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**Congregational Song**  
**LTRGY665, January Term 2020**  
**Garrett-Evangelical Theological Seminary**

**Instructor:**

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**Class Description:**

An overview and analysis of congregational song in the context of worship, with special attention to the patterns of worship, the church year, celebration of the sacraments, and the use of the Psalter.

**Learning Objectives:**

By the end of the course, students will be able to:

1. describe, in general terms, the history of congregational song and its relation to the historical development of Christian worship in various Christian communities, especially those of North America;
2. analyze and evaluate the role of congregational song in the context of Christian worship, with particular attention to denominational hymnals as primary resources for worship;
3. organize and plan the use of congregational song in the celebration of the sacraments and rites of the Church and in the observance of the Christian year;
4. plan and connect congregational song with other liturgical elements in worship services of scriptural and liturgical integrity; and
5. describe and assess the significance of worship in the life of the church.
6. illustrate the process of writing a hymn text, tune, or song for Christian worship.

**Academic Ethics and Plagiarism:**

All work for this course must conform to the Seminary's standards of academic ethics, including, but not limited to the understanding that cheating and plagiarism are unacceptable. Under the GETS plagiarism policy, the following constitute improper use of sources:

- Failure to put direct citations (word-for-word quotes) in "quotation marks."
- Failure to provide complete citations (this course follows the Turabian protocol, see more below).
- Paraphrasing or borrowing the author's main ideas but changing a few words in a sentence.
- Borrowing the structure and main ideas of an author's sentence while rearranging or substituting words.
- Cutting and pasting from uncited sources and passing the work off as the student's own.

See the complete Plagiarism Policy on the GETS website and familiarize yourself with it before the beginning of the term.

Papers with improper use of sources, insufficient citation, or plagiarized material will automatically result in an F on the assignment in question and a report of a first incidence of plagiarism to the Registrar's Office. If the Registrar verifies that there is a second incident, the assignment will be referred to the Academic Dean, which could result in failure of the course or expulsion from the seminary.

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### **Course Accessibility:**

Garrett-Evangelical Theological Seminary is committed to providing equal access to its programs of graduate professional education for all qualified students, including those with disabilities. The Seminary aims to provide reasonable accommodation for qualified individuals with a disability (based on clinical documentation) to ensure their access and participation in Seminary programs. For details, see “Disabilities Policies and Procedures” in the Student Handbook, or consult the Dean of Students.

### **Academic Accommodations**

Garrett-Evangelical is committed to providing a quality theological education and will provide reasonable accommodations for documented conditions. Students requiring specific assistance such as classroom changes, alternative ways of note-taking, different classroom procedures, or alternative testing formats are urged to request the appropriate accommodations from the director of academic studies/registrar. The director of academic studies/registrar can advise students on other support services and resources, for example, diagnostic testing. Students must complete a request for accommodations using the form available from the director of academic studies/registrar or through MyGETS documenting their condition(s) through appropriate verification methods.

### **Required Texts**

(Note: prices are from publishers and can usually be published new and used at much cheaper prices.)

Erik Routley and Paul Richardson, *A Panorama of Christian Hymnody* (Chicago: GIA, 2005) ISBN 1579993524. GIA. \$55.

James Cone, *The Spirituals and the Blues: An Interpretation* (Maryknoll, NY: Orbis, 1992) ISBN 9780883448434. Orbis. \$17.

Don E. Saliers, *Worship and Spirituality*, 2<sup>nd</sup> ed. (Akron: OSL Publications, 1996) ISBN 1878009273. Amazon. \$16.95.

Paul Westermeyer, *Let the People Sing: Hymn Tunes in Perspective* (Chicago: GIA, 2005) ISBN 1579993532. GIA. \$39.95.

C. Michael Hawn, ed. *New Songs of Celebration Render* (Chicago: GIA, 2015) ISBN 978-1579999858. GIA. \$42.95.

Brian Wren, *Praying Twice: The Music and Words of Congregational Song* (Louisville: Westminster John Knox, 2000) ISBN 978-0664256708. Westminster John Knox. \$40.

### **Other Required Readings Available on Moodle (or via GETS library as indicated):**

Frank Burch Brown, “Religious Meanings and Musical Styles: A Matter of Taste?” in *Music in Christian Worship*, Charlotte Kroeker, ed. (Collegeville: Liturgical Press, 2005), 135-155.

John Calvin, “Epistle to the Reader,” *Cinquante Pseaumes en francois par Clem. Marot* (1542).

Mary Nelson Keithahn, “Children and Hymns: Dreams for the New Millennium,” *The Hymn* 50.3 (July 1999): 5-10.

Swee Hong Lim, “Craft of Composing Hymn Tunes.” *The Canterbury Dictionary of Hymnology* (Canterbury Press). (Access to Canterbury Dictionary via GETS Library)

Martin Luther, Preface to *Formula Missae* and Preface to Johann Walther *Gesangbuch* (1524).

Don E. Saliers, “Liturgical Musical Formation” in *Liturgy and Music: Lifetimes Learning*, ed. Robin A. Leaver and Joyce Ann Zimmerman (Collegeville: Liturgical Press, 1998), 384-394.

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John Thornburg, "Craft of Writing Hymn Texts." *The Canterbury Dictionary of Hymnology* (Canterbury Press). (Access to Canterbury Dictionary via GETS Library)

Mary Louise VanDyke, "Children's Hymnody in America: Furniture for the Mind," *The Hymn*, 50.3 (July 1999): 26-31.

Robin Knowles Wallace, "What are we teaching our Children? Hymnody and Children at the End of the Twentieth Century," *The Hymn*, 50.3 (July 1999): 11-19.

Isaac Watts, Preface to *The Psalms of David Imitated in the Language of the New Testament* (1719).

John Wesley, "Directions for Congregational Singing" and Preface to *A Collection of Hymns for the Use of the People Called Methodists* (1780).

For United Methodists:

Carlton Young, *Companion to The United Methodist Hymnal* (Nashville: Abingdon, 1993).

*The United Methodist Book of Worship* (Nashville: AUMPH, 1992).

For members of other church traditions:

The companion to the hymnal of your denomination (If your denomination does not have one, you may find Young's *Companion* useful).

### **Course Requirements:**

1. **Readings:** All assigned readings are to be completed prior to the class session for which they are assigned.
2. **Writing:** Complete the following writing assignments. All assignments should be uploaded to Moodle, either in the Discussion Forum or as a Word document.
  - a. **Due Session 1** (January 13): In 1250-1500 words, respond to the ways Saliers (ch. 1-2) and Cone (ch. 1-2) develop the following themes: 1) memory/remembrance and tradition; and 2) the role of song in memory and remembering rightly the past. What implications does this have for the songs we sing in worship? (20)
  - b. **Due Sessions 3-5:** For each session, provide a brief introduction to one of the *new* hymn texts you discover among the many you will be reading for each of these days (or days prior). Provide information about the author, the scripture texts the author uses or alludes to, the theological argument the author makes, some indication of when in the church year this hymn text would most fit, and a tune that enables a congregation to sing it. Post these as a Forum on Moodle. (5 each)
  - c. **Due Session 6** (January 21): Using the Thornburg and Lim articles, write a hymn text in common meter based on a psalm of your choice or a tune to an existing metrical psalm/paraphrase. Write a two-paragraph description of the process. (5)
  - d. **Due Session 7** (January 22): Choose two hymn texts/congregational songs, one from before 1800 and one from after 1960. In 1250-1500 words, write an "exposition" for each of these hymns--discuss their theological content, scriptural background,

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spirituality, liturgical adequacy and context, and a rationale for why and when each hymn should be used in Christian worship. (20)

- e. **Due January 27:** Drawing on the readings for the first week, especially from Wren, develop a 1250-1500 word essay that answers the question “How does congregational song enable Christian worship as a communal liturgical act?” (20)
- f. **Due January 31:** Final project. Using the Revised Common Lectionary, Year B (see <http://www.textweek.com>), and your denomination’s hymnal and supplements, plan the congregational song (hymns and ritual songs) for services of Word and Table on the following Sundays: Lent 3, Easter 5, the 10<sup>th</sup> Sunday after Pentecost and the 20<sup>th</sup> Sunday after Pentecost. For each hymn or song that you choose, provide a rationale based on the liturgical, theological, and scriptural needs of each of the four Sundays. For the hymns (at least 3 per Sunday), indicate when and how you would use the hymn in the service that day as well the tune to which the hymn will be sung. Photocopies of the hymns and songs are not required unless you believe they are not readily available. (20)

## Schedule

### 1. Why Worship? Why Sing? (January 13)

#### **Readings:**

Saliers, chaps. 1-2

Cone, chaps. 1-2

Wren, chaps. 1-2

Luther, Calvin, Watts, and Wesley prefaces

**Due: Writing assignment “a”**

### 2. Song, Language, and Theology (January 14)

#### **Readings:**

Wren, chaps. 5-10

Thornburg, “Craft of Writing Hymn Texts” (CDH)

### 3. The Church Singing (January 15)

#### **Readings:**

Westermeyer, chaps. 1-2

Routley and Richardson, chaps. 11-12

Lim, “The Craft of Writing Hymn Tunes” (CDH)

**Due: Writing assignment “b”**

### 4. The Church Singing (II) (January 16)

#### **Readings:**

Westermeyer, chaps. 3-4

Routley and Richardson, chaps. 1-2

**Due: Writing assignment “b”**

**5. The Church Singing (III) (January 17)**

**Readings:**

Westermeyer, chaps. 5-10

Routley and Richardson, chaps. 3-10, 13-15, 17-18, 20

**Due: Writing assignment “b”**

**6. The Church Singing (IV) (January 21)**

**Readings:**

Westermeyer, chaps. 11-13

Routley and Richardson, chaps. 19, 21-24

Cone, chs. 3-5

Hawn, ed. chap. 3-5

**Due: Writing assignment “c”**

**7. The Church Singing (V) (January 22)**

**Readings:**

Westermeyer, chaps. 14

Routley and Richardson, chaps. 26-32

Hawn, ed., ch. 6-7

**Due: Writing assignment “d”**

**8. When Do We Sing?: Singing and Formation (January 23)**

**Readings:**

Saliers, chaps. 4-6

Routley and Richardson, chaps. 16, 22, 25

Keithahn, “Children and Hymns: Dreams for the New Millennium”

Knowles Wallace, “What Are We Teaching Our Children?: Hymnody and Children at the End of the Twentieth Century”

VanDyke, “Children’s Hymnody in America: Furniture for the Mind”

**9. Choosing, Using, and Leading Congregational Song (January 24)**

**Readings:**

Burch Brown, “Religious Meanings and Musical Styles”

Wren, chap. 3

Wolterstorff, “Thinking about Church Music”

**Writing Assignment “d”:** Due Monday, January 27

**Final Project (writing assignment “e”):** Due Friday, January 31