



Online Course Syllabus
THS 665
Modern and Postmodern Theology
Fall 2022 (8/15-12/9)

Contact Information

Instructor Name: Dr. Scott Shiffer

Instructor Email: sshiffer@criswell.edu

Instructor Phone: 214-818-1316

Instructor Office Hours: M-F 8:30 AM to 3:30 PM

Course Description and Prerequisites

An examination of the development of major theological perspectives from the rise of the Enlightenment to the present time. Attention is given to modernist and postmodernist theology in their major forms as well as major developments within evangelical theology, including varied reactions to the changing theological landscape.

Course Objectives

This course is designed to introduce students to the aforementioned areas of Christian theology. While it is based upon the lecture format, it also will include reading, research, and interaction. Furthermore, at the end of this course, the student should demonstrate the ability to do the following:

1. Outline a general timeline of major thinkers and theologians who lived during the 19th and 20th centuries.
2. Examine how 19th and 20th century Christian thinkers have influenced the ways in which current theologians approach various theological topics.
3. Distinguish a working framework of how crucial theological concerns developed during the modern and postmodern periods.
4. Display a basic familiarity with the pertinent issues and fundamental terms that are used when discussing the topical highlights of modern and postmodern theology(s).
5. Overview the major historical events that were pivotal to the evolution of modern and postmodern thought.
6. Evaluate the strengths and weaknesses of major contributors to theology in the 19th and 20th centuries. Defend the major ideas that the Scriptures emphasize regarding these doctrinal subjects.

Required Textbooks

* The Modern Theologians by David E. Ford 3rd Ed. Wiley-Blackwell, 2005. ISBN: 978-1405102773

* McGrath, Alister, ed. The Christian Theology Reader. 5th ed. Wiley-Blackwell, 2017. ISBN: 9781405102773

* The Story of Christianity, Vol. 2: The Reformation to the Present Day by Justo L. Gonzalez. 2nd Ed. HarperOne, 2010. ISBN: 9780061855894

Recommended Reading

* A History of Christian Thought – Vol. 3

- * Theologians of the Baptist Tradition by Timothy George and David S. Dockery. B&H Academic, 2001.
- * Global Theology, edited by Jeffrey P. Greenman and Gene L. Green. Intervarsity, 2012.
- * The Journey of Modern Theology by Roger Olsen. Intervarsity, 2013.
- * Theologies of the 21st Century: Trends in Contemporary Theology by David L. Smith. Wipf and Stock, 2014.
- * The Pietist Theologians: An Introduction to Theology in the Seventeenth and Eighteenth Centuries edited by Carter Lindberg. Wiley-Blackwell, 2004.
- * Twentieth-Century Theologians: A New Introduction to Modern Christian Thought by Philip Kennedy. I.B. Tauris, 2010.

Course Requirements and Assignments

Written Reflections (14)	50%
Research Paper	10%
Historical Theologian Profile	10%
Reading	10%
Class Discussion (8) and Zoom Participation (5)	20%
Total	100%

Course Requirements in Detail:

Written Reflections:

Students will write a written reflection over each weeks assigned readings. The reflections should include a broad overview of the material covered, a brief analysis of major themes and issues, and a critical evaluation of concepts including ideas the student agrees with and disagrees with, and why. Students will also want to include any information they learned that significantly made an impact on their understanding of theology or caused them to think deeply in a new way with regards to the materials being studied. Each reflection should be approximately 1-2 pages in length double spaced.

Research Paper:

Each student will write one Research Paper on a specific doctrinal issue in a specific time as it relates to modern or postmodern theology. Focus may be limited to one theologian or could explore differing views by several theologians. The paper will be 10-12 pages in length and written in Times New Roman font (12 Pt.), and it will be double-spaced. Page margins will be one-inch all the way around. The paper will need to include a Title Page and a Bibliography in addition to the page limit. The topic must be approved by the professor prior to the student beginning the research.

Your thoughts should be supported by evidence in the paper. The paper should be typed with 1 inch margins on each side of the page.

Research Paper Grading Rubric:

Points	W (1) = Weak	D (3) = Developing	A (4) = Acceptable	E (5) = Exemplary
Ideas/Thesis (Does the Paper have a clear thesis statement?, Does the paper do what it claims to do?)	No main topic to theme, no clear purpose, ideas are incoherent	Limited theme, confused purpose, ideas are illogical and do not progress	Clear theme, consistent purpose, ideas are clear and progress	Engaging and confident theme, clear and enriching purpose Reasoned progression of sophisticated ideas
Parts of a Paper (Does the paper have a clear introduction and conclusion? Are footnotes cited properly? Is there an appropriate cover page? Is the Bibliography correct?)	Few elements of formatting are correct, some are missing	Elements are present, but not clear, errors in formatting	Elements are present with few errors in formatting	Elements are present, clear, and free of errors
Organization (Is the paper well organized? Does it stay on Task? Are the writer's thoughts clear and easy to follow?)	Opening not present, no transitional phases, no paragraph breaks, no closing	Opening does not identify main idea, attempted inappropriate transitions, paragraphs unrelated or illogical, closing does not address the main ideas	Opening identifies main ideas, transitions sometimes missing, paragraphs related with correct breaks, closing addresses main ideas	Opening draws reader into concern for main idea, ideas flow together, fascinating transitions, paragraphs purposeful and focused, fascinating closing synthesizing main ideas
Evaluation/ Evidence/ Claims (Are the claims made by the writer supported with good academic resources? Does the writer present enough evidence to prove his or her claims?)	No appropriate information presented, no attempt to evaluate information	Information presented with inaccuracies, attempts judgment based on opinion	Accurate and appropriate information, compare and contrast strengths and weaknesses	Detailed accurate and compelling, several perspectives with synthesis
Argumentation/ Analysis (Does the writer deal effectively with the counterarguments? Does	No attempt to argue position	Limited and weak attempt to argue position	Focused and clear argument	Engaging and compelling arguments

the writer analyze the evidence of the counterarguments as well as the arguments that support the thesis?)				
Application (How does the research apply to the topic at hand? How does the topic apply to the church or the life of the believer?)	No attempt to apply information	Limited ineffectual attempt at application	Common and expected application	Unexpected, insightful application
Grammar (Are there few grammatical mistakes? Are there any spelling mistakes?)	Frequent mechanical and grammatical errors	Occasional mechanical and grammatical errors	Few mechanical and grammatical errors	Very few mechanical and grammatical errors
Voice (How are you conveying your point? Is the writing academic or conversational?)	Consistently inappropriate for genre, many variations in writer's attitude	Occasionally inappropriate for genre, a few variations in writer's attitude	Voice is consistently appropriate for genre, very rare variations in writer's attitude	Perfectly and creatively tailored, perfectly tailored attitude
Vocabulary (Word Choice)	Careless, inappropriate, inaccurate, trite, vague, flat	Unvaried, unsure, common, redundant	Varied and appropriate, clear meaning	Purposeful, precise, effective and engaging, interesting and brilliance in meaning
Fluency/Sentence Structure (Are the sentences complete as opposed to fragmented? Is the format of the paper consistent? Is there a title page, a table of contents, and a bibliography? Is the paper typed in Times New Roman, Size 12 font, with 1 inch margins on the sides and 1 inch margins on the	Frequent run-ons and fragments, no variety, many misplaced and dangling modifiers	Some run-ons and fragments, little variety, some lack of agreement, some misplaced and dangling modifiers	Simple compound sentences, no run-ons or fragments, few misplaced and dangling modifiers	Varied and complex sentences, fluent transitions, no misplaced and dangling modifiers

top and bottom? Are the pages numbered?)				
Total Points:				

Historical Theologian Profile:

Each student will create a profile for a theologian who lived and worked during the timeframe parameters of this course. The profile will include a short biography of the person’s life and historical context (1-2 paragraphs), a list of his published works, and a synopsis of his or her major contributions to theology (namely his teachings on 1-3 doctrines (1-2 paragraphs for each doctrine).

Reading:

Students will be asked on the Final Exam Week to share what percentage of the required reading was completed from the textbooks and the online sessions. They will select the answer most closely associated with the amount of reading completed.

Class Participation:

In order to receive full credit for class participation every week, each student must respond to the professor's Class Discussion question for that week by Wednesday at 11:55 P.M. of that week. Next, the student must respond to at least two other students' posts by Friday at 11:55 P.M. of that same week. Finally, the student must answer any questions that are asked of him/her by other students by Sunday at 11:55 P.M. in your time zone at the end of that week. Please be courteous to other classmates by not waiting until the last minute each week to post on the Discussion Board.

Additional Discussion Board Guidelines (Maria Puzziferro):

- An acceptable post to the Discussion Board would contain accurate, original, and relevant comments. The comments should stimulate additional thought about the issue being discussed. A simple "I agree" or "I disagree" will not be counted as an adequate comment.
- Your postings should reflect a) facts, b) logical reasoning, c) be related to the topic, d) be written well (no spelling errors, etc.), and e) be on time. Try to avoid sharing your personal opinions if you cannot back them up with facts and/or statistics.
- You may certainly express your views and beliefs in the context of the discussion topic, but DO NOT use your views to attack others. Simply use your best judgment and treat others with respect. This will be important to bear in mind as we discuss very sensitive and controversial issues.
- Read the assigned chapters before you post your response to the question so that you can tie in the main ideas and facts in the readings to your postings.
- You will be evaluated on the quality and thoughtfulness of how you present your point of view. A quality message is well thought out, clearly presented, and well-formulated.
- When posting, be sure to present your thoughts and point of view in an unbiased way. You can and should cite evidence for your assertions where appropriate. Use your textbook, and other selected web resources as educational aids.
- Your postings should be clear, yet concise. Please do not feel as though you have to write a lot. Think quality over quantity. Please try to keep messages to one paragraph (150-200 words), if possible.
- Once you have posted, check back frequently to see if anybody has responded to you.

Online Course Information

(Faculty Instruction: All courses (including online courses) must contain for each credit hour “not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one-quarter hour of credit, or the equivalent amount of work over a different amount of time” (Credit Hour Policy. Delete this paragraph before finalizing syllabus.)

In an online course at Criswell College:

1. Instructors and all students enrolled in that course meet using video-conferencing technology at scheduled class times through the course of a semester or term in order to meet 25–30% of the direct faculty instruction required by the college’s Credit Hour policy.
2. The remaining direct faculty instruction is delivered using other means such as:
 - Lectures/instruction for students to watch asynchronously
 - Online content modules in which instructor provides feedback to student work
 - Tests/quizzes on which instructor provides feedback
 - Discussion boards on which instructor provides feedback

Canvas: Criswell College uses Canvas as its web-based learning tool to host/deliver all instructional materials, discussions, assessments, files, and other peripheral tools and applications that support teaching and learning. In online courses at Criswell College, instructors design and use Canvas to:

- organize course content on a module basis using organizational tools within Canvas,
- control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term,
- accept assignments from students only inside the Canvas course (emailed assignments are not acceptable),
- provide written feedback on assignments only within Canvas, preferably through Speedgrader,
- use the Announcement or e-mail feature in Canvas to communicate to the students rather than by broadcasting to a class email listserv outside of Canvas.

Zoom in Canvas is used for all synchronous class sessions.

Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day.

Identity Verification and Evidence of Attendance: Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. In online courses at Criswell College, a student participates in class or otherwise engages in an academically related activity. These activities comprise items relevant to Identity Verification for Distance Education Courses. Acceptable evidence of attendance at an academically related activity in an Online course includes, for example, a student’s:

- participation in a synchronous remote video class session with the instructor present,
- student picture id submitted in the Canvas Account Profile,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in an online study group or discussion board that is assigned by the instructor,

- documentation showing that the student and a faculty member corresponded about the academic subject studied in the course.

Course/Classroom Policies and Information

Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how participation affects students' ability to meet course learning objectives and whether participation affects course grades.

Grading Scale

(Assigning grade definitions [i.e., above average, average, below average] is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.)

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information can be found at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Week/ Date	Topic	Reading	Assignments	Due Date
Week 1 August 15	Introduction The End of the Reformation	SOC: Chapters 8-14	Introductory Discussion Written Reflection 1	August 21
Week 2 August 22	The Enlightenment and the Dawn of Modernity and the Puritan Revolution	SOC: Chapters 15-18 CTR: 2.25 and 5.20	Written Reflection 2 Zoom 1	August 28
Week 3 August 29	Orthodoxy	SOC: Chapters 19-23	Written Reflection 3	September 4

		CTR: 1.15-18, 2.26-27, 5.21-22, 6.30-31, 7.19-20, and 10.16-17	Class Discussion 2	
Week 4 September 5 (Labor Day)	Pietism	SOC: Chapters 24-26 CTR: 1.19, 2.28, 3.27, 4.22, 5.23, 6.32-33, 8.25, and 10.18-19	Written Reflection 4 Zoom 2	September 11
Week 5 September 12	Shifting Landscapes	SOC: Chapters 27-30 CTR: 1.20, 1.21, 1.22, 1.23, 2.29, 2.30, 2.31, 2.32, 2.33, 6.34, 8.26, and 9.2	Written Reflection 5 Class Discussion 3	September 18
Week 6 September 19	Protestant and Catholic Theology	SOC: Chapters 31-34 CTR: 2.34, 2.35, 2.36, 3.28, 4.23, 4.24, 4.25, 5.24, 5.25, 5.26, 5.27, 7.21, 7.22, 7.23, and 9.3	Written Reflection 6 Class Discussion 4	September 25
Week 7 September 26	Crisis and Vitality	SOC: Chapters 35-38 CTR: 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 2.37, 2.38, 2.39, 2.40, 2.41	Written Reflection 7 Zoom 3	October 2
Week 8 October 3	Classic Theologians of the 20th Century	Modern Theologians: Chapters 1-6 CTR: 3.29, 4.26, 4.27, 4.28, 4.29, 6.35, 6.36, 9.4, 9.5, 9.6, and 10.20	Written Reflection 8 Historical Profile and Presentations	October 9
October 10	Student Development Week			October 16
Week 9 October 17	Theologians in Europe and the United States	Modern Theologians: Chapters 7-13 CTR: 1.30, 1.31, 4.30, 4.31, 4.32, 5.28, 5.29, 5.30, 5.31, 6.37, 7.24, 7.25, and 7.26	Written Reflection 9 Class Discussion 5	October 23

Week 10 October 24	Traditions and Scripture	Modern Theologians: Chapters 14-19 CTR: 1.32, 1.33, 1.34, 1.35, 1.36, 1.37, 1.38, 2.42, 2.43, and 2.44	Written Reflection 10 Zoom 4	October 30
Week 11 October 31	Theology and Science and Prayer and Practice	Modern Theologians: Chapters 20-24 CTR: 3.30, 3.31, 3.32, 3.33, 3.34, 3.35, 3.36, 3.37, 3.38, and 3.39	Written Reflection 11 Class Discussion 6	November 6
Week 12 November 7	Particular Theology	Modern Theologians: Chapters 25-31 CTR: 2.45, 2.46, 3.40, 3.41, 3.42, 3.43, 4.33, 4.34, 4.35, 4.36, 6.38, 6.40, and 6.41	Written Reflection 12 Class Discussion 7	November 13
Week 13 November 14	Global Engagement, Deconstruction, and Progressive Christianity	Modern Theologians: Chapters 32-35 CTR: 6.39, 7.27, 7.28, 7.29, 7.30, 7.31, 7.32, 7.33, 8.27, 8.28, 8.29, 8.30, 8.31, 8.32, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13, 9.14, and 9.15	Written Reflection 13 Zoom 5	November 20
November 21	Fall Break			November 27
Week 14 November 28	Theology, Faiths, and Media	Modern Theologians: Chapters 36-42 CTR: 2.47, 2.48, 2.49, 2.50, 2.51, 5.32, 5.33, 5.34, 5.35, 5.36, 5.37, 5.38, 10.21, 10.22, 10.23, 10.24, 10.25, and 10.26	Written Reflection 14 Class Discussion 8	December 4
Week 15 December 5	Final Exam Week	None	Research Paper	December 9

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Modern Theology

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Postmodern Theology

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List of Theologians:

16th century

Alexander Alesius (1500–1565)
 John of Avila (1500–1569)
 Heinrich Bullinger (1504–1575)
 John Calvin (1509–1564)
 Michael Servetus (1511–1553)
 John Knox (c. 1513–1572)
 Teresa of Avila (1515–1582)

Theodore Beza (1519–1605)
 Peter Baro (1534–1599)
 Caspar Coolhaes (1536–1615)
 Herman Witsius (1636–1708)
 Charles Borromeo (1538–1584)
 John of the Cross (1542–1591)
 Johannes Piscator (1546–1625)

Richard Hooker (1554–1600)
Lancelot Andrewes (1555–1626)
Johannes Wtenbogaert (1557–1644)
William Perkins (1558–1602)
Jacob Arminius (1560–1609)
Anton Praetorius (1560–1613)
Daniel Tilenus (1563–1633)
Francis de Sales (1567–1622)
William Laud (1573–1645)
Willem van der Codde (1574 – c.1630)
Thomas Helwys (c. 1575 – c. 1616),
Jakob Boehme (1575–1624)
Samuel Brooke (1575–1631)
Eduard Poppius (c. 1576–1624)

17th century

Petrus Serrarius (1600–1669)
Owen Feltham (c. 1602–1668)
Henry Hammond (1605–1660)
John Milton (1608–1674)
Laurence Womock (1612–1686)
John Pearson (1613–1686)
Jeremy Taylor (1613–1667)
Richard Baxter (1615–1691)
John Owen (1616–1683)
Francis Turretin (1623–1687)
George Fox (1624–1691)
Simon Patrick (1626–1707)
John Flavel (1627–1691)
Stephen Charnock (1628–1680)

18th century

Nicolas Ludwig Count von Zinzendorf (1700–1760)
Jonathan Edwards (1703–1758)
John Wesley (1703–1791)
Charles Wesley (1707–1788)
George Whitefield (1714–1770)
John Brown (1722–1787)
John Fletcher (1729–1785)
Thomas Hartwell Horne (1780-1862)

Jacobus Taurinus (1576–1618)
Gerardus Vossius (1577–1649)
Thomas Jackson (1579–1640)
Johannes Arnoldi Corvinus (c. 1582–1650)
Johann Gerhard (1582–1637)
Simon Episcopius (1583–1643)
Hugo Grotius (1583–1645)
Zachary Boyd (1585–1653)
Dirk Rafelsz Camphuysen (1586–1627)
Étienne de Courcelles (1586–1659)
Caspar Barlaeus (1584–1648)
John Goodwin (1593–1665)
Moses Amyraut (1596–1664)

Philipp van Limborch (1633–1712)
George Bull (1634–1710)
Thomas Grantham (1634–1692)
Thomas Burnet (c. 1635–1715)
Philipp Jakob Spener (1635–1705)
Edward Stillingfleet (1635–1699)
Gilbert Burnet (1643–1715)
Isaac Jacquelot (1647–1708)
Fenelon (1651–1715)
Jean Leclerc (1657–1736)
Emanuel Swedenborg (1688–1772)
Johann Jakob Wettstein (1693–1754)
John Gill (1697–1771)

Gotthold Ephraim Lessing (1729–1781)
John Hey (1734–1815)
Thomas Coke (1747–1814)
Georg Wilhelm Friedrich Hegel (1770–1831)
Aaron Bancroft (1755–1839)
Heinrich Paulus (1761–1851)
Adam Clarke (1762–1832)
Friedrich Schleiermacher (1768–1834)

Archibald Alexander (1772–1851)
Lyman Beecher (1775–1863)
Nathan Bangs (1778–1862)
Richard Watson (1781–1833)

Nathaniel William Taylor (1786–1858)
Charles Grandison Finney (1792–1875)
Wilbur Fisk (1792–1839)
Charles Hodge (1797–1878)

19th century

John Henry Newman (1801–1890)
Christian Hermann Weisse (1801–1866)
Leonard Bacon (1802–1881)
Horace Bushnell (1802–1876)
Frederick Denison Maurice (1805–1872)
Horatius Bonar (1808–1889)
C. F. W. Walther (1811–1887)
Thomas Osmond Summers (1812–1882)
Franz Delitzsch (1813–1890)
Søren Kierkegaard (1813–1855)
John Miley (1813–1895)
John McClintock (1814–1870)
James Stuart Russell (1816–1895)
J. C. Ryle (1816–1900)
Ransom Dunn (1818–1900)
Philip Schaff (1819–1893)
Randolph Sinks Foster (1820–1903)
Henry C. Sheldon (1820–1877)
Mary Baker Eddy (1821–1910)
William Burt Pope (1822–1903)
Albrecht Ritschl (1822–1889)
James Strong (1822–1894)
Willibald Beyschlag (1823–1900)
A. A. Hodge (1823–1886)
William Alexander (1824–1911)
William Booth (1829–1912)
Frederic William Farrar (1831–1903)
Heinrich Julius Holtzmann (1832–1910)
James Strong (1833–1913)
William Fairfield Warren (1833–1929)
Charles Spurgeon (1834–1892)
Henry Barclay Swete (1835–1918)
Augustin Gretillat (1837–1894)
Abraham Kuyper (1837–1920)
Peter Taylor Forsyth (1842–1921)

Albert Benjamin Simpson (1843–1919)
Borden Parker Bowne (1847–1910)
Hugh Price Hughes (1847–1902)
Bernhard Stade (1848–1906)
Adolf von Harnack (1851–1930)
B. B. Warfield (1851–1921)
Franz Pieper (1852–1931)
Charles Taze "Pastor" Russell (1852–1916)
Herman Bavinck (1854–1921)
Max Reischle (1858–1905)
Walter Rauschenbusch (1861–1918)
Billy Sunday (1862–1935)
Geerhardus Vos (1862–1949)
Nicholas Timothy Clerk (1862–1961)
Richard C. H. Lenski (1864–1936)
Rudolf Otto (1869–1937)
William Henry Chamberlin (1870–1921)
Sergei Bulgakov (1871–1944)
Lewis Sperry Chafer (1871–1952)
Louis Berkhof (1873–1957)
Albert C. Knudson (1873–1953)
Nikolai Berdyaev (1874–1948)
Karl Heim (1874–1958)
Albert Schweitzer (1875–1965)
Reginald Garrigou-Lagrange (1877–1964)
H. Orton Wiley (1877–1961)
Mary Ely Lyman (1880s – 1975)
Nikolaj Velimirović (1880–1956)
Edwin Lewis (1881–1959)
John Gresham Machen (1881–1937)
William Temple (1881–1944)
Johannes Pedersen (1883–1977)
Edgar S. Brightman (1884–1953)
Rudolf Karl Bultmann (1884–1976)
Étienne Gilson (1884–1978)

E. Stanley Jones (1884–1973)
Oliver Chase Quick (1885–1944)
Karl Barth (1886–1968)
Paul Tillich (1886–1965)
Friedrich Gogarten (1887–1967)
Vincent Taylor (1887–1968)
Emil Brunner (1889–1966)
Dietrich von Hildebrand (1889–1977)
Leonard Hodgson (1889–1969)
Anders Nygren (1890–1978)
Georgia Harkness (1891–1974)

Reinhold Niebuhr (1892–1971)
Dorothy Sayers (1893–1957)
H. Richard Niebuhr (1894–1962)
Fulton Sheen (1895–1979)
Cornelius Van Til (1895–1987)
Henri de Lubac (1896–1991)
Mildred Barker (1897–1990)
Dorothy Day (1897–1980)
A. W. Tozer (1897–1963)
C. S. Lewis (1898–1963)
John Murray (1898–1975)

20th century

Gerhard von Rad (1901–1971)
Gordon Clark (1902–1985)
Oscar Cullmann (1902–1999)
Watchman Nee (1903–1972)
Dumitru Stăniloae (1903–1993)
Yves Congar (1904–1995)
Bernard Lonergan (1904–1984)
Karl Rahner (1904–1984)
Hans Urs von Balthasar (1905–1988)
Eric Lionel Mascall (1905–1993)
Mildred Bangs Wynkoop (1905–1997)
Dietrich Bonhoeffer (1906–1945)
Joseph Clifford Fenton (1906–1969)
Albert C. Outler (1908–1989)
F. F. Bruce (1910–1990)
W. T. Purkiser (1910–1992)
John Walvoord (1910–2002)
George Eldon Ladd (1911–1982)
Frank Stagg (1911–2001)
Alan Walker (1911–2003)
Jacques Ellul (1912–1994)
Francis Schaeffer (1912–1984)
Carl F. H. Henry (1913–2003)
Anthony A. Hoekema (1913–1988)
Bolaji Idowu (1913–1993)
Thomas F. Torrance (1913–2007)
Frank Derek Kidner (1913–2008)
Leon Lamb Morris (1914–2006)

Thomas Berry (1914–2009)
Anthony of Sourozh (Andrei Borisovich Bloom, 1914–2003)
Vernon Grounds (1914–2010)
Edward Schillebeeckx (1914–2009)
Markus Barth (1915–1994)
Thomas Merton (1915–1968)
Derek Prince (1915–2003)
Marie-Émile Boismard (1916–2004)
William Ragsdale Cannon (1916–1997)
Stanley Monroe Horton (1916–2014)
Victor Paul Wierwille (1916–1985)
C. K. Barrett (1917–2011)
G. B. Caird (1917–1984)
Edmund Clowney (1917–2005)
Avery Dulles (1918–2008)
Billy Graham (1918–2018)
J. Rodman Williams (1918–2008)
Langdon Gilkey (1919–2004)
John Macquarrie (1919–2007)
Catharina Halkes (1920–2011)
Karol Wojtyła (Pope John Paul II) (1920–2005)
J. Kenneth Grider (1921–2006)
George Wesley Buchanan (1921–2019)
Alexander Schmemmann (1921–1983)
John Stott (1921–2011)
Hans Wilhelm Frei (1922–1988)
John Hick (1922–2012)

Meredith G. Kline (1922–2007)
 John Alexander Motyer (1924-2016)
 John B. Cobb (born 1925)
 James Leo Garrett Jr. (1925–2020)
 John J McNeill (1925–2015)
 Charles Ryrle (1925–2016)
 Frederick Buechner (born 1926)
 H. Ray Dunning (born 1926)
 Jurgen Moltmann (born 1926)
 J. I. Packer (1926–2020)
 Thomas J. J. Altizer (1927–2018)
 Gerhard Forde (1927–2005)
 Chuck Smith (1927-2013)
 Joseph Ratzinger (Pope Benedict XVI) (born 1927)
 John Howard Yoder (1927–1997)
 Mary Daly (1928–2010)
 Gustavo Gutiérrez (born 1928)
 Douglas John Hall (born 1928)
 Hans Küng (1928–2021)
 Martin E. Marty (born 1928)
 Johann Baptist Metz (1928–2019)
 Wolfhart Pannenberg (1928–2014)
 William Stringfellow (1928–1985)
 Carl Braaten (born 1929)
 Kwesi Dickson (1929–2005)
 Kosuke Koyama (小山晃佑, 1929–2009)
 Dorothee Soelle (1929–2003)
 James D. Strauss (1929–2014)
 Joseph A. Bracken (born 1930)
 Ignacio Ellacuría (1930–1989)
 Michael Green (1930–2019)
 John Polkinghorne (1930–2021)
 Robert Jenson (1930–2017)
 David Pawson (1930–2020)
 Patricia Reif (1930–2002)
 William L. Lane (1931–1999)
 John S Mbiti (1931–2019)
 Thomas C. Oden (1931–2016)
 Adrian Rogers (1931–2005)
 John Shelby Spong (1931–2021)
 John Zizioulas (born 1931)
 Millard Erickson (born 1932)
 Norman Geisler (1932–2019)
 Eugene H. Peterson (1932–2018)
 Alvin Plantinga (born 1932)
 Robert L. Reymond (1932–2013)
 Charles Stanley (born 1932)
 Rubem Alves (1933–2014)
 Walter Brueggemann (born 1933)
 Roger T. Forster (born 1933)
 Walter Kaiser Jr. (born 1933)
 Michael Novak (1933–2017)
 Marjorie Hewitt Suchocki (born 1933)
 Charles E. Curran (born 1934)
 John Dominic Crossan (born 1934)
 Gordon Fee (born 1934)
 I. Howard Marshall (1934–2015)
 Mercy Oduyoye (born 1934)
 Henry Wansbrough (born 1934)
 Dallas Willard (1935–2013)
 Rosemary Radford Ruether (born 1936)
 Justo Gonzalez (born 1937)
 Clark Pinnock (1937–2010)
 Anthony Thiselton (born 1937)
 Richard Thomas France (1938-2012)
 Leonardo Boff (born 1938)
 David J. A. Clines (born 1938)
 James Hal Cone (1938–2018)
 Jack Cottrell (born 1938)
 Ronald M. Enroth (born 1938)
 Elisabeth Schüssler Fiorenza (born 1938)
 James Montgomery Boice (1938-2000)
 Keith Ward (born 1938)
 James Dunn (1939–2020)
 John Frame (born 1939)
 John F. MacArthur (born 1939)
 R. C. Sproul (1939–2017)
 Matthew Fox (born 1940)
 Stanley Hauerwas (born 1940)
 Walter Klaiber (born 1940)
 John N. Oswalt (born 1940)
 Stephen Tong (born 1940)
 Elizabeth Johnson (born 1941)
 Erwin Lutzer (born 1941)

David Hocking (born 1941)
George Newlands (born 1941)
Marcus Borg (1942–2015)
John F. Haught (born 1942)
Grant R. Osborne (1942–2018)
Paige Patterson (born 1942)
Lamin Sanneh (1942–2019)
Marilyn McCord Adams (1943–2017)
John Lennox (born 1943)
Marilynne Robinson (born 1943)
Douglas Stuart (born 1943)
Gareth Lee Cockerill (born 1944)
Klyne Snodgrass (born 1944)
John Ankerberg (born 1945)
Kwame Bediako (1945–2008)
Keith Drury (born 1945)
D. A. Carson (born 1946)
John Piper (born 1946)
Vern Poythress (born 1946)
Andrew Purves (born 1946)
John Sailhamer (1946–2017)
William Willimon (born 1946)
William J. Abraham (1947–2021)
Paul S. Fiddes (born 1947)
Jesse Mugambi (born 1947)
Greg Bahnsen (1948–1995)
David Brown (born 1948)
Marva Dawn (1948–2021)
Sinclair Ferguson (born 1948)
Bob Goss (born 1948)
Wayne Grudem (born 1948)
Scotty McLennan (born 1948)
J.P. Moreland (born 1948)
Michael Plekon (born 1948)
N. T. Wright (born 1948)
William Lane Craig (born 1949)
Ray Comfort (born 1949)
Tony Evans (born 1949)
Chris Glaser (born 1950)
Stanley Grenz (1950–2005)
Gary Habermas (born 1950)
Timothy J. Keller (born 1950)

Katherine Sonderegger (born 1950)
Rowan Williams (born 1950)
Nancy Wilson (born 1950)
Ken Ham (born 1951)
Ben Witherington (born 1951)
Marcella Althaus-Reid (1952–2009)
Joel R. Beeke (born 1952)
Greg Laurie (born 1952)
Alistair Begg (born 1952)
Kenneth J. Collins (born 1952)
Roger E. Olson (born 1952)
Carsten Peter Thiede (1952–2004)
Daniel B. Wallace (born 1952)
Kent Hovind (born 1953)
Musimbi Kanyoro (born 1953)
Catherine Keller (born 1953)
Randy L. Maddox (born 1953)
William D. Mounce (born 1953)
Alister McGrath (born 1953)
Adele Reinhartz (born 1953)
Scott J. Jones (born 1954)
Thomas R. Schreiner (born 1954)
Tina Beattie (born 1955)
Craig Blomberg (born 1955)
Michael L. Brown (born 1955)
Skip Heitzig (born 1955)
Don Thorsen (born 1955)
Graham Ward (born 1955)
Robert Jeffress (born 1955)
Emilie M. Townes (born 1955)
Joel B. Green (born 1956)
Miroslav Volf (born 1956)
Gregory A. Boyd (born 1957)
Douglas Groothuis (born 1957)
Scott Hahn (born 1957)
Daniela Müller (born 1957)
Kevin J. Vanhoozer (born 1957)
Gavin D'Costa (born 1958)
Robert A. J. Gagnon (born 1958)
James Alison (born 1959)
Dana Butler Bass (born 1959)
R. Albert Mohler Jr. (born 1959)

Timothy Tennent (born 1959)
Yves-Marie Adeline (born 1960)
Mark Dever (born 1960)
Craig S. Keener (born 1960)
Frank Turek (born 1961)
Peter Enns (born 1961)
Paul Washer (born 1961)
Willie James Jennings (born 1961)
Paul Copan (born 1962)
Malcom B. Yarnell (born 1962)
Elizabeth Stuart (born 1963)
Michael Horton (born 1964)
Seung-Moo Ha (born 1964)
David Bentley Hart (born 1965)
Thomas Jay Oord (born 1965)
R. C. Sproul, Jr. (born 1965)
Ken Schenck (born 1966)
Robert Arp (born 1970)
Ambrose Carroll (born 1970)
Michael F. Bird (born 1974)
Ulrich L. Lehner (born 1976)
Kauren Winner (born 1976)
Robyn Henderson-Espinoza (born 1977)
John L. Drury (born 1978)
Scott R. Swain (born ????)