



THEO9420 DOCTRINE OF THE HOLY SPIRIT

Division of Theological and Historical Studies

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FALL 2018 // WEDNESDAYS 8:00-12:00 P.M.
8/22, 9/5, 9/19, 10/3, 10/24, 11/7, 11/28, 12/5

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.

Mission Statement

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

Our Core Values

The seminary has five core values. This course supports the five core values of the seminary.

Doctrinal Integrity: Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the “Articles of Religious Belief” and the “Baptist Faith and Message 2000.”

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.

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.

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.

Servant Leadership: We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

The Core Value Focus for this 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 seven areas:

Biblical Exposition: To interpret and communicate the Bible accurately.

Christian Theological Heritage: To understand and interpret Christian theological heritage and Baptist polity for the church.

Disciple Making: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

Interpersonal Skills: To perform pastoral care effectively, with skills in communication and conflict management.

Servant Leadership: To serve churches effectively through team ministry.

Spiritual and Character Formation: To provide moral leadership by modeling and mentoring Christian character and devotion.

Worship Leadership: To facilitate worship effectively.

Curriculum competencies addressed in Seminar: *Christian Theological Heritage and Biblical Exposition*

Seminar Description

An intensive study of the doctrine of the Holy Spirit is made through an analysis of the biblical data in the light of historical and contemporary interpretations. A contemporary theological understanding of the Holy Spirit is developed.

Student Learning Outcomes

As part of the larger Seminary goal of equipping effective leaders for healthy churches, and given the key competencies of doctrinal integrity and spiritual vitality, the following objectives of this course are for the successful student:

- Understand the varied perspectives in Christian history regarding the person and work of the Holy Spirit
- Be able to articulate a well-informed and biblically based description of the doctrine of the Holy Spirit
- Read, review, and research primary and secondary literature on the doctrine of the Holy Spirit
- Be able to apply research and write and present a seminar paper on a theologian who addresses the doctrine or a significant view on or within the doctrine of the Holy Spirit
- Be able to communicate thoughtful and well informed critiques of peer research on the Holy Spirit

Required Textbooks

Cole, Graham A. *He Who Gives Life: The Doctrine of the Holy Spirit*. Foundations of Evangelical Theology. Wheaton: Crossway Books, 2007.

Thiselton, Anthony C. *The Holy Spirit—In Biblical Teaching, through the Centuries, and Today*. Grand Rapids: William B. Eerdmans, 2013.

Review Textbooks 1

Each student will choose for review one book from the list below. Selection will be made first come, first served via a google doc. Dr. Riley will provide the link to the doc.

- Beck, T. David. *The Holy Spirit and the Renewal of All Things: Pneumatology in Paul and Jürgen Moltmann*. Princeton Theological Monograph Series 67. Eugene OR: Pickwick, 2007.
- Dunn James D.G. *Jesus and the Spirit*. London: SCM Press, 1975.
- Ferguson, Sinclair B. *The Holy Spirit. Contours of Christian Theology*. Downers Grove: InterVarsity, 1997.
- Holmes, Christopher R. J. *The Holy Spirit*. New Studies in Dogmatics, Edited by Michael Allen and Scott R. Swain. Grand Rapids: Zondervan, 2015.
- Kärkkäinen, Veli-Mati. *Pneumatology: The Holy Spirit in Ecumenical, International, and Contextual Perspective*. Grand Rapids, Baker Academic, 2002.
- McKnight, Scot. *Open to the Spirit: God In Us, God With Us, God Transforming Us*. Foreword by David Ferguson. New York: Waterbrook, 2018.
- Packer, J. I. *Keep in Step with the Spirit: Finding Fullness in our Walk with God*. 2nd ed. Grand Rapids: Baker, 2005.
- Wallace, Daniel, and M. James Sawyer, eds. *Who's Afraid of the Holy Spirit? An Investigation of the Ministry of the Holy Spirit Today*. Foreword by Josh McDowell. Foreword and Response by Wayne Grudem. Dallas: Biblical Studies, 2005.
- Wright, Christopher J. H. *Knowing the Holy Spirit Through the Old Testament*. Knowing God Through the Old Testament Set. Downers Grove: IVP Academic, 2006.

Review Textbooks 2

Each student will choose for review one book from the list below. Selection will be made first come, first served via a google doc. Dr. Riley will provide the link to the doc.

- Acolatse, Esther E. *Powers, Principalities, and the Spirit: Biblical Realism in Africa and the West*. Grand Rapids: Eerdmans, 2018.
- Boff, Leonardo. *Come, Holy Spirit: Inner Fire, Giver of Life, and Comforter of the Poor*. Maryknoll, NY: Orbis, 2015.
- Levison, Jack. *Inspired: The Holy Spirit and the Mind of Faith*. Grand Rapids: William B. Eerdmans, 2013.
- Molnar, Paul D. *Faith, Freedom, and the Spirit. The Economic Trinity in Barth, Torrance, and Contemporary Theology*. Downers Grove, IVP Academic, 2015.
- Moltmann, Jürgen. *The Source of Life: The Holy Spirit and the Theology of Life*. Augsburg Fortress Publishers, 1997.
- Pinnock, Clark H. *Flame of Love: A Theology of the Holy Spirit*. Downers Grove: IVP Academic, 2009.
- van der Kooi, Cornelis, *This Incredible Benevolent Force: The Holy Spirit in Reformed Theology and Spirituality*. Grand Rapids: Eerdmans, 2018.
- Yong, Amos. *Beyond the Impasse: Toward a Pneumatological Theology of Religions*. Grand Rapids: Baker, 2003.

Seminar Teaching Methodology

This seminar will utilize resource reviews (texts, chapters, journals), research and paper presentations, formal/critical evaluations and discussion.

Seminar Requirements

Summaries and Critiques of Surveys on the Doctrine of the Holy Spirit (10% of grade)

Each student will present summaries and critiques of two systematic treatments on the doctrine of the Holy Spirit (selected from the Systematic and General Theologies section of the bibliography). Dr. Riley must approve the selections. Each summary should be 2–3 pages, single-spaced, and comprised of the following:

- All summaries and critiques are due September 5, 2018. Dr. Riley's office will compile the summaries/critiques into one document for seminar members. **Please submit as a Word Document.**
- 1–1 ½ pages which provides a 2–3 sentence biography, an outline of the doctrinal presentation, and definitions of the key terms.
- 1–1 ½ pages of critique of the systematic treatment. What are the strengths and weaknesses of the content? Is the treatment proportional, or are particular areas given more or less treatment than necessary? Is the order of the presentation significant? How does this treatment compare to others, both inside and outside the author's theological tradition?

Seminar Reading Assignments/Discussion (10% of grade)

- General reading assignments from texts (listed above under **Required Texts**) or other documents (**which Dr. Riley is free to assign and provide at any point in the semester**) are assigned for most seminar meetings and should be read by all seminar participants. Various students will be asked to begin discussion about the texts. The following will help prepare students to lead discussion:
 - Know and outline the content of the reading
 - Prepare good questions to promote dialogue
 - Relate readings to previously learned material or to known issues in ethics or hermeneutics
- At the beginning of each seminar in which reading assignments are due, students will submit a reading report indicating the percentage read of assigned readings with the above discussion notes.

Text Reviews (30% of grade total)

- Each Student will review two textbooks, chosen from the above lists, **Review Textbook 1 and 2**. See Seminar Schedule for due dates. Refer to **Elements of a Book Review** for guidelines.
- We will take time in the seminar to discuss form and style.

- **Elements of Book Review (Single-Spaced, Times New Roman 12 or equivalent)**

- Get a sense of the big picture. The review is not a summary of the book. You are engaging and evaluating the content of a book. Broadly divide the review into the following, attending to specific matters recommended within each section. Page numbers are approximations. Balance is the key:
- Introductory matters (1 page):
 - Information on the author. What are some of the working assumptions of the author (e.g., denominational background, field of research, view of Scripture, etc.)?
 - State the book's primary aim/thesis and approach
 - Situate the book in a larger theological contexts, discussions, or issues
 - State the book's primary contribution
- Content of the book (2 pages):
 - Brief outline (describe in prose)
 - Sketch the books contents, being sure to account for the main threads of the book's arguments.
 - Present the whole book, remembering, however, that this is not a chapter-by-chapter summary.
- Critical engagement (2 pages):
 - Major insights communicated by the book—biblical, historical, or theological. What points are particularly helpful for understanding the work of Christ?
 - Does the author provide strong biblical, philosophical, and historical support for his or her positions? If so, what?
 - Ideas that are interesting, novel, or problematic. Ideas that changed or challenged your thinking. How and why?
 - Insights in this book that practically relate to life and ministry, the life of the church, and to the Christian life in general.
 - Major strengths and weaknesses of the book.
- Conclusion (1 page):
 - This portion should conclude the review, not summarize the description of the book.
 - Did the author fulfill his or her purpose?
 - Sum up importance and/or liabilities of the book
 - Include a recommendation (or not) and for whom

How Reviews are evaluated (also see Rubric below):

- **“A” papers (93-100)**
 - clearly state the book's thesis
 - successfully and succinctly outline arguments in the book's own terms
 - demonstrate advanced critical engagement with the arguments and content of the book
 - make clear and well-structured critical responses that engage the content
 - 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
 - attempt critically to reflect on the issues at hand,
 - make satisfactory arguments that engage the content
 - show sufficiency in grammar, spelling, and style
- **“C” papers (84 and less)**
 - state the book's thesis
 - present the content of the book without demonstrating evidence of grasping the books ideas
 - shallow reflection on the issues at hand
 - raise preliminary critical questions for further evaluation
 - limit evaluation to preformed judgments without serious consideration of the book's ideas ,or simply approve or disapprove the author's ideas/arguments
 - make repeated mistakes in grammar, spelling, and style, and/or demonstrate little or no attempt to proofread

Factor	Superior Review (A: 100-93)	Competent Review (B: 88-92)	Adequate Review (87-83 Borderline B-C)	Weak Review (C- Failing)
Representation of the Book's Substance/Content	A <i>superior review</i> sets the book in context, articulates clearly the book's thesis, and traces the argument of the book in its entirety and with attention to detail appropriate to exemplify the argument.	A <i>competent review</i> articulates clearly the book's thesis and provides an overall map of the book's argument. It typically struggles with balancing attention to detail with a focus on the overall agenda of the book.	An <i>adequate review</i> generally presents the contents of the book, but without demonstrating one's grasp of the whole of the book's contents and/or without attending well to the argument that shapes the book's substance.	A <i>weak review</i> fails to consider the whole book and shows few or no signs of grasping the book's thesis. Often, a weak review misrepresents the book's contents.
Engagement with the Book's Substance/Content	A <i>superior review</i> engages with the substance of the book critically, interacting with assumptions or claims critical to the book's argument, and assessing the success of its argument and the overall significance of the book.	A <i>competent review</i> begins to raise questions demonstrative of critical and/or personal engagement. Its assessment may tend toward matters of detail that do not substantially affect the overall thesis of the book or only marginally engage the book on its own terms.	An <i>adequate review</i> raises questions of a critical nature, but these are underdeveloped; it may provide little more than an overall judgment of approval or disapproval.	A <i>weak review</i> provides only impressionistic or prejudicial assessments, or fails to demonstrate any critical or personal assessment of the book's argument.
Form & Style	A <i>superior review</i> includes a relevant introduction and conclusion and is reasonably structured, with material well-organized for the length of the paper. It is presented in a professional manner in terms of spelling, sentence and paragraph construction, and acceptable form/style.	A <i>competent review</i> includes a relevant introduction and conclusion, but lacks transparent clarity in its presentation and argument. It evidences only minor and infrequent errors in spelling and grammar, and/or lapses of style.	An <i>adequate review</i> fails to provide a suitable introduction and conclusion, and is unclear in its presentation and argument. It evidences repeated lapses in form/style, spelling errors, and/or grammatical irregularities—enough so as to begin to adversely affect reading and understanding.	A <i>weak review</i> evidences little or no attention to structure. It 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.

Rubric adapted from *How to Write a Book Review*, Joel B. Green, Ph.D.

Research Papers and Critiques (50%)

Seminar Paper (35% of grade)

Each student will prepare and present a research paper on a topic relevant to the seminar and approved by the professors. Students will distribute their papers to seminar members on the meeting prior to the scheduled presentation. For the seminar to be most effective, assignments must be submitted on time.

The paper should meet the following guidelines:

- argue for a thesis, rather than present a summary of a topic or theologian.
- format according to the latest approved edition of Turabian
- 25–30 double-space pages (Times New Roman, 12-point font) in length, not including the bibliography or any appendices (footnotes in 10-point font permitted).

Seminar Paper Critiques (15% of grade)

Each seminar paper will be peer reviewed. Accordingly, each student will critique one seminar paper. Each critique will be 1–2 single-spaced pages plus an errata sheet. The critique should highlight both strengths and weaknesses of the paper, focus on substantive biblical-theological issues, and end by asking several critical questions.

Research Paper Guidelines (also see Rubric below)

(For full guidelines, refer to Turabian)

- 1) The official style and form guide is Kate L. Turabian, *A Manual for Writers*, latest edition
- 2) Use **Times New Roman 12 or Calibri (Body) 11-point** fonts for body of text (footnotes in 10-point font permitted)
- 3) Paper should be **25 to 30 double-spaced pages in length**, not counting front matters, bibliography, or appendixes
- 4) Staple the paper; do not put it in a folder/binder.
- 5) Include a title page and blank page.
- 6) Include a table of contents that shows at least at least two levels of subheadings (functioning as an outline). Normally a paper this size does not include a table of content, so this is for practice.
- 7) Use footnotes, not endnotes
- 8) Utilize **at least 25 primary and secondary sources**, including at least one article or chapter in a **modern language other than English**. Variety and quality sources are important, particularly texts and peer review articles
- 9) Include a Select Bibliography
- 10) Default style is third person, though limited first person is allowed. The best way forward is to present arguments to eliminate the need for all but third person references.
- 11) Pay close attention to correct grammar and spelling.
- 12) The uses of past tense and present tense must be consistent. Generally, past tense refers to historical events and persons, including writers of published materials. Use present tense to present arguments, interact with opinions and viewpoints, and cite extant texts.
- 13) Avoid split infinitives unless it clearly enhances style.
- 14) Avoid one-sentence paragraphs.
- 15) Do not overuse indefinite pronouns (such as “it” or “there” without clear antecedents or referents).
- 16) Avoid “widows” and “orphans.”

Grading Rubric for Research Paper:

Criteria	3 – Exceeds Expectations (A papers)	2 – Meets Expectations (B Papers)	1 – Needs Improvement (C Papers)
Student composes well developed and logical assignments.	Logically organized Effective and smooth transitions	Clear organizational structure with some digression Basic transitions	Some level of organization with frequent digressions Ineffective transitions
Student composes grammatically correct sentences.	No grammatical errors	Few grammatical errors	Many grammatical errors
Student uses an effective writing style.	Consistently varied sentence structure Communicates concisely Proper use of vocabulary	Frequently varies sentence structure Occasional wordiness Occasional use of colloquialisms and clichés	Seldom varies sentence structure Frequently wordy Frequent use of colloquialisms and clichés
Student incorporates appropriate supporting material.	Skillful use of credible, relevant sources	Consistent use of credible, relevant sources	Attempts to use credible and/or relevant sources
Student follows prescribed style guides.	Detailed attention to the prescribed style guide	Consistent use of the prescribed style guide	Attempts to use the prescribed style guide

Formal Response to Research Papers (15%)

- Each seminar participant will choose a research paper to evaluate critically. Each student will evaluate the research paper for form and style, communication of important concepts, content, and critical engagement of materials.
- Evaluations will be prepared for and presented on the day the research paper is presented in class.
- Written evaluations should be no more than two single-spaced pages. A copy of the written evaluation will be provided for the professor and for the student whose paper is being evaluated.
- Each evaluation should include a separate log of form and style errors or concerns (errata).
- Beyond the written evaluation, the formal response is graded on the quality of in-seminar participation, engagement, and interlocation.

Grade Distribution by Assignment

☐	Summaries and Critiques	10%
☐	Reading Reports	10%
☐	Book Review 1	15%
☐	Book Review 2	15%
☐	Research Paper	35%
☐	Formal Response to Research Paper	15%

Course Evaluation

Grades will follow the NOBTS scale: A: 93-100%; B: 85-92%; C: 84 or below. Grades are based on the professor's evaluation of written assignments and in-seminar responsibilities.

Seminar Schedule

Time: Wednesday

8:00-12:00 am (total: 4hrs per meeting)

Note: Book Reviews and Research Papers are due one week in advance
Formal Responses and Errata due in seminar

Session	Date	Assignments	Responsibilities
1	Aug 22	Cole and Thiselton discussion	Chapter presentations & Discussion
2	Sept 5	Systematic Summaries and Critiques Due. Discussion scheduled below Text Reviews @ 4	Presentations & Discussion
3	Sept 19	Text Reviews @ 4	Review Presentations Errata Sheets
4	Oct 3	Text Reviews @ 5	Review Presentations Errata Sheets
5	Oct 24	Text Reviews @ 4	Review Presentations Errata Sheets
6	Nov 7	Discuss Systematic Summaries and Critiques Research paper @2	Research Presentation Responses
7	Nov 28	Research papers @3	Research Presentation Responses
8	Dec 5	Research Papers @ 3	Research Presentation Responses

Course Policies

Reading Assignments

Students are responsible for completing all reading assignments.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time during weekdays. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided on the basis of syllabus guidelines

Help for Writing Papers at "The Write Stuff"

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/studentservices/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

Seminar Parameters

Please arrive on time.
Turn off cell phones. Utilize laptops and other technology for class purposes only.
Respect the professor and other members of the class.
Maintain confidentiality when someone shares personal information.
Participate in seminar discussions.

Blackboard and ITC Technical Support

Blackboard is the assignment submission platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, Selfserve, or other technical support, please contact the Information Technology Center (Hardin Student Center 290 or call 504.816.8180). Here are other helpful links to ITC assistance.

- Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
- ITCSupport@nobts.edu - Email for general technical questions/support requests.

- www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.
- For Student Assistance in using Blackboard, visit: [Student Bb Help](#)

Select Bibliography for Doctrine of the Holy Spirit

The Person and Work of the Holy Spirit

- Acolatse, Esther E. *Powers, Principalities, and the Spirit: Biblical Realism in Africa and the West*. Grand Rapids: Eerdmans, 2018.
- Badcock, Gary. *Light of Truth & Fire of Love: A Theology of the Holy Spirit*. Grand Rapids, Eerdmans, 1997.
- Baker-Fletcher, Garth. "Black Theology and the Holy Spirit." In *The Cambridge Companion the Black Theology*, ed. Dwight N. Hopkins and Edward P. Antonio. Cambridge: Cambridge University Press, 2012.
- Barbeau, Jeffrey W., and Beth Felker Jones, eds. *Spirit of God: Christian Renewal in the Community of Faith*. Wheaton Theology Conference Series. Downers Grove: IVP Academic. 2015.
- Barclay, William. *Flesh and Spirit*, London: SCM, 1962.
- _____. *The Promise of the Spirit*. Philadelphia, PA: Westminster Press, 1962.
- Barrett, C.K. *The Holy Spirit and the Gospel Tradition*. London: SPCK. 1947.
- Barton, Stephen C., Bruce W. Longenecker, and Graham N. Stanton, eds. *The Holy Spirit and Christian Origins: Essays in Honor of James D.G. Dunn*. Grand Rapids: Eerdmans, 2004.
- Baxter, James K. *Thoughts about the Holy Spirit*. Self-published, 1973.
- Beck, T. David. *The Holy Spirit and the Renewal of All Things: Pneumatology in Paul and Jürgen Moltmann*. Princeton Theological Monograph Series 67. Eugene OR: Pickwick, 2007.
- Berding, Kenneth. *What Are Spiritual Gifts? Rethinking the Conventional View*. Grand Rapids: Kregel, 2006.
- Berkhof, Hendrickus. *The Doctrine of the Holy Spirit*. Atlanta, John Knox Press, 1964.
- Bickersteth, Edward H. *The Holy Spirit: His Person and Work*. Grand Rapids: Kregel, 1959.
- Bittlinger, Arnold. *Gifts and Graces*. Grand Rapids: Eerdmans, 1967.
- Bloesch, Donald. *The Holy Spirit: Works & Gifts*. Downers Grove, IL: InterVarsity Press, 2000.
- Boff, Leonardo. *Come, Holy Spirit: Inner Fire, Giver of Life, and Comforter of the Poor*. Maryknoll, NY: Orbis, 2015.
- Brand, Chad O. *Perspectives on Spirit Baptism: 5 Views*. Nashville: Broadman & Holman Publishers, 2004.
- Breck, John. *The Holy Spirit in the Johannine Tradition*. Vol. 1, *The Origins of Johannine Pneumatology*. Crestwood, NY: St. Vladimir's Seminary Press, 1991.

- Bruner, Frederick Dale. *A Theology of the Holy Spirit: The Pentecostal Experience and the New Testament Witness*. Grand Rapids: Eerdmans, 1970.
- _____, and William Hordern. *The Holy Spirit: Shy Member of the Trinity*. Eugene, OR: Wipf and Stock, 1984.
- Bryant, Charles. *Rediscovering the Charismata*. Waco, Tx: Word Books, 1986.
- Buchanan, James. *The Office and Work of the Holy Spirit*. London: Banner of Truth, 1966.
- Bulgakov, Sergius. *The Comforter*. Translated by Boris Jakim. Grand Rapids: Eerdmans, 2004.
- Burgess, Stanley. *The Holy Spirit: Ancient Christian Tradition*. Mass: Hendrickson, 1984.
- _____. *The Holy Spirit: Eastern Christian Traditions*, Mass: Hendrickson, 1989.
- _____. *The Holy Spirit: Medieval Roman Catholic and Reformation Traditions*, Mass: Hendrickson, 1997.
- Carson, D.A. *Showing the Spirit*. Grand Rapids: Baker, 1987.
- Caulley, T. S. "Holy Spirit" in *Evangelical Dictionary of Theology*. Edited by Walter A. Elwell, Grand Rapids, Michigan: Baker Book House, 1984.
- Choy, Leona Frances. *The Life Changing Power of the Spirit: Insights from Classic Christian Leaders*, Camp Hill, Pa: Christian Publications, 2000.
- Churchill, Robert K. *Glorious is the Baptism of the Holy Spirit*. Nutley, NJ: Presbyterian & Reformed Publishing Company, 1978.
- Coffey, David. *Did You Receive the Holy Spirit When You Believed? Some Basic Questions for Pneumatology*. Pere Marquette Theology Lecture. Milwaukee: Marquette University Press, 2005.
- _____. *Deus Trinitas: The Doctrine of the Triune God*. Oxford: Oxford University Press, 1999.
- Cole, Graham A. *Engaging with the Holy Spirit: Real Questions, Practical Answers*. Foreword by David Peterson. Wheaton: Crossway Books, 2007.
- _____. *He Who Gives Life: The Doctrine of the Holy Spirit*. Foundations of Evangelical Theology. Wheaton: Crossway Books, 2007.
- Colle, Robert Del. *Christ and the Spirit: Spirit Christology in Trinitarian Perspective*. Oxford: Oxford University Press, 1994.
- Comblin, José. *The Holy Spirit and Liberation*. Translated from the Portuguese by Paul Burns. Theology and Liberation Series. Eugene OR: Wipf & Stock, 2004.
- Congar, Yves, *I Believe in the Holy Spirit*. 3 vols. New York: Crossroad Herder, 1997.
- Deere, Jack. *Surprised by the Power of the Spirit*. Grand Rapids, Zondervan, 1993.
- Dodson, Jonathan K. *Here in Spirit: Knowing the Spirit Who Creates, Sustains, and Transforms Everything*. Downers Grove: InterVarsity, 2018.
- Dreyer, Elizabeth. *Holy Power, Holy Presence: Rediscovering Medieval Metaphors for the Holy Spirit*. New York: Paulist Press, 2007.

- Dunn James D.G.. *Baptism in the Holy Spirit*. London: SCM Press, 1970.
- _____. *Jesus and the Spirit*. London: SCM Press, 1975.
- Elowsky, Joel C, ed. *We Believe in the Holy Spirit*. Volume 4, Ancient Christian Doctrine Series. Edited by Thomas C. Oden. Downers Grove: IVP Academic, 2009.
- Erickson, Millard. *Making Sense of the Trinity: 3 Crucial Questions*.
- Erwin, Howard. *Conversion-Initiation and the Baptism in the Holy Spirit*. Peabody, Mass: Hendrickson Press, 1984.
- _____. *Spirit Baptism: A Biblical Investigation*. Peabody, MA: Hendrickson, 1987.
- _____. *These Are Not Drunken*. Plainfield, NJ: Logos, 1968.
- Evans, James H. "The Holy Spirit in African American Theology." In *The Oxford Handbook of African American Theology*, ed. Katie G. Cannon and Anthony B. Pinn. New York: Oxford University Press, 2014.
- Ewert, David. *The Holy Spirit in the New Testament*. Scottdale, Pa: Herald, 1983.
- Fee, Gordon D. *God's Empowering Spirit: The Holy Spirit in the Letters of Paul*. Peabody, MA: Hendrickson, 1994.
- _____. *Gospel and Spirit: Issues in New Testament Hermeneutics*. Peabody, MA: Hendrickson, 1991.
- _____. *Listening to the Spirit in the Text*. Grand Rapids: Eerdmans, 2000.
- _____. *Paul, the Spirit, and the People of God*. Peabody, MA: Hendrickson, 1996.
- Ferguson, Sinclair B. *The Holy Spirit. Contours of Christian Theology*. Downers Grove: InterVarsity, 1997.
- Gaffin, Richard B. *Perspectives on Pentecost*. Phillipsburg, NJ: Presbyterian and Reformed, 1979.
- Galli, Mark. *Chaos and Grace: Discovering the Liberating Work of the Holy Spirit*. Baker Books, 2011.
- Gee, Donald. *The Fruit of the Spirit*. Springfield, MO: Gospel Publishing House, 1928.
- Graham, Billy. *The Holy Spirit: Activating God's Power in Your Life*.
- Green, Michael. *I Believe in the Holy Spirit*. Grand Rapids: Eerdmans, 1975.
- Grudem, Wayne, ed. *Are Miraculous Gifts for Today? Counterpoint: Bible and Theology*. Grand Rapids: Zondervan, 1996.
- _____. *The Gift of Prophecy in the New Testament and Today*. Wheaton: Crossway Books, 1988.
- Hauser, Richard J. *Finding God in Troubled Times: The Holy Spirit and Suffering*. Mahwah, NJ: Paulist Press, 1994.
- Hawthorne, Gerald. *The Presence and the Power: The Significance of the Holy Spirit in the Life and Ministry of Jesus*. Dallas: Word, 1991.
- Hayford, Jack. *A Passion for Fulness*. Waco, Tx: Word Publishing, 1990.
- Helland, Roger. *Let the River Flow: Welcoming Renewal Into Your Church*. North Brunswick, NJ: Bridge-Logos Publishers, 1996.

- Hemphill, Kenneth. *Spiritual Gifts: Empowering the New Testament Church*. Nashville: Broadman Press, 1988.
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