

# MCS HORIZON



## G110 History of the Christian Era

3 credits. Prerequisites: none

*This course transfers to the University of Saskatchewan.*

 Saskatoon Campus  Live-Stream  Video on Demand

**January 13 – April 17, 2025**

Winter Semester 2025 (*note breaks on Horizon calendar*)

Tuesday, 1:15-4:15PM SK

Dale B. H. Dirksen, DWS

[dale@daledirksen.com](mailto:dale@daledirksen.com)

[www.daledirksen.com](http://www.daledirksen.com)

### Course 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 MCS-Horizon's Missions

As part of MCS-Horizon's mission to prepare competent Christian and Pentecostal 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 Church experience in light of Church history.
  - *Assessment*: Historical Reflection.
- 4) Research Church history using secondary sources.
  - *Assessment*: Short History Assignment.
- 5) Articulate historic theological differences between the three main branches of Christianity that led to splits in the past and explain where we are today.
  - *Assessment*: Historical Reflection, Final Exam.

## Course Work

### Course Textbook

Mullin, Robert Bruce. *A Short World History of Christianity*. Revised edition. Louisville, KY: Westminster John Knox, 2014. (ISBN-13: 978-0664259631)  
DTL: <https://thedtl.on.worldcat.org/oclc/903955856>

\*\*While students have the benefit of accessing many of 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

### Course Assignments and Activities

#### 1. Textbook Quiz. (20%)

Carefully read the entire 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 70-79%). If you do not meet competency on your first try, you will write 40-60 words on a number of questions (assigned by the professor) that you answered wrongly on the quiz. Your short explanation should show that you understand the historical event, person, or movement with clarity and basic detail.

- Related learning outcome: #1.
- **Assignment length:** reading + 3 hours for quiz.
- **Due date:** February 14, 2025.

## 2. Short History Assignment (30%)

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. A thesis statement is required for this assignment, as well as footnotes, introduction, and conclusion. In addition to defending your thesis, 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. Please include at least one consideration that is contrary to your thesis.

Please base your assignment on of the movements, persons, or events in the history of Christianity found in the list [on Populi](#) in the lessons section of this course. Choose your topic and submit your thesis statement for approval to the professor by February 2, 2024. Please do this on Populi in the assignment section for "thesis approval." Check here for more: [https://owl.purdue.edu/owl/general\\_writing/the\\_writing\\_process/thesis\\_statement\\_tips.html](https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.html)

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 a minimum of 8 and maximum of 12 minutes.
- Submit your "notes" for your video, including the following:
  - At the top of page one, put your thesis statement that was approved by the professor earlier.
  - Include at least one consideration that is contrary to your thesis statement (this will be discussed more in class).
  - Submit point-form notes with each of your "points" having a footnote.
  - Please include a title page, normal footnotes and a bibliography.

- Use at least **5 scholarly<sup>1</sup> 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**:

- Include a title page, normal footnotes, and a bibliography.
- At the top of page one, put your thesis statement that was approved by the professor – thesis due February 2.
- Include at least one consideration that is contrary to your thesis statement (this will be discussed more in class).
- Use at least **5 scholarly<sup>1</sup> 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 as part of your paper).
- Include the **word count** for the body of your paper on the title page.
- 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. As we address your topic in class, the professor will ask for your input regarding your study and research.

- To complete this assignment, students will follow these guidelines:
  - Follow the [MCS-Horizon](#) Format Guide
  - ¾ of the assignment includes historical explanation, last ¼ of assignment includes reflections on contemporary significance.
  - Include the references as described above.

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<sup>1</sup> “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.

- Include footnotes, a thesis statement, introduction, and conclusion.
  - Include a bibliography.
  - Appear to include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
  - Choose topic from list and submit a thesis statement on time.
  - If submitting a video presentation, follows the instructions under “If you choose to create a video presentation.”
  - If submitting a paper, follows the instructions under “If you choose to write a paper.”
- Related learning outcomes: 2, 4.
  - **Assignment length:** 1200-1400 words (Video: 8-12 minutes).
  - **Thesis Due:** February 4, 2025. **Full Assignment Due:** February 28, 2025.

### 3. *Historical Reflection* (30%)

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 March 1 (not based on a previous experience). To complete the assignment:

- When you attend, be respectful. Be careful about “taking notes” like a tourist (especially on your phone). Participate in the liturgy as much as possible. 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 a bulletin if one is available.
- Write a 500-600 word (about 2 pages) *historical reflection* paper.
- Include the date (must be after March 1), time and location of the service you attended *on the title page*.
- Make sure you interact with course material and the textbook.
- Follow the “**General Assignment Guidelines**” (below).
- Footnotes and a bibliography are required when you refer to any source (book, website, email conversation, course material, etc.).

Here are three Orthodox Churches in Saskatoon to choose from: Saint Vincent of Lerins Orthodox Church ([www.orthodoxsaskatoon.com](http://www.orthodoxsaskatoon.com)), Holy Resurrection Orthodox Church ([www.hrochurch.ca](http://www.hrochurch.ca)) and Holy Covenant Evangelical Orthodox Church ([www.holycovenanteoc.com](http://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 to class material or the textbook with properly formatted footnotes. *Please do not complete your visit until after March 1.* 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.

- To complete this assignment, students will follow these guidelines:
  - Follow the [MCS-Horizon](#) Format Guide
  - Include 5 or more citations to class material and the textbook.
  - Visit a worship service of an Orthodox church after the date indicated and note the date, time, and location on the Title Page.
  - Include a bibliography.
  - Appear to include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
- Related learning outcome: 3, 5.
- **Assignment length:** 500-600 words.
- **Due date:** April 1, 2025.

#### 4. Final Exam (20%)

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 detailed study guide. No books, notes, or other sources may be used for this exam; you will be asked to confirm that you did not use any sources on the final question on the exam.

- To complete this assignment, students will follow these guidelines:
  - Achieves a score of **70%** or higher on parts 1 and 2 of the exam
  - Achieves 4-5 points on part 3 (Q1) of the exam
  - Achieves 4-5 points on part 3 (Q2) of the exam
  - Achieves 6-7 points on part 3 (Q3) of the exam
- Related learning outcomes: 1, 2, 5.
- **Assignment length:** 6 hours allowed.
- **Date:** April 10 or 11, 2025.

#### Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have the *same* assignment due dates as in-class students.
- Each week, VOD students must watch and engage with all lecture content and in-class activities from that week’s classes.
- By Saturday at 11:59pm SK each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week’s classes and submit a 2-3-minute video report. The video report will be submitted on Padlet (link available on Populi) and should include:
  - 1) affirmation that she/he watched the required recording for the last seven days,
  - 2) a summary of one thing she/he learned that week that will help her/him reach the course learning outcomes
  - 3) an explanation of at least one question she/he has after watching the class recording,

- To pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

**Course Work Summary/Estimate of Time Investment** (individual time investments may vary)

	<i>Time (approx.)</i>	<i>Due Date</i>	Assignment Weighting
Class Engagement	28 hours	n/a	
1. Textbook Reading Quiz	30 hours	Feb 14	20%
3. Short History Assignment	12 hours	Feb 28 (Thesis due Feb 4)	30%
2. Historical Reflection	8 hours	Apr 1	30%
4. Final Exam	12 hours	Apr 10 or 11	20%
<b>TOTAL</b>	<b>90 hours</b>		

All assignments are due at **11:59pm SK** time unless otherwise indicated.

**Assessment Rubrics**

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

**Class Plan**

Section    Class Content (tentative)

1	Intro to the course - why is history important?
2	Intro to the course and syllabus clarification
3	The beginning of the Church - Acts - after Jesus
4	Early persecution and conflict
5	Formulation of doctrine
6	Constantine
7	The New empire - Christendom
8	Councils and Creeds
9	Monasticism and Rome
10	Early middle ages - 500-1000
11	The <u>East/West</u> Schism!
12	The Crusades
13	Late middle ages - 1000-1500
14	Reformation
15	Enlightenment
16	Fragmentation
17	Modernity - the era of certainty - more fragmentation
18	20th century movements
19	Post-Christendom - the Western church today
20	Complete the course, course evaluations

**\*\*No Class Tues Feb 25 (Reading Week) and Tuesday March 4 (Module Week)\*\***

- First submissions of assignments will not be accepted after April 11, 2025.
- **Revision Week.** Revision week is April 14-17. Your instructor may also request revisions on some assignments before revision week
- No resubmission of assignments will be accepted after April 17, 2025

## **Academic Policies**

### **General Assignment Guidelines**

Please see the [MCS-Horizon](#) Format Guide for assignment submission, grammar, and formatting guidelines.

### **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* on Populi 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 unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of 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. If one assignment is submitted more than five days late, the student will fail the course.

*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 may 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 or Adjunct Faculty Advisor as soon as you know an assignment might be late.*

### **Assignment Completion**

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

### **Assignment Revisions**

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.



**MCS-Horizon College Assessment of Student Work**

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student’s assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

MCS-Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated <b>exceptional</b> achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated <b>good</b> achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at MCS-Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was <b>beginning to meet</b> one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made <b>insufficient progress</b> toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

**Academic Integrity**

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student’s and which are drawn from other sources or AI. Students are expected to submit their own original work and 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.

### **Accessible Learning Services Information**

MCS-Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you provide current documentation of the disability or condition you wish to disclose. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success ([wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu)), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator ([library@horizon.edu](mailto:library@horizon.edu)).

### **Class Attendance (On Campus or Livestreaming)**

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

### **Livestreaming Etiquette**

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. 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**

MCS-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 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.

Butler Bass, Diana., *A People's History of Christianity: The Other Side Of The Story*. San Francisco, CA: HarperOne, 2010.

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.

Kurian, George, ed. *The Encyclopedia of Christian Civilization*. 4 vols. Oxford: Wiley-Blackwell, 2011.

Lewis, Donald M. *The Blackwell Dictionary of Evangelical Biography: 1730-1860*. 2 vols. Oxford: Blackwell, 1995.

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: Harper One, 2009.

Bebbington, David W. *Baptists through the Centuries: A History of a Global People*. Second edition. Waco: Baylor University Press, 2018.

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

Cairns, Earle E. *Christianity Through the Centuries: A History of the Christian Church*. Grand Rapids: Zondervan, 1996.

Davies, Horton. *Christian Worship: Its History and Meaning*. Nashville, TN: Abingdon, 1957.

- 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.
- Hahn, Ferdinand. *The Worship Of The Early Church*. Philadelphia, PA: Fortress Press, 1973.
- Hickman, Hoyt L., Don E. Saliers, James F. White, and Laurence Hull Stookey. *The New Handbook of the Christian Year*. Nashville, TN: Abingdon Press, 1992.
- Hill, Jonathan. *Zondervan Handbook to the History of Christianity*. Grand Rapids: Zondervan, 2007.
- Hurtado, Larry W. *At The Origins of Christian Worship: The Context and Character of Earliest Christian Devotion*. Grand Rapids, MI: W. B. Eerdmans Pub. Co., 2000.
- Jenkins, Philip. *The Lost History of Christianity: The Thousand-Year Golden Age of the Church in the Middle East, Africa, and Asia—and How It Died*. New York: HarperOne, 2008.
- Kilde, Jeanne Halgren. *When Church Became Theatre: The Transformation of Evangelical Architecture and Worship in 19th century America*. New York: Oxford University Press US, 2002.
- Lang, Bernhard. *Sacred Games: A History of Christian Worship*. New Haven, CT: Yale University Press, 1997.
- Latourette, Kenneth. *A History of Christianity: Beginnings to 1500 (Vol.1)*. Rev. ed. San Francisco: Harper and Row, 1975.
- \_\_\_\_\_. *A History of Christianity: Reformation to the Present (Vol.2)*. Rev. ed. San Francisco: Harper and Row, 1975.
- Maag, Robin and John Witvleit, eds. *Worship in Medieval and Early Modern Europe: Change and Continuity in Religious Practice*. Notre Dame: University of Notre Dame Press, 2004.

- Marty, Martin E. *The Christian World: A Global History*. New York, NY: Modern Library, 2007.
- McGrath, Alister E. *Christian History: An Introduction*. Malden, MA: Wiley-Blackwell, 2013.
- Monsma, Nicholas W. *Worship, Mission, and the Church Year: How Union with Christ Forms Worshipers for Mission in Every Season*. Eugene: Cascade Books, 2019.
- Noll, Mark A. *The Old Religion in a New World: The History of North American Christianity*. Grand Rapids: Eerdmans, 2002.
- \_\_\_\_\_. *Turning Points: Decisive Moment in the History of Christianity*. 3<sup>rd</sup> ed. Grand Rapids, MI: Baker Academic, 2012.
- Old, Hughes Oliphant. *The Shaping of the Reformed Baptismal Rite in the Sixteenth Century*. Grand Rapids, MI: W. B. Eerdmans, 1992.
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