

# PMIN 213: Liturgy and Sacraments

## *Syllabus for Winter Quarter 2022*

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### **Meeting Times and Places**

Saturdays, January 15, February 12, and March 19, 9:00am–3:00pm, Diocesan Center, 1201 E. Highland Ave. San Bernardino, CA.

Thursdays 6:30–8:30, via Zoom (see schedule).

### **Course Description**

This course will look first at how all people use symbol and ritual to define and create their world and themselves. It will then investigate and experience specific Christian rituals and symbols to learn how they create and recreate a specifically Christian world. A foundational Sacraments & Liturgy course. 4 units.

### **Learning Goals**

This course focuses on two specific learning goals of the GPPM: 1B and 2B.

- **Goal 1:** Students will gain a broad theological foundation that will undergird inquiry into a select area of concentration. (Theological Knowledge)
  - **Objective B.** Students will integrate their core theological competencies in their chosen area of concentration.
- **Goal 2:** Students will develop pastoral skills, ministry knowledge, and liturgical fluencies in at least one key field of study relevant to Christian ministry. (pastoral proficiency)
  - **Objective B.** Students will understand the significance of liturgy in their ministry and in the life of faith.

### **Course Components:**

Class Participation: Active participation is essential to this class. Weekly Zoom sessions will involve some presentation from the professor, but will mainly be an opportunity for student discussion of issues that are raised by the week's readings. Our meetings, especially on Saturdays will also involve extensive personal reflection, small group

exercises, and class discussion (which will take a more “multi-lateral” approach, with students responding to one another rather than everything passing through the medium of the professor). Our Saturday sessions will also involve sustained engagement with the liturgical texts themselves. We will use case-studies, small group discussions, and a variety of other forms to solidify our grasp of the material and work towards its pastoral implementation. As explained above, this functions to instill Learning Objectives 1B and 2B. *Each student should come to class sessions with one to three questions (from the readings, or just germane to the week’s topic) that he or she would like to be sure we discuss.*

Short Papers: For each of the major course sections devoted to some aspect of the Liturgy (the Eucharist, the Liturgical Year, Liturgy of the Hours), you will write a 3–5 page paper on that aspect of the liturgy’s theological meaning, particularly in terms of the paschal mystery of Jesus Christ (Learning Objective 1B), and pastoral implementation (Learning Objective 2B). Your paper on the Eucharist should consider both the liturgy of the Word and the Liturgy of the Eucharist. Your paper on the Liturgical Year should consider the centrality of the paschal mystery for the way that the Christian Church marks time. Your paper on the Liturgy of the Hours will grow from your engagement with the practice, and is discussed below. These are not research papers, but neither are they simply “reflection” papers. In other words, this is serious, substantive writing, but of the sort that you should be able to produce after reading the material and participating in class without additional resources or work.

Site Visit: During the quarter, you will make two site visits: one to a liturgy celebrated according to a different rite, and once to a Latin rite parish with a majority population from a different ethnicity than your normal parish (there’s quite enough Anglo representation out there, and if you’re non-Anglo, I assume you’re already familiar with majority Anglo liturgy, so it should also be a non-Anglo setting). You’ll write a brief reflection on the experience. (Learning Objective 2B)

Liturgy of the Hours: Each class session will open with either Morning Prayer or Evening Prayer and, for evening sessions, close with Compline/Night Prayer. Additionally, students will commit to the daily recitation of Morning and Evening Prayer during the quarter. You’ll be surprised how little time this actually takes, and how manageable a practice it is. Hopefully ten weeks of praying these offices will be enough to establish it as a habit in your life that continues after class. Your short paper for the “Liturgy of the Hours” section should be your reflections on adopting this practice, 2–4 pages (Learning Objective 2B).

Final Project: Your final project will be related to the course material, and should be pastorally appropriate for your present or future ministry. By the fourth week of class, you should present me with a one-page proposal in which you indicate the nature and scope of your project. This will allow me to approve the suitability of the project and point you towards appropriate resources. By week seven you should present me with an outline of your project.

### **Option One: A Research Paper**

This option consists of a research paper exploring an academic topic of interest, directly focused on one or more central liturgical and theological theme explored in the course (Learning Objectives 1B and 2B). The paper should represent original research, insights, and interpretation and be 10 - 12 pages in length (not including the cover page and bibliography).

### **Option Two: A Pastoral Project for a Specific Parish Community**

Through the creation of the pastoral project, the student will demonstrate liturgical/theological competency and pastoral application of the course readings, lectures, class discussions, and especially study and competency in the dynamics of the church's liturgy.

This project has two parts: 1) all the elements needed for the pastoral project and 2) a paper (6 - 8 pages) that articulates the liturgical and theological themes from one particular liturgy or liturgical element. The paper will also include a pastoral analysis of the parish community and presentation of the hoped-for effectiveness of the pastoral project. (Learning Objective 2B).

### **Required Reading**

- *The Liturgy Documents*, volume 1. Fifth edition. Liturgy Training Publications, 2012. ISBN: 978-1-61671-062-0.<sup>1</sup>
- Morril, Bruce, *Encountering Christ in the Eucharist: The Paschal Mystery in People, Word, and Sacrament*. Paulist Press, 2012. ISBN: 978-0-8091-5746-7.
- *Christian Prayer: The Liturgy of the Hours*. Catholic Book Publishing Company, 1976. ISBN: 978-0-8994-2406-4

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<sup>1</sup> This resource is the simplest way for you to get all of the relevant primary texts we'll be studying, but you are free to acquire them in a different format, provided that it is a *hard copy* (i.e., not something you're pulling from the internet). You'll need the following: *Sacrosanctum concilium*; *General Instruction of the Roman Missal*; *Lectionary for Mass: Introduction*; *Dies Domini*; *Universal Norms on the Liturgical Calendar and the General Roman Calendar*; *Ecclesia de Eucharistia*.

## Schedule of Topics and Readings

Our course begins with a general introduction to the liturgy and liturgical theology, and then proceeds through three main movements, which cover the broad sweep of Christian liturgy. We will consider the celebration of the Eucharist (including the Liturgy of the Word), the structure of the Liturgical Year, and the Daily Office/Liturgy of the Hours.

### Part 1 – Introducing Liturgical Theology

Saturday 1/15

9:00–3:00

In preparation, please read:

*Sacrosanctum Concilium*, nos. 1–46 (In *The Liturgy Documents*)<sup>2</sup>

Morrill – Introduction

#### **Morning Session:**

Introduction & Syllabus

Biblical Reflection Exercise: The Liturgy and the Paschal Mystery

#### **Afternoon Session:**

The Liturgical Movement and *Sacrosanctum Concilium*

Thursday 1/20

6:30–8:30

Chauvet on Sacramentality (Camino).

### Part 2 – The Holy Eucharist

Thursday 1/27

6:30–8:30

#### **The Eucharistic Gathering**

*General Instruction of the Roman Missal*, nos. 1-90 (In *The Liturgy Documents*)

Morrill – Chapter 1

Schmemmann (Camino).

Thursday 2/3

6:30–8:30

#### **Liturgy of the Word**

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<sup>2</sup> Each of the documents in this volume has a helpful overview essay, which you are welcome to consult. While not formally required, these essays might help you to gain your bearings.

Introduction to the Lectionary for Mass, nos. 1-91 (In *The Liturgy Documents*)

*Dei Verbum*, nos. 1-26 (Link on Camino)

Morrill – Chapter 2

***Final Project Proposals Due***

Saturday 2/12

**6:30–8:30**

**Sacraments of Initiation**

**Morning Session:**

***Baptism and Confirmation***

**Afternoon Session:**

***Liturgy of the Eucharist***

*Ecclesia de Eucharistia* (in *The Liturgy Documents*)

Morrill – Chapter 3

Sunday 2/13

[Tentative] Optional Melkite Site Visit

***Short Paper 1 due Thursday 2/17, 11:59pm***

### **Part 3 – The Liturgical Year**

Thursday 2/17

**6:30–8:30**

*Dies Domini* (In *The Liturgy Documents*)

***Final Project Outlines Due***

Thursday 2/24

**Zoom: 6:30–8:30**

Universal Norms on the Liturgical Year and the General Roman Calendar (In *The Liturgy Documents*)

### **Part 4 – The Liturgy of the Hours**

Thursday 3/3

**Zoom: 7:00–9:00**

*General Instruction of the Liturgy of the Hours* (Camino)

Taft Extract (Camino).

***Short Paper 2 due 11:59pm***

**Daily Office Reflections Due Friday 3/18, 11:59pm**

**Saturday 3/19**

**9:00–3:00**

**Morning Session: TBD**

**Afternoon Session: Project Presentations.**

**Final Projects Due Tuesday 3/21, Noon.**

**Site Visit Reports Due Wednesday 3/11, Noon.**

**Absolute Deadline for Any Work to be Submitted: Friday 3/25, Noon**

## **Policies**

### **Grading Scale**

The grade for this course will be calculated as follows:

25% – Class Participation

30% – Short Papers

5% – Site Visit

40% – Final Project

### **Attendance**

Regular attendance is an important part of any class, and is factored into your participation grade.

Attendance is all the more essential in a course like this where we meet only once a week. In general, this course observes the following policy:

- I will gladly excuse absences if they are for documented legitimate causes (medical treatment, jury duty, University mandated travel, bereavement). Please submit documentation from a medical professional, the appropriate University office (e.g., Student Life, Athletics), clerk of court, etc. Whenever possible, students should let me know about absences beforehand. Since we are under shelter in place orders, the likelihood of anyone needing to miss class is quite slim.
- I will overlook one excused absence each quarter.
- Excused absences beyond the first will result in a half letter grade reduction of your course grade (not just participation).
- Any unexcused absence will result in a half letter grade reduction of your course grade.
- If your absences (excused or not) are interfering with your ability to effectively participate in course we will discuss the possibility of withdrawal in order to

<b>Grade</b>	<b>Percentage</b>
F	0–59.99
D-	60–62.99
D	63–66.99
D+	67–69.99
C-	70–72.99
C	73–76.99
C+	77–79.99
B-	80–82.99
B	83–86.99
B+	87–89.99
A-	90–93.99
A	94 – 100

protect you from a failing grade.

## Late Work

If some emergency arises which makes compliance with the due date policies spelled out in the syllabus impossible in a given instance, the student must discuss the situation *in advance* with the instructor and work out some alternative. Students who miss class(es) because of involvement in university-sanctioned activities or because of the fulfillment of a legal obligation must make arrangements with the instructor for alternative assignments.

Completion of all written and reading assignments is required by the class they are due. Late assignments will receive a letter grade less than they earn for each day they are late. They will not be accepted if more than a week late excepting major personal emergencies, which must be documented. Additionally, **absolutely no work will be accepted after noon on Friday June 25.**

## Classroom Environment

In a class like this, our success or failure turns upon your engagement with the material. The point is less “you come here and acquire a bunch of facts to remember (at least until the exam),” and more, “we come together and engage with each other and ideas.” We’re not learning information so much as we are learning how to think well. For this reason, your participation in class is essential for the class’s success. The process of our class discussions will have more to do with what you learn than any information the professor might give you in a lecture.

So, in the interest of having the best possible classroom discussions, I expect students to conduct themselves in a professional, courteous, and respectful manner at all times. We can summarize this with four basic rules for our classroom:

**Be Attentive, Be Intelligent, Be Reasonable, Be Responsible.**

To put a finer point on some of this: it is especially important that respect and courtesy be extended to your classmates, because in order to truly engage with ideas, our classroom needs to be a safe place to do so. To that end:

- a. We will be discussing potentially controversial ideas (including religion), which may be challenging to your own thoughts, beliefs, and opinions. It is important that even when we disagree with each other, or the material (or whatever) that we do so in a respectful manner. So there will be no disparaging comments about anyone on the basis of religion (or lack of

- religion), sex/gender/orientation, ethnicity, political viewpoints, and so on. We will be discussing (and even arguing) about ideas, not people.
- b. Think of the classroom as an opportunity to try on new ideas. You're not bound to anything you say in the classroom (though see point a above, about what sorts of remarks are permitted). Feel free to experiment with and abandon ideas.
  - c. A safe space means that you are free from personal attack or marginalization. It does not mean that you are free from hearing or engaging with ideas with which you disagree, or even ideas that you find offensive.
  - d. Respectful conversation means allowing others the time and opportunity to share their viewpoints. If you are monopolizing the conversation, I will ask you to give others a chance.

### **Writing Assistance**

The GPPM is happy to offer the assistance of Dorothy Suarez who works for our program to help to be sure that your writings reflect your best possible work. She is skilled, knowledgeable, and experienced having worked with many students to help them to shine. We think you will find her a delight to work with. Dorothy can be reached at 408-828-9204 or [GPPM.Dorothy@gmail.com](mailto:GPPM.Dorothy@gmail.com)

### **Academic Integrity**

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity as needed for assignments and exams. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, including the appropriate use of course sharing sites such as Chegg, see this site created by the SCU Library at <https://libguides.scu.edu/academic-integrity> or visit [www.scu.edu/academic-integrity](http://www.scu.edu/academic-integrity).

### **Discrimination, Harassment and Sexual Misconduct (Title IX)**

SCU faculty are committed to helping create a safe and open learning environment for

all students. If you (or someone you know) have experienced any form of discrimination, harassment or sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available, I encourage you seek support and report incidents to the Director of Equal Opportunity and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. For more information about reporting options and resources at Santa Clara University and in the community, please visit <https://www.scu.edu/title-ix/>. If you wish to speak with a confidential resource, please visit <https://www.scu.edu/title-ix/resources/student/>.

### **Accommodations for Pregnant and Parenting Students**

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. The following link provides information for students and faculty regarding pregnancy rights. <https://www.scu.edu/title-ix/resources/pregnancy/pregnancy>.

### **Office of Accessible Education**

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (oae@scu.edu, <http://www.scu.edu/oae>) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of COVID-19, unless otherwise stated, exams will be administered online.

Students with approved testing accommodations should contact me (at least two weeks notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

### **Use of Classroom Recordings**

All online class meetings will be recorded and made available on Camino. As is stated in the Student Conduct Code: "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

### **Copyright Statement**

Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

### **Technology Support**

SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino (SCU's branded instance of Canvas) support, contact [caminosupport@scu.edu](mailto:caminosupport@scu.edu) or call 408-551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone with our vendor.

For Zoom assistance, contact Media Services at [mediaservices@scu.edu](mailto:mediaservices@scu.edu) or 408-554-4520. You can also get support from the Zoom Help Center website.

For SCU network and computing support, contact the SCU Technology Help Desk at [techdesk@scu.edu](mailto:techdesk@scu.edu) or 408-554-5700. They can provide support for MySCU Portal, Duo, eCampus, hardware and software issues, and more.