

WO/CT 700 LITURGICAL THEOLOGY

Spring Semester 2016, Thursdays, 2:00-4:50 p.m., G-140

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Office hours by appointment

Course Description

The objective of this course is to gain an understanding of the relationship between theology and liturgy, including the ability to identify theological themes in the liturgy and to articulate a liturgical theology. Readings in contemporary liturgical theology will be drawn from a variety of liturgical traditions. Focus will be on developing skills in creative and critical reason and developing sensitivity to the various dimensions of evangelical commitment and prophetic involvement which are inherent in the liturgy. Prerequisite: WO-500 and CT-549. 3 credit hours.

Course Objectives (adapted from M.Div. degree goal/outcomes)

- Students will be able to intelligently exegete worship services and liturgies.
- Students will demonstrate the ability to articulate clearly and concisely important doctrines of the church in worship and through worship texts and actions.
- Students will show these characteristics when engaging Christian heritage:
 - recognition of virtues and shortcomings in the heritage
 - humility, recognizing one's own limitations of experience, sociocultural, and historical boundaries
 - appreciation for hermeneutical diversity across history and cultures
- Students will have the ability to lead a group through a liturgical-theological analysis of worship
- Students will be able to lead passionate and transformative worship in a manner consistent with the first two outcomes
- Students can produce a design for a liturgical ministry that is responsive to human need and appropriate for a particular faith community

Required Texts:

Primary Sources of Liturgical Theology: A Reader. Ed., Dwight W. Vogel. Collegeville, Minn.: The Liturgical Press, 2000.

Evangelical versus Liturgical? Defying a Dichotomy. Melanie Ross. Grand Rapids, MI: Wm. B Eerdmans Publishing Co., 2014.

Schedule *Unless otherwise noted, all articles are available on ATLA.*

February 4 What Is Liturgical Theology (1)? Definitions and methodologies from Geoffrey Wainwright, "Theology of Worship" in *The New Westminster Dictionary of Liturgy and Worship*, ed. Paul Bradshaw, 454-457 (London: SCM Press, 2002), on Populi, and Kevin W. Irwin, *Liturgical Theology: A Primer* (Collegeville MN: The Liturgical Press, 1990). In class we will read Robin Knowles Wallace, "'Lead On, O Cloud of Presence': A Way of Reading Hymn Texts" in *The Hymn* 49:1 (Jan. 1998), 5-9, on Populi.

February 11 What Is Liturgical Theology (2)? Read chapter 1 of *Primary Sources* by Dwight W. Vogel. Read Margaret Mary Kelleher, "Liturgical Theology: A Task and A Method" in *Worship* 62:1 (January 1988), 2-25. Read Johnathan E. Alvarado, "Worship in the Spirit: Pentecostal Perspectives on Liturgical Theology and Praxis." *Journal of Pentecostal Theology* 21 (2012): 135-151.

February 18 What Is Liturgy? Read chapter 2 of *Primary Sources*. Read Tércio Bretanha Junker, "Celebration of Life: A Liturgical Reflection." *Encounter* 70:4 (2009): 1-20.

February 25 How Can We "Do" Liturgical Theology? Read chapter 3 of *Primary Sources*. Read Teresa Berger, "The Challenge of Gender for Liturgical Tradition." *Worship* 82:3 (May 2008): 243-261.

March 3 How Are Theology and Liturgy Related? Read chapter 4 of *Primary Sources*. Read Korie L. Edwards, "Race, Religion, and Worship: Are Contemporary African-American Worship Practices Distinct?" *Journal for the Scientific Study of Religion* 48:1 (2009): 30-52.

March 10 How Does Liturgy Embody Theological Themes? Read chapter 5 of *Primary Sources*. Read Tércio Bretanha Junker, "Sacramental Spirituality: A Reflection on Wesleyan and Brazilian Methodist Eucharist Context." *Apuntes* 33:4 (Winter 2013): 124-48.

March 17 What Is the Theological Function of Liturgical Language and Ritual? Read chapter 6 of *Primary Sources*. Read Annie Ruth Powell, Ch. 3 "Hold on to your dream: African-American Protestant Worship," in *Women at Worship: Interpretations of North American Diversity*, ed. Marjorie Procter-Smith and Janet R. Walton, 55-69 (Louisville, KY: Westminster/John Knox Press, 1993) on Populi. Read Melva Wilson Costen, "Music in the Liturgy of African-American Congregations," *The Journal of the ITC* 31:1 - 2 (Fall-Spring 2003-2004): 113-150.

BREAK

April 7 What Is the Role of the Word in Liturgy? Read chapter 7 of *Primary Sources*. Read William B. McClain, "African American Preaching and the Bible: Biblical Authority or Biblical Literalism" (Pastor's Corner), *Journal of Religious Thought* 49: 2 (Winter-Spring 1992-1993): 72-80.

April 14 How Do Liturgical Theologians Engage Cultural Diversity? Read chapter 8 of *Primary Sources*. Read Ashley Palmer-Boyes, "The Latino Catholic Parish as a Specialist Organization: Distinguishing Characteristics," in *Review of Religious Research* 2010, Vol. 51:3, 302-323. Read Lamont Anthony Wells, "The Reason Why We (Should) Sing!" (Chorus), *Cross Accent* 23:1 (Spring 2015): 28-30.

April 21 How Are Liturgy and Life Related? Read chapter 9 of *Primary Sources*. Read Antonio Alonso, "Consumed: Celebrating Liturgy in a Consumer Culture," *Worship* 87:5 (Sept. 2013): 428-444. Read Mark Oldenburg, "'Seek the welfare of the city where I have sent you': Worship and Civic Festivals" (Counterpoint), *Cross Accent* 23:1 (Spring 2015): 5-10.

April 28 Rethinking Historical Origins. Read Ross, Introduction, Chapters 1 through 3.

May 5 Rethinking the Scripture/Liturgy Relationship and Rethinking Interpretive Paradigms. Read Ross, Chapters 4 and 5, Conclusion.

May 12 Share drafts of final projects; graduating seniors should present this day.

May 19 Sharing Final Projects

Grading and Assignments

1. Regular class attendance and participation in discussion are expected. Missing 25% or more of classroom time may lead to failure of the course, per school policy.
2. Lead class discussion twice—lift up important points from readings (10 minutes maximum), define any unfamiliar words, have three questions to start class discussion. Dates chosen during first class. Preparation (careful reading of essays), articulation, integration, classroom management, all factor into grade. 10% of final grade for each session.
3. Liturgical theology analysis of an extended prayer (e.g., Great Thanksgiving), hymn, or litany. This will be a multidimensional analysis of around 500 words. 10% of final grade.
4. Liturgical theology analysis of a worship service. Follow examples read in class—Knowles Wallace, Junker, and others. 500-1,000 words. 20% of final grade.
5. Final paper/project/presentation. This may be an in-depth report/presentation of an entire liturgical theology book or an extended paper/presentation/project on one aspect of liturgical theology, following the designations studied the first day in class and using the readings as examples. 2,500-2750 words; minimum of six sources. For **paper**, consider writing towards publication in a denominational journal, Doxology, Worship, or other journal read in class. For **presentation**, multimedia, presented in class on May 12 for graduating seniors, May 19 for non-graduating students; around 30 minutes; consider as a presentation for district or multi-church event either on liturgical theology in general or a particular issue in the field which could with Q&A be expanded to an hour. For **project**, consider meeting one of the course objects such as delineating a process to lead a group through a liturgical-theological analysis of worship or producing a design for a liturgical ministry that is responsive to human need and appropriate for a particular faith community (imagining you were called into a congregation as a consultant to do so). Excellent writing or presentation, thoughtful reflection, and integration of course readings and discussion are expected in this work. Worth 50% of final grade.

Grading Criteria for Class Presentations

As: Presentation is excellent, clear, engaging, and focused; ideas and content are richly developed with details and examples; vocabulary is rich. Organization and manner of presentation enhance the central theme; ideas are presented coherently; along with interpreting the material accurately and compellingly, the class is challenged to think; various learning styles are evoked. Outstanding work.

Bs: Presentation is solid, reasonably clear, focused, and supported; ideas are adequately developed with details and examples. Organization and form are appropriate, and ideas are generally presented in a coherent manner. The form of presentation does not interfere with understanding or distract from meaning. The material is interpreted accurately, and some learning styles are evoked. Good work, above average.

C's: The presentation has some focus and support; ideas and content are developed with limited details and examples. The presentation may be somewhat disorganized; vocabulary is limited. Presentation errors may reduce understanding and interfere with meaning. The content of theoretical information is limited and large generalizations are made. Work meets minimal standards.

D's: Presentation has little focus and development; ideas and content are supported by few details or examples. Presentation lacks direction and purpose; its tone is flat. Awkward grammar and vocabulary interfere with understanding. The form of presentation makes the work difficult to understand. Often large portions of the work are given to rambling of experiences without informational context. Work does not meet minimum requirements of the assignment.

Grading Criteria for Written Work

A's: Work is excellent, clear, engaging, original and focused; ideas and content are richly developed with details and examples. Organization and form enhance the central idea and theme; ideas are presented coherently to move the reader through the text. The voice of the writer is compelling and conveys the learner's meaning through effective grammar. The learner integrates theoretical concepts, experience and critical analysis. Outstanding work.

B's: Work is solid, reasonably clear, focused, and supported; ideas are adequately developed with details and examples. Organization and form are appropriate, and ideas are generally presented in a coherent manner. The voice of the writer contributes to the writer's meaning through appropriate grammar. The form of presentation does not interfere with understanding or distract from meaning. Integration of theory, experience and critical analysis is underdeveloped. Good work, above average.

C's: Work has some focus and support; ideas and content are developed with limited details and examples. The work may be somewhat disorganized. The voice of the learner is generally absent; basic sentence structure and limited vocabulary convey a simple message. Presentation errors may reduce understanding and interfere with meaning. The content of theoretical information is limited and large generalizations are made. Critical analysis is absent from the paper. Work meets minimum requirements.

D's: Work has little focus and development; ideas and content are supported by few details or examples. The work lacks direction and purpose. The tone of the work is flat. Awkward grammar and vocabulary interfere with understanding. The form of presentation makes the work difficult to understand.

Demonstrated critical analysis is absent, and often large portions of the work are given to rambling of experiences without theoretical context. Work does not meet minimum requirements of the assignment.

MTSO standards

Please see Student Handbook for sections providing policy details on the following:

ADA—MTSO seeks to remove barriers to inclusion in its learning communities. Students who feel they may need an accommodation based on the impact of a documented disability should contact the instructor privately to discuss their specific needs at the beginning of the semester. Please contact the Director of Student Services to coordinate reasonable accommodations for students with documented disabilities. Any accommodation must be agreed upon prior to the due date of the affected course requirement.

Class attendance—Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will not be allowed credit for a course if he or she is absent for 25% of the class sessions. As it relates to blended courses, students may not be allowed credit if they are absent for 25% of class meetings or if 25% of online course work is not completed. Use of Skype or similar technology is not a substitute for attendance in class.

Electronic Devices—Turn mobile devices off or “vibrate only” during class. Browsing the Internet or engaging in email or social network conversations during class is discouraged. Instructors have the right to impose grading penalties for disruptions due to electronic devices.

Human Subjects Research—Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

Inclusive Language—In accordance with MTSO’s policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing and in the classroom discussions when referring to human beings.

Incompletes—To receive a course grade of Incomplete, students must submit the petition form from the Registrar with all signatures to the Dean’s Office before the last day of regularly scheduled classes. See Student Handbook for intensive term deadlines. Any petition submitted without a due date for outstanding work will be denied. If work is not complete by the due date the Registrar will record the grade of F for the course.

Pass/Fail—The decision to exercise this option must be made before the end of the second week of the course by completing the appropriate form available through the Registrar. To receive a grade of “pass” the student must do at least the equivalent of C minus work in the course.

Plagiarism—Plagiarism is a serious matter of academic, professional, and personal integrity. All students at the masters’ level are expected to understand the requirement to provide attribution when the work of others is used. Students are also expected to be familiar with and understand the school’s policy on Academic Misconduct found in the Student Handbook. If students have questions about attribution, citation, and how to avoid plagiarism they should consult the course instructor, the school’s writing instructor, or library staff. When in doubt it is better to provide attribution even if one is uncertain about the proper citation form. Plagiarism is a form of academic misconduct that results in disciplinary actions per the Student Handbook that may range from failing an assignment or course to expulsion.