

Foundations of Christian Worship
THEO 5120, Fall 2021
North Park Theological Seminary
(3 credit hours, *syllabus subject to minor changes)

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**preferred method: barring any unforeseen circumstances, I will respond to any emails within 48 hours.*

Class Description:

An Introduction to Christian Worship examines the history, theology, and practices of Christian worship from an ecumenical perspective. The main goals of the class are to: (1) introduce the discipline of liturgical studies; (2) develop foundations and skills for worship leadership; and (3) foster theological/pastoral reflection and evaluation of the liturgical life of faith communities.

Learning Objectives:

North Park University uses the IDEA course rating system to measure student progress towards learning objectives and to measure student satisfaction with their overall learning experience. These course evaluations are administered at the end of the term, and you will be notified by email when they are ready for you to complete. The results of these evaluations are very important to us and we use them for ongoing efforts to improve the quality of our online courses.

By the end of the course, students will be able to:

1. Demonstrate a theology and practice of Christian worship that is historically, liturgically, and culturally coherent;
2. observe and constructively critique one's own tradition of Christian worship on the basis of the historical, theological, cultural, and practical norms of Christian worship;
3. articulate key issues (historical, theological, ecumenical) pertaining to the sacrament of baptism and the eucharist;
4. describe the theological, historical, and practical connections between word and sacrament;
5. illustrate the connection between the worshiping life of the church and its theological beliefs and ethical actions;

6. design a worship service that takes into account historical, theological, social/pastoral, and cultural factors;
7. analyze the main components of liturgical inculturation and engage the diversity of Christian worship.

Accommodations

North Park Theological Seminary provides services for students with documented disabilities to ensure equal access to programs, services, facilities, and activities. Students with a disability who believe they may need accommodations in this class are encouraged to contact Seminary Academic Services at 773-244-5619 as soon as possible. If desired and necessary, discussion pertaining to documentation and accommodation can take place at another suitable location or by telephone. Further information about the American Disabilities Act Service is found in the Student Academic Handbook by visiting the following website: <http://www.northpark.edu/ada>.

Academic Honesty

Academic Honesty: In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Using one’s own work from previous assignments or other class assignments.
5. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.

For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog.

Required Texts

1. Duck, Ruth. *Worship for the Whole People of God: Vital Worship for the 21st Century*. Louisville: Westminster John Knox, 2013.
2. Stookey, Laurence Hull. *Calendar: Christ's Time for the Church*. Nashville: Abingdon, 1996.
3. Cone, James. *The Spirituals and the Blues*. Maryknoll, NY: Orbis, 1991.
4. *Covenant Book of Worship*. Chicago: Covenant Publications, 2003. (or your denomination's book of worship)
5. One of the following (or another book chosen in conjunction with professor, based on your choice of culture for the worship inculturation project):
 - a. Justo Gonzalez, *Alabadle!* Nashville: Abingdon, 1996.
 - b. Melva Wilson Costen, *African American Christian Worship*. Updated ed. Nashville: Abingdon, 2003.
 - c. Russell Yee, *Worship on the Way: Exploring Asian North American Christian Experience*. Prussia, PA: Judson, 2012.
 - d. Mark MacDonald, ed. *The Chant of Life: Inculturation and the People of the Land*. New York: Church Publishing, 2003.

Assessments

Feedback/Grading Timeline

For all assessments besides online discussions (which is discussed below), you can expect written feedback and grades within a week of the due date and/or submission.

Grading

The grading scale for the course will be as follows:

A	100-93%
A-	92.9-90%
B+	89.9-87
B	86.9-83
B-	82.9-80%
C+	79.9-77%
C	76.9-73%
C-	72.9-70%
D+	69.9-67%
D	66.9-63%
D-	62.9-60%

Late Policy

With exceptions for sickness and emergencies, assignments turned in late will be penalized 1/3 of a letter grade (e.g., a B will drop to a B-) for each day over the

deadline. After a week, the highest score you can receive on an assignment is 50%.

Assessments:

Attendance and Participation (10%)

Regular attendance and participation in class discussion is expected. Any absences over two will reduce your participation grade. Note: part of your participation grade will include: a) completing the one-page description of your worship context/history on August 28; and b) completing all of the required readings. You will be asked to sign a reading log at the end of the semester detailing the approximate percentage of reading done. Assignments turned in late will be penalized 1/3 of a letter grade (e.g., a B will drop to a B-) for each day over the deadline.

Book Review: Worship, Theology, and Ethics in Cone's *Spirituals and the Blues* (15%) – Due: Oct. 29

Write an essay (600-800 words) first presenting the main arguments of James Cone's *Spirituals and the Blues* and then, based on previous class readings and discussion, elaborating how spirituals might influence the theology and ethics of a church who regularly sung them in worship and devotion.

Sacraments and the Arts Project (20%) – Due: Nov. 23

For your project, you have two options:

- 1) Based on readings and class discussion on the sacraments, create an original piece of art (poem, painting, sculpture, hymn/song, photograph, dance, etc.) that expresses your theology of the sacraments more generally or your theology of baptism or the eucharist specifically. Along with the piece, you will submit a 750-word interpretive guide that includes:
 - a. why you chose the artistic medium you chose and how that assists your interpretation;
 - b. your definition of the sacraments;
 - c. your theological understanding of the sacrament(s) you chose;
 - d. and how your piece communicates this theological understanding;
 - e. and the citation of at least two sources.

- 2) Based on readings and class discussion on the sacraments, you will choose a piece of art (poem, painting, sculpture, hymn/song, photograph, dance, etc.) that deals with the sacraments specifically or sacramentality more generally and write a 1250-1500-word analysis that includes:
 - a. a brief description of the author/piece;

- b. the historic context of the piece (where? when? why was this piece made?);
- c. the reason (spiritual, theological, aesthetic) you chose this piece;
- d. a theological analysis that describes the sacramental vision of the piece;
- e. how the work could be used in a worship service;
- f. and the citation of at least three sources.

Field Observation Report and Worship Design (55%)

Part 1 (15%): Field Observation Report (1500 words maximum) - **Due: Sept. 14**

Choose a Christian worshipping community with which you are quite familiar.

1. Describe the social, cultural and economic makeup of the community.
2. Identify its ecclesiastical affiliation, noting factors from the community's history that may have influenced its worship practices.
3. Describe the worship space, including the areas where the congregation worships and the leaders preside. What are its strengths and weaknesses? Include photos if possible.
4. Identify the leaders and their "style" of leadership while presiding, reading, praying, leading singing, preaching, and celebrating sacraments/ordinances.
5. Describe the principal "non-verbal" languages (e.g., how the body is being used) you find present among the leaders and within the assembly.
6. Comment upon what you discern to be the "high" and "low" points of the congregation's participation (i.e., when is the congregation participating the most and when is the congregation participating the least in the service?)

Part II (20%): Worship Inculturation and Adaptation – **Due: Nov. 11**

Analyze a cultural worship tradition outside of one's own tradition through secondary resource and site visits. In light of your findings on the cultural tradition, adapt the liturgy described in your field report so that it would help incorporate this tradition into the liturgical life of your church.

There are three parts to this assignment:

1. Research secondary sources on the worship of your chosen cultural tradition to ascertain its main characteristics/distinctives. First, choose one of the book choices listed above (or another chosen in conjunction with me) from the broad categories: Asian, Latino/a, African American, Euro-American. Then, find articles on a more specific cultural/ecclesial context (e.g., Korean worship, Mexican Worship, African-American Catholic worship, etc.).
2. Two site visits to worship services from the chosen cultural context.
3. Write a paper (maximum 1500 words) that gives a brief summary of secondary source research on the chosen culture, compares and contrasts this research with what was observed during site visits, and explains several

adaptations that could be made to the liturgy (as described in the field observation report) to better represent the worshiping context of your chosen culture. If it is helpful, imagine that the church of your field report and the church tradition you visited/studied are in the same neighborhood. The church you visited is closing, and a large contingent of the population begins attending your church. How would you adapt your liturgy in light of the new population? (1500 word maximum)

Part III (20%): Worship Service Design with Commentary – Due: Dec. 16

Design a complete service of worship for the congregation used for the Field Observation Report

1. The service will be designed to reflect the readings (Revised Common Lectionary, Year B) for one Sunday in Ordinary Time (note: you do not have to use all four of the readings!):
 - a. Deuteronomy 6:1-9; Psalm 119:1-8; Hebrews 9:11-14; Mark 12:28-34
 - b. 1 Kings 17:8-16; Psalm 146; Hebrews 9:24-28; Mar, 12:38-44
 - c. Daniel 12:1-3; Psalm 16; Hebrews 10:11-14, 19-25; Mark 13:1-8
2. The service will include:
 - a. one original prayer of confession or opening prayer
 - b. one original prayer of thanksgiving or prayer of intercession
 - c. one or more of the readings for the day of the church year selected
 - d. a one paragraph summary of the sermon focus
 - e. the celebration of one sacrament (communion and/or baptism)
3. Provide the complete text of the liturgy as the worship leader(s) would have it (first line titles and tunes for all hymns/songs, full wording for all other elements). It is not necessary to type out hymn/song texts, ecumenical creeds, and scripture lessons.
4. In the commentary for the order of service, be sure to discuss:
 - a. Why a particular element is placed where it is in the order (e.g., How does it relate to that which precedes and follows? How does it fit into the overall framework of the service?)
 - b. Why the content of the element is appropriate to the service (e.g., why a particular hymn or song was chosen)
 - c. Why changes were made (if any) from the form currently in use by the community

Course Schedule

(Reading Key: **bolded** – main readings; **blue** – art resource [everyone read/watch/listen], **orange**: assignments due)

Week 1 – What Is Worship?

Class 1 (Aug. 31) – Intro – Worship and Ritual

Read: Smith, excerpt from “Lovers in a Dangerous Time: Cultural Exegesis of ‘Secular’ Liturgies,” in *Desiring the Kingdom* (Canvas)
-Read or Listen: Wallace, “This is Water” (Canvas)

Class 2 (Sept. 2) – What is Christian Worship?

Read:

-Isaiah 6:1-8; Deuteronomy 26:1-10; Luke 24:13-38; Acts 2:41-48
-Duck, xv-xxii, 1-27
-*Covenant Book of Worship*, 3-11, 15-29

Week 2 – Words in Worship

Class 1 – (Sept. 7) – Words in Worship

Read:

-Genesis 1; John 1:1-18
-Duck, 97-108
-*Covenant Book of Worship*, 33-46
-Listen: “Words That Shimmer,” *On Being* interview with Elizabeth Alexander (Canvas)

Class 2 – (Sept. 9) – Words in Worship (cont.)

Read:

-Duchesne, “Antiracist Preaching: Homiletical Strategies for Undermining Racism in Worship” (Canvas)
-Long, “Talking Ourselves into Being Christian” (Canvas)
-LeGuin, “Telling Is Listening” (Canvas)

Week 3 – Body and Sacrament

Class 1 – (Sept. 14) – Body in Worship

Read:

-Duck, 88-91
-Westerfield Tucker, “Knee-Bowed and Body Bent” (Canvas)
-Williams, “Love Your Body: The Power and Protest of Embodied Worship” (Canvas)
Due: Field Observation Report (Due: Sept. 14, 11:59 p.m.)

Class 2 – (Sept. 16) – Body and Sacrament

Read:

-Duck, 141-55
-Doyle, excerpts from *Mink River* (Canvas)

Week 4 – Inculturation

Class 1 (Sept. 21) – Culture and Inculturation

Read:

-Acts 15:1-29

-Duck, 35-56

-Nairobi Document (Canvas)

Class 2 (Sept. 23) – Inculturation and Worship

Read:

-Phan, “Liturgical Inculturation” (Canvas)

-Chupungco, “Liturgy and Components of Culture” (Canvas)

-Examine: Marian Images (Canvas)

Week 5 – Liturgical Time and Sunday

Class 1 (Sept. 28) – Liturgical Time

Read:

-Duck, 125-30

-Stookey, 15-78

Class 2 (Sept. 30) – Sundays

Read:

-Exodus 20:8-11; Exodus 23:10-16; Revelation 1:10

-Stookey, 15-52

-McClain, excerpt from *Come Sunday: The Liturgy of Zion* (Canvas)

-Listen: Duke Ellington, “Come Sunday” (Canvas)

Week 6 – Liturgical Time: Church Year

Class 1 (Oct. 5) – Church Year: Easter, Lent, Pentecost

Read:

-Stookey, 53-104

-Chekhov, *The Student*

-Rodriguez, *Hunger of Memory*

Class 2 (Oct. 7) – Church Year: Christmas, Advent, Epiphany, Ordinary Time

Read:

-Stookey, 105-161

-Baldovin, “The Liturgical Year: A Calendar for a Just Community” (Canvas)

Week 7 – Worship as Theology

Class 1 (Oct. 14) – Worship as Theology

Read:

-Excerpts from *Sacraments and Worship*: Athanasius of Alexandria, Sub Tuum Praesidium, Basil of Caesarea, Prosper of Aquitaine, Nicholas Cabasilas, Amalarius of Metz, Martin Luther, The Council of Trent, Pope Pius IX, Odo Casel, Peter Brunner, Alexander Schmemmann, Geoffrey Wainwright, Aidan Kavanaugh, Edward Kilmartin, Gordon Lathrop, Don Saliers, Robert Taft, David W. Fagerberg, Teresa Berger, Melanie Ross, Virgilio Elizondo (Canvas)

Class 2 (Oct. 16) – Worship as Theology

Read:

-Niequist, “Too Much Bono in Church?” (Canvas)
-Isasi-Díaz, “Rituals and *Mujeristas*’ Struggle for Liberation” (Canvas)
-Zagajewski, “Try to Praise the Mutilated World” (Canvas)

Week 8 – READING WEEK

Week 9 – Worship and Ethics

Class 1 (Oct. 26) – Worship and Ethics

Read:

-Saliers, “Liturgy and Ethics: Some New Beginnings” (Canvas)
-Winner, excerpt from *The Dangers of Christian Practice* (Canvas)
-Carvalhaes, “Worship: Loving Madly” (Canvas)
-Examine: Chagall, *White Crucifixion* (Canvas)

Class 2 (Oct. 28) – *The Spirituals and the Blues*

Read:

-Cone, *The Spirituals and the Blues*

Due: *The Spirituals and the Blues* Review (Due: Oct. 29, 11:59 p.m.)

Week 10 – Music in Worship

Class 1 (Nov. 2) – Music in Worship

Read:

-Duck, 77-88
-Saliers and Saliers, “A Sound Spirituality,” in a *Song to Sing, a Life to Live* (Canvas)
-Bjorlin, “Theologies of Church Music” (Canvas)
-Lucille Clifton, “What Nikki Knows” (Canvas)

Class 2 (Nov. 4) – Hymnals and Congregational Song

Read:

-Westerfield Tucker, “Have Hymnals Become Dinosaurs?” (Canvas)

Week 11 – Baptism

Class 1 (Nov. 9) – Baptism

Read:

-Ezekiel 36:24-27; Acts 2:37-41; Acts 8:27-38; Romans 6:1-11;

Galatians 3:26-29

-Duck, 157-81

Class 2 (Nov. 11) – Baptism

Read:

-Scharen, “Baptismal Practices and the Formation of Christians: A Critical Liturgical Ethics” (Canvas)

-“Baptism” section of Baptism, Eucharist, and Ministry (WCC) (Canvas)

-Watch: Alvin Ailey, “Wade in the Water” (Canvas)

Due: “Worship Inculturation and Adaptation” (Due: Nov. 11, 11:59 p.m.)

Week 12 – Eucharist/Lord’s Supper/Communion

Class 1 (Nov. 16) – Eucharist/Lord’s Supper/Communion

Read:

-Acts 2:42-46; 1 Corinthians 11:20-29; Matthew 26:26-29; Hebrews 9:11-14

-Duck, 183-204

Class 2 (Nov. 18) – Eucharist/Lord’s Supper/Communion

Read:

-Kim-Cragg, “Through Senses of Sharing: How Liturgy Meets Food (Canvas)

-Carvalhoes, excerpt from *Eucharist and Globalization* (Canvas)

-“Eucharist” section of Baptism, Eucharist, and Ministry (WCC)

Week 13 – Prayer

Class 1 (Nov. 23) – Prayer

Read:

-Ephesians 6:12-18; 1 Thessalonians 5:14-18; Luke 18:1-8

-Duck, 57-76

-Stookey, Learning a Basic Form for Brief Prayers (Canvas)

Due: Sacraments and the Arts Project (Due: Nov. 23, 11:59 p.m.)

Class 2 – NO CLASS - THANKSGIVING

Week 14 – Planning Public Worship and Worship Spaces

Class 1 (Nov. 30) – Planning Public Worship

Read:

-Duck, 109-124

-Hall, “Failure Makes Good Worship”; Guidry Jones, “Good Worship”; Rienstra, “Good Worship: Articulating Standards of Excellence in Worship without Becoming Liturgical Police” (Canvas)

Class 2 (Dec. 2) – Worship Spaces

-Duck, 91-94

-Vosko, “Standing on Holy Ground” (Canvas)

-Torgerson, excerpt from *Sighting the Unseen* (Canvas)

-Larkin, “Church Going” (Canvas)

Week 15 – Rites of Passage: Healings, Funerals, and Weddings

Class 1 (Dec. 7) – Rites of Passage: Healing and Death

Read:

-Duck, 231-256

-Grimes, excerpt from *Deeply into the Bones* (Canvas)

Class 2 (Dec. 9) – Rites of Passage: Funerals and Weddings

Read:

-Duck, 205-230

-Long, excerpt from *Accompany Them with Singing* (Canvas)

-Examine: He Qi, “Wedding at Cana,” “Seven Demons,” and “Women at the Tomb” (Canvas)

Week 16 – Incorporating Children in Worship

Class 1 (Dec. 14) – Incorporating Children in Worship

Read:

-Bible: Isaiah 1:12-20; Isaiah 11:1-9; Matthew 19:13-15

-Duck, 27-34, 262-271

-Clifton-Soderstrom and Bjorlin, excerpt from *Incorporating Children in Worship* (Canvas)

-Examine: Rilke, “Only a Child”

Due: Worship Design (Part III) (Due: Dec. 16, 11:59 p.m.)

Reference Page (Full Citations for Resources on Syllabus)

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