



Worship Arts in the 21st century
IN2007 - MUSG301:01
(INTENSIVE)

Interterm 2007

Prerequisite: none

Instructor: Prof. Shawn Young

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Office Hours: Mon-Fri. 11:30-12:30

Given their potential for distraction, laptops will not be allowed in class, unless otherwise specified.

Course Description

This course will explore the current status and evolution of the worship arts culture within contemporary Christendom. Students will seek to understand the importance of modern methodologies as pertinent to the pursuit of the worship of God within the context of postmodernity, and how this applies to worshipping in a vacuum versus evangelistically worshipping within a community touched by postmodernity. The course will discuss the ever-changing notion of vernacular communication and the ongoing discourse regarding ecumenical worship as the church of the 21st century attempts to achieve community, retain tradition, and operate out of a sense of cultural relevance. The course will seek to "unpack" evolving ideas of worship. We will seek to reconcile notions of worship, service, and performance, while understanding the significance of cultural "bridge building."

Course Objectives

- Students will seek to understand the ever-changing notion of vernacular communication, and ongoing discourse as the church of the 21st century attempts cultural relevance.
[A1,2, B3,6]
- Students will be able to "unpack" and articulate evolving ideas of worship.
[A1, B3,4, C9]
- Students will demonstrate possible ways to reconcile notions of worship, service, and performance, while understanding the significance of cultural "bridge building."
[A1, B5,7, C9]

Required Texts

A Generous Orthodoxy: Why I am a Missional + Evangelical, Post/Protestant + Liberal/Conservative + Mystic/Poetic + Biblical + Charismatic/Contemplative + Fundamentalist/Calvinist + Anabaptist/Anglican + Methodist, + Catholic + Green + Incarnational + Depressed-Yet-Hopeful + Emergent + Unfinished Christian, by Brian McLaren. Zondervan.

ChurchNext: Quantum Changes in How We Do Ministry by Eddie Gibbs

The Holy Bible

Websites

www.theooze.com

www.theooze.com (God. Life. Progressive Culture)

<http://the-next-wave.org/>

<http://webapps.calvin.edu/worship/> (Calvin Institute of Christian Worship)

www.emergentvillage.com

NAIROBI STATEMENT ON WORSHIP AND CULTURE

http://www.worship.ca/docs/lwf_ns.html

www.anewkindofchristian.com

Additional potential readings (hand-outs) from:

- *The Shaping of Things to Come: Innovation and Mission for the 21 Century Church* by Michael Frost, Alan Hirsch
- *Ancient-Future Faith: Rethinking Evangelicalism for a Postmodern World*, by Robert E. Webber.
- "Origins of Cotemporary Worship" from *Touching the Holy Other* ed. (Young)
- "From Assuming the Goods to Delivering the Goods" from *Transforming Congregational Culture*, by Anthony B. Robinson
- "The Production and Consumption of Contemporary Charismatic Worship in Britain as Investment and Affective Alliance' by Dr. Pete Ward
- "At the Intersection of Church and World," from *Discerning the Spirits: A Guide to Thinking about Christian Worship Today*, by Cornelius Plantiga Jr. and Sue A. Rozeboom
- "Our Confusion," and "Corporate Worship and Technology," from *High-Tech Worship?: Using Presentational Technologies Wisely*, by Quentin J. Schultze
- "The Blessing and the Bane of the North American Evangelical Megachurch," from *Worship Seeking Understanding*, by John Witvliet
- "Worship: Stewardship of the Musical Praise Response, from *At the Crossroads*, by Charlie Peacock
- "Missing the Point: Worship," from *Adventures in Missing the Point*, by Brian McLaren and Tony Campolo

Suggested Future Readings:

- God's Politics* by Jim Wallis
- Theology of Culture* by Paul Tillich

Evaluation

Attendance	30%
Classroom Participation	10%
Quizzes/Papers	10%
Final Project	30%
Final Paper	20%

Final Paper

You should discuss the postmodern "dilemma" the church is currently in, as it pertains to worship. Please use examples from the course, citing text books, hand-outs, and videos. You are to write about how the church of the 21st century (particularly with regard to the arts) is engaging postmodern culture 1) theologically, 2) methodologically, 3) politically. You are to discuss McLaren's view of the gospel and Gibbs' view of the church and culture.

Please include footnotes or endnotes and a bibliography. You may use Chicago Style or MLA. This paper should be ten pages, double-spaced, with a font of 12.

Research Project

Using course texts and websites, students will develop ideas of relevant, emergent, and cutting-edge forms of worship. Students should choose a particular culture and attempt to "build a bridge" from the congregation to God: that is, students should develop creative ways to facilitate the worship of the Creator within multiple cultural and trans-cultural contexts. Students should consider issues such as multi-culturalism, inter-denominational situations, inter-faith "possibilities," and ecumenism. The project should be engaging, academic, using clear references to course material. Power point is encouraged.

Attendance

Your success in this class is based primarily on your attendance. The student will be allowed 1 free skip. Remember that the probability that you will become ill is high. Use your 1 free skip wisely! **Beyond this 1 free skip, the student will be penalized one letter grade for every unexcused absence.** An excused absence is defined as a communicable illness or a prearranged miss due to an **official** school trip. If the student wishes to have an excused absence, they must present a letter/note to the instructor from a person of authority, i.e. a medical doctor or a professor. The instructor must be notified at least 24 hours in advance of the class meeting time with a note or email (from a person of authority) to constitute an excused absence/tardy, or in case of

emergency, a student shall be excused **at the instructor's discretion**. Every three unexcused *tardies* will lower the grade by one letter.

Courtesy Expectations

Students will treat their classroom obligations as they should treat any serious professional engagement. This includes:

1. Preparing thoroughly for each session in accordance with the instructor's request.
2. Arriving promptly and remaining until the end of each class meeting.
3. Participating fully and constructively in all classroom activities and discussions.
4. Displaying appropriate courtesy to all involved in the class sessions. Courteous behavior specifically entails communicating in a manner that respects, and is sensitive to, cultural, religious, sexual, and other individual differences in the Greenville College community.
5. Adhering to deadlines and timetables established by the instructor.
6. Providing constructive and courteous feedback to faculty members regarding their performance. Students should be as objective in their comments about instructors as they expect instructors to be in their evaluations of students.

Violations of any of these statements may subject the student to academic penalties.

Tentative Schedule

January 3

- Introduction
- What in the world is worship? - - ascribing value to an object?
- Modernism, Post-modernism, and Deconstructionism
- The Emergent Church (McLaren)
- Power Point lesson
- Does God need our affirmation?
- Video (Barbara Walters on religion in America)

ASSIGNMENT: McLaren, pages 123 - 230
Watch video on reserve in library (Book TV Lecture on the perspectives of "secular" reason in the face of religion)

January 4

Assignments Due: Readings and one page on video viewing

- The power of vernacular communication/the inter-denominational challenge (LYRICS!)

- The Emergent Church (McLaren)
- Postmodernity and community
- Faith and College Kids (Power point)

ASSIGNMENT: McLaren, pages 231 - 297
Blackboard Quiz 1 due by 12am

January 5

- David and Radical worship (Birthday suits, decency, and order)
- McLaren
- The vertical and the horizontal
- Informational and proclamatory hymnology vs. vertical connection
- Worship variations, deviations, and varieties
- Worship planning (Cultural dualism versus the "combined service")

ASSIGNMENT: Gibbs, pages 9-35, "Origins of Contemporary Worship" (Young), Theology and the Arts (an excerpt from *Theology of Culture* by Paul Tillich)

January 8

- Structure versus freedom
- What is liturgy? Can this "work" be contemporized?
- Gibbs
- Tillich
- Video Viewing, Bill Moyers' series *On Faith and Reason*

ASSIGNMENT: Gibbs, pages 217 - 239, "At the Intersection of Church and World," by Cornelius Plantiga Jr. and Sue A. Rozeboom

January 9

- The emotive experience
- Gibbs
- Plantiga and Rozeboom
- Controversies and opinion

ASSIGNMENT: "Our Confusion", "Corporate Worship and Technology" (Schultze)

January 10

- Can a worship leader please everyone?
- Schultze
- Using presentational technologies

- DVD (FutureWorship 1.0)
- Opinions are like...

ASSIGNMENT: Worship: Stewardship of the Musical Praise Response
(Peacock)

January 11

- What does God really want?
- Images of Worship Spaces (DVD)
- Witvliet
- Peacock
- End class early!

ASSIGNMENT: Missing the Point: Worship (McLaren and Campolo)

January 12

- Honesty in worship
- Anger in worship (Psalms and Lamentations)

ASSIGNMENT: The Blessing and the Bane of the North American Evangelical Megachurch (Witvliet), *Nairobi Statement on Worship and Culture: contemporary Challenges and Opportunities*

January 15

- Projects
- Witvliet
- Nairobi Statement
- Video of lecture by Brian McLaren

January 16

- Video ("Weird U.S. Worship")
- Final discussions
- Final Papers are due

Academic Honesty Statement

(Approved by UAAC 2/12/02, by Faculty Council 2/21/02)

Students on a Christian college campus are expected to do all academic work with integrity. This means that they should practice academic honesty without exception. The College takes this so seriously we ask all incoming students to sign a statement guaranteeing that they understand the notion of academic integrity and will conform to the policies described below.

All forms of academic dishonesty, which include cheating and plagiarism, are inappropriate on our campus. Cheating and plagiarism are variations on a theme: both involve offering the work of another as one's own. Students cheat and/or plagiarize when they:

- Give or receive aid from another student or other person during a test, quiz, or homework assignment when they were told to work alone.
- Copy all or part of another student's work—an exam, worksheet, homework assignment, essay, speech, musical composition, web production, etc.—and submit it as their own work.
- Copy all or part of any published or copyrighted source such as a book, periodical article, or musical composition and submit it as their own work.
- "Cut and paste" information from a digital source such as a CD-ROM or web page and submit it as their own work.
- Steal ideas or conceptual frameworks from another source and submit them as their own without giving proper credit to the source.
- Submit other people's work as their own (e.g. a roommate's term paper or one purchased over the Internet).
- Ask someone else to complete a writing project for them and revise and edit the work in such a way that they are not really the one responsible for the final document. (Please note: GC's faculty often encourage students to share their work in progress with others, in fact the College even pays writing tutors to help students think through revising an assignment. This is simply a good habit for any scholar that we fully endorse. What we don't want students to do is let another person take over and complete an academic task that is their own responsibility.)

This list is not exhaustive, but should give a clear idea of what constitutes academic dishonesty. *In general terms, academic dishonesty occurs when people knowingly or unknowingly take credit for words or ideas that are not their own in work that is produced for a class, presentation, publication, or other public domain. All forms of cheating and plagiarism involve intellectual theft, and thou shalt not steal!*

Students are responsible to use appropriate quotation marks whenever they use words from another source. They must cite sources for ideas that originated with others. They are responsible to learn the specific documentation methods required in their chosen academic disciplines. Whenever they are in doubt about how to cite sources or use others' writings in their own, they should ask a professor.

At GC academic dishonesty has severe consequences. If instructors discover any instance of cheating or plagiarism, they are well within their rights to assign a failing grade for that assignment or for the course. Furthermore, they must report the student to the department head and the Office of Academic Affairs. This office will forward the information to the appropriate deans. If a second instance of academic dishonesty occurs, the student will receive a failing grade for the course, and the case will be forwarded to the Vice President of Academic Affairs for review and possible further disciplinary action. A student may be expelled from the institution for repeated or extreme violations

of academic integrity. Appeals can be handled through the normal judicial process.

Sexual harassment policy:

See college policy on sexual harassment which is outlined in the Student Handbook.