



MUWM9303 Contextual Dimensions in Current Worship Research

New Orleans Baptist Theological Seminary

Division of Church Music Ministries

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Course Description

This seminar surveys recent research in worship related to the variables of gender, ethnicity, and generational age-group. Special attention is given to studies which investigate the impact these particular contextual factors may have on current worship practices in evangelical churches in the United States

Student Learning Outcomes

At the conclusion of this course, students will have achieved the following:

1. Knowledge of current issues and research literature of interest to worship leaders related to gender, temperament, age group, and ethnicity within the context of evangelical worshippers in the United States.
2. Proficiency in understanding as to how factors such as gender, temperament, generational cohort, and ethnic background may influence the ways in which worshippers tend to engage in corporate worship in evangelical churches.
3. Develop appreciation for the diversity of evangelical worshippers in the United States and the attendant leadership needs in corporate worship stemming from a multifaceted population.
4. Understand a variety of current research methodologies in worship-related studies and how these methodologies may be applied to new research questions in the field of worship leadership.
5. Knowledge of important demographic trends in U.S. evangelical congregations and their impact on congregational worship.

Embedded Assignment

There is no embedded assignment in this course.

Course Textbooks

[Books and articles]

First seminar meeting [The seminar meeting focus will be: general congregational worship studies; the contexts of gender, temperament, and learning styles in worship.]

Following Wave IV: *Congregations in 21st Century America*. By Mark Chaves, Joseph Roso, Anna Holleman, and Mary Hawkins. 2021. Durham, NC: Department of Sociology, Duke University. [the link provides the document]

Chaves, Mark, Mary Hawkins, Anna Holleman, and Joseph Roso. 2020. "[Introducing the Fourth Wave of the National Congregations Study.](#)" *Journal for the Scientific Study of Religion* 59(4): forthcoming. [the link provides the document]

<https://faithcommunitiestoday.org/report-facts-on-worship/>

<https://www.barna.com/research/churchgoers-miss-services/>

<https://faithcommunitiestoday.org> [see report on Twenty years of congregational change: The 2020 Faith Communities Today Overview-- particularly look for data on worship]

Holly Pivec. "The Feminization of the Church: Why Its Music, Messages, and Ministries Are Driving Men Away." *Biola Magazine* (Spring 2006), [<http://magazine.biola.edu/article/06-spring/the-feminization-of-the-church/>]

<http://www.worshipmatters.com/2006/09/29/worship-leaders-pastors-do-men-and-women-worship-differently/> [Blog, opinion, Bob Kauflin]

Schwanda, Tom. "The Personality of Worship," in *Reformed Worship*, vol 23 (March 1992): 25-27.

<https://www.barna.com/research/state-of-the-bible-2019/>

<https://www.barna.com/research/churchgoers-feel/>

Second seminar meeting [The seminar meeting focus will be: the context of generational cohorts in worship.]

<https://www.barna.com/research/worship-preferences/>

<https://www.barna.com/research/millennials-arent-watching/>

<https://www.barna.com/research/designing-worship-spaces-with-millennials-in-mind/>

Duck, Ruth. *Worship for the Whole People of God: Vital Worship for the 21st Century*. Louisville: Westminster John Knox Press, 2013.

Vanderwell, Howard, ed. *The Church of All Ages: Generations Worshipping Together*. Herndon, VA: Alban Institute, 2007.

Third seminar meeting [The seminar meeting focus will be: the contexts of ethnicity and multiculturalism in worship.]

<https://www.barna.com/research/introducing-open-generation/>

<https://www.barna.com/gen-z-screens-discernment/>

<https://www.barna.com/research/teens-devices-connection/>

<https://www.barna.com/preference-for-in-person-worship-services/>

Gerardo Marti, *Worship Across the Racial Divide*. Oxford: Oxford University Press, 2012.

Course Teaching Methodology

The course will involve the following methodologies: the course will convene three times during the semester for seminar presentation and interaction:

Session One (Sep 8-9) Thu, Sep 8, 1:00PM-9:00PM through Fri, Sep 9, 8:00AM-10:15AM). The seminar meeting focus will be: the contexts of gender, temperament, and learning styles in worship.

Session Two (Oct 20-21 Bluejeans) Thu, Oct 20, 1:00PM-9:00PM through Fri, Oct 21, 8:00AM-10:15AM). The seminar meeting focus will be: the context of generational cohorts in worship.

Session Three (Dec 1-2) Thu, Dec 1, 1:00PM-9:00PM through Fri, Dec 2, 8:00AM-10:15AM). The seminar meeting focus will be: the contexts of ethnicity and multiculturalism in worship.

Participants will be asked to become familiar with assigned readings. Students will also engage in reviews of current research on assigned seminar topics and present findings to the seminar.

Course Requirements

1. Seminar attendance and required reading. Attendance at the introductory Bluejeans seminar overview meeting (first week of the semester) and at the three scheduled seminar meetings is required. Students will complete the required reading as listed above. Each seminar participant should read thoroughly each of the resources listed and be prepared to contribute meaningfully to the discussion. (see Assignment 2 below).
2. Lead focused discussion of textbooks and reading assignments. Required reading (books and articles) as listed above. Each seminar participant should read thoroughly each of the assigned materials. For each assigned source, the student should prepare a one-page written annotation, and two to three substantial questions for discussion in seminar meetings. More specific information will be given for this assignment in the course overview meeting. **Due: Sep 8, Oct 20, Dec 1**
3. Review of worship-related studies. For each of the three seminar meetings, each student will be responsible for exploring current research studies (last ten to fifteen years) and prepare a review of literature consisting of ten (10) annotated research studies per unit. The studies included must relate in some way to the specific topic of the specific seminar meeting. Studies may be found in journal articles, conference reports or proceedings, theses, dissertations, or in book chapters. Abstracts *may* be consulted but the original works should be used as the sources and not the abstracts alone. Of the ten studies, at least three should be theses and/or dissertations. Of the ten, at least one of the studies should focus on some musical aspect in the worship

service as it may be related to the unit topic(s). The format of the student's report should include the following (approximately 1 page each):

Complete bibliographic information

A **summary** of the particular **research methodology** used

A brief summary of the **research results**

Additionally, each student should be prepared to **share results** of the review of research with the other participants during the seminar as time allows. Each student should make copies of the reports available for other participants of the seminar.

For the specific research focus for each of the three seminar meetings, please see "Course Teaching Methodology" above. **Due: Sep 8, Oct 20, Dec 1**

4. Sample research proposals. Each seminar meeting will focus on a central topic or topics. For each of the three meetings, each student will prepare one brief research proposal outline related to the topic(s). A sample proposal will be provided for you at the introductory session for the course. **Due: Sep 8, Oct 20, Dec 1**

5. As a final assignment, each student will write a 2000-word reflection paper on the topic of worship leadership challenges in increasingly-diverse congregational contexts. This paper should address the various challenges worship leaders and other church leaders face in planning and leading meaningful times of worship for groups of people that more than likely hold differing sets of worship expectations *while remaining faithful to the principles of biblical worship*. What are the philosophical foundations which should guide the strategies for the task? What are the possible implications for not considering the generational, cultural, gender, temperament and learning style needs of various populations within a given congregation? The student should use NOBTS style guidelines, with footnotes for appropriate citation of sources for this formal paper. Use of first person should be avoided. Due Date: Thu, **Dec 8, 2022**.

Evaluation of Grade

The student's grade will be assigned as follows:

- 10 % Participation and required reading
- 10% Annotations and prepared questions/ leading discussion of required reading
- 30% Reviews of worship-related studies (ten sources per unit)
- 30% Sample research proposals (one per seminar mtg)
- 20% Final reflection paper

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. ITCSupport@nobts.edu - Email for general technical questions/support requests.
3. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Style Guide

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center's page on the seminary website at:

<https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Selected Bibliography (provided in a separate document)