

**HIST 5200 HISTORY OF CHRISTIANITY: EARLY- MEDIEVAL
HYBRID
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I am accessible through email and by phone. Please feel free to email me or to call my cell number. I want to help you in any way I can. **Call me if you have a problem or a question. Do not wait until it is too late for me to help!**

The reading schedule is listed at the bottom of this syllabus so that, once students have secured the textbooks, they can begin reading their assignments.

I. Mission Statement

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

II. Core Values Focus

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course addresses Doctrinal Integrity specifically in that the course is designed to prepare the student to grow in the understanding and interpreting of the Word of God. Characteristic Excellence is also addressed in that the student should be as prepared as possible to be ministers for Christ. Mission Focus is emphasized in that interpreting the Bible is a key element in presenting the Good News of the Gospel to the world. Proper interpretation is vital in fulfilling the Great Commission. This course addresses the competency of Biblical Exposition by preparing the student to interpret and communicate the Bible accurately. The core value for this year is *mission focus*.

The Core Value of Mission Focus states: “We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.”

III. Curriculum Competencies Addressed

The Seminary has seven key competencies in its academic program. They are: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The key competency addressed in this course is Christian Theological Heritage

IV. Course Description & Methodology:

This course provides a general historical survey of the Christian movement from its inception through the Medieval period. A brief introduction to historical method and historiography is followed by the study of significant ideas, individuals, movements,

and institutions in the rise and development of Christianity prior to the Protestant Reformation.

This course is delivered as an online-classroom hybrid, with the majority of the assignments being delivered online.

Web-based courses are, by nature, a different kind of learning experience than courses taught in the traditional classroom. Because of this structure, this web-based course is more reading and writing intensive than traditional classroom courses. Rigorous study of the deep things of God can be a rewarding experience for anyone who participates in it, but it also calls for extra diligence and integrity in completing the work. This reality does not mean that a web-based course cannot be successful in equipping you, the student, for effective, God-honoring ministry. It simply means utilizing a different strategy. Internet courses allow room for independent learners to thrive—to work at a responsible pace, to engage in student-led discussions, and to take ownership of the learning of course content. Note that your instructors are praying for your success.

V. Student Learning Outcomes:

In order to understand and interpret Christian theological heritage and Baptist polity for the church, the student, by the end of the course, should:

1. Be able to apply their knowledge and understanding of the formation and development of the Christian movement from its inception through the medieval period to the process of interpreting Christian theological heritage and Baptist polity for the church.
2. Value the ideas, individuals, movements, and institutions in the rise and development of Christianity prior to the Protestant Reformation.
3. Be able, with the help of resources, to accomplish the following:
 - Practice the historical method and historiography in order to interpret Christian theological heritage for the local church.
 - Place individuals, movements, and ideas within their proper historical context.

VI. Required Texts:

There are two required textbooks for this class:

Justo González, *The Story of Christianity*, vol. 1, *The Early Church to the Dawn of the Reformation*, rev. ed. (New York: HarperOne, 2010).

Henry Bettensen and Chris Maunder, eds., *Documents of the Christian Church*. 4th ed. (New York: Oxford University Press, 2011).

There will be additional required reading from primary sources that are available on the Internet.

VII. Requirements:

- A. *Tests*: There will be six (6) tests, each worth 25 points, given throughout the semester. The lowest test grade will be dropped. Tests will be available throughout the course and must be completed by midnight on the last day of the unit. Each test will last 20 minutes and be timed. Exams should be taken without notes in front of you. Please study for the test, then take it “open memory.” You are on the honor system. The final day by which unit requirements must be completed is as follows:

Unit 1: September 7

Unit 2: September 21

Unit 3: October 5

Unit 4: October 26

Unit 5: November 9

Unit 6: December 7

- B. *Assigned Reading*: Students are expected to read the assigned pages listed for each unit. A report is due on the last day of each unit on the percentage completed (in 20% increments) of that unit's assigned reading. Each report is worth up to 5 points. Reading Reports are found at the end of each unit's assignments under Course Documents. An additional 5 point bonus will be awarded to students who have completed **all** the assigned reading by **December 10**. This allows you to catch up on reading you have missed during the semester.
- C. *Movie Reviews*: Every student will watch two movies, based on early and medieval church history, and write a review on each one. The first one is *Quo Vadis* (1951), starring Robert Taylor and Deborah Kerr. The second one is *Becket* (1964), starring Richard Burton and Peter O'Toole. Both of these movies may be difficult to locate at your video store, but you can purchase them inexpensively through ebay.com or amazon.com. Or, if you subscribe to Netflix, they are available through that service. Also, both movies are available in the NOBTS library. **Order these movies in a timely manner to insure that you can submit this assignment on time.**

In each movie review, include evaluations of its historical accuracy and value, including any discrepancies that you notice. Each review should be 3-4 pages, single-spaced, and is worth 30 points; the total value of the two reviews is 60 points. The early church movie review is due **October 12**; the medieval church movie review is due **December 10**.

- D. *Major Research Project*: Each student will conduct research and prepare a major project on a significant person, movement, event or place in Christian history. This project can be a traditional Research Paper or a PowerPoint Lecture.

RESEARCH PAPERS – The Research Paper will be eight to twelve pages long and should reflect scholarly research. You should discuss the historical context and influence of your subject in church history and conclude with a summary statement about the contributions and lasting consequences of your subject to history. It will be written according to standard guidelines (Turabian; Times New Roman 12 pt. font; double-spaced; standard margins; footnotes, etc.) and include a bibliography of at least six resources (Textbooks, reference books, and the Internet are allowed, but you must consult a minimum of three biographies, monographs, and/or church histories as well).

The Biography/Research Paper will be evaluated as follows:

1. Grammar and style: Spelling, sentence and paragraph development; punctuation; and conformity to the 6th or 7th edition of Turabian. (20 points)
2. Clarity and Coherence: Balance; thoroughness; organization; logical development; overall sense of the paper. (20 points)
3. Research: Bibliography; type and variety of sources (primary, secondary, monographs, journal articles, websites, etc.); most bibliographic entries should be accompanied by footnote citations. (20 points)
4. Historical Awareness and Insight: Factual accuracy; awareness of historical connections (continuity/discontinuity, cause/effect, contrasts/comparisons); sensitivity to historical context; awareness of the historical impact of a person. (20 points)
5. Analysis and Evaluation: Going beyond the mere reporting of facts to include explanation, interpretation, analysis of material; evaluation of strengths and weakness of a person; demonstration that you have thought about the material that you have researched. Give strong and insightful introduction and conclusion. (20 points)

Suggested subjects are:

- Ignatius
- Justin Martyr
- Irenaeus
- Tertullian
- Clement of Alexandria
- Origen
- Cyprian
- Athanasius
- Arius
- Constantine
- Basil the Great
- Gregory of Nyssa
- Gregory of Nazianzus
- Macrina
- Ambrose
- Jerome
- John Chrysostom
- Augustine
- Pelagius
- Patrick of Ireland
- Benedict of Nursia
- John of Damascus (John Damascene)
- Gregory I the Great
- Maximus the Great
- Mohammed
- Boniface (Wynfrith)
- Charlemagne
- Anselm of Bec
- Thomas Becket
- Peter Abelard
- Bernard of Clairvaux
- Peter Lombard
- Leo IX
- Gregory VII
- Urban II
- Alexander III
- Hildegard of Bingen
- Innocent III
- Francis of Assisi
- Dominic de Guzman
- Catherine of Siena
- Thomas Aquinas
- Boniface VIII
- John Wycliffe
- Jon Huss
- The Interaction of Greek Philosophy & Early Christian Thought
- The Jewish Revolt (including the destruction of Jerusalem & Masada)
- The Impact of Persecution & Martyrdom on the Expansion of the Early Church

- Early Christian Suffering & the Development of Superstitious Practices
- Voluntary Martyrdom in the Early Church
- Gnosticism & Its Contemporary Expressions
- Montanism & Its Later Expressions
- Monarchianism & Its Later Expressions
- The Canonization of the New Testament
- The Use of Creeds & Apostolic Succession in Establishing Christian Orthodoxy
- Worship in the Early Church & What We Can Learn from It
- The Constantinian Symbiosis & Its Impact on the Church
- The Christology of the Council of Chalcedon
- The Development of the Worship of Mary in the Early Church
- Augustine vs. Pelagius
- Augustine & the Just War Theory
- The Development of the Roman Papacy
- The Advance of Islam from 632 to 1095
- The Benedictine Rule & Its Impact on the Medieval Church
- The Great Missionary Monks through the Early Middle Ages
- The Rise & Impact of Feudalism on the Feudal Church
- The Rise & Impact of the Cluniac Reform
- The Causes, Events & Effects of the First Crusade
- The Rise & Fall of the Legendary Knights Templar
- Two Papal Crises: The Avignon Papacy & the Great Papal Schism
- The Contributions & Corruption of the Renaissance Popes
- The Inquisition
- Four Theories of the Atonement: Ransom, Satisfaction, Moral, & Penal Substitution
- A Comparison of Anselm's Ontological Argument & Aquinas' Cosmological Argument for the Existence of God
- An Evangelical Assessment of sacramentalism and Roman Catholic Sacramentalism
- The Impact of the Northern Renaissance on the Reformers

POWER POINT LECTURES & TEACHING OPPORTUNITIES – The student may choose to prepare a Power Point Lecture on a topic chosen from the research topics listed above – except that the topic must NOT be one that is given extensive treatment in the existing lectures prepared by the professor.

The Power Point Lecture should include approximately 30 slides and must be accompanied by a teaching manuscript. Footnotes are not necessary, but a bibliography must be included. This assignment will be graded on the quality of the research and the design of the Power Point lecture.

Each student who selects this option will be expected to teach this lecture in an appropriate setting—at church, in a Sunday School or Bible study, small group, or other formal teaching opportunity. The student will email the professor with a report on the date of the presentation, the number in attendance, and an evaluation of the lecture.

The Power Point Lecture is due on the same date as the Major Research Project, and the maximum number of points available for the Lecture alone is 90 points. The email report on the Teaching Opportunity is due by the same day of the Unit Six Exam.

You may choose a subject not on this list for your biography, but you must have prior approval from the professor. Send me your top three choices by email.
DUPLICATIONS ARE NOT ALLOWED. First come; first served.

For papers and presentations: Beware of simple answers. Do not assume your favorite preacher or reformer is automatically correct. As you develop your paper or presentation, ask why people believed as they did. Ask whether Protestants are right. You will be graded on the thought you put into your assignment. Thoughtless cheerleading will negatively impact your grade.

Safe Assignment: Blackboard offers a service known as “SafeAssignment.” If you click on “Assignments” on the left menu, you will be directed to Major Research Papers and another link that says “View/Complete.” Follow the instructions there to submit a draft of your paper for review.

A paper submitted through this service will be compared to other papers in the database and checked for the percentage of copying from other sources. Your work will not be used for any purpose other than preventing plagiarism in the Seminary and other participating institutions. Ownership of the intellectual property contained in your written work will not be transferred to any third party.

Your paper will be assessed for the amount of material copied from other sources and returned to you. The highlighted passages do not indicate plagiarism necessarily, but they point out the percentage of your paper that can be found in other sources. You need to be sure that you properly quote and cite such passages, and you may need to put more of your paper in your own words.

By the way, you probably will find that your footnotes and bibliographical entries are highlighted. That should be expected, since the papers in the database also cite the same sources that you use.

Due November 30. Submit the paper to me under Assignments and post it on the Discussion Board so that your fellow students will have access to your research and writing.

- D. *Interactive Discussions:* Each student will participate in five (5) threaded discussions, four of which will be graded. During the time of the unit containing the interactive discussion required, you will enter the discussion at least three times: once near the beginning of the unit and twice toward the end as you respond to your classmates' comments (see above for unit completion dates). Your initial comments express your opinion on the topic. You must then respond to at least two (2) people in each one discussion. This means that for each discussion you will have a minimum of 3 entries.

There must be **at least two days** time span between your initial comments and your responses to your classmates. Respond early enough in the unit to allow your

classmates to learn from you. Be sure to plan accordingly so that you leave enough time to respond before the end of the unit.

You will be graded on your contributions to the discussion **and** on your interaction with what other students have said. It is **EXTREMELY** important that students remember to use courtesy when critiquing the ideas of their fellow students. Speak truth, but only in love and let your conversations be characterized by grace. The first interactive discussion will not be graded. This will allow you to become familiar with the program. The others are worth 15 points each.

The graded discussions will be on the following topics:

Unit 1 (not graded): Please describe yourself. Please include your educational background (where you went to school, major), current degree plan, desire for future ministry, and information about your family (married/children/unique experience growing up, etc.). Include only information that you feel comfortable sharing with the class.

Unit 2 (graded): In many ways, the early church was strengthened by persecution, but it was also challenged in other ways. What effect would persecution of Christians have on the church in America?

Unit 3 (graded): The legalization of Christianity and its union with the state had a tremendous impact on the church in the fourth century. What influence has it had church history since then? Has it had a positive or negative effect?

Unit 4 (graded): During medieval times, pilgrimages and relics of the saints gained in popularity. In what ways did they aid Christian devotion and in what ways did they hinder it. Do you see the same influences today? What 'relics' do we have?

Unit 5: No Discussion Thread

Unit 6 (graded): Evaluate the purposes and consequences of the Crusades. In your opinion, does the conflict between Christians and Muslims during the Crusades influence current hostilities in the Middle East?

VIII. Penalties:

Unit Exams & Reading Reports: Unit Exams and Reading Reports must be submitted by the date of the unit completion. One unit exam grade will be dropped.

Interactive Discussions: Failure to participate adequately in the threaded discussions and to do so in a timely manner will affect the amount of points awarded.

Tardiness: A late written assignment will be assessed a **10 percent penalty if it is submitted after the deadline and a 20 percent penalty after five days. No assignment will be accepted after one week past the deadline.**

Plagiarism: **New Orleans Baptist Seminary maintains high academic standards and is not tolerant of plagiarism. If you copy another author's work and present it as your own, you will be caught, and the penalty could be failure on that assignment or the course or expulsion from the Seminary.**

IX. Submission of Assignments

1. The Unit Tests, Reading Reports, and Discussion Threads will be conducted on Blackboard. Unit Tests and Reading Reports are under Course Documents and under each respective unit. Go to the Discussion Board to add your Threads.
2. You will submit the Major Research Paper under Assignments and on the Discussion Board. Attach your paper by clicking on the Browse button. The reasons for submitting your paper both ways are: 1) for ease in grading; and 2) to make it available to the other students. I want every student to be able to benefit from each other's research and writing.
3. Your Final Exam will be submitted under Assignments. Click on the link to each assignment, click on the button to Browse My Computer, and attach your document.
4. Please do not send your assignments to me as email attachments unless I request you to do so or unless there is a compelling reason. You may send me an email announcing that you have submitted an assignment, but, if you follow the correct procedures, I will find it. I enjoy hearing from my students, but my Inbox fills up pretty quickly with attachments, and then I have to shift them over to the proper location.

X. Possible Points & Grading Scale:

<u>Possible Points</u>	<u>Grading Scale</u>
Reading: 30 pts.	A = 345-375 pts.
Tests (5 x 25): 125 pts.	B = 310-344 pts.
Movie Reviews: 60 pts.	C = 275-309 pts.
Research Project: 100 pts.	D = 225-274 pts.
<u>Discussion Threads: 60 pts.</u>	F = 224 - ↓ pts.
375 pts.	

XI. Emergency Plan

In case of hurricane or any other emergency, go to the seminary web site for information: www.nobts.edu

The administration will communicate information that relates to the seminary: the nature of the emergency, instructions for responses, evacuation, contingency plans, duration of the emergency, and plans to return to campus and/or resume the schedule.

Also, check Blackboard for instructions related to this class. Because this class is available on Blackboard, there should be minimal disruption unless the emergency affects electrical power and connection to the Internet.

In any emergency, communication is important, and our best means of staying connected is through the seminary's web site and Blackboard.

READING SCHEDULE

[G] Gonzalez, Justo L. *The Story of Christianity*.

[B] Bettenson, Henry and Chris Maunder. *Documents of the Christian Church*.

[I] Some primary sources will be accessed via Internet. The web addresses are listed in a separate file.

Unit	Subject	Reading
[1]	Context	G: Introduction & chapters 2-4
	Persecution & Martyrdom	G: Chapters 5-6, 10 & 12 B: Tacitus, <i>Annales</i> 15.44; Correspondence of Pliny and Trajan I: Ignatius, Letter to the Romans B: <i>Martyrdom of Polycarp</i> I: <i>Passion of Perpetua and Felicitas</i>
	Ante-Nicene Leaders & Church	G: Chapters 7, 9 & 11 I: Tertullian, <i>Apology</i> (Chapters 2, 20) B: Cyprian, <i>On the Unity of the Church</i>
	Test #1	
[2]	Heresies	G: Chapter 8 B: The Apostle's Creed; Muratorian Canon I: Athanasius, Paschal Epistle
	Church & State Council of Nicea	G: Chapters 13-18 B: Heresies concerning the Person of Christ B: Creed of Nicea and Nicene Creed; Athanasius, <i>On the Incarnation</i>
	Test #2	

[3]	Councils 2-4 Nicene & Post-Nicene Leaders	G: Chapters 19-23 B: Eutychianism
	Augustine of Hippo Post-Nicene Church	G: Chapters 24-26 I: Augustine, <i>Confessions</i> (Book 8) B: Augustine vs. Pelagius
	Test #3	
[4]	Overview of Medieval Christianity Western & Eastern Churches	G: Chapters 27-28 B: Rule of Benedict
	Rise of Islam Medieval Politics	G: Chapter 29 I: Excerpt from Qur'an
	Test #4	
[5]	Monastic Reform Papacy through Gregory VII	G: Chapter 30
	Crusades Papacy: Zenith to Decline	G: Chapters 31-32 B: Pope & Imperial Elections; Bull "Clericis Laicos"; Bull "Unam Sanctam"
	Test #5	
[6]	Monastic Developments Scholasticism Sacraments	G: Chapter 33 B: Rule of Francis of Assisi B: Anselm, The Ontological Argument from <i>Proslogion</i> ; <i>Cur Deus Homo?</i> B: Thomas Aquinas, <i>Summa Theologica</i>
	Renaissance & Humanism Dawn of the Reformation	G: Chapters 34-35 I: Thomas à Kempis, <i>The Imitation of Christ</i> (Book 1, Chapter 1)
	Test #6	

READING SCHEDULE
PRIMARY SOURCES ON THE INTERNET

UNIT ONE

Ignatius, Letter to the Romans

<http://www.ccel.org/ccel/schaff/anf01.v.v.html>

Passion of Perpetua and Felicitas

<http://www.ccel.org/ccel/schaff/anf03.vi.vi.i.html>

Tertullian, Apology (Chapters 2, 50)

<http://www.earlychristianwritings.com/text/tertullian01.html>

UNIT TWO

Athanasius, Paschal Epistle

<http://www.ccel.org/ccel/schaff/npnf204.xxv.iii.iii.xxv.html>

UNIT THREE

Augustine, Confessions (Book 8)

<http://www.ccel.org/ccel/augustine/confessions.xi.html>

UNIT FOUR

<http://www.hti.umich.edu/cgi/k/koran/koran-idx?type=DIV0&byte=1320>

You are responsible only to read verses 2.105-140, which include what the Qur'an says about Christians.

UNIT FIVE

None

UNIT SIX

Thomas à Kempis, The Imitation of Christ (Book 1, Chapter 1)

<http://www.leaderu.com/cyber/books/imitation/imb1c01-10.html#RTFToC13>

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Heinze, Rudolph. *Reform and Conflict: From the Medieval World to the Wars of Religion, AD 1350-1648*. 2005.

Pearse, Meic. *The Age of Reason: From the Wars of Religion to the French Revolution, 1570-1789*. 2006.

Brown, Harold O. J. *Heresies: Heresy and Orthodoxy in the History of the Church*. Peabody, MA: Hendrickson, 1998.

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Ferguson, Everett. *Church History*. 2 volumes. Zondervan, 2005-2006.

Gonzalez, Justo. *A History of Christian Thought*. 3 volumes.

Latourette, Kenneth Scott. *A History of Christianity*. 2 volumes.

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Library of Christian Classics. Edited by John Baillie, John T. McNeill, and Henry P. Van Dusen. Philadelphia: Westminster, 1950s.

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Pelikan, Jaroslav. *The Christian Tradition: A History of the Development of Doctrine*. 5 volumes. Chicago: University of Chicago Press, 1971-1989.

Walker, Williston, et al. *A History of the Christian Church*, 4th ed. Scribner's, 1985.

Early Church

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