



Advancing God's Kingdom by Preparing Competent Christian Leaders for
Spirit-Empowered Life and Ministry

G110 History of the Christian Era

3 credits. Prerequisites: none

This course transfers to the University of Saskatchewan.

January 18 – April 22, 2021

Winter Semester

Monday and Wednesday, 10:50AM-12:20PM

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Course Content and Goals

Course Description

This course provides an overview of the general history of Christianity from apostolic times to the present. Both external factors, such as names, dates, and movements, and internal factors, such as theological controversies, will be studied.

Relationship to Horizon's Mission

As part of Horizon's mission to prepare competent Christian leaders, this course provides students with historical knowledge and research skills that will help them grow in the following [core competency](#):

- Contextual Awareness is demonstrated by a maturing orthodox Christian worldview, a healthy self-understanding, and engagement of people and cultures with wisdom and discernment.

Core Competency and Learning Outcomes

To demonstrate competency in *Contextual Awareness* students will:

- 1) Identify and describe where and how key events, people, and movements fit in the history of Christianity.
 - *Assessment*: Textbook Quiz, Final Exam.
- 2) Explain how knowledge of Church history is important for ministry and Christian life.
 - *Assessment*: Short History Assignment, Final Exam.
- 3) Analyze a contemporary Orthodox Church experience in light of Church history.
 - *Assessment*: Historical Reflection.
- 4) Research Church history using secondary sources.
 - *Assessment*: Short History Assignment.

Course Work

Textbook

Mullin, Robert Bruce. *A Short World History of Christianity*. Revised edition. Louisville, KY: Westminster John Knox, 2014. (ISBN-13: 978-0664259631)

**While students have the benefit of accessing their textbooks online through the Digital Theological Library, they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Component: *Historical Reflection*. This assignment must be edited and submitted to the *Contextual Awareness e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

1. Textbook Quiz.

Read the entirety of the textbook. You will need to demonstrate your familiarity with the material covered in the textbook before you will be assessed in the final exam. This will involve a textbook quiz [on Populi](#). The quiz is meant for you to reinforce your knowledge of church history, expand your global awareness of church history, and to help you prepare for your other assignments and the exam. The quiz is open book, but you should be well prepared to write the quiz before you begin. Please use the study guide provide on Populi to prepare. The quiz allows up to three hours for completion.

In order to ensure you are ready for the final exam, you must meet competency on this quiz before you take the final exam (achieving a score of 70-84%). If you do not meet competency, spend one week reviewing the material again. The Adjunct Faculty Advisor will re-open the quiz for you to take again one week after you took the original test. This re-take will be available to you for 48 hours. To meet competency, you must get 85% or higher on second (additional) retake.

You will be able to write the quiz whenever you are ready up to 11:59PM on the due date. After this, the quiz will no longer be accessible, so you must *finish your quiz before 11:59PM* on that day. Students are encouraged to complete the quiz in advance. There is a practice "fake" test for you if you want to get familiar with the Populi quiz system.

- Related learning outcome: #1.
- **Due date:** February 15, 2021.

2. Historical Reflection (portfolio component)

For your historical reflection paper you will first visit an *Orthodox Church* for a Sunday worship service (divine liturgy) or for evening vespers (usually Saturday). To prepare, read [here](#). Base your assignment on a visit that you make during this course after February 15 (not based on a previous experience). To complete the assignment:

- When you attend, be respectful. Do not “take notes” like a tourist (especially on your phone), but participate as much as you are able. You may wish to take pictures *after* (not during) the service and include a few with your reflection paper. Please ask permission before taking pictures. You may also want to take home a bulletin if one is available.
- Write a 500-600 word (about 2 pages) *historical reflection* paper.
- Include date, time and location of the service you attended *on the title page*.
- Follow the “**General Assignment Guidelines**” (below).
- Footnotes and a bibliography are required when you refer to any source (book, website, email conversation, etc.).

Here are three Orthodox Churches in Saskatoon to choose from: Saint Vincent of Lerins Orthodox Church (www.orthodoxsaskatoon.com), Holy Resurrection Orthodox Church (www.hrochurch.ca) and Holy Covenant Evangelical Orthodox Church (www.holycovenanteoc.com). If you are not in Saskatoon, please check with the instructor for good options.

In your *historical reflection* paper you will relate your experience to what you have learned thus far in this class by citing both your class notes and your textbook. Include a minimum of 5 citations with properly formatted footnotes. *Please do not complete your visit until after February 15.* You need to demonstrate that you are interpreting the situation with historical awareness. In your reflection you might consider things like (but not limited to) the liturgy, the architecture, the iconography, the sacraments, the music, the theology expressed (in spoken words, written liturgy, image, song, but also in other ways). Do not simply report what you experience – what you liked or didn’t like. Rather, you should draw on your understanding of history to explain why things were the way they were and (perhaps) why they differed or were the same as what your typical experience in a church service.

- Related learning outcome: 3.
- **Assignment Length:** 500-600 words. **Due date:** March 15, 2021.

3. Short History Assignment

There are *two options* for this assignment. You may write a *paper* OR create a video *presentation* on a key person, an important movement, or an important event in Church history. *Regardless of which option you choose*, for the **first** $\frac{3}{4}$ of your paper/presentation you should focus on **reporting** who/what the person, event, or movement was as well as their significance in the history of Christianity. For the last **the last** $\frac{1}{4}$ of your paper/presentation you should offer **personal reflections** regarding the contemporary significance of this person, event, or movement. Answer the question: how does studying this event/person/movement help you to better understand or approach something in today’s church context? To help you answer this question you might consider current church issues, how your new knowledge might affect ministry or Christian life, or lessons that are applicable in the church today.

You may choose to base your assignment on any movement, person, or event in the history of Christianity. There is a list of possible topics [on Populi](#) in the grading section of this course. *Before* you begin your research, please use this section to indicate your choice for approval by the professor in order to ensure that your topic meets the intention and requirements of this assignment.

If you choose to create a video **presentation**:

- Keep a record of the amount of time you spent on your project and include this on the title page of your point form notes (below). This should be the equivalent of work to prepare a paper.
- Your presentation should be 8-12 minutes.
- Submit point-form notes from your research to the professor. Each of your “points” should have a footnote. Please include a title page, normal footnotes and a bibliography.
- Use at least **5 [scholarly¹ sources](#)** (dictionary definitions do not count as sources). Your 5 sources should include at least one encyclopedia/dictionary article, one book, and one [web page](#).
- For the content of your presentation, see *further instructions above and below*.

If you choose to write a **paper**:

- use at least **5 [scholarly¹ sources](#)** (dictionary definitions do not count as sources). Your 5 sources should include at least one encyclopedia/dictionary article, one book, and one [web page](#).
- aim for 1200 words (a minimum of 1000 words and no more than 1400 words = **approx 4 pages**), not including your **footnotes and bibliography** (include both of these with your paper).
- record the **word count** for your papers after your conclusions.
- follow the “**General Assignment Guidelines**” (below).

If you are writing/presenting regarding a **person**, you might consider describing some of the following (you do *not* have to cover all of these issues): where/when the person lived, personal background, important events in their life, reasons they are important in Church history, their contributions to the church, their character, and their spiritual life. Don’t forget to include your personal reflections on the last page.

If you are writing/presenting regarding a **movement**, you might want to consider (you do *not* have to cover all of these issues): the movement’s response to its contemporary setting including historical events which precipitated its evolution, its impact upon its surrounding culture, the significant individuals who gave rise to the movement, the movement’s eventual decline and/or development, and why it is important in Church history. Don’t forget to include your personal reflections on the last page.

If you are writing/presenting regarding an **event**, you might want to consider (you do *not* have to cover all of these issues): the background of the event, what happened, why it happened, the important people involved, how it related to the wider historical context, the results of the event, and why it is important in Church history. Don’t forget to include your personal reflections on the last page.

- Related learning outcomes: 2, 4.
- **Assignment Length:** 1200 words. **Due:** March 29, 2021.

¹ “Scholarly” sources generally include articles published in academic journals and academic books (a book is often not *academic* if it does not have footnotes or endnotes). You are welcome to use magazine articles and [web pages](#), but these will often not count as scholarly sources. If you are not sure, please ask the professor.

4. Final Exam

The final exam will be based upon all the material covered in class and the readings. It will include both objective questions (e.g., true/false, multiple choice, place in order) and longer essay questions. Visit the “Final Exam” lesson on [Populi](#) to download a study guide. No books, notes or other sources may be used for this exam.

- Related learning outcomes: 1, 2.
- **Assignment Length:** 6 hours allowed. **Date:** April 15 or 16, 2021.

Tentative Class Schedule

<u>Dates</u>		<u>Class</u>	<u>Class Content (tentative)</u>
Jan 18	Normal Class	1	Intro to the course - why is history important?
Jan 20	Normal Class	2	Intro to the course and syllabus clarification
Jan 25	Normal Class	3	The beginning of the Church - Acts - after Jesus
Jan 27	No Class	Leadership Summit	
Feb 1	Normal Class	4	Early persecution and conflict
Feb 3	Normal Class	5	Formulation of doctrine
Feb 8	Normal Class	6	Constantine
Feb 10	Normal Class	7	The New empire - Christendom
Feb 15	No Class	Family Day	Councils and Creeds
Feb 17	Normal Class	8	Monasticism and Rome
Feb 22	Normal Class	9	
Feb 24	Normal Class	10	Early middle ages - 500-1000
Mar 1	No Class	Reading Week	
Mar 8	No Class	Module Week	
Mar 15	Normal Class	11	The <u>East/West</u> Schism!
Mar 17	Normal Class	12	The Crusades
Mar 22	Normal Class	13	Late middle ages - 1000-1500
Mar 24	Normal Class	14	Reformation
Mar 29	Normal Class	15	Enlightenment
Mar 31	Normal Class	16	Fragmentation
Apr 5	Normal Class	17	Modernity - the era of certainty - more fragmentation
Apr 7	Normal Class	18	20th century movements
Apr 12	Normal Class	19	Post-Christendom - the Western church today
Apr 14	Normal Class	20	Complete the course, course evaluations
Apr 19-22	No Class	Revision Week	

Time Investment

	<i>Time (approx.)</i>	<i>Due Date</i>
Class Engagement	28 hours	n/a
1. Textbook Reading Quiz	30 hours	Feb 15
2. Historical Reflection	8 hours	Mar 15
3. Short History Assignment	12 hours	Mar 29
4. Final Exam	12 hours	Apr 15 or 16
TOTAL	90 hours	

Assessment Rubrics

For this course, please find assessment rubrics on the Populi course page, in the lesson called “HCE Assessment Rubrics.” Please read the rubric before completing and submitting each assignment.

*First submissions of assignments will not be accepted after April 16, 2021.

Revision Week (Apr 19-22)

Monday, Apr 19 Resubmission of Historical Reflection (as necessary – may be requested earlier)
Tuesday, Apr 20 Resubmission of Short History Paper (as necessary – may be requested earlier)
Wednesday, Apr 21 Resubmissions for Final Exam (as necessary)
Thursday, Apr 22 Second resubmissions (as necessary)

* No resubmission of assignments will be accepted after April 22, 2021.

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission and formatting guidelines. In addition, please note: all assignments will be submitted on [Populi](#) in **MSWord format** (doc or docx is preferred).

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Adjunct Faculty Advisor to discuss whether the student’s reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student’s program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

***Professor’s Note:** Students are expected to submit work by the due dates. Timeliness of work is an important life and ministry competency. For this class, no extensions will be granted. Late work will be accepted with very good reasons only (late work will not be accepted after final dates for initial and resubmissions). Please communicate with the professor as soon as you know an assignment might be late.*

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to a maximum of two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring students’ competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach (next page):

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of

another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Course Bibliography

Web pages

Christian Classics Ethereal Library (CCEL): <http://www.ccel.org/>

History of Christianity Virtual Reading Room:

<http://www.tyndale.ca/seminary/mtsm modular/reading-rooms/history>

The Catholic Encyclopedia. 15 vols. New York: Robert Appleton Company, 1907-1912.

<http://www.newadvent.org/cathen/>

Encyclopedias/Dictionaries

Benedetto, Robert, ed. *The New Westminster Dictionary of Church History: Volume One: The Early, Medieval, and Reformation Eras*. Louisville, KY: Westminster John Knox, 2008.

Brauer, Jerald C., ed. *The Westminster Dictionary of Church History*. Louisville, KY: Westminster John Knox, 1971.

Davies, J.G., ed., *The New Westminster Dictionary of Liturgy and Worship*. Philadelphia, PA: The Westminster Press, 1986.

Douglas, J. D., Philip W. Comfort, and Donald Mitchell, ed. *Who's Who in Christian History*. London: Tyndale House, 1992.

Douglas, J. D. *The New International Dictionary of the Christian Church*. Grand Rapids: Zondervan, 1974.

Fahlbusch, Erwin, et al., ed. *The Encyclopedia of Christianity*. 5 vols. Grand Rapids: Eerdmans, 1998-2008. (link to [vol. 5](#); other vols. available in our library)

Farmer, David Hugh. *The Oxford Dictionary of Saints*. 5th revised edition. Oxford: Oxford University Press, 2011. (link to [5th edition](#), 2004; first edition from 1982 available in our library)

Ferguson, Everett, ed., with Scholer, David M. and Finney, Paul Corby., *Studies in Early Christianity, Vol XV. Worship in Early Christianity*. New York, NY: Garland Pub., 1993.

Jackson, Samuel Macauley, ed. *The New Schaff-Herzog Encyclopedia of Religious Knowledge*. 13 vols. Grand Rapids: Baker, 1949-1954.

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Moyer, Elgin Sylvester, and Earle E. Cairns. *Wycliffe Biographical Dictionary of the Church*. Revised Edition. Chicago: Moody, 1982.

Wace, Henry, and William C. Piercy, ed. *A Dictionary of Christian Biography and Literature to the End of the Sixth Century A.D., with and Account of the Principle Sects and Heresies*. Peabody: Hendrickson, 1994. (originally published 1911, [full text online](#))

Wainwright, Geoffrey, and Karen Westerfield Tucker, eds., *The Oxford History of Christian Worship*. New York: Oxford University Press, 2005.

Walsh, Michael, ed. *Dictionary of Christian Biography*. London: Continuum, 2005.

Webber, Robert E. ed., *The Complete Library of Christian Worship. Volume Two: Twenty Centuries of Christian Worship* Peabody, MA: Hendrickson Pub., 1993.

Other Resources

Bass, Diana Butler. *A People's History of Christianity: The Other Side of the Story*. New York: HarperOne, 2009.

Bradshaw, Paul F. *Early Christian Worship: A Basic Introduction to Ideas and Practices: Second Edition*. Collegeville, MN: Liturgical Press, 2011.

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Drury, Keith. *The Wonder of Worship: Why We Worship The Way We Do*. Marion, IN: Wesleyan Publishing House, 2002.

Ferguson, Everett. *Church History: Volume One: From Christ to Pre-Reformation: The Rise and Growth of the Church in Its Cultural, Intellectual, and Political Context*. Grand Rapids: Zondervan, 2005.

Foxe, John. *Foxe's Book of Martyrs*. 1563. [Full-text available online at: <http://www.ccel.org/f/foxe/martyrs/home.html>]

Giakalis, Ambrosios, *Images of the Divine: The Theology of Icons at the Seventh Ecumenical Council*. New York, NY: E. J. Brill, 1994.

Gonzalez, Justo L. *Story of Christianity: Volume 1: The Early Church to the Dawn of the Reformation*. Rev. ed. New York: HarperOne, 2010.

_____. *Story of Christianity: Volume 2: The Reformation to the Present Day*. Rev. ed. New York: HarperOne, 2010.

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- _____. *A History of Christianity: Reformation to the Present (Vol.2)*. Rev. ed. San Francisco: Harper and Row, 1975.
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