



McMaster Divinity  
College

# FAITH, WORK, AND WORSHIP

MS 3P1150

(CC/CW/PS)

(Also available as DPT – MS 5P1120)

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Fall 2024 In-Person Course  
Thursdays, 2:00–3:50 p.m.

## COURSE DESCRIPTION

In Psalm 86:11 (NIV), the psalmist asks the Lord for an “undivided heart.” Many of us, however, have more experience with a fragmented and disintegrated heart than with an undivided one. We believe that we should engage in the activities of a life of **faith**, that we should do good **work**, and that we should be authentic in our **worship**. We think we know what a life of **faith** is supposed to look like, whether we live up to that or not. We all **work**, whether that work is valued by others or not, whether we value it ourselves or not, whether we are remunerated or not, and whether we think we are fulfilling a calling or vocation or not. We know that we are to **worship** God, although opinions abound as to what that means or how it should look and sound. As reflective believers, we might admit that our own lives—and the lives of those that we work with or minister to, lead, or educate—are fragmented and disintegrated, that we have divided hearts rather than undivided hearts. What would it look like to be wholehearted and thoroughly integrated believers? This course will provide the opportunity to investigate and evaluate the three core areas of faith, work, and worship, to address challenges and opportunities for meaningful integration in our lives, and to explore how we might live and minister from a place of wholeness and wholeheartedness.

## COURSE LEARNING OUTCOMES

Through engaged participation in classes, reading, and assignments, you should achieve the following learning outcomes:

### KNOWING

- **Evaluate** the effectiveness of the inter-relationships between faith, work, and worship in your church tradition or specific church or ministry context;
- **Research** our themes in areas that are new to you or take you deeper in familiar ones.

### BEING

- **Reflect** on how faith, work, and worship have shaped who you are;
- **Challenge** your life-patterns to be open to possible disjunctions or blind spots;
- **Explore** a deeper, transformative integration of faith, work, and worship.

## DOING

- **Solve** a problem of inconsistency or fragmentation in your life and ministry or for those within your circle of influence related to faith, work, and/or worship;
- **Design** an integration of faith, work, and worship for your life and ministry and others;
- **Research** faith, work, and/or worship (through papers or projects) in ways that increase your own wisdom and insight and can benefit others.

**COURSE REQUIREMENTS****1. COLLABORATIVE PRESENTATION: 25%**

**Due:** According to sign-up schedule in first week of course. See dates below. Students eager to begin work early may be in touch in late summer to secure a date. Collaborate with one or two other students (depending on class size) on a class presentation that explores at least two of our themes and their interconnectedness. Length and timing TBA. You may consider theory vs. practice. You may explore a particular Christian tradition (e.g. Catholic, Lutheran, Pentecostal, Anabaptist, others). You may focus on a demographic or community (cross-cultural, intergenerational, single generation such as elderly / youth / children, business sector, tradespersons, artists, immigrants, etc.). You may look at historical patterns or contemporary approaches. You may collaboratively design something new and creative. Be in touch with me about what interests you, whether it is suggested here or not. Your presentation may be live or pre-recorded. You may use slides or other media (but must be prepared well in advance of the class time with any media) or you may choose to do a dramatic presentation or something interactive. Please submit written documentation of what you did for your presentation for later review, such as a summary or narrative, as well as any slides or video, if you use them. These presentations are not meant to look like each other; instead, they should represent the creative diversity and range of interests of the class members. Dates (one presentation per week):

Thursday, Sept 19

Thursday, Sept 26

Thursday, Oct 3

Thursday, Oct 10

[Thursday, Oct 17 - NO CLASS]

Thursday, Oct 24

Thursday, Oct 31

Thursday, Nov 7

Thursday, Nov 14

Thursday, Nov 21

Thursday, Nov 28

(No presentations during the two December class days.)

**2. RESEARCH PAPER or PROJECT (#1): 30%**

**Due:** Thursday, October 10, 2024, by midnight. Use A2L or email.

Explore two of our themes—faith, work, worship—in a research paper or creative project.

Consult with the instructor by **Week 2** before finalizing your plans (by email). Ideally, choose something that challenges you or is less familiar to you. If this is for a specialization, explain in a paragraph how it contributes to your program and attach to the paper (not included in word count) or in an email. NOTE: If something about any assignment could be mistaken for plagiarism, submit it through A2L, not email, so that authorship can be verified through A2L.

**Research Paper: 3000 words.**

Research two of our three themes that are significant to you. This first paper may be a broad overview or a survey of an unfamiliar area or intersection. Your approach may be biblical, historical, theological, cultural, arts-based, practice of ministry, etc. You must follow the MDC Style Guide. Include substantive content and write at the level of your graduate program. Interact with at least **8–10** academic resources but show that you are doing your own thinking.

**Project.** Thoughtfully design a project that explores an issue or challenge or expression of two of our themes. Design your project to be qualitatively equivalent to a research paper of 3000 words.

**Reflection:** Include a short insightful reflection on your project (use “I”), any personal risk, anything you hope to communicate through your project, and especially something that you learned from doing this project (approx. **750 words**).

**3a. DEEP INTEGRATION RESEARCH PAPER or PROJECT (#2): 40%**

**Due:** Thursday, November 28, 2024, by midnight. A2L or email.

Explore a connection between all of our themes (faith, work, worship) in a research paper or creative project. Try to develop a piece of work (paper or project) that you can take with you into your ongoing faith, work, and worship. It may be a work-in-progress, with this as its first iteration. Consult with the instructor by **Week 7** (by email) before finalizing your plans. If this is for a specialization, explain in a paragraph how it contributes to your program, either attached to the paper (not included in the word count) or in an email.

**Deep Integration Research Paper: 4000 words**

In this research paper, dig into our themes, and make deep integrative connections between them. You may focus primarily on one with significant connections to the others, but integrate them in some way. (E.g., you may want to focus on a theology of work that ties to faith and worship.)

You may consider theory vs. practice, or the challenges of biblical or theological interpretation in contemporary practice, etc. Again, your approach may be biblical, historical, theological, cultural, arts-based, practice of ministry, etc. As always, you must follow the MDC Style Guide. Include substantive content and write at the level of a graduate student. This paper should show a deeper level of thinking and a more advanced level of research and writing than your first major assignment, if possible. Interact with least **10–12+** academic resources but demonstrate your own thinking.

**Deep Integration Project.** Thoughtfully design a project that explores significant issues or challenges or expressions of our three topics, even if one is primary. Design your project to be qualitatively equivalent to a research paper of 4000 words. **Reflection.** Include an insightful reflection (approx. **1000 words**) on your project, including any personal risks, and what was most significant for your own personal learning.

**3b. In-Class Presentations of Final Assignments: 5%**

**Due:** Thursday, December 5 (and possibly December 12, depending on class size). Presentations will be fairly short and informal. Timing depends on class size.

NOTE: Taking thoughtful risks in your assignments usually results in the most valuable learning, regardless of the mark. Identify any risk you have taken, for it may not be obvious. Feel free to mention this in your in-class presentation.

### **COURSE LEARNING COMMUNITY**

My hope for each course is that we will form a mutual learning community, where each of us grows through encouragement, constructive input, and active engagement—with each other, with Scripture, with intellectual ideas, and with practice-based insights. I encourage you to take risks in what you explore, share, and submit. I will try to foster an environment where we can trust each other with those outcomes. Each of us is in process, so come with an openness to be challenged, reshaped, or re-formed, and to grow through our mutual learning experience. I will try to empower each of you to develop as much as you are willing to, and to treat each of you with respect and dignity. I ask for this in return. I am a fellow learner in this community. I will attempt to offer information, reflection, experience, and questions for each of us to process together, and to shape a welcoming environment for your contributions. I will try to give thoughtful evaluation and feedback to your thinking and to encourage your growth through our collaboration. As a responsible member of our learning community, I expect you to commit yourself to the class throughout the term that we are together, to treat each person with respect and dignity, and to be prepared for and fully engaged in and with the class each week. Your full participation is required and critical for our learning community to function at an optimal level.

I try to keep class correspondence to weekdays where possible, but I can be reached outside these times and certainly in a crisis. I welcome the opportunity to communicate with you.

### **REQUIRED BOOKS AND OTHER READING**

#### **INTEGRATION:**

Kaemingk, Matthew, and Cory B. Willson. *Work and Worship: Reconnecting Our Labor and Liturgy*. Grand Rapids, MI: Baker Academic, 2020. Read this book throughout the term.

#### **FAITH:**

Bauerschmidt, Frederick Christian. *The Love that Is God: An Invitation to Christian Faith*. Grand Rapids, MI: Eerdmans, 2020. Read this short book and the following article early in the term, as noted in the schedule.

McKaughan, Daniel J., and Daniel Howard-Snyder. “Faith and Faithfulness.” *Faith and Philosophy* 39.1 (2022) 1–25.

#### **WORK:**

Volf, Miroslav. *Work in the Spirit: Toward a Theology of Work*. New York: Oxford University Press, 1991. Draw on this book as a model of a theology of work.

#### **WORSHIP:**

Porter, Wendy J., ed. *Rediscovering Worship: Past, Present, and Future*. McMaster New Testament Studies. Eugene, OR: Pickwick, 2015. Consult the various authors’ chapters in this book that discuss what Scripture and history reveal about worship.

### **BOOKSTORE**

All required textbooks are available from the Hurlburt Family Bookstore located by Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, contact the

bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at [books@readon.ca](mailto:books@readon.ca). The Hurlburt Family Bookstore also carries other books and merchandise and is open throughout the academic year during posted hours.

### TENTATIVE COURSE SCHEDULE

Week	Date	Note: Readings are to be done prior to each class. Come prepared with observations and ideas related to the readings.
1	Sept 12	Intro to the Course, Planning Assignments, What to Expect.
2	Sept 19	Read: Bauerschmidt, <i>The Love that Is God</i> Read: McKaughan and Howard-Snyder, “Faith and Faithfulness” <b>DUE:</b> Weekly Collaborative Presentations
3	Sept 26	Read: <i>Work in the Spirit</i> , Intro, pp. 3–24; and Part II, “Toward a Pneumatological Theology of Work,” pp. 69–122
4	Oct 3	Read: <i>Work and Worship</i> , Intro and Part 1 Foundations, pp. 1–62 Read: <i>Work in the Spirit</i> , ch. 5, pp. 123–56
5	Oct 10	Read: <i>Work and Worship</i> , Part 2 Resources (OT), pp. 63–136 Read: <i>Rediscovering Worship</i> , chs. 1–3 (OT), pp. 1–88 <b>DUE:</b> Research Paper or Project #1 by midnight
	Oct 17	NO CLASS DURING READING WEEK
6	Oct 24	Read: <i>Work and Worship</i> , Part 2 Resources (NT), pp. 137–92
7	Oct 31	Read: <i>Rediscovering Worship</i> , chs. 4–6 (NT), pp. 89–175
8	Nov 7	Read: <i>Work and Worship</i> , Part 3 Practices, pp. 193–256 (end)
9	Nov 14	Read: <i>Rediscovering Worship</i> , ch. 7 (Historical) pp. 176–231
10	Nov 21	TBA
11	Nov 28	Faith, Work, and Worship Applications <b>DUE:</b> Deep Integration Research Paper or Project #2 by midnight
12	Dec 5	<b>DUE:</b> In-Class Presentations for Assignment 3
13	Dec 12	Possible In-Class Presentations or TBA

### Selected Bibliography

The following is by no means an exhaustive bibliography, just a place to begin. Typically, in an MDC course, DPT students should become familiar with about 4000 pages or around 20 books, and MTS and MDiv students with about 3000 pages or around 15 books, including required textbooks and other assigned reading. Try to have a grasp of the main content of these works (this does not require reading every page) and their significance. Choose books from the Selected Bibliography or that you find through your own research, including academic articles, that resonate with *and* challenge you, and that meet your goals for assignments and your program.

All MDC students have access to McMaster Library [Guide to Using McMaster Library Services](#) and to the Digital Theological Library (DTL) [Guide to using the Digital Theological Library](#). Find your DTL student library code in information from the Registrar.

### FAITH

Capps, Donald. *The Decades of Life: A Guide to Human Development*. Louisville, KY: Westminster John Knox, 2008.

- Colorado, Carlos D., and Justin D. Klassen, eds. *Aspiring to Fullness in a Secular Age: Essays on Religion and Theology in the Work of Charles Taylor*. Notre Dame, IN: University of Notre Dame, 2014.
- Davies, Oliver. *Theology of Transformation: Faith, Freedom, and the Christian Act*. New York: Oxford University Press, 2013.
- Edgar, William. *Created & Creating: A Biblical Theology of Culture*. Downers Grove, IL: IVP Academic, 2017.
- Hunter, James Davison. *To Change the World: The Irony, Tragedy, and Possibility of Christianity in the Late Modern World*. New York, NY: Oxford University Press, 2010.
- Moltmann, Jürgen. *The Living God and the Fulness of Life*. Trans. by Margaret Kohl. Louisville, KY: Westminster John Knox, 2015.
- Niebuhr, H. Richard. *Christ and Culture*. New York, NY: Harper & Row, 1951. 255 pp.
- Osmer, Richard R., and Friedrich L. Schweitzer, eds. *Developing a Public Faith: New Directions in Practical Theology*. St. Louis, MO: Chalice, 2003.
- Sayers, Dorothy L. *Christian Letters to a Post-Christian World: A Selection of Essays*. Grand Rapids, MI: Eerdmans, 1969. 230 pp. Later published as *The Whimsical Christian: 18 Essays*. New York, NY: Collier, 1987.
- Taylor, Charles. *A Secular Age*. Cambridge, MA: Belknap Press of Harvard University Press, 2007.
- Tillich, Paul. *Dynamics of Faith*. New York, NY: Harper & Row, 1957. 135 pp.
- Volf, Miroslav, and Dorothy C. Bass, eds. *Practicing Theology: Beliefs and Practices in Christian Life*. Grand Rapids, MI: Eerdmans, 2002.
- Volf, Miroslav. *A Public Faith: How Followers of Christ Should Serve the Common Good*. Grand Rapids, MI: Brazos, 2011.

## WORK

- Atkinson, Clarissa W. *The Oldest Vocation: Christian Motherhood in the Middle Ages*. Ithaca, NY: Cornell University Press, 1991.
- Bloch, Deborah P., and Lee J. Richmond, eds. *Connections between Spirit and Work in Career Development: New Approaches and Practical Perspectives*. New York: Routledge, 2016.
- Cahalan, Kathleen A., and Bonnie J. Miller-McLemore, eds. *Calling All Years Good: Christian Vocation throughout Life's Seasons*. Grand Rapids, MI: Eerdmans, 2017.
- Cosden, Darrell. *A Theology of Work: Work and the New Creation*. Paternoster Theological Monographs. Eugene, OR: Wipf & Stock, 2006.
- Cosden, Darrell. *The Heavenly Good of Earthly Work*. Grand Rapids, MI: Baker Academic, 2006.
- Dale, Eric Steven. *Bringing Heaven Down to Earth: A Practical Spirituality of Work*. American University Studies Series VII: Theology and Religion 83. New York: P. Lang, 1991.
- Jamison, Christopher. *The Disciples' Call: Theologies of Vocation from Scripture to the Present Day*. New York: Bloomsbury T. & T. Clark, 2013.
- Jones, L. Gregory, and Stephanie Paulsell, eds. *The Scope of Our Art: The Vocation of the Theological Teacher*. Grand Rapids, MI: Eerdmans, 2002.
- Kidwell, Jeremy. *The Theology of Craft and the Craft of Work: From Tabernacle to Eucharist*. London: Routledge, 2016.
- Loftin, Keith R., and Trey Dimsdale, eds. *Work: Theological Foundations and Practical Implications*. London, UK: SCM, 2018.

- Meilaender, Gilbert. *The Freedom of a Christian: Grace, Vocation, and the Meaning of Our Humanity*. Grand Rapids, MI: Brazos, 2006.
- Ostring, Elizabeth Ellen. *Be a Blessing: The Theology of Work in the Narrative of Genesis*. Eugene, OR: Wipf & Stock, 2016.
- Palmer, Parker J. *Let Your Life Speak: Listening for the Voice of Vocation*. San Francisco: Jossey-Bass, 2000.
- Placher, William C., ed. *Callings: Twenty Centuries of Christian Wisdom on Vocation*. Grand Rapids, MI: Eerdmans, 2005.
- Reed, Esther D. *Work, for God's Sake: Christian Ethics in the Workplace*. Sarum Theological Lectures. London, UK: Darton, Longman and Todd, 2010.
- Smith, Gordon T. *Courage and Calling: Embracing Your God-Given Potential*. Downers Grove, IL: InterVarsity, 2011.
- Stevens, R. Paul. *Aging Matters: Finding Your Calling for the Rest of Your Life*. Grand Rapids, MI: Eerdmans, 2016.
- Stevens, R. Paul. *Work Matters: Lessons from Scripture*. Grand Rapids, MI: Eerdmans, 2012.

#### WORSHIP

- Alikin, Valery A. *The Earliest History of the Christian Gathering: Origin, Development and Content of the Christian Gathering in the First to Third Centuries*. Supplements to *Vigiliae Christianae* 102. Leiden: Brill, 2010.
- Bechtel, Carol M., ed. *Touching the Altar: The Old Testament for Christian Worship*. Calvin Institute of Christian Worship Liturgical Studies Series. Grand Rapids, MI: Eerdmans, 2008.
- Best, Harold M. *Unceasing Worship: Biblical Perspectives on Worship and the Arts*. Downers Grove, IL: InterVarsity, 2003.
- Borchert, Gerald L. *Worship in the New Testament: Divine Mystery and Human Response*. St. Louis, MO: Chalice, 2008.
- Bradshaw, Paul F. *Early Christian Worship: A Basic Introduction to Ideas and Practice*. 2nd ed. Collegeville, MN: Liturgical, 2010.
- Bradshaw, Paul F. *The Search for the Origins of Christian Worship: Sources and Methods for the Study of Early Liturgy*. New York, NY: Oxford University Press, 1992.
- Byars, Ronald P. *What Language Shall I Borrow?: The Bible and Christian Worship*. Calvin Institute of Christian Worship Liturgical Studies Series. Grand Rapids, MI: Eerdmans, 2008.
- Hoon, Paul Waitman. *The Integrity of Worship: Ecumenical and Pastoral Studies in Liturgical Theology*. Nashville, TN: Abingdon, 1971.
- McGowan, Andrew B. *Ancient Christian Worship: Early Church Practices in Social, Historical, and Theological Perspective*. Alcuin Club Collections 91. Grand Rapids, MI: Baker Academic, 2014.
- Moule, C. F. D. *Worship in the New Testament*. Ecumenical Studies in Worship 9. Richmond, VA: John Knox, 1961.
- Peterson, David. *Engaging with God: A Biblical Theology of Worship*. Grand Rapids, MI: Eerdmans, 1993.
- Saliers, Don E. *Worship as Theology: Foretaste of Glory Divine*. Nashville, TN: Abingdon, 1994.
- Smith, James K. A. *You Are What You Love: The Spiritual Power of Habit*. Grand Rapids, MI: Brazos, 2016.

- Stringer, Martin D. *A Sociological History of Christian Worship*. Cambridge, UK: Cambridge University Press, 2005.
- Wainwright, Geoffrey. *Doxology: The Praise of God in Worship, Doctrine, and Life*. London, UK: Epworth / New York, NY: Oxford University Press, 1980.
- Wainwright, Geoffrey, and Karen B. Westerfield Tucker, eds. *The Oxford History of Christian Worship*. New York, NY: Oxford University Press, 2006.
- White, James F. *Introduction to Christian Worship*. 3rd ed. Nashville, TN: Abingdon, 2000.
- Wolterstorff, Nicholas. *The God We Worship: An Exploration of Liturgical Theology*. Grand Rapids, MI: Eerdmans, 2015.

## **MDC Policy Statements**

### **Academic Honesty**

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresenting the ownership of written work by deception or by other fraudulent means. In an academic setting this may include any number of forms such as: copying or using unauthorized aids in tests, examinations; plagiarism, i.e., submitting work that is not one's own (regardless of the means of its production, including AI) but passing it off as if it is; submitting work for credit in a course for which credit is being or has already been given, unless the previously submitted work was presented as such to the instructor of the second course and has been deemed acceptable for credit by the instructor of that course; aiding and abetting another student's dishonesty; giving false information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines; forging or falsifying McMaster University or McMaster Divinity College documents.

**A special note about AI:** You are expected to do your own thinking and to write your own papers, etc., and not to have AI do this work for you. There may be value in using an AI tool to help you locate and collate resources or to help you "tidy up" your English grammar, usage, and mechanics, especially if English is not your native language. However, using AI to create content for you and then submitting that content as if you created it is considered plagiarism (i.e., submitting work that is not one's own as if it is one's own) and is a violation of the academic honesty policy.

### **AODA**

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), the content of this course is intended to be accessible to all students who are enrolled in the course, including those with disabilities. If a student requires accommodation to participate fully in this course, that student is to contact SAS at McMaster University, who will then work directly with the McMaster Divinity College Registrar to negotiate reasonably appropriate accommodation for the student. The MDC Registrar will communicate with faculty regarding necessary accommodations. Please note that an accommodation is not retroactive and must be requested in advance to allow sufficient time for implementation.

### **Gender Inclusive Language**

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as, for



example, the following: NRSVue (2022), TEV/GNB/GNT (1976), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011).

**Writing Style**

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses <https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>

Failure to observe appropriate form will result in grade reductions.

**Deadlines and Late Submission Penalty**

Assignments are due on the date and by the time indicated, after which they are considered late. Late assignments may be docked incrementally up to 2% per calendar day. Submit assignments electronically to Avenue to Learn or directly by email. If there are serious issues that could prevent your timely or successful completion of assignments, be in touch with the instructor immediately to discuss possible alternatives. Be proactive. Do not leave this to the last minute.

**Disclaimer**

This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions as necessary.