

PLIT 221: The Eucharist

Syllabus for Winter Quarter 2023

Eugene R. Schlesinger, Ph.D.

Office: Kenna 307

Email: eschlesinger@scu.edu

Phone: 408-441-7153

Office Hours: By appointment.

Meeting Times

Saturdays January 14, February 11, March 18 9:00am–3:00pm, Monterey Diocesan Center, 485 Church Street, Monterey, CA

Tuesday Evenings: 6:30–8:30, Zoom (per schedule below)

Course Description

An introduction to the theology and celebration of the Eucharist. The course includes New Testament beginnings, a brief historical overview, and pastoral and catechetical questions concerning contemporary celebration of the Eucharist. An elective course; formerly PLIT 232; 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 class 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. *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.

Real Presence and Eucharistic Sacrifice Lesson: Students will produce a brief lesson, appropriate for sacramental preparation in their ministry context (e.g., children, youth, RCIA) outlining a basic account of the real presence and the sacrifice of the Mass. This lesson should address some common misunderstandings and articulate the fundamental basic teaching of the Catholic Church (or the students' own tradition, if they are not Catholic) on these two dimensions of the sacrament. **(Learning Objective 1B).**

Mass Plan: Students will also plan a Mass appropriate to be celebrated in their ministry context. They will compile all the relevant materials for the liturgy (Scripture readings, musical selection, etc.), and select among the variable elements found in the Roman Missal. **(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 will provide 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 one of the sacrament of the Eucharist and its celebration in the Mass.

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

related to it. 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

Note: While nearly everything else on this draft syllabus is subject to change, the listed texts are not. This ensures that you are able to plan in advance and have your textbooks acquired in time for the start of the quarter.

- Brian Spinks, *Do This in Remembrance of Me: The Eucharist from the Early Church to the Present Day*. SCM Press, 2013. ISBN: 978-0334053071 (**Side note: our library has unlimited free digital access to this book.**)
- John D. Laurance, *The Sacrament of the Eucharist*. Liturgical Press, 2012. ISBN: 978-0814625187
- Jean Marie-Roger Tillard, *Flesh of the Church, Flesh of Christ: at the Source of the Ecclesiology of Communion*. Liturgical Press, 2001. ISBN: 978-0814661819
- The Roman Missal, Third typical Edition. Liturgical Press, 2012. ISBN: 978-0814634646 (**Side note: The ISBN is for the study edition, which is less expensive. Any edition is acceptable, so long as it is the most recent translation of the Third Typical Edition, i.e., after 2011).**)

Part 1 – Historical Perspectives

Saturday 1/14

Monterey 9:00–3:00

In Preparation, please read:

Matthew 26; Luke 22; Mark 14; 1 Corinthians 10–11

Didache 9-10

Justine Martyr, “First Apology” (extract)

Spinks, Introduction and Chapter 1.

Morning Session

Introductions: The Class and Ourselves

Theological Reflection: Christological Foundations for Eucharistic Theology

Afternoon Session

Eucharist in the First Three Christian Centuries

Tuesday 1/24

The Fourth and Fifth Centuries

Spinks Chapter 3

Augustine Sermon 227; Tractate 27 in the Gospel of John
Cyril of Jerusalem, Mystagogical Catecheses 4 and 5.

Part 2 – Liturgical Perspectives

Tuesday 1/31 *20th Century Developments*
Spinks, Chapter 14
Sacrosanctum Concilium

Tuesday 2/7 *The Reformed Rites*
GIRM,
Laurance, chapters 4–7.
Missal, _____.

Final Project Proposals Due

Part 3 – Theological Perspectives

Saturday 2/11 **Monterey 9:00–3:00**
Real Presence
Please read in preparation
Spinks, Chapter 14
Lateran IV (Constitution on the Catholic Faith)
Trent (Session 13)
Aquinas, *Summa Theologiae* 3.75, 79, 80.

Morning Session: Doctrinal Development

Afternoon Session: Systematic Articulation

Mass Plan Due Sunday 2/19, 11:59pm

Tuesday 2/21 *The Eucharist Makes the Church*
Pius XII, *Mystici Corporis Christi*
Tillard, chapter 2.
Lumen Gentium, chapter 2.

Tuesday 2/28 *The Sacrifice of the Mass*
Augustine, *City of God* 10
Trent Session 22

Tillard, chapter 3.

Real Presence and Eucharistic Sacrifice Lessons Due Sunday 3/5, 11:59pm

Tuesday 3/7 *Eucharist, Mission, Ethics*
Copeland, *Enfleshing Freedom*, chapter 4.
Schlesinger, *Missa Est*, chapter 7

Saturday 3/18 Monterey 9:00–3:00

Morning Session: Eucharist and Eschatology
Afternoon Session: Project Presentations

Final Project Due Tuesday March 21, 11:59pm
Absolute Deadline for Submission of All Work Friday March 24, 12:00pm (Noon)

Policies

Grading Scale

- The grade for this course will be calculated as follows:
- 30% – Class Participation
- 15% – Mass Plan
- 15% – Real Presence and Sacrifice Lesson
- 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). Whenever possible, students should let me know about absences beforehand.
- I will overlook one excused absence each quarter.
- Excused absences beyond the first may 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	Percentage
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

grade.

- Saturday sessions will be regarded as two class sessions because of the higher proportion of class time that they represent.
- This is a general policy, which does not neatly apply across the complexities of life. I'm willing to work with you should something arise that makes attendance difficult. I just need you to communicate with me. That said:
 - 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 protect you from a failing grade.

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.

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. 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.

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 should 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.

Late assignments will receive a half-letter grade less than they earn for each day they are late, unless some prior arrangement has been made. I'm happy to work with you on due dates, but need you to be proactive in your communication.

Please note that no work will be accepted after noon on Friday March 24.

Writing support

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.

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 (Benson 1,

<http://www.scu.edu/oae>, 408-554-4109) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please 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.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

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/>