CH/ MC/ TH 664 – HISTORY AND THEOLOGY OF WORSHIP  
Gordon-Conwell Theological Seminary  
Spring 2016  
Tuesdays, 2:00 PM – 5:00 PM

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Office Hours: Tuesdays 1:00 – 2:00 PM & 5:00 – 6:00PM and by appointment

Course Description  
This course explores worship (our individual and/or collective engagement with God) using biblical analysis and theological reflection. Special focus will be directed to our understanding of Christology and ecclesiology as we develop a theological understanding of why and how we worship. This course will also engage our theological understanding of worship in relation to ontology and eschatology. Students will be challenged to formulate a biblically-based and theologically-sound statement on worship and culture.

Course Textbooks  


Course Objectives  
The student who successfully completes this course should be able:  
1. To understand the vital importance of a theological approach to worship.  
2. To develop a working knowledge of the origins and history of Christian Worship.  
3. To effectively read, understand, learn from and engage texts in theological studies.  
4. To have a deeper appreciation for theology as it relates to preparation for ministry in the context of the local church, the global church, and the broader contemporary culture.  
5. To design a personal and congregational statement on Worship and Culture.
Course Requirements

Assigned Readings – assigned readings are prerequisite for each lecture. Although not all of the reading will be covered in the lecture, the lecture will be based on the fact that students have already accomplished the assigned reading.

Writing Assignments – four writing assignments are mandatory to the success of the course. All papers will be submitted on time using 12 pt. font (Times New Roman) with 1 inch margins, double space and free of any glaring grammatical spelling errors.

1) Reflection on Don E. Saliers’ *Worship Come to Its Senses* (due in class 2/2)
   In 93 pages, Saliers offers a theological reflection on “how” and “why” we worship God launched by the question, “What makes Christian worship true and relevant, and how can our liturgical gatherings shape and express authentic Christian faith and life in the world of everyday?” (14). In 5 pages (more is fine, less is not) share your thoughts on the effectiveness of Saliers’ “senses” and indicate whether you find his analysis/ musings effective or not. In addition, share your own thoughts, reflections and/or analysis on the book as a whole. What did you glean, discern or gain from the book? Feel free to also share your criticisms, dislikes or disagreements as well.

2) Response Paper (due in class 2/23)
   Leading worship is a privilege and a huge responsibility! Whether you have a statement on theology and Culture or not, your approach to leading worship has a huge impact on what your congregation/ parishioners walk away believing. Take for instance this 34 second video clip of Victoria Osteen sharing with Lakewood Church (Houston, TX) her articulation of “why we worship.” Take a look at the quick clip (https://www.youtube.com/watch?v=ZLWm48fhCGQ) then compose a 5-page response (more is fine, less is not) to her statement. Please back up your agreement/disagreement with biblical evidence and theological reflection.

3) Reflection on D.A. Carson’s *Worship by the Book* (due in class 3/29)
   According to the back cover of the book, “Worship is a hot topic, but the ways that Christians from different traditions view it vary greatly. What is worship? More important, what does it look like in action, both in our corporate gatherings and in our daily lives? These concerns – the blending of principle and practice – are what *Worship by the Book* addresses.” In 5 pages (more is fine, less is not) share your thoughts, reflections and/or analysis on the book as a whole. What did you glean, discern or gain from the book? Feel free to also share your criticisms, dislikes or disagreements as well. Also feel free to share which viewpoint or perspective you find yourself in alignment with relative to the principles and practices of worship.
4) Theological Reflection Paper (due in class 4/12)

After attending a worship experience at a local gathering (any church, communal setting, etc.) please compose a 5-page theological reflection (more is fine, less is not) on your engagement with God. After you mention your own experience take a moment to reflect on what you noticed as others engaged with God in the setting. Then share, from your own assessment, was there a documented theological statement that guided the engagement with God? If not written, or shared, was it implied? Did the worship setting, ambiance and/or atmosphere aid/distract the worship endeavor? What else might you share that you observed as a result of our time together that you might not have otherwise considered? Feel free to attach a bulletin, order of service, photograph or any other supplementary materials to your paper.

Final Paper (Personal/ Congregational Theology of Worship and Culture) - personal/ congregational worship statements give us a theological framework for why we do what we do as well as establish a foundation for assessment and instruction. Students will develop a 10-page (more is fine, less is not) personal/ congregational statement on Worship and Culture that will be due on April 26, 2016. More information will be provided during the course.

Warning on Plagiarism: Helpful guidelines on plagiarism can be found here: http://www.gordonconwell.edu/hamilton/current/documents/hamreg_plagiarism.pdf. This document has the official recognition of the Gordon-Conwell faculty and provides very helpful tools to guide you as you prepare for your assignments. If a student is caught plagiarizing, the student will receive the consequences of this act according to the process established by the seminary.

Intellectual Property Rights: To protect the professor’s intellectual property rights with regard to classroom content, students are asked to refrain from audio and video recording of classes, as well as audio, video, and written publication (including internet posting and broadcasting) or live transmission of classroom proceedings.

Internet Usage: Students are asked to refrain from accessing the Internet at any point during class sessions, unless otherwise instructed by the professor. “Surfing the web,” checking email, and other internet-based activities are distracting to other students and to the professor, and prevent the student from fully participating in the class session.

Grading Policy
Student grades will be determined as follows:

- Attendance/ Class Participation 5%
- Reading Report 10%
- Writing Assignments (4) 60%
- Final Paper 25%
The following letter grades and their achievement equivalents are used by the instructor to reflect a student’s performance in the course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Achievement</th>
<th>Quality Points</th>
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<tbody>
<tr>
<td>A</td>
<td>100-96 Work of exceptional quality</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>95-93 Work of commendable quality</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>92-90 Work of commendable quality</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>89-86 Work of commendable quality</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>85-83 Work of commendable quality</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>82-80 Work of acceptable but minimal quality</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>79-76 Work of acceptable but minimal quality</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>75-73 Work of acceptable but minimal quality</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>72-70 Substandard and barely passing work</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>69-66 Failure</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>65-63 Failure</td>
<td>0.70</td>
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<tr>
<td>F</td>
<td>62-below Failure</td>
<td>0.00</td>
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After all the requirements of the course have been completed, the instructor will use the following rubric for the assignment of grades, based on the overall performance of the class. The grades assigned will represent the instructor’s interpretation of the following standard:

A = Outstanding mastery of the subject – excellence is evident in preparation and participation in class sessions; unusual ability to retain, analyze and synthesize the material; a positive attitude; consistent productive contributions both within and beyond the classroom.

B = Superior mastery of the subject – sincere effort in preparation and participation in class sessions; mastery of the essential aspects of the material; a positive attitude; mostly consistent in making productive contributions both within and beyond the classroom.

C = Basic mastery of the subject – inconsistent effort in preparation and participation in class sessions; engagement with the material but difficulty in grasping some of its aspects; positive attitude; occasional contributions both within and beyond the classroom.

D = Inadequate mastery of the subject.

F = Failure – course must be repeated.
**Course Schedule**

**WEEK 1 (January 26, 2016)**

*Assigned Reading:*
Saliers – *Worship Come to Its Senses*

*Topics for Discussion:*
Introduction to the Class
- Review of the Syllabus
- What is Theology?
- What is Worship?
- What is Culture?
- What is Liturgy/ Liturgical?

History of Christian Worship – Part I

**WEEK 2 (February 2, 2016)**

*Reflection on Don E. Saliers’ Worship Come to Its Senses due in class*

*Assigned Reading:*
White – Introduction, Chapter 1, 2 & 3


*Topic for Discussion:*
History of Christian Worship – Part II

**WEEK 3 (February 9, 2016)**

*Assigned Reading:*
White – Chapter 4, 5 & 6

Price III, Emmett G.  *“Singing the Sermon: Where Musicology Meets Homiletics”*

*Topic for Discussion:*
History of Christian Worship – Part III

**WEEK 4 (February 16, 2016) – READING WEEK**

Take a breath and spend time catching up and getting ahead on assigned reading.
Work on your forthcoming response and reflection assignments including the one due next week.
WEEK 5 (February 23, 2016)  
Response Paper due in class  

Assigned Reading:  
Peterson – Introduction, Chapter 1, 2 & 3  

Topics for Discussion:  
Theological Senses of Worship  
Worship from OT to NT (Retentions & Changes)  

WEEK 6 (March 1, 2016)  
Assigned Reading:  
Peterson – Chapter 4, 5, 6 & 7  

Topic for Discussion:  
Christology and Worship  

WEEK 7 (March 8, 2016)  
Assigned Reading:  
Peterson – Chapter 8 & 10  
The Book of Hebrews  

Topics for Discussion:  
Ecclesiology and Worship – Part I  
The Book of Hebrews  

WEEK 8 (March 15, 2016)  
Assigned Reading:  
Peterson – Chapter 9 and Epilogue  
The Book of Revelations  

Topics for Discussion:  
Ecclesiology and Worship – Part II  
The Revelation of Worship  

WEEK 9 (March 22, 2016) – READING WEEK  
Assigned Reading:  
Carson – Worship by the Book
WEEK 10 (March 29, 2016)
Reflection on D.A. Carson’s Worship by the Book due in class

Assigned Reading:
Nairobi Statement on Worship & Culture: http://worship.calvin.edu/resources/resource-library/nairobi-statement-on-worship-and-culture-full-text

Cartigny Statement on Worship & Culture: Biblical & Historical Foundations (Handout)

The Cape Town Commitment: A Confe$sion of Faith and a Call to Action (Handout)


Topics for Discussion:
Developing a Theological Statement

WEEK 11 (April 5, 2016)
Assigned Reading:
Davis – Chapter 1, 2, & 3

Topics for Discussion:
Ontology and Worship – Part I

WEEK 12 (April 12, 2016)
Theological Reflection Paper due in class

Assigned Reading:
Davis – Chapter 4 & 5

Topics for Discussion:
Ontology and Worship – Part II

WEEK 13 (April 19, 2016)
Topics for Discussion:
Eschatology and Worship

WEEK 14 (April 26, 2016)
Final Paper due in class

Topics for Discussion:
The Future of Worship (extensions and innovations)
Highly Recommended Books:


