scottish Journal of Theology
Theological Studies
Theology Today
Westminster Theological Journal

Books

Encyclopedias and Dictionaries

- Davie, Martin et al., eds. *New Dictionary of Theology: Historical and Systematic*. 2nd ed. London: InterVarsity, 2016.
- Dryness, William A., and Veli-Matti Kärkkäinen, eds. *Global Dictionary of Theology: A Resource for the Worldwide Church*. Downers Grove, IL: InterVarsity, 2008.
- Treier, Daniel J., and Walter A. Elwell, ed., *Evangelical Dictionary of Theology*. 3rd ed. Grand Rapids: Baker Academic, 2017.

Introductory: Good Places to Begin

- Akin, Daniel L., ed. *A Theology for the Church*. Nashville: B & H Academic, 2007. (Baptist)
- Berkhof, Hendrikus, [Christian Faith: An Introduction to the Study of Faith](#), trans. Sierd Woudstra. Rev. ed. Grand Rapids: Eerdmans, 1979. (Reformed)
- Bloesch, Donald. *Essentials of Evangelical Theology*. 2 vols. San Francisco: Harper and Row, 1978. (Congregationalist)
- Buschart, W. David. [Exploring Protestant Traditions: An Invitation to Theological Hospitality](#). Downers Grove: InterVarsity Press, 2006.
- [Catechism of the Catholic Church](#). Rev. ed. London: Geoffrey Chapman, 1999. (Catholic)
- Erickson, Millard. *Christian Theology*. 3rd ed. Grand Rapids: Baker Academic, 2013. (Baptist, Reformed)
- Gunton, Colin. [The Christian Faith: An Introduction to Christian Doctrine](#). Oxford: Blackwell, 2002. (Reformed)

- Horton, Stanley, ed. *Systematic Theology*. Rev. ed. Springfield, MS: Logion, 1995.
(Pentecostal)
- Lossky, Vladimir. *Orthodox Theology: An Introduction*, trans. Ian and Ihita Kesarcodi-Watson. Crestwood, NY: St. Vladimir's Seminary Press, 1978. (Eastern Orthodox)
- McGrath, Alister E. *Christian Theology: An Introduction*. 6th ed. Oxford: Wiley Blackwell, 2017. (Evangelical Anglican)
- McGrath, Alister E., ed. *The Christian Theology Reader*. 4th ed. Malden, MA: Blackwell, 2011.
- McIntosh, Mark. *Divine Teaching: An Introduction to Christian Theology*. Malden, MA: Blackwell, 2008. (Anglican)
- Olson, Roger E. *The Mosaic of Christian Belief: Twenty Centuries of Unity and Diversity*. Downers Grove: InterVarsity, 2002. (Arminian Baptist)
- Packer, J. I., and Thomas C. Oden, ed. *One Faith: The Evangelical Consensus*. Downers Grove: InterVarsity, 2004.
- Ratzinger, Joseph Cardinal. *Introduction to Christianity*. 2nd ed. San Francisco: Ignatius, 2004. (Catholic)
- Quash, Ben, and Michael Ward, eds. *Heresies and How to Avoid Them: Why It Matters What Christians Believe*. Peabody: Hendrickson, 2007.

Intermediate/Advanced

- Allen, Michael, and Scott R. Swain, eds. Series: "New Studies in Dogmatics." 15 vols. projected. Zondervan Academic, 2015-. (Evangelical, Reformed)
- Barth, Karl. *Church Dogmatics*, trans. and ed. G. W. Bromiley and T. F. Torrance. 13 vols. Edinburgh: T & T Clark, 1957-1975. (Reformed)
- Bloesch, Donald. Series: "Christian Foundations." 7 vols. Downers Grove: InterVarsity, 1992-2004. (Congregationalist)
- Cones, James. *A Black Theology of Liberation*. Maryknoll, NY: Orbis Books, 2010 [1970]. (Black, Liberation)
- Evans, James H., Jr. *We Have Been Believers: An African-American Systematic Theology*. Minneapolis: Fortress, 1992. (African American)
- Finger, Thomas. *A Contemporary Anabaptist Theology: Biblical, Historical, Constructive*. Downers Grove: InterVarsity, 2004. (Anabaptist)
- Grenz, Stanley. *Theology for the Community of God*. Grand Rapids: Eerdmans, 2000. (Baptist)
- Jenson, Robert. *Systematic Theology*. 2 vols. Oxford: OUP, 1997-1999. (Lutheran)
- Johnson, Elizabeth A. *She Who Is: The Mystery of God in Feminist Theological Discourse*. NY: Crossroad, 1992. (Catholic, Feminist)
- Kärkkäinen, Vali-Matti. Series: "A Constructive Theology for a Pluralistic World." 5 vols. projected. Grand Rapids: Eerdmans, 2013-. (Lutheran, Pentecostal)
- Kim, Sebastian C. H., ed. *Christian Theology in Asia*. Cambridge: Cambridge University Press, 2008.

- Macchia, Frank D. *Baptized in the Spirit: A Global Pentecostal Theology*. Grand Rapids: Zondervan, 2005. (Pentecostal)
- Martell-Otero, Loida I., Zaida Maldonado Perez and Elizabeth Conde-Frazier. *Latina Evangélicas: A Theological Survey from the Margins*. Eugene, OR: Cascade, 2013. (Evangelical, Latin American, Feminist)
- McClendon, James W., Jr. *Systematic Theology*. 3 vols. Nashville, TN: Abingdon, 1986-2000. (Evangelical Anabaptist)
- Moltmann, Jürgen. *The Crucified God: The Cross of Christ as the Foundation and Criticism of Christian Theology*. Minneapolis: Fortress, 1993. (Reformed)
- _____. *The Spirit of Life: A Universal Affirmation*. Minneapolis: Fortress, 2001.
- _____. *The Trinity and the Kingdom: The Doctrine of God*. Minneapolis: Fortress, 1993.
- _____. *The Way of Jesus Christ: Christology in Messianic Dimensions*. London: SCM, 1990.
- Oden, Thomas C. *Systematic Theology*. 3 vols. San Francisco: Harper and Row, 1987-1992. (Wesleyan)
- Pannenberg, Wolfhart. *Systematic Theology*. 3 vols., trans. G. W. Bromiley. Grand Rapids: Eerdmans, 1991-1998. (Lutheran)
- Placher, William C., ed. *Essentials of Christian Theology*. Louisville: Westminster John Knox, 2003. (Various)
- Rahner, Karl. *Foundations of Christian Faith: An Introduction to the Idea of Christianity*. trans. W. V. Dych. New York: Crossroad, 1978. (Catholic)
- Sobrinho, Jon, and Ignacio Ellacuría, ed. *Systematic Theology: Perspectives from Liberation Theology*. Maryknoll: Orbis, 1996. (Catholic, Latin American)
- Sonderegger, Katherine. *Systematic Theology*. 5 vols. projected. Minneapolis: Fortress, 2016-. (Presbyterian)
- Tanner, Kathryn. *Jesus, Humanity and the Trinity: A Brief Systematic Theology*. Edinburgh: T&T Clark, 2001. (Anglican)
- Vondey, Wolfgang. *Pentecostal Theology: Living the Full Gospel*. London: Bloomsbury T&T Clark, 2017. (Pentecostal)
- Webster, John. *God Without Measure: Working Papers in Christian Theology*. 2 vols. London: T&T Clark, 2016. (Reformed, Anglican)
- Webster, John, Kathryn Tanner, and Iain Torrance, eds. *The Oxford Handbook of Systematic Theology*. Oxford: OUP, 2007. (Various)
- Williams, J. Rodman. *Renewal Theology*. 3 vols. Grand Rapids: Zondervan, 1988-1992. (Reformed and Charismatic)
- Williams, Rowan. *On Christian Theology*. Malden, MA: Blackwell, 1999. (Anglican)
- Yong, Amos. *Renewing Christian Theology: Systematics for a Global Christianity*. Waco, TX: Baylor University Press, 2014. (Pentecostal)