**Introduction to Christian Worship (IST20161) (Hybrid) (Revised)**

Winter 2020

**INSTRUCTOR:**

Eunjoo Mary Kim (ekim@iliff.edu)

**GATHERING DAYS:**

02/04 (Tues.), 1:00-5:00 – 02/05 (Wed.), 8:00-Noon

**GUEST SPEAKER:** Thomas Strickland

**COURSE DESCRIPTION & OBJECTIVES**

This course is designed to help students deepen their theological understanding of Christian worship and broaden their liturgical experience as a way to communicate faith with individuals and communities. Through lectures, readings, discussions, and worship workshops, students will be encouraged to become creative spiritual worship leaders who can help their congregations live faithfully in the presence of God in various spheres of life. It is hoped that, by the end of the course, students will

#### deepen their theological understanding of Christian worship,

#### clarify the pastoral and social functions of worship as a corporate ministry with a congregation,

#### identify the distinctive elements of their liturgical traditions and contemporary challenges to the revitalization of worship,.

#### develop their capacity as worship leaders to conduct meaningful and memorable spiritual worship by integrating liturgical elements in creative and effective ways.

**DEGREE LEARNING GOALS:**

Theology and Religious Practices (PR): engage in analysis of contemporary religious traditions and institutions in order to assess, design, and perform meaningful leadership practices with sensitivity to contextual realities and relationship (*Master’s Student Handbook)*.

**REQUIRED TEXTS** (All books are available at the library):

1. Ruth Duck, *Worship for the Whole People of God: Vital Worship for the 21st Century* (ISBN: 970-0-664-23427-0)*.*
2. Sharon R. Fennema, “Postcolonial Whiteness: Being-With in Worship,” in *Liturgy in Postcolonial Perspectives: Only One Is Holy*, ed. by Claudio Carvalhaes. (ISBN: 9781137516350). (Available on Canvas).
3. Joan Huyser-Honig, “Technology in Worship: Beyond PowerPoint.” (Available on Canvas).
4. Kimberly Long, *From This Day Forward: Rethinking Christian Wedding* (ISBN: 0664239307).
5. Thomas Long & Thomas Lynch, *The Good Funeral: Death, Grief, and the Community of Care* (9780664238537).
6. N. Graham Standish, “Why Do We Worship the Way We Have Always Worshiped When People Keep Changing?” *Alban Weekly*, Issue 311. (Available on Canvas).
7. James White, *A Brief History of Christian Worship* (ISBN: 0687034140).
8. Brian Wren, *Praying Twice: The Music and Words of Congregational Song* (ISBN: 0664256708)*.*
9. “The Lima Document on Baptism and Eucharist.” (Available on Canvas).
10. Your denominational worship book.

**RECOMMENDED TEXTS** (All books are available at the library):

1. Eunjoo Mary Kim, *Christian Preaching and Worship in Multicultural Contexts* (ISBN: 9780814663455).
2. James White, *Protestant Worship: Tradition in Transition* (ISBN: 0664250378)*.*
3. Susan J. White, *Foundations of Christian Worship* (ISBN: 664229247).

**SUGGESTED TEXTS** (All books are available at the library):

1. Kimberly Long and David Maxwell, *Inclusive Marriage Services: A Wedding Sourcebook* (ISBN:9780664262198).
2. Thomas Long, *Accompany Them with Singing: The Christian Funeral* (ISBN: 0664239709).
3. Gayle C. Felton, *By Water and the Spirit* (ISBN: 0881772011).
4. Movie, “Romero.”
5. Doreen M. McFarlane, *Weddings with Today’s Families in Mind* (ISBN: 978-0-8298-1737-9).

**REQUIREMENTS**:

You are expected to read all the assigned readings for the course and post all the assignments in a timely manner. Your regular and active participation in discussion and feedback in online and the Gathering Days class are required. The instructor should be informed in advance of any necessary absences. You cannot pass the course if you are not able to attend the Gathering Days class.

All the assignments will be posted on the Discussions page, so that you may learn from other classmates’ writings by reading and replying to them. **When replying, respond to at least three classmates’ posts. Please make sure that all students have replies, before commenting on the posts that already have replies. You do not have to reply to late posts.**

The instructor will also provide her comments on the students’ assignments by replying to the posts on the Discussions page within a week, and you are supposed to read her replies to other students’ posts, as well as your own, as learning opportunities.

In this class, we are committed to modeling the values Iliff embraces: diversity, mutual respect, accountability, honest communication, critical self-reflection, curiosity, creativity, and a sense of adventure. In each class, we will do our best to respect differences and diversity in human life and worship experience.

Following are the written assignments that should be posted on Canvas:

1. **Seven One-page Essays** (single-spaced, Times New Roman, 12 pt. or 450-500 words) **and your replies** to at least 3 classmates’ posts (no less than 100 words/each). Please read the detailed instructions in weeks 1, 3, 4, 7, 8, 9, and 10 of the Course Schedule.
2. **A 3-4 page research paper (double-spaced, 12-point, or 800-1000 words) on the liturgical history of your own denomination.** If you have more than one denomination in your spiritual journey, please choose the one you are now involved in. The paper needs to focus on two things: 1) A summary of the historical development of your denominational worship in its style, theological ground, and distinctive characteristics and 2) critical reflection on contemporary challenges to your denominational worship. James White’s book, *Protestant Worship: Tradition in Transition*, is a basic resource for this assignment in addition to your denominational resources. Post your paper on Canvas by Mon. (1/13), 11:59 p.m. (MT), and reply to your classmates’ papers in no less than 100 words/each by Wed. (1/15), 11:59 p.m. (MT).
3. **A group project.** In the Gathering Days class, you will join a worship workshop group to prepare a creative and revitalized worship service for a special event (e.g., a funeral, a wedding, a senior graduation service, an ordination service, etc.). Detailed guidelines for this project are posted on Canvas. The formation of workshop groups and the order of presentations will be decided on the first day of the Gathering Days class. The worship services will be videotaped, and you are required to post on Canvas 1) Interpretive Notes of Worship, summarizing the entire process of the worship preparation (2-3 pages, double-spaced, 12 pt. or 500-750 words) and 2) A Group Evaluation paper after reviewing your group’s worship video (1-2 pages, double-spaced, 12 pt. or 250-500 words) by Sun. (2/09), 11:50 p.m. (MT).
4. **Reports on two worship services** (2-3 pages each, double-spaced, 12-point, or 500-700 words). Attend at least two worship services in denominationally different churches (one can be your own church; a worship service during the Gathering Days can also be used for this assignment) during this quarter (refer to “Tips for Observation and Reflection” posted on Canvas) and write reports on the two services you attended, including 1) the history of the worship life of the congregation you worshiped with, 2) the strengths and weaknesses of that community’s worship service based on the “Criteria for Worship Evaluation” that is posted on Canvas, and 3) your liturgical insights into improving the service. Post your reports on Canvas with scanned worship bulletins (if bulletins are not available, please write down the order of worship) by 2/10 (Mon.), 11:59 p.m. (MT), and reply to at least three classmates’ essays in no less than 100 words/each by Wed. (2/12), 11:59 p.m. (MT).

The purpose of this assignment is NOT to praise or criticize. The goal is to define your skills for understanding the nature of worship and improve your critical and constructive evaluation of worship services. Statements such as “I loved\_\_\_\_” or “I hated \_\_\_\_\_” will be of little help. But saying, for example, “there was in the selection of the music a balance of tradition and innovation that gave me the sense of the Spirit working both in the past and in the present,” helps a lot, because it gives us precise information and a way of conceptualizing how something affected you and why.

1. **A complete liturgy.** One complete worship service is to be prepared, and **its order of worship and a 2-3-page written rationale (double-spaced or 500-750 words) must be posted on Canvas by March 13 (Fri.), 11:59 p.m.** Choose one of the liturgical seasons based on the church calendar (Advent, Christmas, Epiphany, Lent, Easter and Pentecost) and craft a liturgy for a Sunday service or a special liturgical day, by referring to Appendix 2 of Duck’s book (pp. 277-282). The form of the worship order must include full texts of prayers, hymns, a sermon (or its detailed outline), and other liturgical elements. In addition, the students should provide the instructor with **a 2-3-page written rationale**, explaining 1) what the liturgical theme is, 2) who the worshipers are, 3) what the liturgical context/space is, 4) why the service is ordered as it is, and 5) why such liturgical elements (songs, prayers, biblical passages, symbols, technology, etc.) are selected. You are required to reply to at least three classmates’ posts in no less than 100 words/each by Sun. (3/15), 11:59 p.m. (MT).

#### **EVALUATION:**

Students can take the course using their P/F option. In order to receive the grade of “P,” students must complete the five Requirements listed in the section of Requirements. Those who want to contract for a grade of P/F must email a note to the instructor by Week 3.

For a letter grade, normal school grading system is used. In order to ensure accountability and fairness, the following grading system will be applied:

Requirement #1..…..……………………………49% (7x7%)

 Requirement #2………………………………....10%

Requirement #3………………………...……….13% (Workshop 10% + Interpretive Notes 2%

 + Group Evaluation 1%)

 Requirement #4 …………...…….……………….14% (2x7%)

 Requirement #5 ………………………………….14%

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 Total 100%

The Iliff grading system is a five-letter system from A through F with pluses and minuses. In computing grade point average (GPAs), grades are assigned the following numerical values (*The Master’s Student Handbook*, p. 80):

 A : 4.00 (100 − 96%)

A-: 3.75 (95 – 91%)

 B+: 3.25 (90 – 86%)

 B : 3.00 (85 – 81%)

 B-: 2.75 (80 − 76%)

 C+: 2.25 (75 – 71%)

 C : 2.00 (70 – 66%)

\*If you do not answer all the questions in your written assignments, you will lower your grade (from -1 to -5 points/each).

\*If you do not reply to three classmates’ posts, you will lower your grade (-0.5 point/each).

\*Both unexcused and excused late submissions will result in lowering your grade (-2 points/each). You may not receive the instructor’s written comments on your late posts.

\*The course deadline for late submissions is March 13 (Fri.), 11:59 p.m. (MT). All the assignments submitted late may be reviewed by the instructor after this date.

\*The use of inclusive language is strongly urged in all class discussions, writings, and worship services.

**Incomplete Policy:** Students are responsible for following the procedures outlined in the attached document.

**ADA Policy:** Iliff engages in a collaborative effort with students with disabilities to reasonably accommodate student needs. Students are encouraged to contact their assigned advisor to initiate the process of requesting accommodations. The advising center can be contacted at advising@iliff.edu or by phone at 303.765.1146.

**INCOMPLETE COURSES**
Faculty will clarify at the beginning of each quarter whether or not they will accept Incompletes in special circumstances. If faculty choose not to allow Incompletes for any reason, that should be stated on the syllabus. Faculty will distribute to students a copy of the procedures and policies regarding Incompletes at the beginning of each course. Please note that an Incomplete given by an instructor without the appropriate form is recorded on the transcript as an “F."

If Incompletes are allowed, the following procedures will be followed:

a. The request must be made in writing to the instructor before the end of the quarter, using an Incomplete request form available from the Office of the Registrar. The instructor, if in agreement with the request, signs the Incomplete request form and forwards it to the dean for approval. The approved incomplete request is given to the registrar and a copy is sent to the student and the instructor. A separate form is needed for each Incomplete requested.

b. When the work is completed, the student must turn the work in to the registrar who will forward it to the instructor. The instructor will submit the grade to the registrar normally by the end of the quarter in which the work is submitted. The Business Office will bill students ($20.00 per incomplete) for the fee.

c. Incompletes automatically turn into failing grades after four quarters (one calendar year). The latest time to turn in incomplete work is the last day of class of the fourth quarter. See the Academic Calendar at the front of the *Masters Student Handbook* for dates. **Extensions will not be given for Incompletes beyond the established four quarters.**

d. If work for an incomplete is turned in later than one quarter after the end of the course, the work may be graded on a Pass/Fail basis, at the discretion of the instructor. At the discretion of the instructor, students taking an Incomplete may be required to attend class sessions at the next course offering to finish the course requirements, provided the course is offered within the established time frame.

e. Normally, students with 10 or more credits of outstanding Incompletes at one time will not be allowed to register.

Courses in which an Incomplete has been granted but not yet completed are not included in the student’s GPA calculations.

**COURSE SCHEDULE**

**Week 1 (1/06-1/10): The Nature of Christian Worship**

* Readings: Standish; Duck, Introduction & Chs. 1 & 14.
* Recommended readings: S. White, Ch. 1; Kim, Introduction.
* Assignments:
1. Post **your videotape** (3-4 min.)introducing yourself and your congregationby Mon. (1/06), 11:59 p.m. (MT). Please let us know your program at Iliff, denomination, leadership experience in worship, future plan after graduation, and why you take this course.
2. **One-page Essay 1** (single-spaced, Times New Roman, 12 pt. or 450-500 words), focusing on the following questions:
3. What is worship for you? Why do we worship?
4. What are the problems or challenges that your church faces in worship?

You are required to reflect on the readings and reference them in your writing. Post your essay by Mon. (1/06), 11:59 p.m. (MT), and reply to your classmates’ essays in no less than 100 words/each by Wed. (1/08), 11:59 p.m. (MT).

**Week 2 (1/13-1/17): A History of Christian Worship**

* Readings: J. White, *A Brief History of Christian Worship*.
* Recommended Readings: Kim, Ch. 5.
* Class Resources: “A Summary of Liturgical History” (available on Canvas).
* Assignments: Requirement #2
1. **A 3-4 page research paper (double-spaced, 12-point, or 800-1000 words) on the liturgical history of your own denomination.** If you have more than one denomination in your spiritual journey, please choose the one you are now involved in. The paper needs to focus on two things:
2. A summary of the historical development of your denominational worship in its style, its theological ground, and the formation of the distinctive characteristics of its corporate worship.
3. Your critical reflection on contemporary challenges to your denominational worship.

James White’s book, *Protestant Worship: Tradition in Transition*, is a basic resource for this assignment in addition to your denominational resources.

You are required to reflect on the readings and reference them in your writing. Post your paper on Canvas by Mon. (1/13), 11:59 p.m. (MT), and reply to your classmates’ papers in no less than 100 words/each by Wed. (1/15), 11:59 p.m. (MT).

**Week 3 (1/20-1/24): Worship Planning**

* Readings: Duck, Chs. 2, 3, 4 & 8; Fennema.
* Recommended Readings: S. White, Chs. 2 & 4.
* Class Resources: “Criteria for Worship Evaluation” (available on Canvas); your denominational worship book.
* Assignments:
1. **One-page Essay 2** (single-spaced, Times New Roman, 12 pt. or 450-500 words): Review a recent worship bulletin of your church and evaluate it, focusing on the following questions:
2. What is the basic pattern of the order of worship? What is the liturgical theme? Who participates in worship leadership? Which liturgical component(s) (music, words, prayers, sacraments, symbols, etc.) is in the center of the worship service? How does it work for the formation of the congregational spiritual life?
3. What are the strengths and weaknesses you find in the order of service? Refer to the “Criteria for Worship Evaluation” posted on Canvas.
4. Do you have any suggestions or ideas to make the service be more inclusive and participatory?

You are required to reflect on the readings and reference them in your writing. Post your essay on Canvas by Mon. (1/20), 11:59 p.m. (MT), and reply to your classmates’ essays in no less than 100 words/each by Wed. (1/22), 11:59 p.m. (MT).

**Week 4 (1/27-1/31): The Arts of Worship**

* Readings: Duck, Chs. 5, 6, 7; Joan Huyser-Honig.
* Assignments:
1. **One-page Essay 3** (single-spaced, Times New Roman, 12 pt. or 450-500 words), focusing on the following questions:
2. Share your positive or negative experiences of music, symbols, multimedia, technology, and other liturgical arts in worship. What would be the criteria for good liturgical art?
3. Share some of your concrete ideas how to use liturgical arts effectively in worship.

You are required to reflect on the readings and reference them in your writing. Post your essay on Canvas by Mon. (1/27), 11:59 p.m. (MT), and reply to your classmates’ essays in no less than 100 words/each by Wed. (1/29), 11:59 p.m. (MT).

**Week 5** **(Gathering Days 2/04-2/05): Music (Tom Strickland) & Worship Workshops**

* Readings: Wren (at least 2 chapters at your choice).
* Class Resources: Duck, Appendix 1; your denominational worship book; “Criteria for Worship Evaluation” (available on Canvas); “Strategies for Liturgical Reform” (available on Canvas); “Guidelines for the Group Project” (available on Canvas).
* Assignments:
1. **Requirement #3** (A Group Project): Prepare and conduct a worship service in class and post on Canvas 1) Interpretive Notes of Worship, summarizing the entire process of the worship preparation (2-3 pages, double-spaced, 12 pt. or 500-750 words) and 2) A Group Evaluation (1-2 pages, double-spaced, 12 pt. or 250-500 words), by Sun. (2/09), 11:59 p.m. (MT).

**Week 6 (2/10-2/14):** **Reading Week**

* Readings: Duck, Ch. 13; Wren (remaining chapters).
* Class resources: “Tips for Worship Observation and Reflection” (available on Canvas)
* Assignments:
1. **Requirement #4** (Reports on Two Worship Services). Post it on Canvas by 2/10 (Mon.), 11:59 p.m. (MT), and reply to your classmates’ essays in no less than 100 words/each by Wed. (2/12), 11:59 p.m. (MT).

**Week 7 (2/17-2/21): Baptism**

* Readings: Duck, Chs. 9 & 10; “The Lima Document on Baptism”; your denominational resources for baptism.
* Recommended readings: S. White, Ch. 3 (pp. 68-88).
* Suggested readings: Felton.
* Assignments:
1. **One-page Essay 4** (single-spaced, Times New Roman, 12 pt. or 450-500 words): Please answer the following questions: Would you baptize a stillborn child in a hospital at the request of the parents? Why or why not? Your response should be based on
2. your knowledge of the history of the Christian practice of baptism in general,
3. your research on your denominational position on baptism,
4. your own theological and pastoral reflection.

Post your essay on Canvas by 2/17 (Mon.), 11:50 p.m. (MT), and reply to at least 3 classmates’ posts (no less than 100 words) by 2/19 (Wed.), 11:50 p.m. (MT).

**Week 8 (2/24-2/28): Communion**

* Readings: Duck, Ch. 11; “The Lima Document on Eucharist”; your denominational resources for Communion.
* Recommended readings: S. White, Ch. 3 (pp. 88-105).
* Suggested material: Movie, “Romero.”
* Assignments:
1. **One-page Essay 5** (single-spaced, Times New Roman, 12 pt. or 450-500 words): Please answer the following questions: What is your church (or denomination)’s position on Open Communion? If you were an ordained pastor, would you invite people of another faith (in case of different religions or different denominations) to the Communion table? Why or why not? Your response should be based on

1) your knowledge of the history of the Christian practice of Holy Communion in general,

2) your research on your denominational position on Communion,

3) your own theological and pastoral reflection.

Post your essay on Canvas by 2/24 (Mon.), 11:59 p.m. (MT), and reply to at least 3 classmates’ posts (no less than 100 words) by 2/26 (Wed.), 11:59 p.m. (MT).

**Week 9 (3/2-3/06):** Weddings

* Readings: Duck, pp. 206-216; K. Long, Chs. 3, 4, 5, & 6; your own denominational resources for weddings.
* Suggested Readings: Long & Maxwell; McFarlane.
* Assignments:
1. **One-page Essay 6** (single-spaced, Times New Roman, 12 pt. or 450-500 words): Reflect on this week’s readings and your own or someone’s wedding you attended, and answer the following questions:
	* What is your theological understanding of marriage?
	* What makes (or does not make) the wedding a meaningful and memorable event?
	* Please choose one of the following wedding cases, and give your pastoral and liturgical advice to a pastor who prepares for that wedding:
		1. An interfaith wedding
		2. An intercultural/interracial wedding
		3. A wedding with children from previous marriages
		4. A same-sex wedding
		5. A non-Christian wedding

Post your essay on Canvas by 3/02 (Mon.), 11:59 p.m. (MT), and reply to at least 3 classmates’ posts (no less than 100 words) by 3/04 (Wed.), 11:59 p.m. (MT).

### Week 10 (3/9-3/13): Funerals

* Readings: Long & Lynch, Chs. 2, 4, 8 & 10; your own denominational resources for funerals.
* Suggested Readings: T. Long.
* Assignments:
1. **One-page Essay 7** (single-spaced, Times New Roman, 12 pt. or 450-500 words): Reflect on your direct or indirect experiences of funerals and this week’s readings, and answer the following questions:
2. What does death mean for you?
3. What is the purpose(s) of the funeral service?
4. What is the difference(s) between a funeral service and a memorial service?
5. Please choose one of the following funeral cases, and give your pastoral and liturgical advice to a pastor who prepares for that funeral:
* Funerals for those who were outside the Christian faith
* Funerals for those who committed suicide
* Funerals for children

Post your essay on Canvas by 3/09 (Mon.), 11:59 p.m. and reply to at least 3 classmates’ posts (no less than 100 words) by 3/11 (Wed.), 11:59 p.m. (MT).

**Requirement #5 (A complete liturgy): Due March 13 (Fri.), 11:59 p.m. (MT).**

Selected Bibliography

**Worship as Ritual:**

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Cooke, Bernard & Gary Macy. *Christian Symbol and Ritual: An Introduction*. New York: Oxford University Press. 2005.

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**Theology and History of Worship:**

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**Multicultural/Contemporary/Creative Worship:**

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Nashville: Abingdon Press. 2002.

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**Worship and Culture:**

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**Components of Worship (preaching, inclusive language, music, prayer, dance, technology, etc.)**:

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**Worship and the Congregation Life /Pastoral Care:**

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