

Conrad Grebel University College
University of Waterloo
CMW 363/MUSIC 363/RS 357: The Christian Hymn
Fall 2021

Class Time: Monday 7:00-8:20 PM

Location: CGR 1208

Instructor: Dr. Kate Steiner

Office Hours: Monday 2:30-3:30, Wednesday 10:30-11:30

Office Location: CGR 1106

Phone: 519-885-0220 x24244

Email: ksteiner@uwaterloo.ca

Course Description:

The origins of the Christian hymn and its development up to the present. The course considers the hymn as theological, poetic, musical, cultural, and spiritual expression, and the use of hymns in a variety of worship settings.

Prerequisite: None.

Course Objectives:

By the end of this course you will be able to:

1. recall the major figures and movements in church history that contribute to contemporary hymns;
2. articulate the benefits of singing for the life of a church community;
3. analyze hymns for form and style;
4. connect cultural movements in Christian history with hymn styles;
5. utilize research tools for context and interpretation of individual hymns.

Required Reading Materials:

Hawn, C. Michael, John L. Bell, Pablo D. Sosa, and James Abbingtong. *New Songs of Celebration Render: Congregational Song in the Twenty-First Century*. Chicago: GIA Publications, Inc., 2013.

- This book covers the practices in North America today, and attempts to align them theological and denominational identities.
- Available at the UWaterloo Bookstore.

“Voices Together.” Ed. By Benjamin Philip Bergey, Desmond Harrison, Russel Adrian, Brandon Leis, Mark Diller Harder, Darryl Neustaedter Barg, and Bradley Kauffman. Harrisonburg, Virginia: MennoMedia, 2020.

- Although a new denominational hymnal, this resource attempts to represent historical, Global and contemporary hymnody while making it accessible to Mennonite Congregations.
- Available in the UWaterloo Bookstore

Other readings made available on LEARN, including but not limited to:

Kim **Belcher**, “Trinitarian Hymns in the East and the West” *Hymns and Hymnody*, vol. 1, pp. 95-105
 Mellonnee **Burnim**, “Tropes of Continuity and Disjuncture in the Globalization of Gospel Music” *The Oxford Handbook of Music and World Christianities* pp. 469-486

Jeremy **Dibble**. "John Bacchus Dykes." *The Canterbury Dictionary of Hymnology*. Canterbury Press, accessed August 31, 2021, <http://www.hymnology.co.uk/j/john-bacchus-dykes>.

Margot **Fassler**, “Psalmody and the Medieval Cantor: Ancient Models in the Service of Modern Praxis.” *Musicians for the Churches: Reflections on Formation and Vocation*, editor Margot Fassler. Yale Institute of Sacred Music, 2001. pp. 3-14.

Margot **Fassler**, “Hymns and Sequences in the Twelfth and Thirteenth Centuries” in *Hymns and Hymnody*, vol. 1, pp. 144-159

Steven R **Guthrie**. “Love the Lord with All Your Voice: Singing Is a Forgotten--but Essential--Spiritual Discipline.” *Christianity Today* 57, no. 5 (June 2013): 44–47.

Joseph **Herl**, “German Lutheran Hymnody” *Hymns and Hymnody* vol. 2, pp 179-193.

Beverly **Howard**, “Fanny Crosby: Songs of Salvation, Consecration, Service and Heaven.” *Hymns and Hymnody* vol. 3, pp 15-33.

Monique **Ingalls**, “Style Matters: Contemporary Worship Music and the Meaning of Popular Musical Borrowings” in *Liturgy*, vol. Liturgy, 33:3, 37-45.

Birgitta J. **Johnson**, “When We All Get Together: Musical Worship in Two African American Megachurches,” *Liturgy*, 33:4 (2018), 43-51

Swee Hong **Lim**, “[Blessed Are the Poor: Lessons from the Music of the Global South.](#)” *The Yale ISM Review*. Vol. 4: No. 2 (2018), Article 4.

Erin **Lambert**, “Walking in the Resurrection: Anabaptists” in *Singing the Resurrection*, pp. 85-118

Nathan **Myrick**. “[Embodying the Spirit: Toward a Theology of Entrainment.](#)” *Liturgy* 33, no. 3 (July 3, 2018): 29–36.

Anna **Nekola**, “Negotiating the Tensions of U.S. Worship in the Marketplace” *The Oxford Handbook of Music and World Christianities* pp. 513-532

Calvin **Stapert**, *A New Song for an Old World: Musical Thought in the Early Church*, (Grand Rapids, MI: Eerdmans, 2007), pp. 13-28 and 42-59

Brian **Wren**, “Why Congregational Song is Indispensable” in *Praying Twice* (Louisville: Westminster John Knox Press, 2000), pp 47-97.

Evaluations:

Assignment	Weighting	Due Date
Class activities	10%	Every class
Discussion Posts	10%	Every Sunday
Hymn Memorization and Presentation	10%	Monday, Oct 25
Reflections (5)	20%	Every class
Hymn Analysis	25%	Monday, November 22
Podcast Project	25%	Monday, December 13

Assignment	Weighting	Due Date
<i>Or</i> Term Paper (10 pages)		

Details on Evaluations:

- Class activities: involves showing up having read (or at the very least skimmed!) and thought about the readings, and doing short in-class writing assignments or projects.
- Discussion Posts: answer questions on the reading and respond to a peer. Due every Sunday by midnight. Your posts will be graded on your address of the question, your careful reading of your peer, and whether your post furthers the discussion. Only 10 modules will be graded.
- Memorize a hymn: choose a hymn not discussed in class to memorize and present to the class. You may present by saying the text or singing it. Give a brief (1 minute) explanation of why you chose it.
- Reflections: Each week I will ask you to listen to, read, and sing a hymn. Choose 5 to write a reflection on (or more, and I will only count the top five). The reflection should record your responses and observations from listening, reading, and singing this hymn for 5 minutes at least three separate times during the week.
- Hymn Analysis: Write analyses of two hymns of different styles. Include an aesthetic, stylistic, and theological examination and suggest appropriate liturgical uses. Each analysis should be 3 pages double-spaced.
- Podcast project: you and a partner (assigned) will plan and record two ten-minute podcasts that introduce a great hymn. The podcast should be conversational but informative, and also give some personal information about what drew you to the hymn. Discuss both the text and the music, and why they fit together well. The best podcasts in the class will be broadcast along with a recording of the hymn performed by the Chapel Choir of the University of Waterloo.
- Term Paper: A research paper examining the hymn repertory of a particular congregation. Research questions should be: how does the hymn repertory reflect the historical, cultural, and theological identity of the congregation? The paper should be 10 pages including bibliography and a repertory list.

Grading Scale:

Assigned Letter Grades	Percentage Range	Average Calculation Values
A+	90-100	95
A	85-89	89
A-	80-84	83
B+	77-79	78
B	73-76	75
B-	70-72	72
C+	67-69	68
C	63-66	65
C-	60-62	62
D+	57-59	58
D	53-56	55

Assigned Letter Grades	Percentage Range	Average Calculation Values
D-	50-52	52
F+	42-49	46
F	35-41	38
F-	0-34	32

Alternative Arrangements for In-Person Class Cancellation

In the event that classes cannot meet in person either short term or long term, we will move our classes on Monday from 7pm-8:20pm to a Zoom meeting online. This information and the link will be shared through the Announcements tool on Learn.

In the event that a student must self-isolate and therefore cannot attend, submit an Illness Self-declaration. Students can find the [Illness Self-declaration form in the Personal Information section of Quest](#). A doctor's note for accommodation is not required. After submitting the Self-Declaration please contact me (ksteiner@uwaterloo.ca) to set up a Zoom meeting to discuss the missed lecture once you are feeling well enough.

UWaterloo Policies

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Arts: [Academic Integrity website](#) University of Waterloo: [Academic Integrity Office](#)

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - [Student Petitions and Grievances](#), Section 4.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

Other sources of information for students:

Note for students with learning differences: The [AccessAbility Services \(AAS\)](#) office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the ASS office at the beginning of each academic term.

Counselling Services: Counselling Services provides free confidential counselling, in both individual and group sessions, with qualified professionals to help registered students, faculty and staff with personal concerns, educational career decisions, and strategies to studies and exams: www.adm.uwaterloo.ca/infocs, ext. 33528, NH Room 2080.

Accommodation for Illness: A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. More information can be obtained from Health Services and the form is available in pdf: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>

The Writing Centre: Writing Centre staff offer one-on-one support in planning assignments and presentations, using and documenting research, organizing and structuring papers, and revising for clarity and coherence. Make an appointment or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre