**IST20161 Introduction to Christian Worship (update)**

Winter 2022 (Online)

Iliff School of Theology

**INSTRUCTOR:**

Eunjoo Mary Kim (ekim@iliff.edu)

**ZOOM MEETINGS:**

Week 3: 01/26 (Wed.), 10:00 – Noon (MT)

Week 10: 03/16 (Wed.), 10:00 – Noon (MT)

**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 readings, discussions, and group projects, 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 worship by integrating liturgical elements in creative and constructive 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. Duck, Ruth. *Worship for the Whole People of God*. 2nd edition.(ISBN: 970664264765)*.*
2. Fennema, Sharon R. “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. Huyser-Honig, Joan. “Technology in Worship: Beyond PowerPoint.” (Available on Canvas).
4. Jagessar Michael N. & Stephen Burns. *Christian Worship: Postcolonial Perspectives.* Chapters 3. (ISBN: 9781845534073).
5. Kim, Eunjoo Mary. *Christian Preaching and Worship in Multicultural Contexts.* Chapters 1, 2, 5. (ISBN: 9780814663455).
6. Standish, N. Graham. “Why Do We Worship the Way We Have Always Worshiped When People Keep Changing?” *Alban Weekly*, Issue 311. (Available on Canvas).
7. Wren, Brian. *Praying Twice: The Music and Words of Congregational Song.* Chapters 1, 4, 6, 7, and more at your choice. (ISBN: 0664256708)*.*
8. The Lima Document on Baptism and Eucharist.” (Available on Canvas).
9. Your denominational worship book and other resources.

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

1. Felton, Gayle C. *By Water and the Spirit.* (ISBN: 0881772011).
2. Foley, Edward. Eucharist: Postcolonial Theory and Developmental Disabilities: A Practical Theologian Revisits the Jesus Table. [Eucharist,\_Postcolonial\_Theory.pdf](file:///C%3A%5CUsers%5Cekim%5CGoogle%20Drive%5Cdocuments%5CDocuments%5Ccourse-multicultural%20worship%5CEucharist%2C_Postcolonial_Theory.pdf)
3. Langford, Andy. *Transitions in Worship: Moving from Traditional to Contemporary*. “A Parable.”
4. Movie, “Romero.”
5. White, James, *Protestant Worship: Tradition in Transition* (ISBN: 0664250378)*.*
6. \_\_\_\_\_\_\_\_\_\_, *A Brief History of Christian Worship* (ISBN: 0687034140).

**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 Zoom meetings is required. The instructor should be informed in advance of any necessary absences. You cannot pass the course if you cannot participate in more than two weeks. If you miss Zoom meetings, please contact the instructor for makeup assignments.

All the assignments will be posted on the Discussions board so that you may learn from other classmates’ writings by reading and replying to them. You may reply in one word or a sentence. But, you are required to respond to at least three classmates’ posts in no fewer than 100 words. Please make sure all the students have the replies before commenting on the posts that already have the replies. All the students are supposed to have an equal number of replies. You do not have to reply to late posts.

The instructor will provide comments on the students’ assignments by replying to the posts on the Discussions board within a week. You are encouraged to read her replies to the other students’ posts and 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. We will do our best to respect differences and diversity in human life and worship experience in each class.

Following are the written assignments to be posted on Canvas:

1. **Six One-page Essays** (double-spaced, Times New Roman, 12 pt. or 250-300 words) **and your replies** to at least three classmates’ posts (no fewer than 100 words/each). Please read the detailed instructions in **Weeks 1, 4, 5, 6, 8, and 9** 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:
3. A summary of the historical development of your denominational worship in its style, theological foundation, and distinctive characteristics.
4. Critical reflection on contemporary challenges to your denominational worship.

James White’s book, *Protestant Worship: Tradition in Transition*, may have a chapter on the history of your denomination, in addition to your denominational resources. The essay should include appropriate footnotes or a list of works cited with page numbers. Post your paper on Canvas by attachment by **Week 2, Wednesday** (1/19), 11:59 p.m. (MT), and reply to at least three classmates’ papers (no fewer than 100 words/each) by Friday (1/21), 11:59 p.m. (MT).

1. **Two Worship Reports** (2-3 pages each, double-spaced, 12-point, or 500-750 words). Attend two worship services (in person or online) in denominationally, racially, or religiously different churches. After attending each service, write a report, focusing on (1) the racial and ethnic makeup and other social components of the congregation you worshipped with, (2) the history of the congregation’s worship life, (3) distinctive liturgical and theological features of the service, (4) your critical and constructive reflection on the service, and (5) at least two things that you took away from the service to improve your congregational worship. In order to respond to these five categories, you may need to interview some church members or staff.

Please refer to the “Tips for Observation and Reflection” posted on Canvas when you attend the worship services. Post your reports on Canvas with scanned worship bulletins by attachment. If the bulletins are not available, please write down the order of service.

Post **Report I** by Week 7, Wednesday (2/23), 11:59 p.m. (MT) and reply to at least three classmates’ reports (no fewer than 100 words/each) by Friday (2/25), 11:59 p.m. (MT); post **Report II** by Week 10, Wednesday (3/16), 11:59 p.m. (MT), and reply to at least three classmates’ essays (no fewer than 100 words/each) by 3/18 (Fri.), 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. **Group Project.** You will join an online worship workshop group to prepare for and videotape a creative and revitalized worship service. It can be for regular Sunday worship or a special liturgical event following the Christian calendar or your local church calendar. Detailed guidelines for this project are posted on Canvas. The workshop groups will be formed at the first Zoom meeting (1/26). The worship service will be videotaped, and your group is required to post on Canvas the following four files in a timely manner:

(1) A worship bulletin

(2) A 3-4-page (double-spaced, or 750-1000 words) rationale, explaining the entire process of the worship preparation, including

a. what the liturgical theme is and why that particular theme is chosen,

b. what the purpose of worship is,

c. who the worship leaders are (their race, gender, sexuality, age, theological orientation, etc.),

d. what the liturgical context (time, space, people, etc.) is,

e. how and why the service is ordered as it is,

f. how and why such liturgical elements (songs, prayers, biblical passages, symbols, technology, etc.) are selected.

(3) A worship video

(4) A group evaluation paper (1-2 pages, double-spaced, 12 pt. or 250-500 words), focusing on what was strong and weak in substance and delivery and two or more goals your group wants to achieve if it is revised.

Post (1) a worship bulletin and (2) a rationale by **Week 7, Friday** (2/25), 11:50 p.m. (MT) by attachment, and (3) a worship video and (4) a group evaluation by **Week 9, Friday** (3/11). You must also watch other groups’ worship videos and be ready to offer feedback at the second Zoom meeting in **Week 10, Wednesday** (3/16).

#### **EVALUATION:**

Students can take the course using their P/F option. In order to receive the grade of “P,” students must complete the four 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..…..……………………………………42% (6x7%)

 Requirement #2………………………………………....13%

Requirement #3………………………...…………….....14% (2x7%)

Requirement #4 …………...…….………………………25%

 Zoom meetings …………………………………………...6% (2x3%) \_\_\_\_\_\_\_\_\_\_ 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.

\*If you do not reply to three classmates’ posts in no fewer than 100 words, you will lower your grade (-0.5 point/each).

\*Late submissions will result in lowering your grade (-1 points/each). In addition, you may not receive the instructor’s written comments on your late posts.

\*The course deadline for late submissions is March 18 (Fri.), 11:59 p.m. (MT). The instructor may review all the assignments submitted late after this date.

\*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 (1/10-1/14): The Nature of Christian Worship**

* Required readings: Standish; Duck, Introduction & Ch. 1; Kim, Introduction; “Biblical References to Worship.”
* 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, year, denomination, leadership experiences in ritual and worship, plan after graduation, why you take this course, etc.
2. If you have any questions about the course syllabus, please post them on Canvas.
3. **One-page Essay 1** (double-spaced, Times New Roman, 12 pt. or250-300 words), focusing on the following questions:
4. What is worship for you? Why do we worship?
5. What are the problems or challenges to contemporary Christian worship?

You are required to reflect on the readings and cite them in your writing. Post your essay by Wed. (1/12), 11:59 p.m. (MT), and reply to at least three classmates’ essays (no fewer than 100 words/each) by Fri. (1/14), 11:59 p.m. (MT).

**Week 2 (1/17-1/21): A History of Christian Worship**

* Required reading: Kim, Ch. 5; “A Summary of Liturgical History” (available on Canvas).
* Recommended Readings: White, *Protestant Worship*; White, *A Brief History of Protestant Worship*.
* Assignments:
1. **Requirement #2** (A 3-4-page Research Paper on the liturgical history of your denomination): Post your paper on Canvas by Wed. (1/19), 11:59 p.m. (MT), and reply to at least three classmates’ papers (no fewer than 100 words/each) by Fri. (1/21), 11:59 p.m. (MT).

**Week 3 (1/24-1/28): Worship Planning/Zoom Meeting**

* Required readings: Duck, Chs. 2, 4, 8; your denominational worship book.
* Class Resources: “Criteria for Worship Evaluation” (available on Canvas); “Guidelines for the Group Project” (available on Canvas).
* Assignments:
1. Review a recent worship bulletin of your church by referring to the “Criteria for Worship Evaluation,” 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 more inclusive and participatory?
5. Be ready to share your evaluation at the Zoom meeting.
6. The formation of groups for Requirement #4 (Group Project).

**Week 4 (1/31-2/04): The Arts of Worship**

* Required readings: Duck, Chs. 5, 6, 7; Joan Huyser-Honig.
* Assignments:
1. **One-page Essay 2** (double-spaced, Times New Roman, 12 pt. or 250-300 words), focusing on the following question:
2. What would be the criteria for good liturgical arts? Reflect on your positive or negative experiences of music, symbols, multimedia, technology, and other liturgical arts in worship, and propose your criteria with some concrete ideas.

You are required to reflect on the readings and reference them in your writing. Post your essay on Canvas by Wed. (2/02), 11:59 p.m. (MT), and reply to your classmates’ essays (no fewer than 100 words/each) by Fri. (2/04), 11:59 p.m. (MT).

**Week 5** **(2/07-2/11): Congregational Song**

* Required readings: Wren, Chapters 1, 4, 6, 7, and more at your choice.
* Assignments:
1. **One-page Essay 3** (double-spaced, Times New Roman, 12 pt. or 250-300 words), focusing on the following question:
2. Is it necessary to revise our hymns and hymnals, adding newer ones? Why or why not? What are your takeaways from Wren’s book?

You are required to reflect on the readings and reference them in your writing. Post your essay on Canvas by Wed. (2/09), 11:59 p.m. (MT), and reply to your classmates’ essays (no fewer than 100 words/each) by Fri. (2/11), 11:59 p.m. (MT).

**Week 6 (2/14-2/18):** **Worship and Culture**

* Required readings: Duck, Ch. 3; Kim, Chs. 1 and 2.
* Assignments:
1. **One-page Essay 4** (double-spaced, Times New Roman, 12 pt. or 250-300 words), focusing on the following questions:
2. What is your congregation’s cultural distinctiveness? What are their positive and negative impacts on your congregational worship?
3. Do you have any suggestions for making your congregational worship culturally more inclusive?

Post your essay on Canvas by Wed. (2/16), 11:59 p.m. (MT), and reply to your classmates’ essays (no fewer than 100 words/each) by Fri. (2/18), 11:59 p.m. (MT).

**Week 7 (2/21-2/25): Group Project Week/Online Worship**

* Required readings: Duck, Appendixes 1 and 2.
* **Assignments:**
1. **Requirement #3/Worship Report I**: Post your report by 2/23 (Wed.), 11:59 p.m. (MT), and reply to at least three classmates’ reports by 2/25 (Fri.), 11:59 p.m. (MT).
2. **Requirement #4/(1) & (2):** Post your group’s worship bulletin and rationale on Canvas by 2/25 (Fri.), 11:59 p.m. (MT).

**Week 8 (2/28-3/04): Baptism**

* Required readings: Duck, Chs. 9 & 10; “The Lima Document on Baptism”; your denominational resources for baptism.
* Recommended reading: Felton.
* Assignments:
1. **One-page Essay 5** (double-spaced, Times New Roman, 12 pt. or 250-300 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 3/02 (Wed.), 11:50 p.m. (MT), and reply to at least three classmates’ posts (no fewer than 100 words) by 3/04 (Fri.), 11:50 p.m. (MT).

**Week 9 (3/07-3/11): Communion**

* Required readings: Duck, Ch. 11; “The Lima Document on Eucharist”; your denominational resources for Communion.
* Recommended readings: Foley; Movie, “Romero.”
* Assignments:
1. **One-page Essay 6** (double-spaced, Times New Roman, 12 pt. or 250-300 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 the 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 3/09 (Wed.), 11:59 p.m. (MT), and reply to at least three classmates’ posts (no fewer than 100 words) by 3/11 (Fri.), 11:59 p.m. (MT).

1. **Requirement #4/(3) & (4)** (A Group Project): Post your group’s worship video and group evaluation by 3/11 (Fri.), 11:59 p.m.

### Week 10 (3/14-3/18): The Renewal of Worship/Zoom Meeting

* Required readings: Duck, Ch. 14; Kim, Ch. 6; Fennema.
* Recommended reading: Langford, “A Parable.”
* Course Materials: “The Renewal of Worship: Questions and Reflections”; “Criteria for Worship Evaluation.”
* Assignments:
1. Watch the other groups’ worship videos and fill out the Criteria for Worship Evaluation by Monday (3/14).” Be ready to offer feedback at the Zoom meeting.
2. **Requirement #3/Worship Report II**: Post it by 3/16 (Wed.), 11:59 p.m. (MT) and reply to at least three classmates’ reports by 3/18 (Fri.), 11:59 p.m. (MT).

Selected Bibliography

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**Theology and History of Worship:**

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