



## THEO 5301 – Systematic Theology 2

New Orleans Baptist Theological Seminary  
Theological & Historical Studies Division

Spring 2019 – Tuesdays and Thursdays, 12:30–1:50 PM

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### 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.

### Core Value Focus

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 worshipping 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 department.

The core value focus for the 2018–19 academic year is **Doctrinal Integrity**.

### 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 second course in systematic theology introduces the student to the doctrines of the work of Christ, salvation and the Christian life, the Holy Spirit, the church, and last things. The biblical foundation and the relevant historical developments are considered in developing a comprehensive statement of Christian teaching concerning 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 the work of Christ, salvation, the Holy Spirit, the church, and last things 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.

## Course Teaching Methodology

The course will involve the following methodologies: assigned readings, classroom lectures, classroom discussions, reflective essays, and book reviews. These methods are consistent with the belief that some learning will occur outside of the classroom (as students read assigned texts and write reflective essays and critical book reviews) as well as in the classroom (from classroom lectures and discussions). My goal is not that students will be indoctrinated to affirm all my views; rather, my goal is that students think critically about their own views, gain a better understanding of other views, and be able to assess the strengths and weaknesses of the supporting claims.

## Textbooks Required:

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

or

Grenz, Stanley J. *Theology for the Community of God*. B&H, 1994 or Eerdmans, 2000.

Harwood, Adam, and Kevin Lawson, ed. *Infants and Children in the Church: Five Views on Theology & Ministry*. Nashville: B&H Academic, 2017.

Holy Bible. You may bring any reliable, modern translation.

Two books of the student's choice, selected from the list on page 4.

## Textbook Recommended:

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition*. Chicago: University of Chicago Press, 2013.

## Course Requirements (400 total points possible)

Summary:

**Reflective Essays.** Ten at 10 points each = 100 points

**Conference Attendance & Reflection** (or Laing review). = 50 points

**Book Reviews.** Three at 50 points each = 150 points

**Final Exam.** 100 points

Details:

- **Reflective Essays.** Students will submit ten reflective essays. Each essay should be double-spaced page and 250–300 words. Each paper is worth a possible 10 points and is meant to be a creative, reflective essay. Avoid first person (“I, me, my”); simply state things as fact. Students may cite names and Bible verses, but should not include any quotations due to space constraints. This reflective essay is not meant to be a summary of a doctrine but the student’s thoughts on the topic **after reflecting on the assigned reading**. A 10-point paper meets the length requirement and has excellent content, grammar, and syntax. A 9-point paper has a minor problem with the length, grammar, or syntax. A 7- or 8-point paper has multiple problems. Reflective essays should be submitted in BlackBoard on the due date by the time class begins. **100 points possible**.

Theology I – Rubric for Assessing Reflective Essays					
	2.0	1.5	1.0	0.5	0
<b>Content</b>	♦ Nails the topic ♦ All details accurate	♦ Stays on topic ♦ Minimal inaccuracies	♦ Some deviation from topic ♦ Some inaccurate details	♦ Deviates from topic ♦ Major inaccurate details	♦ Deviates significantly from topic ♦ No accurate details
<b>Organization</b>	♦ Highly organized structure	♦ Organized structure	♦ Somewhat organized structure	♦ Unorganized structure	♦ No discernable structure
<b>Logical Support Is evidence presented to support the claim (s)?</b>	♦ Superior logical support of topic or claim(s)	♦ Logical support	♦ Acceptable logical support	♦ Minimal support	♦ No logical support
<b>Communication</b>	♦ Exceptionally clear meaning	♦ Clear meaning	♦ Somewhat clear meaning	♦ Unclear meaning	♦ Incoherent
<b>Grammar, Punctuation, and Spelling</b>	♦ No errors	♦ 1 error	♦ 2 different errors (rather than two occurrences of the same error)	♦ 3-4 different errors	♦ 5 or more errors

- **Conference Attendance and Reflection** (or review of Laing, *Middle Knowledge*). Register for the Regional ETS Meeting, **March 8–9, 2019**, and attend the **two plenary** presentations (Friday night and Saturday morning in the Providence Learning Center Conference Room) **and two breakout** presentations of your choice. The meeting will be held on the NOBTS campus. Submit a one-page, double-spaced reflection of the event. See the syllabus for the due date. 50 points possible.  
**Alternate assignment:** Students who are unable to attend the two plenary and two breakout sessions may review John Laing, *Middle Knowledge: Human Freedom in Divine Sovereignty* (Grand Rapids: Kregel, 2018). The review should follow the guidelines for the other book reviews in this syllabus.
- **Book Reviews** (1,500–1,800 words each). Students will read and review *Infants and Children in the Church* **and two books** they select from the list below. See the course schedule for due dates. Students must sign up for their book selection in this [Google Doc](#). Students will bring printed copies of their selected book reviews on the due date and might be called upon to read their review to the class. This exercise will expose students to a broad range of scholarship on the doctrines considered in class and will provide students with guided opportunities for peer instruction.

Rutledge, Fleming. *The Crucifixion: Understanding the Death of Jesus Christ*. Grand Rapids: Eerdmans, 2015. (This counts as **two** books; review should be **twice** the standard length.)  
 Stott, John. *The Cross of Christ*. Downers Grove: IVP, 2006.

### **Soteriology**

Allen, David L., Eric Hankins, and Adam Harwood, eds. *Anyone Can Be Saved: A Defense of "Traditional" Southern Baptist Soteriology*. Eugene, OR: Wipf and Stock, 2016.  
 Bates, Matthew W. *Salvation by Allegiance Alone: Rethinking Faith, Works, and the Gospel of Jesus the King*. Grand Rapids: Baker Academic, 2017.  
 Lennox, John C. *Determined to Believe?: The Sovereignty of God, Freedom, Faith and Human Responsibility*. Grand Rapids: Zondervan, 2017.

### **Pneumatology**

Cole, Graham A. *He Who Gives Life: The Doctrine of the Holy Spirit*. Foundations of Evangelical Theology. Edited by John S. Feinberg. Wheaton: Crossway, 2007.  
 Hamilton, James. *God's Indwelling Presence: The Holy Spirit in the Old and New Testaments*. Nashville: B&H Academic, 2006.  
 Umstatt, Rustin. *The Spirit and the Lake of Fire: Pneumatology and Judgment*. Eugene, OR: Wipf and Stock, 2017.

### **Ecclesiology**

Dever, Mark, and Jonathan Leeman. *Baptist Foundations: Church Government for an Anti-Institutional Age*. Nashville: B&H Academic, 2015.  
 Allison, Gregg R. *Sojourners and Strangers: The Doctrine of the Church*. Foundations of Evangelical Theology. Edited by John S. Feinberg. Wheaton: Crossway, 2012.  
 Schreiner, Tom, and Matthew Crawford, eds. *The Lord's Supper: Remembering and Proclaiming Christ Until He Comes*. Nashville: B&H, 2010.

### **Eschatology**

Alcorn, Randy. *Heaven*. Nashville: Tyndale, 2004.  
 Ryrie, Charles C. *Dispensationalism*. Chicago: Moody, 2007.  
 Thiselton, Anthony C. *Life After Death: A New Approach to the Last Things*. Grand Rapids: Eerdmans, 2011.

For a helpful overview of critical book reviews, see this [paper](#) from the UNC Writing Center.

### **Summary (500–600 words)**

Begin with a one or two-sentence biography of the author or a summary of the contributors. In the summary section, students should summarize and explain the author's thesis and supporting arguments. This section might include an outline of the book's contents and definitions of key terms.

### **Critique (1,000–1,200 words)**

The critique should address many of the following:

- critique of the author's thesis, assumptions, supporting arguments, method, sources, logic, and style;
- specific examples of strengths and weaknesses (such as any relevant areas not addressed) of the book;
- discussion of the book's usefulness for the intended audience, how the book contributes to

- its field, other books which explore the issue;
- closing sentence either recommending the book or not and explaining why.

Cite page numbers parenthetically. Footnote only outside sources. Use quotations sparingly. Avoid first person. No title page is required (Students should provide name, date, and word count for each section at the top of page one). Please format in single-spaced, 12-point Times New Roman font. Submit all the reviews **online** by their respective due dates. Bring **paper copies** of the **selected book reviews** on the due date for the class members. 50 points each. = 150 points.

### Book Review Grading Rubric

	10	9	8	7	5
<b>Content</b>	proper length robust explanation and critique of thesis all details accurate	proper length acceptable explanation and critique of thesis minimal inaccuracies	improper length provides some explanation and critique of thesis some inaccuracies	improper length provides little explanation and critique of thesis many inaccuracies	improper length neither explains nor critiques the thesis no accurate details
<b>Organization</b>	addresses topic directly highly organized structure	addresses topic directly organized structure	addresses topic somewhat organized structure	somewhat addresses topic highly unorganized structure	wanders significantly no organized structure
<b>Logical Support</b>	superior examples of the topic	examples of the topic	acceptable support of the topic	minimal support of the topic	no logical support of the topic
<b>Communication</b>	exceptionally clear meaning to the reader	clear meaning to the reader	somewhat clear meaning to the reader	unclear meaning to the reader	incoherent for the reader
<b>Grammar, Punctuation &amp; Spelling</b>	no visible or significant errors	errors do not disturb the reading process	errors sometimes disturb the reading process	errors often disturb the reading process	errors make reading difficult

- **Final Exam.** The final exam will consist of various types of questions (short answer, short essay, T/F, etc.) based on class notes, discussions, and textbooks. 100 points.

### Evaluation of Grade

The student's grade will be computed as follows:

Students can earn up to 400 points in the course.

- Reflective Essays. Ten at 10 points each = 100 points
- Conference Attendance & Reflection (or Laing review) = 50 points
- Book Reviews. Three at 50 points each = 150 points
- Final Exam. 100 points

The percentage of the total number of points earned divided by the total number of points possible (350) will constitute the student's final course grade, per this NOBTS grading scale:

- A - 93–100
- B - 85–92
- C - 77–84
- D - 70–76

F - Below 70

### **Technical Assistance**

For assistance regarding technology, consult ITC (504.816.8180) or the following websites:

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

My policies for academic honesty, the grading scale, and disabilities follow the standards for New Orleans Baptist Theological Seminary.

### **Attendance**

Per the catalogue, “Students may not miss more than 9 class hours for a 3-semester hour course.” One class meeting of a 3-hour class that meets twice per week counts as 1.5 hours per meeting.

### **Policy Regarding Late Work**

Late work will be accepted for a reduced grade.

### **Special Accommodations**

If you require educational accommodations, please contact the provost’s office.

### **Using Technology in the Classroom**

In this class, you may:

- not use laptops or phones because they often distract from the topic being discussed in class.
- record classes with any type of audio or video recording device. Please let me know if you plan to do so.

### **Study Tips**

1. Plan to study 2–3 hours for every 1 hour in class.
2. Read your textbook even when you don’t expect to be tested.
3. Rewrite your new class notes each week.

### **Online Resources**

Although Wikipedia or Theopedia can be helpful places to begin research, websites typically should not be cited in academic research. They may be consulted for a survey of the subject and to lead you to credible primary and secondary sources. However, they cannot be trusted for accuracy since they are not subject to academic peer-review. Your goal is to find academic, peer-reviewed articles and published resources, whether they are accessed online or in print.

**Personal Note:** Please join me in asking God to guide our thoughts as we seek to grow in our knowledge and love for him through the study of the doctrines of atonement, salvation, the Holy Spirit, the church, and last things.

### **Help for Writing Papers at the Writing Center**

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. See <http://www.nobts.edu/writing/>.

### 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

E 43 = Erickson chapter 43

G 16.2 = Grenz chapter 16, section 2

H = Harwood

Date	Topic	Reading Due (Students may read E or G)	Assignments Due
Jan. 22	Class Introduction		
Jan. 24	Theological Sources & Methods	E 1–3; G Intro	
Jan. 29	The Work of Christ (The Mission of Jesus)	E 35–37; G 12	Essay 1: “Why did Christ die?” Essay 2: “Is it necessary to affirm penal substitution? Why or why not?”
Jan. 31	The Work of Christ	E 38	Essay 3: “For whom did Christ die?”
Feb. 5	The Person and Work of the Holy Spirit: Biblical Survey	H chapter	
Feb. 7	The Person and Work of the Holy Spirit: Historical & Theological Issues	H chapter	Essay 4: “Are believers today gifted by the Holy Spirit with ‘charismatic’ gifts?”
Feb. 12	<i>No class – prof is away</i>		
Feb. 14	The Holy Spirit		<b>Reviews: Cole, Hamilton, Umstatt</b>
Feb. 19	The Doctrine of Election: A Biblical Survey		

Date	Topic	Reading Due (Students may read E or G)	Assignments Due
Feb. 21	The Doctrine of Election: A Theological Investigation	Hankins <a href="#">article</a>	Essay 5: “What is election?”
Feb. 26	Salvation: Predestination & Logical Order of Salvation	E 43–44; G 16.2	
Feb. 28	The Work of Christ & Salvation		<b>Reviews: Rutledge, Stott</b>
March 5	<i>No class – Mardi Gras</i>		
March 7	Salvation: The Gospel	Newsom <a href="#">article</a>	Essay 6: “What is the gospel?”
Fri-Sat, March 8–9	<i>Regional ETS Meeting</i>		
March 12	Discussion of Regional ETS Meeting		<b>Reflection of ETS Meeting or Review of Laing</b>
March 14	Salvation: Key Terms	E 42, 45, 48; G 15	
March 19, 21	<i>Spring Break</i>		
March 26	Salvation: Sanctification & Glorification	E 46–47; G 16.1	
March 28	Salvation		<b>Review: Allen, Bates, Lennox</b>
April 2	The Church: Nature	E 49; G 17	Essay 7: “Should Sunday morning worship services ‘target’ believers or unbelievers?”
April 4	The Church: Marks & Ministry	E 50; G 18	Essay 8: “Formal church membership: Is it biblical?”
April 9	The Church		<b>Reviews: Allison, Dever, Schreiner</b>
April 11	The Church: Baptism & Lord’s Supper	E 52–53; G 19	Essay 9: “How should a parent determine when their child should be allowed to be baptized and take the Lord’s Supper?”

<b>Date</b>	<b>Topic</b>	<b>Reading Due</b> (Students may read E or G)	<b>Assignments Due</b>
April 16	The Church: Polity	E 51; G 20	
April 18	Discussion of <i>Infants and Children in the Church</i>		<b>Review:</b> <i>Infants and Children in the Church</i>
April 23	Last Things: Death & the Intermediate State	H chapter	
April 25	The Return of Christ & Millennial Views	E 57; G 22	
April 30	Last Things: Hell	E 58; G 23.1–2	Essay 10: “Hell: Seriously?”
May 2	Last Things: Heaven	E 58; G 23.3 & 24	
May 7			<b>Reviews: Alcorn, Ryrie, Thiselton</b>
May 9	Final Exam Review		
May 14	<b>Final Exam</b>		

### Selected Bibliography

#### The Work of Christ

- Allen, David L. *The Extent of the Atonement: A Historical and Critical Review*. Nashville: B&H Academic, 2016.
- Gibson, Jonathan, and David, eds. *From Heaven He Came and Sought Her: Definite Atonement in Biblical, Historical, Theological, and Pastoral Perspective*. Wheaton: Crossway, 2013.
- Hill, Charles E., and Frank A. James, eds. *The Glory of the Atonement*. Downers Grove: IVP, 2004.
- Licona, Michael R. *The Resurrection of Jesus: A New Historiographical Approach*. Downers Grove: IVP Academic, 2010.
- Morris, Leon. *The Apostolic Preaching of the Cross*, 3<sup>rd</sup> ed. Grand Rapids: Eerdmans, 1965.
- Patterson, Paige. “The Work of Christ.” In *A Theology for the Church*, rev., ed. Daniel L. Akin, 439–79. Nashville: B&H Academic, 2014.
- Stott, John. *The Cross of Christ*. Downers Grove: IVP, 2006.
- Torrance, Thomas F. *Atonement: The Person and Work of Christ*, ed. Robert. T. Walker. Downers Grove: IVP, 2009.
- Wright, N. T. *The Resurrection of the Son of God*. Christian Origins and the Question of God, vol. 3. Minneapolis: Fortress Press, 2003.

#### Doctrine of Salvation

- Allen, David L. and Steve W. Lemke, eds. *Whosever Will: A Biblical-Theological Critique of Five-Point Calvinism*. Nashville: B&H Academic, 2010.
- Bass, Christopher D. *That You May Know: Assurance of Salvation in 1 John*. Nashville: B&H Academic, 2008.
- Clendenen, E. Ray and Brad J. Waggoner, eds. *Calvinism: A Southern Baptist Dialogue*. Nashville: B&H Academic, 2008.
- Keathley, Kenneth. *Salvation and Sovereignty: A Molinist Approach*. Nashville: B&H Academic, 2010.
- \_\_\_\_\_. "The Work of God: Salvation." In *A Theology for the Church*, rev., ed. Daniel L. Akin, 543–600. Nashville: B&H Academic, 2014.
- Kuligin, Victor. *The Language of Salvation: Discovering the Riches of What it Means to be Saved*. Wooster, OH: Weaver, 2015.
- Peckham, John. *The Love of God: A Canonical Model*. IVP, 2015.
- Piper, John. *The Future of Justification*. Wheaton: Crossway, 2007.
- Strange, Daniel. *Their Rock is Not Like Our Rock: A Theology of Religions*. Grand Rapids: Zondervan, 2014.
- Tiessen, Terrance. *Who Can Be Saved? Reassessing Salvation in Christ and World Religions*. Downers Grove: IVP, 2004.
- Wright, N. T. *Justification: God's Plan and Paul's Vision*. Downers Grove: IVP Academic, 2009.

### **Doctrine of Holy Spirit**

- Pinnock, Clark. *Flame of Love: A Theology of the Holy Spirit*. Downers Grove: IVP, 1999.
- Thiselton, Anthony. *The Holy Spirit—In Biblical Teaching, through the Centuries, and Today*. Grand Rapids: Eerdmans, 2013.

### **Doctrine of the Church**

- Brand, Chad and Stan Norman, ed. *Perspectives on Church Government: Five Views on Church Polity*. Nashville: B&H, 2004.
- Engle, Paul and Steve Cowan, ed. *Who Runs the Church? Four Views on Church Government*. Grand Rapids: Zondervan, 2004.
- Ferguson, Everett. *Baptism in the Early Church: History, Theology, and Liturgy in the First Five Centuries*. Grand Rapids: Eerdmans, 2000.
- White, Thomas, Jason Duesing, and Malcolm Yarnell, eds. *Restoring Integrity in Baptist Churches*. Grand Rapids: Kregel, 2008.

### **Doctrine of Last Things**

- Blaising, Craig A. and Darrell L. Bock, eds. *Progressive Dispensationalism*. Wheaton: BridgePoint, 2000.
- Bloesch, Donald. *The Last Things: Resurrection, Judgment, and Glory*. Christian Foundations. Downers Grove: InterVarsity, 2004.
- Moltmann, Jürgen. *Theology of Hope: On the Ground and the Implications of a Christian Eschatology*, trans. James W. Leitch. Minneapolis: Fortress Press, 1993.
- Morgan, Christopher W. and Robert A. Peterson, ed. *Hell Under Fire: Modern Scholarship Reinvents Eternal Punishment*. Grand Rapids: Zondervan, 2004.
- Walls, Jerry. *Heaven, Hell, and Purgatory: Rethinking the Things That Matter Most*. Grand Rapids: Brazos, 2015.

### **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.
- Hamilton, James M., Jr. *God's Glory in Salvation through Judgment: A Biblical Theology*. Wheaton: Crossway, 2010.
- Scobie, Charles H. H. *The Ways of our God: An Approach to Biblical Theology*. Grand Rapids: Eerdmans, 2003.

### **Historical Theologies**

- 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.

### **Systematic Theologies**

- Akin, Daniel, ed. *A Theology for the Church*. Rev. ed. Nashville: B&H, 2014.
- 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.
- Grudem, Wayne. *Systematic Theology: An Introduction to Biblical Doctrine*. Grand Rapids: Zondervan, 1995.
- 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, eds. *Understanding Christian Theology*. Nashville: Thomas Nelson, 2003.
- Thiselton, Anthony C. *Systematic Theology*. Minneapolis: Eerdmans, 2015.