



*This syllabus is a draft.
However, the class dates and the books will not change.*

PLIT 202 CHRISTIAN LITURGY

Graduate Program in Pastoral Ministries
Santa Clara University
Fall Quarter 2023

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Class Sessions:

Thursdays 6 – 9pm in Dowd 208

September 21, 28

October 5, 12, 19, 26

November 2, 9, 16, 30

COURSE DESCRIPTION

Participants in this course will explore the history, theology, and spirituality of Christian liturgy from its Jewish roots through the modern period, especially in the West. Emphasis will be given to the reform of the liturgy as mandated by the Second Vatican Council. The course will introduce significant doctrinal developments, historical movements and individuals, places, events, and ancient Church orders in order to provide the basic historical, social, cultural, and theological framework for

understanding the spirit and the development of Christian liturgy. Grounded in the Church's teachings and tradition, participants in the course will apply their understanding to contemporary liturgical situations and pastoral issues.

Pope Francis' recent apostolic letter, *Desiderio desideravi*, provides an urgent context for our exploration when he asks: "**How can we grow in our capacity to live in full the liturgical action? How do we continue to let ourselves be amazed** at what happens in the celebration under our very eyes?" (DD 31). He also challenges us: "How can we become once again capable of symbols? How can we again know how to read them and be able to live them? ...A symbolic 'reading' is not a mental knowledge, not the acquisition of concepts, but rather **a living experience**" (DD 45). Those are the truths that will guide our course.

REQUIRED TEXTS

Goffredo Boselli, *The Spiritual Meaning of the Liturgy* (Collegeville: Liturgical Press, 2014)
ISBN 978-0-8146-4906-0

Jeremy Driscoll, *Awesome Glory: Resurrection in Scripture, Liturgy, and Theology* (Collegeville: Liturgical Press, 2019) ISBN 978-0-8146-4403-4

Mark Francis, *Liturgy in a Culturally Diverse Community: A Guide Towards Understanding/La Liturgia en una Comunidad de Diversas Culturas: Una Guía para Entenderla* (Washington, D.C.: Federation of Diocesan Liturgical Commissions, 2012) ISBN-13: 978-1-937362-04-1

Aidan Kavanagh, *Elements of Rite: A Handbook of Liturgical Style* (Collegeville: Liturgical Press, 1990) ISBN 0-8146-6054-1

We will also read together sections of these key liturgical documents:

Sacrosanctum Concilium (= SC),

General Instruction to the Roman Missal (= GIRM)

Lectionary for Mass: Introduction (= LMI)

Dies Domini: On Keeping the Lord's Day Holy (= DD)

Built of Living Stones (= BLS)

Sing to the Lord: Music in Catholic Worship (= STL)

Fulfilled in Your Hearing (= FIYH)

Plenty Good Room (= PGR)

If you wish to have a copy of 7 of these documents in one book, you will find them in *The Liturgy Documents, Volume One*, Fifth Edition (Chicago: Liturgy Training Publications, 2012) ISBN 978-1-61671-062-0. You will also find them online.

LEARNING GOALS

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

Goal 1: Theological Foundation:

Knowledge of the broad intellectual foundation for ministry in the areas of scripture, systematic and contextual theology, and spirituality; and incorporate theological reflection to enrich their ministerial practices across varying context.

Goal 2: Pastoral Proficiency:

Familiarity with ministerial practices in various manifestations of church life, expressed in concrete pastoral applications which include discernment, compassion, and ministries of accompaniment.

COURSE EXPECTATIONS

Regular Attendance.

Please inform the instructor if you must be absent and be sure to meet all the expectations for any class you miss (i.e., update lecture notes, discover assignments, etc.). More than one excused absence will affect the grade. Any unexcused absence will affect the grade.

Please also commit to punctual presence for each class. Repeated tardiness will affect the grade.

"Full, conscious, active participation" (SC 14).

The student is prepared for each class, actively listens and responds, contributes insights from his/her own experience and from interaction with other students, the instructor, and the readings. Mutual support, encouragement, and assistance of students by fellow students is expected; collaborative study, challenge, and enrichment is hoped for. It is essential that the face-to-face classroom interaction be experienced by all as safe and stimulating environments in which questions, discussion and debate are welcome. All members of the class (instructor included) pledge themselves to mutual respect.

Reflection Papers.

The student will submit **six 1 - 2 page reflection papers** whose purpose is to articulate and integrate the student's personal and unique insights from the weekly readings, class discussion, and weekly integration/discussion sessions. Questions for the papers will be proposed during class; other topics are always possible with the understanding that the focus will remain the student's integration of the material of that week. While this written work will be evaluated on the quality of the content, its organization, clarity of expression, and grammatical correctness, the instructor will accept a wide variety of presentations and perspectives. Please double-space the papers, using 12 point font.

Pastoral Ministry Projects

The student's Pastoral Ministry Projects will be ones that are related to the course material and designed to be pastorally appropriate for the student's present or future ministry.

Students are encouraged to create **Pastoral Ministry Projects** whose focus is any aspect of Christian Liturgy and whose intended community is their own pastoral community. There may be **one, two, or three projects**, depending upon the student's interests and current ministry (or future ministry).

Essential elements will be use of class materials and readings and creative application of those concepts to a ministerial community.

Options include

1. **3 projects proposed by the instructor** to focus on architecture for liturgy, inculturation of liturgy, and the parish celebration of the Eucharist: approximately 2 – 3 pages each;
2. **3 brief projects proposed by the student** to focus on aspects of Christian liturgy of the student's own interests: approximately 2 – 3 pages each (**or 2 projects** of approximately 3 – 4 pages each).
3. **1 extended project** proposed by the student to focus on aspects of Christian liturgy for one particular Christian community: approximately 8 – 10 pages [project and accompanying commentary]

Scale:	A	100 – 95	B-	82 – 80	D+	67 - 69
	A-	94 – 90	C+	79 – 77	D	63 - 66
	B+	89 – 87	C	76 – 73	D-	60 – 62
	B	86 – 83	C-	72 – 70		

WRITTEN ASSIGNMENTS:

Students are encouraged to commit themselves to **graduate level writing**.

- The best guide to follow in the composition for short assignments as well as for the project is the **GPPM Style Guide**. It is good to proofread all written assignments for grammatical and spelling errors.
- **Papers with multiple errors will be returned for revision and re-submission.**
- Students are also encouraged to understand what constitutes **plagiarism** and how to avoid it.
- Please use one-inch margins with 12-point type, with double-spacing.
- Submit all assignments to the Assignments section of Camino.

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. Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

WRITING ASSISTANCE

It is expected that all written assignments reflect graduate level writing. Writing assistance is available for all students. Please contact The Hub, SCU's Writing Center, at www.scu.edu/hub/. Please seek appropriate writing assistance before submitting assignments. See "Written Work" under Course Requirements below for evaluative criteria for written assignments. 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

DISABILITIES RESOURCES

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

USE OF TECHNOLOGY IN & RECORDING OF CLASS

Cellphones should be turned off during class, and laptops may only be used for authorized collaborations or for viewing course readings. The Student Handbook prohibits video- or audiorecording or streaming of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties. If you require the recording of classroom lectures, discussions, simulations, and other course-related activity for a documented disability, make arrangements through Disabilities Resources (see below) and discuss this with the instructor. If for some reason other than disability you would like to record the class, please seek the permission of the instructor first, and then of the class.

DISCRIMINATION AND SEXUAL MISCONDUCT (TITLE IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>.