



## Relationship to Horizon and MCS's Missions

As part of Horizon and MCS's missions 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: 978-0664259631)

[DTL](#)

\*\*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. *Lecture Videos & Responses* – Pass/Fail

You are required to watch all lecture videos according to the due dates below. After watching each lecture, submit a video response on Padlet. The response should be a minimum of 2 minutes and a maximum of 3 minutes, and should include:

- 1) affirmation that you watched the required lecture videos by the due date,
- 2) a reflection on or interaction with one thing you learned that week that will help you reach the course learning outcomes,
- 3) a question or something you became curious about after watching the lectures.

This assignment will be marked as complete or incomplete. You are required to complete this assignment in order to pass the course.

Links to the lecture videos and Padlet can be found on the Syllabus tab on Populi. Padlet Instructions can be found on the Lessons tab on Populi.

- **Assignment length:** 30 hours total
- **Due dates:**
  - Day 1 Lecture Videos & Response – May 2.
  - Day 2 Lecture Videos & Response – May 9.
  - Day 3 Lecture Videos & Response – May 16.
  - Day 4 Lecture Videos & Response – May 23.
  - Day 5 Lecture Videos & Response – May 30.
  - Day 6 Lecture Videos & Response – June 13.
  - Day 7 Lecture Videos & Response – June 20.
  - Day 8 Lecture Videos & Response – June 27.
  - Day 9 Lecture Videos & Response – July 4.
  - Day 10 Lecture Videos & Response – July 11.

## 2. *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:** May 27, 2026. 11:59PM.

## 3. *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 one 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 the due date indicated. Please do this on Populi in the assignment section for “thesis approval.” If you want to choose a different topic that is not on the list, please request approval before submitting a thesis statement. The thesis should be one sentence, a minimum of 25 and maximum of 50 words, and keep it to a topic from the list or one that has good academic resources and is approved by the professor. Check [here](#) for more.

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 – thesis due May 20.
  - 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 sources** (dictionary definitions do not count as sources). Your 5 sources should include at least: the course textbook if possible, one encyclopedia/dictionary article, one additional book, and one [webpage](#).
- For the content of your presentation, see *further instructions above and below*.
- Upload your video to a video-hosting platform (e.g., OneDrive, Dropbox, YouTube, etc.) and submit the link on Populi. *Do not submit your video file directly on Populi.*

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 May 20.
- Include at least one consideration that is contrary to your thesis statement (this will be discussed more in class).
- Use at least **5 scholarly sources** (dictionary definitions do not count as sources). Your 5 sources should include at least one encyclopedia/dictionary article, one book, and one [webpage](#).
- Aim for 1200 words (a minimum of 1000 words and no more than 1400 words = **approximately 4 pages**), 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 Horizon & MCS Format Guide
  - ¾ of the assignment includes historical explanation; last ¼ of assignment includes reflections on contemporary significance.
  - Include the references as described above.
  - Include footnotes, a thesis statement, introduction, and conclusion.
  - Include a bibliography.
  - 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:** May 20, 2026. **Full Assignment due:** June 6, 2026.

#### 4. *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). This needs to be in person and not online. Because of this, make sure you identify an Orthodox Church you can visit well before June. To prepare, read [here](#).

Base your assignment on a visit that you make during this course after June 13 (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 June 13), time, and location of the service you attended *on the title page*.
- Make sure you include 4 or more citations to Mullin and 4 or more to class material.
- 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 (<https://www.holycovenantchurch.net>). If you do not live in Saskatoon, please choose the Saturday Vespers or Sunday Worship of an Orthodox church in your community. Please talk to the professor if you have questions about this. Visiting a service in person is very important for this assignment.

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 4 citations to Mullin and 4 to class material with properly formatted footnotes. *Please do not complete your visit until after June 13*. 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 Horizon & MCS Format Guide
  - Include 4 or more citations to Mullin and 4 or more to class material.
  - 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.
  - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
- Related learning outcome: #3, 5.
- **Assignment length:** 500-600 words.
- **Due date:** July 8, 2026.

##### 5. 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:** July 17, 2026. (Complete July 15, 16, or 17.)

### Estimate of Time Investment (individual time investments may vary)

	<i>Time (approx.)</i>	<i>Due Date</i>	<i>Assignment Weighting</i>
1. Lecture Videos & Responses	30 hours	May 2, 9, 16, 23, 30 Jun 13, 20, 27 Jul 4, 11	Pass/Fail
2. Textbook Quiz	30 hours	May 27	20%
3. Short History Assignment	12 hours	Jun 6 (Thesis due May 20)	30%
4. Historical Reflection	8 hours	Jul 8	30%
5. Final Exam	12 hours	Jul 17	20%
<b>TOTAL</b>	<b>92 hours</b>		

All assignments are due at **11:59pm SK** 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

- Because this is an Online Video course, your instructor will request revisions throughout the course.
- No assignments will be accepted after July 31, 2026.

## **Academic Policies**

### **General Assignment Guidelines**

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

### **Extensions**

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. 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 Assignments**

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

*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.

### Horizon and MCS's 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. Assignments that do not meet competency will receive a 0. 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.

Horizon and MCS 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
		Student demonstrated <b>excellent</b> achievement of the learning outcomes.	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 Horizon and MCS. 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.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

### **Artificial Intelligence (AI) Usage**

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

### **Accessible Learning Services Information**

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at [wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu); at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at [rbekkattla@horizon.edu](mailto:rbekkattla@horizon.edu)). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

### **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**

Horizon and MCS encourage 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/>

*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.
- Poe, Harry L. *Christian Witness in a Postmodern World*. Nashville, TN: Abingdon, 2001.
- Ruth, Lester. *A History of Contemporary Praise & Worship: Understanding the Ideas That Reshaped the Protestant Church*. Grand Rapids, MI: Baker Academic, 2021.
- \_\_\_\_\_. *A Little Heaven Below: Worship at Early Methodist Quarterly Meetings*. Nashville: Kingswood Books, 2000.
- Ruth, Lester, ed. *Essays on the History of Contemporary Praise and Worship*. Eugene, O.R.: Pickwick Publications/Wipf and Stock Publishers, 2020.
- \_\_\_\_\_. *Flow: The Ancient Way to do Contemporary Worship*. Nashville: Abingdon Press, 2020.
- Senn, Frank. *Christian Liturgy; Catholic and Evangelical*. Minneapolis, MN: Fortress Press, 1997.

Shelly, Bruce L. *Church History in Plain Language*. 3rd ed. Nashville: Thomas Nelson Publishers, 1995.

Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced Their World*. Grand Rapids, MI: Baker, 1994.

Stookey, Laurence Hull. *Calendar: Christ's Time for the Church*. Nashville: Abingdon Press, 1996.

Talley, Thomas J. *The Origins of the Liturgical Year*. Collegeville, MN: Liturgical Press, 1986.

Tucker, Ruth A. *From Jerusalem to Irian Jaya: A Biographical History of Christian Missions*. 2nd ed. Grand Rapids: Zondervan, 2004.

\_\_\_\_\_. *Parade of Faith: A Biographical History of the Christian Church*. Grand Rapids: Zondervan, 2011.

White, James F. *A Brief History of Christian Worship*. Nashville, TN: Abingdon Press, 1993.

White, Susan J. *A History of Women in Christian Worship*. New York: The Pilgrim Press, 2003.