



Systematic Theology I - THEO5300
New Orleans Baptist Theological Seminary
Division of Theological & Historical Studies
Fall 2017/Mondays 4:30–7:20 p.m.

Dustin Turner, Ph.D.
Adjunct Professor of Theology
Phone: 937-750-7348
Email: dturner0904@yahoo.com
Twitter: @drdustinturner

Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

The seminary has five core values.

- 1. Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
- 2. Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
- 3. Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
- 4. Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
- 5. Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for this academic year is **Servant Leadership**.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven

essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this course are: Biblical Exposition and Christian Theological Heritage.

Course Description

This first course in systematic theology introduces the student to the methodology of theology (Prolegomena) and the doctrines of revelation, God, humanity, and the person of Christ. The biblical foundations and the relevant historical developments are considered in construction of a Christian understanding of each doctrine.

Student Learning Outcomes

The student, by the end of the course, should:

1. Be able to understand theological method and the doctrines of revelation, God, humanity, and the person of Christ biblically, historically, and systematically.
2. Be able to apply theology by integrating these doctrines into a coherent, comprehensive, and consistent Christian worldview.
3. Be able to communicate these doctrines in the particular ministry calling and context of the learner.

Embedded Assignment - General Revelation Reflective Essay

All students enrolled in every section of Systematic Theology I have a common Embedded Assignment utilized in evaluating our projected Student Learning Outcomes. The assignment, listed below, is one of the Reflective Essay questions.

1. Using the materials from your assigned systematic theology textbook and other theological resources (like commentaries, other theological textbooks or monographs), briefly explain your understanding of the doctrine of general revelation, highlighting the differences between general and special revelation.
2. What impact does the doctrine of general revelation have on your understanding of missions and evangelism?

3. Describe how the doctrine of general revelation can affect your communication of the Gospel.
4. This assignment should be 800-1200 words in length.

The rubric below shows how the question will be evaluated in terms of addressing Student Learning Outcomes.

DOMAIN	LEVEL	INADEQUATE (0 PTS)	BASIC (1 PT)	COMPETENT (2 PTS)	GOOD (3 PTS)	EXCELLENT (4 PTS)
UNDERSTANDING	Able to understand the doctrinal topic.					
APPLICATION	Able to apply knowledge by relating it to the broader Christian worldview.					
COMMUNICATION	Able to communicate the doctrine to a ministry audience.					

Required Texts

- Allison, Gregg R. *Historical Theology: An Introduction to Christian Doctrine*. Grand Rapids: Zondervan, 2011. (It is recommended that you read your assignments from this text AFTER READING ERICKSON).
- Erickson, Millard. *Christian Theology*. 3d ed. Grand Rapids: Baker, 2013.
- 2 Books of the student's choice from the Book Review List

Recommended Texts

Allison, Gregg R. *The Baker Compact Dictionary of Theological Terms*. Grand Rapids: Baker, 2016.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8th ed. Rev. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. Chicago: The University of Chicago Press, 2013.

Course Teaching Methodology

The course will involve the following methodologies:

- Assigned Readings
- Classroom Lectures
- Classroom Discussions
- Written Assignments (Reflective Essays, Research Paper)

The goal with these methodologies is for students to learn both inside and outside the classroom. Also, my goal is not for you to simply believe what I believe regarding particular doctrines but to think critically about these doctrines and come to your own conclusions regarding these doctrines and assess their own strengths and weaknesses.

Course Requirements

1. Attendance/Participation (10%)

Both attendance and participation in this class are vital. While there will be lecture, we will also spend a considerable amount of time in discussion as well and so your presence will both enhance the discussion as well as benefit from it. Because of this, ***attendance will be taken at every meeting***. According to the catalog, the maximum number of absences without failure for this class is **3 (9 Classroom hours)**. Make it both a priority to be in class as well as be on time.

2. Reading Quizzes (15%)

Students will take **5 quizzes** based on the assigned readings from Erickson and Allison. The quizzes draw on key terms, the theological ideas of the authors, and significant figures and movements in the history of theology. Quizzes can consist of multiple choice, true/false, fill-in-the-blank, short answer, and matching questions. ***Students are strongly encouraged to read ALL of the assigned reading materials before beginning the quiz. These are NOT open-book quizzes.***

3. Reflective Essays (15%)

Students will write **5 reflective essays** based on the assigned readings from Erickson and Allison. Theology done well is not just learned knowledge but knowledge understood and knowledge applied. These essays will:

- Include (1) Explanation of the doctrine/topic, (2) Personal Reflection, & (3) Ministry Application.
- Be 800-1200 words in length.
- Include both biblical as well as book citations. For both, use parenthetical citations (Joshua 1:9) or (Erickson, *Christian Theology*, 324).
- Be graded on
 - Understanding (5 pts)
 - Organization (5 pts)

- Communication (5 pts)
- Application (5 pts).
- Each essay is worth 20 points which makes the total of this assignment worth 100 points.

Essay #1: Using the materials from your assigned systematic theology textbook and other theological resources (like commentaries, other theological textbooks or monographs), briefly explain your understanding of the doctrine of general revelation, highlighting the differences between general and special revelation. What impact does the doctrine of general revelation have on your understanding of missions and evangelism? Describe how the doctrine of general revelation can affect your communication of the Gospel.

Essay #2: A common belief found in Christian circles is that “God hates the sin but loves the sinner.” This statement demonstrates the tension we find in understanding a God who is both loving and just. Using biblical texts as well as Erickson and Allison, does God hate sin and love the sinner or simply hate the sin and the sinner? In answering this question, look at the attributes of God and discuss how you reconcile God’s love and justice. How does your view affect the way you see God and what sort of implications does this have for your ministry?

Essay #3: How could a good and all-powerful God allow evil, pain, and suffering? This is *the* quintessential question atheists, agnostics, skeptics, and even Christians ask. Using Scripture and your primary texts, discuss how theologians answer this question (i.e., theodices). How have you personally dealt with this question and how have you/will you deal with the issue of the problem of evil in your ministry context?

Essay #4: For centuries, theologians have debated how we are guilty of sin. Do we inherit only a sin nature from Adam and are only guilty of the sin we commit or do we inherit both a sin nature as well as Adam’s guilt? So, are we guilty before God only because our sin or also because of Adam’s guilt? How does your answer affect your personal life before God? What might the implications of your view have on your ministry? (e.g., parents with infants, etc.).

Essay #5: After the Council of Chalcedon, the person of Jesus was for the most part finalized. Jesus is understood as being both fully divine and fully human. The Council also developed an understanding of the hypostatic union: two natures in one person. While most Christians do not debate the two natures of Jesus in one person, sometimes it is difficult to understand how his divine attributes exist within his humanity. For instance, how can Jesus be omnipresent when he has a physical body? How do you make sense of Jesus’ divinity and humanity in one person and how does this affect your understanding and worship of Jesus? How does this affect how you teach and share Jesus in your ministry context?

4. Critical Book Reviews (30%) (15% Each)

All students are required to read and review 2 books from the below list:

- Putman, Rhyne R. *In Defense of Doctrine: Evangelicalism, Theology, and Scripture*. Minneapolis: Fortress Press, 2015. (**Theological Method**)
- Barrett, Matthew. *God's Word Alone: The Authority of Scripture*. Grand Rapids: Zondervan, 2016. (**Special Revelation**)
- Yarnell, III, Malcolm B. *God the Trinity: Biblical Portraits*. Nashville: B & H Academic, 2016. (**Theology Proper**)
- Keathley, Kenneth, J. B. Stump, and Joe Aguirre. *Old-Earth or Evolutionary Creation? Discussing Origins with Reasons to Believe and Biologos*. Downers Grove, IL: IVP Academic, 2017. (**Anthropology**)
- Harwood, Adam. *The Spiritual Condition of Infants: A Biblical-Historical Survey and Systematic Proposal*. Eugene, OR: Wipf and Stock, 2011. (**Hamartiology**)
- Wellum, Steven J. *God the Son Incarnate: The Doctrine of Christ*, Foundations of Evangelical Theology, edited by John S. Feinberg. Wheaton: Crossway, 2016. (**Christology**)

The review should include:

- (1) a bibliographic entry
- (2) a brief biographical data about the author (e.g., his position, degrees, research interests, and other works) (3-4 sentences)
- (3) an assessment of the main purpose and/or thesis of the book (1 paragraph)
- (4) a concise summary of the book's contents (**NO MORE THAN A THIRD OF THE TOTAL REVIEW SHOULD BE SUMMARY**)
- (5) a thorough critical analysis of the book (e.g., strengths, weaknesses)
- (6) a discussion of the relevance of the book to your particular ministry
- (7) a conclusion with a recommendation or dismissal.

The reviews should be between 2000-3000 words and should conform to Turabian. Because book reviews are primarily about one source, use parenthetical citations for the primary text and footnotes only for external sources.

A few questions to consider when preparing for a critical book review: What is the main purpose or thesis of this book? To whom is this book written? Did the author fulfill his purpose? What are some of the author's working assumptions (e.g., his denominational background, field of research, or view of Scripture)? Does the author provide strong biblical, philosophical, and

historical support for his positions? Are there any points of contact between this book/writer and other texts read during the course of the semester? How might the content of this book affect ministry in the local church or ministry within your particular calling? Are there any ideas that changed your particular way of thinking on the subject matter at hand? Would you recommend this book to someone else?

- **A papers (93-100)** clearly state the book's thesis, successfully and succinctly outline its argument in its own terms, demonstrate advanced critical engagement with the argument and content of the book, make clear and well structured arguments, and exhibit a proficient grasp of grammar, spelling, and style.
- **B papers (85-92)** clearly state the book's thesis, show an attempt to understand the book on its own terms and critically reflect on the issues at hand, make arguments, and show sufficiency in grammar, spelling, and style.
- **C papers (77-84)** state the book's thesis, present the content of the book, raise preliminary critical questions for further evaluation, limit evaluation to approval or disapproval of the author's arguments, and make repeated mistakes in grammar, spelling, and style.
- **D (70-76) and F (0-69)** papers lack evidence of grasping the book's thesis and content, limit evaluation to preformed judgments without serious consideration of the book's ideas, contain major grammatical, spelling, and stylistic errors, and demonstrate little or no attempt to proofread.

5. Theological Research Paper (30%)

All students are required to write a brief research paper (*12-15 double-spaced pages in length*) on a particular doctrinal topic/question. Students may choose from the following topics or seek approval from the professor on another topic. A more focused paper is usually a better product than an overly broad paper (e.g., like trying to cover all the doctrine of Christ in ten pages!). Students may select a doctrinal topic and seek to investigate how a particular theologian in history addressed that issue, or one may start with a particular theologian and investigate his or her unique theological perspectives (e.g., Calvin's understanding of imputation or Karl Barth's doctrine of inspiration). Students may also feel free to pick one of the doctrinal topics below and offer a biblical, philosophical, and historical analysis of the doctrine.

Possible Paper Topics (or Mix and Match)

The Inspiration of Scripture The Authority of Scripture Biblical Inerrancy General Revelation and World Religions Arguments for God’s Existence God’s Incommunicable Attributes God’s Communicable Attributes The Trinity Creation	Anselm of Canterbury Arminius, James Athanasius Augustine Barth, Karl Brunner, Emil Bultmann, Rudolf Calvin, John Cappadocian Fathers, The
God and Evil The Image of God The Imputation of Adam’s Sin Total Depravity The Age of Accountability The Historical Jesus The Humanity of Christ The Peccability/Impeccability of Christ The Hypostatic Union	Edwards, Jonathan Hodge, Charles Justin Martyr Luther, Martin Mullins, E. Y. Origen Schleiermacher, Friedrich Thomas Aquinas Wesley, John Zwingli, Huldruch

PLEASE READ THE DOCUMENTS IN THE “PAPER WRITING RESOURCES” SECTION BEFORE WRITING—particularly John Frame’s paper “How to Write a Theological Research Paper.”

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Theological Research Paper Grading Rubric

	Super Paper (B+—A)	Competent Paper (B—B+)	Adequate Paper (C+—B-)	Weak Paper (F—C)
--	-------------------------------	-----------------------------------	-----------------------------------	-----------------------------

	Super Paper (B+—A)	Competent Paper (B—B+)	Adequate Paper (C+—B-)	Weak Paper (F—C)
Thesis	A superior paper has a clearly articulated thesis (“In this paper, I will argue that...”), which is explicitly stated in the paper’s introduction, determines the organization of the paper, determines what counts as primary and as secondary sources, determines what evidence/considerations are included and excluded, and is addressed in the paper’s conclusion.	A <i>competent paper</i> includes a thesis statement that is explicitly stated and is addressed in the paper’s conclusion, but which does not determine in a transparent way the substance and flow of the paper. The paper retains material irrelevant to its central argument.	An <i>adequate paper</i> is primarily descriptive in nature, lacking any visible argument or well articulated thesis. It may be organized topically, but without reference to an objective guiding the paper. It contains irrelevant data.	A <i>weak paper</i> makes no attempt to define the question and lacks a coherent structure.
Research	A <i>superior paper</i> demonstrates its author’s ability to conduct and represent graduate-level research — i.e., research that distinguishes secondary and primary sources; considers relevant sources, both classical and up-to-date, and appropriate to the aims of the paper; is conversant with “essential” and “critical” commentaries; and considers relevant papers from scholarly journals as well as books.	A <i>competent paper</i> demonstrates the author’s developing ability to conduct and represent graduate-level research. It begins to distinguish secondary and primary sources, samples sources appropriate to the study, and demonstrates some work in a research library.	An <i>adequate paper</i> demonstrates the author’s emerging ability to conduct and represent graduate-level research. It confuses secondary and primary sources, tends to depend on marginal and/or out-of-date sources, draws generally on “devotional” or “homiletical” commentaries,	A <i>weak paper</i> fails to demonstrate its author’s ability to conduct and represent graduate-level research. Its treatment is superficial and it fails to interact with secondary literature, or it depends entirely on secondhand information from marginal and/or out-of-date sources.

	Super Paper (B+—A)	Competent Paper (B—B+)	Adequate Paper (C+—B-)	Weak Paper (F—C)
Critical Engagement	A <i>superior paper</i> demonstrates graduate-level competence with regard to independence of thought, epistemological humility, and critical inquiry.	A <i>competent paper</i> demonstrates the author’s developing critical acumen, evidencing insight and personal response. The author’s voice is clear even when it is not well-developed.	An <i>adequate paper</i> demonstrates emerging critical acumen. In some cases, the voice of the author is muted, so that his or her contribution is unclear or only partially developed. In other cases, the author misrepresents and/or is too dependent on the views of others.	A <i>weak paper</i> has the appearance of a collage of the opinions of others, accepts the views of others without question, makes no personal contribution, displays arrogance in prematurely dismissing the views of others, and/or is blind to its own presuppositions and/or weaknesses.
Presentation	A <i>superior paper</i> is presented in a professional manner in terms of spelling, sentence and paragraph construction, and acceptable form/style.	A <i>competent paper</i> evidences only minor and infrequent errors in spelling and grammar, and/or lapses of style.	An <i>adequate paper</i> evidences repeated lapses in form/style, spelling errors, grammatical irregularities — enough so as to constitute an obstacle to reading and understanding.	A <i>weak paper</i> contains major grammatical errors (e.g., sentence fragments, subject-verb disagreement), evidences no real attempt at proofreading, and/or does not conform to an acceptable form/style.

Extra Credit Opportunities

1. Greer-Heard Report

Students will attend the Nov. 10–11, 2017, Greer-Heard Point-Counterpoint event on “The Meaning of the Atonement,” and write a summary and critique of the event (including every presentation). The report should include some professional biographical data on each presenter as well as their major points of content. Students should critically assess their arguments and state their own position in light of what they heard at the forum. The report should be 1,200–1,500 words. The event will be held on the NOBTS campus in the Leavell Chapel. If a student is unable to attend the Greer-Heard forum in person, the assignment may be completed from CDs or MP3s of the event. The event is free for NOBTS students, faculty, staff, and their spouses. For more information, see www.greerheard.com. Students can earn up to 5 points on their final grade with submission.

2. ETS Annual Meeting

Students attending the annual national meeting of the Evangelical Theological Society in Providence, RI on November 15-17, 2017 may write a 1000-word report on papers attended (at least three). For registration information, please visit <http://www.etsjets.org>. Students can earn up to 5 points on their final grade with submission.

Evaluation of Grade

The student's grade will be determined as follows:

• Attendance/Participation	10%
• Reading Quizzes	15%
• Reflective Essays	15%
• Critical Book Reviews (2)	30% (15% Each)
• <u>Theological Research Paper</u>	<u>30%</u>
TOTAL	100%

NOBTS Grading Scale

A - 93–100

B - 85–92

C - 77–84

D - 70–76

F - Below 70

Late Work

Because life and ministry happens, late work will be accepted—but not without penalty. For every day an assignment is late, five points will be taken off. *No assignment over two weeks late will be accepted.* Failure to submit every assignment will result in failure of the course.

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism. Plagiarism is:

- borrowing another person's ideas without citing the work. If information can be found in five or more sources, it is considered common knowledge and does not need to be cited. When in doubt, cite.
- borrowing another person's phrases or sentences without quoting the work.
- resubmitting work you completed for another class. Even if you wrote the original paper, it is cheating to submit the work a second time.

Course Schedule

Lectures, Readings, and Assignments Schedule			
<u>Date</u>	<u>Class Topic</u>	<u>Assignments</u>	<u>Readings / Quiz Materials</u>
8/21	Introduction		Read Syllabus
8/28	Prolegomena and Theological Method	Reading Quiz	Erickson, chs. 1, 3-5
9/4	Labor Day		
9/11	General Revelation and Natural Theology	Reflective Essay #1	Erickson, ch. 6 Allison, ch. 9
9/18	Special Revelation and Bibliology, pt. 1	Reading Quiz	Erickson, chs. 7-8, 10 Allison, chs. 3-4
9/25	Special Revelation and Bibliology, pt. 2	Book Review 1 Due	Erickson, ch. 9 Allison, ch. 5, 7, 8
10/2	Theology Proper	Reflective Essay #2	Erickson, chs. 11-13 Allison, ch. 10
10/9	The Trinity	Reading Quiz	Erickson, ch. 14 Allison, ch. 11
10/16	Fall Break		
10/23	Creation	Book Review 2 Due	Erickson, ch. 16 Allison, ch. 12
10/30	Providence	Reflective Essay #3	Erickson, chs. 17-18 Allison, ch. 13
11/6	Theological Anthropology	Reading Quiz	Erickson, chs. 21-23 Allison, ch. 15
11/13	Hamartiology	Reflective Essay #4	Erickson, chs. 25-29 Allison, ch. 16
11/20	Thanksgiving Break		
11/27	Christology, pt. 1	Reading Quiz	Erickson, chs. 30, 32
12/4	Christology, pt. 2	Reflective Essay #5	Erickson, chs. 31, 33 Allison, ch. 17

12/11		Research Paper Due @ 6 PM	
-------	--	----------------------------------	--

Selected Bibliography

Theological Method

- Clark, David K. *To Know and Love God: Method for Theology*. In *Foundations of Evangelical Theology*, ed. John S. Feinberg. Wheaton: Crossway, 2003.
- Putman, Rhyne R. *In Defense of Doctrine: Evangelicalism, Theology, and Scripture*. Minneapolis: Fortress Press, 2015.
- Yarnell, Malcolm. *The Formation of Christian Doctrine*. Nashville: B & H Academic, 2007.

Doctrine of Revelation

- Barrett, Matthew. *God's Word Alone: The Authority of Scripture*. Grand Rapids: Zondervan, 2016.
- Brunn, Dave. *One Bible, Many Versions: Are All Translations Created Equal?* Downers Grove: IVP, 2013.
- Cowan, Steven B., and Terry L. Wilder, ed. *In Defense of the Bible: A Comprehensive Apologetic for the Authority of the Bible*. Nashville: B & H Academic, 2013.
- Fee, Gordon and Douglas Stuart. *How to Read the Bible for All Its Worth*. Grand Rapids: Zondervan, 2003.
- Henry, Carl F. H. *God, Revelation and Authority*. 6 Vols. Wheaton: Crossway, 1999.
- McDonald, Lee Martin. *Formation of the Bible: The Story of the Church's Canon*. Peabody, MA: Hendricksen, 2012.
- Merrick, J. and Stephen M. Garrett, eds. *Five Views on Biblical Inerrancy*. Counterpoints: Bible and Theology. Grand Rapids: Zondervan, 2013.
- Piper, John. *A Peculiar Glory: How the Christian Scriptures Reveal Their Complete Truthfulness*. Wheaton: Crossway, 2016.

Doctrine of God

- Bray, Gerald. *The Doctrine of God*. *Contours of Theology*. Edited by Gerald Bray. Downers Grove, IL: IVP, 1993.
- Erickson, Millard J. *What Does God Know and When Does He Know It?: The Current Controversy over Divine Foreknowledge*. Grand Rapids: Zondervan, 2006.
- Feinberg, John S. *No One Like Him: The Doctrine of God*. *Foundations of Evangelical Theology*. Edited by John S. Feinberg. Wheaton: Crossway, 2005.
- Hanson, R. P. C. *The Search for the Christian Doctrine of God*. Grand Rapids: Baker Academic, 2006.
- Huffman, Douglas, ed. *God Under Fire*. Grand Rapids: Zondervan, 2002.
- Kärkkäinen, Veli-Matti. *Doctrine of God: A Global Introduction*. Grand Rapids: Baker Academic, 2004.

- Letham, Robert. *The Holy Trinity: In Scripture, History, Theology, and Worship*. Phillipsburg, NJ: P & R, 2005.
- Packer, J. I. *Knowing God*. Downers Grove, IL: IVP, 1993.
- Prothero, Stephen. *God is Not One: The Eight Rival Religions that Run the World*. New York: Harper Collins, 2010.
- Sanders, Fred. *The Deep Things of God: How the Trinity Changes Everything*. Wheaton: Crossway, 2010.
- Tiessen, Terrance. *Providence & Prayer: How Does God Work in the World?* Downers Grove: IVP Academic, 2000.
- Wise, Kurt. *Faith, Form, and Time: What the Bible Teaches and Science Confirms about Creation and the Age of the Universe*. Nashville: B & H, 2002.
- Yarnell, III, Malcolm B. *God the Trinity: Biblical Portraits*. Nashville: B & H Academic, 2016.

Doctrine of Man

- Blocher, Henri. *Original Sin: Illuminating the Riddle*. New Studies in Biblical Theology 5. Edited by D. A. Carson. Downers Grove: InterVarsity, 1997.
- Gagnon, Robert A. J. *The Bible and Homosexual Practice: Texts and Hermeneutics*. Nashville: Abingdon, 2001.
- Harwood, Adam. *The Spiritual Condition of Infants: A Biblical-Historical Survey and Systematic Proposal*. Eugene, OR: Wipf and Stock, 2011.
- Keathley, Kenneth, J. B. Stump, and Joe Aguirre. *Old-Earth or Evolutionary Creation? Discussing Origins with Reasons to Believe and Biologos*. Downers Grove, IL: IVP Academic, 2017.
- Pierce, Ronald W. and Rebecca Merrill Groothuis, eds. *Discovering Biblical Equality: Complementarity without Hierarchy*. Downers Grove, IL: IVP Academic, 2005.
- Piper, John and Wayne Grudem, ed. *Recovering Biblical Manhood and Womanhood*. Wheaton: Crossway, 1991.
- Plantinga, Cornelius. *Not the Way It's Supposed to Be: A Breviary of Sin*. Grand Rapids: Eerdmans, 1995.
- Smith, David L. *With Willful Intent: A Theology of Sin*. Eugene, OR: Wipf & Stock, 2003.

Doctrine of Christ (The Person of Christ)

- Bock, Darrell. *Studying the Historical Jesus*. Grand Rapids: Baker, 2002.
- Cole, Graham A. *The God Who Became Human: A Biblical Theology of Incarnation*. New Studies in Biblical Theology. Edited by D. A. Carson. Downers Grove, IL: IVP Academic, 2013.
- Erickson, Millard J. *Who's Tampering with the Trinity?: An Assessment of the Subordination Debate*. Grand Rapids: Kregel, 2009.
- Grillmeier, Aloys. *Christ in Christian Tradition*. 2 Vols. Louisville: Westminster John Knox, 1988.
- Macleod, Donald. *The Person of Christ*. Contours of Theology. Edited by Gerald Bray. Downers Grove, IL: IVP, 1998.
- Stott, John. *The Incomparable Christ*. Downers Grove: IVP, 2001.

Wellum, Steven J. *God the Son Incarnate: The Doctrine of Christ*, Foundations of Evangelical Theology, edited by John S. Feinberg. Wheaton: Crossway, 2016.

Biblical Theologies

Childs, Brevard S. *Biblical Theology of the Old and New Testaments: Theological Reflection on the Christian Bible*. Minneapolis: Fortress, 1992.

Goldsworthy, Graeme. *According to Plan: The Unfolding Revelation of God in the Bible*. Downers Grove: IVP, 1991.

Scobie, Charles H. H. *The Ways of our God: An Approach to Biblical Theology*. Grand Rapids: Eerdmans, 2003.

Historical Theologies

Allison, Gregg R. *Historical Theology: An Introduction to Christian Doctrine*. Grand Rapids: Zondervan, 2011

Garrett, James Leo, Jr. *Systematic Theology: Biblical, Historical, & Evangelical*. 2 Vols. Grand Rapids: Eerdmans, 1995.

McGrath, Alister. *Christian Theology: An Introduction*. 5th ed. Hoboken, NJ: Wiley-Blackwell, 2011.

Olson, Roger E. *The Story of Christian Theology: Twenty Centuries of Tradition and Reform*. Downers Grove, IL: IVP Academic, 1999.

Systematic Theologies

Akin, Daniel, ed. *A Theology for the Church*. Rev. ed. Nashville: B & H Academic, 2014.

Berkof, Louis. *Systematic Theology: New Combined Edition*. Grand Rapids: Eerdmans, 1996.

Conner, Walter T. *Christian Doctrine*. Nashville: Broadman, 1937.

Dagg, J. L. *A Manual of Theology*. First published 1857. Harrisonburg, VA: Gano, 1990.

Frame, John. *Systematic Theology: An Introduction to Christian Belief*. Phillipsburg, NJ: P&R, 2013.

Geisler, Norman. *Systematic Theology: In One Volume*. Bloomington, MN: Bethany House, 2011.

Grenz, Stanley J. *Theology for the Community of God*. Grand Rapids: Eerdmans, 2000.

Grudem, Wayne. *Systematic Theology: An Introduction to Biblical Doctrine*. Grand Rapids: Zondervan, 1995.

Horton, Michael. *The Christian Faith: A Systematic Theology for Pilgrims on the Way*. Grand Rapids: Zondervan, 2011.

Lewis, Gordon and Bruce Demarest. *Integrative Theology*. 3 Vols. Grand Rapids: Zondervan, 1996.

Oden, Thomas C. *Classic Christianity: A Systematic Theology*. New York: HarperOne, 2009.

Swindoll, Charles R., and Roy B. Zuck, ed. *Understanding Christian Theology*. Nashville: Thomas Nelson, 2003.

Thiselton, Anthony C. *Systematic Theology*. Minneapolis: Eerdmans, 2015.

Williams, J. Rodman. *Renewal Theology: Systematic Theology from a Charismatic Perspective*. Grand Rapids: Zondervan, 1996.