

# PMIN 214: Sacramental Theology

## *Syllabus for Winter Quarter 2024*

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Note that this syllabus is a draft, and, so, is subject to change. The only guarantee is that I will not change the required text books

### **Meeting Times**

January 20, February 17, March 23 9:00am–3:00pm, Cathedral of Christ the Light Parish, Our Lady of Guadalupe Room, 2121 Harrison Street, Oakland, CA 94612

Wednesday Evenings: 6:00–8:00, Zoom (per schedule below)

### **Course Description**

An exploration of the history and development of sacramental theology with emphasis on contemporary pastoral issues. We will primarily explore the role that symbols and rituals play in Christianity; how they shape Christian lives and renew our faith. On a second level, we will explore the ways that Christians have described the role of symbols and rituals in their lives and how those symbols and rituals aid in their salvation. Put another way, we will look at how human beings are symbolically-constructed creatures, and the way in which God communicates Godself to us through the symbolic order, and especially through the Church's seven sacraments. A foundational Sacraments & Liturgy course; formerly PMIN 293; 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.
1. We will accomplish Goal 1B mainly through our consideration of the underlying theology of the sacraments and the rites by which they are celebrated.
  2. We will accomplish Goal 2B mainly through our consideration of the sacramental rites and their pastoral implementation. Special attention will be paid to the ways in which lay people may participate in the rites and especially preparation for them.

### **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.*

Sacraments of Initiation Paper: Students will write a short paper (750–1,500 words) explaining the theological basis of the sacraments with particular focus on the sacraments of initiation and their ongoing relevance to the church's life and mission. All the sacraments have the same foundation: the paschal mystery of the incarnate Christ and his gift of the Holy Spirit, but these paschal, Christological, and pneumatological themes are especially evident in the sacraments of initiation. This is not a research paper, but neither is it simply a "reflection" paper. **(Learning Objective 1B).**

Sacramental Celebration Plan: Students will also plan a liturgy for the celebration of a selected sacrament, ideally one beyond the sacraments of initiation, though if your ministry situation makes such a liturgy especially appropriate, you may request this. 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 Ritual. **(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 seven sacraments (or three sacramental categories: initiation, vocation, healing).

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**

- Empeur, James and Eduardo Fernández, *La Vida Sacra: Contemporary Hispanic Sacramental Theology*. Rowman & Littlefield, 2006. ISBN: 978-0-7425-5157-2 (This ISBN is for the paperback edition. There is also a more expensive hardback and a less expensive E-book edition. Any of these options is acceptable.)
- Louis-Marie Chauvet, *The Sacraments: The Word of God at the Mercy of the Body* (Collegeville: Liturgical Press, 2001). ISBN: 978-0-8146-6143-7
- Lawrence E. Mick, *Understanding the Sacraments Today* (Collegeville: Liturgical Press, 2006). ISBN: 978-0-8146-2925-3
- *The Rites of the Catholic Church, Volume 1*. Collegeville: Liturgical Press, 1990. ISBN: 978-0-8146-6015-7<sup>1</sup>

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<sup>1</sup> This volume is an excellent resource, containing most of the sacramental rites we'll be considering (the Rites of Initiation, Marriage, Reconciliation, Pastoral Care of the Sick). We will be reading the introductory material for all of these rites and doing some consultation of the rites themselves in class. This volume is the simplest and most economical way for you to get your hands on all of the material we need. However, you may, if you wish, substitute individual editions of the rites, such as the *Rite of Christian Initiation of Adults; Pastoral Care*

## Schedule of Topics and Readings

Our course trajectory traces the contours of the sacramental economy, devoting some attention to each of the seven sacraments. We will proceed according to a normative theological order to see how the church's sacraments give shape to the Christian life. After devoting the first half of the quarter to a consideration of a general theology of liturgy and sacrament, we will proceed through the sacraments of initiation (baptism, confirmation, and Eucharist) to the sacraments of vocation (matrimony and order), and finally to the sacraments of healing (reconciliation, and anointing the sick/last rites/viaticum). We will devote particular attention to the Eucharist as the "source and summit of the Christian life" to which all the other sacraments bear a special relationship, and which is both a sacrament of initiation and the ongoing sustenance of the pilgrim church, even unto death's final journey. We will further make note of the theological implications of this more normative pattern over against the typical order in which people receive the sacraments.

### Part 1 – Foundations of Sacramental and Liturgical Theology

Saturday 1/20

**Oakland 9:00–3:00**

In Preparation, please read:

Chauvet, "Overture" through chapter 2

Empereur and Fernández – Introduction and Chapter 1

*Morning Session*

Introductions: The Class and Ourselves

Biblical Reflection Exercise: Christological Foundations for Sacramental Theology

*Afternoon Session*

Deepening our Theology of the Sacraments

Wednesday 1/31

*Sacraments and Liturgy in General*

Chauvet – Chapters 3–4, 7–8

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*of the Sick: Rites of Anointing and Viaticum; the Rite of Penance; and the Rite of Marriage.* What you lose in affordability by purchasing individual rites, you gain in portability, which can be very helpful in actual ministry.

## Part 2 – The Sacraments of Initiation

Wednesday 2/07      **Baptism and Confirmation**  
Empereur and Fernández – Chapters 2–3  
Mick – Chapters 1–2  
*Christian Initiation* – General Introduction, nos. 1–17 (*The Rites*, 3–8)  
*Christian Initiation of Adults* – Introduction, nos. 1–31 (*The Rites*, 35–44).

Saturday 2/17      **Oakland, 9:00–3:00**  
*The Eucharist*  
Thomas Aquinas, *Summa Theologiae* 3.75.1; 3.76.1–6  
Council of Trent – Sessions 13 and 22  
Council of Trent – Session 22  
Williams – *Eucharistic Sacrifice: The Roots of a Metaphor*  
  
*Morning Session: Real Presence*  
*Afternoon Session: Sacrifice*  
***Final Project Proposals Due***

***Sacraments of Initiation Paper due Sunday 2/25 by 11:59pm***

## Part 3 – The Sacraments of Vocation

Wed 2/21              *Matrimony*  
Empereur and Fernández – Chapter 4  
Mick – Chapter 6  
*Rite of Marriage* – (*The Rites*, 720–24)

Wed 2/28              *Sacrament of Order*  
Empereur and Fernández – Chapter 5  
Mick – Chapter 7

## Part 4 – The Sacraments of Healing

Wednesday 3/06      *Reconciliation*  
Mick – Chapter 4

Empereur and Fernández – Chapters 6  
*Rite of Penance* – Introduction (*The Rites*, 525–44)

Wednesday 3/13     *Anointing the Sick*  
Mick – Chapter 5  
Empereur and Fernández – Chapter 7  
*Pastoral Care of the Sick* – General Introduction (*The Rites*, 778–89)

Saturday 3/23        **Oakland, 9:00–3:00**  
Closure and Final Presentations

**Sacramental Celebration Plan due Sunday March 17, 11:59pm<sup>2</sup>**

**Final Projects Due Friday March 29, 11:59 pm.**

**Absolute Deadline for all work: Monday April 1, 9:00am.**

## **Policies**

### **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 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.
- Saturday sessions will be regarded as two class sessions because of the higher proportion of class time that they represent.
- Given the global public health crisis, I would rather be too flexible with requirements than not flexible enough. Don't let this policy pressure you to

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<sup>2</sup> Note: this paper is due at the very end of class because we won't have finished discussing all of the sacraments from which you might choose by then. However, (1) there is no law that you must wait until the due date to turn something in, and (2) you could select one of our "earlier" sacraments in order to facilitate this (or just look ahead if you know you want to do one of the later ones). In other words, you might wind up with a heavier workload at the end of the quarter (liturgy plan and final project in the same week), but this is very avoidable, and so entirely voluntary on your part.

coming to class when it would be unwise. I will work with you. I just need to hear from you.

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.

## Health and Safety

Santa Clara University requires that masks/face coverings be worn in classrooms. As a class of SCU, we will abide by this policy, but more importantly, as pastoral ministry students and practitioners, with a charge to promote the common good, and care for our neighbors, especially the most vulnerable, we will follow this policy, along with whatever the current guidance from the CDC may be. Unfortunately, the issue of face coverings has become an ideological marker in partisan disputes. I refuse to grant the validity of that divide. We aren't following an ideology or a party line here, but instead acting responsibly for the sake of others. If the university changes this policy, we will discuss how we'll approach things.

## Grading Scale

The grade for this course will be calculated as follows:

- 30% – Class Participation
- 15% – Sacraments of Initiation Paper
- 15% – Sacramental Celebration Plan
- 40% – Final Project

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

## 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](http://www.scu.edu/academic-integrity).

## **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](mailto: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/oea>, 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](mailto: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/>

## **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, unless some prior arrangement has been made.

## **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.