

PMIN 213: Liturgy and Sacraments

Syllabus for Summer 2025

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Office Hours: By Appointment.

Meeting Times

Tuesdays, 6:00pm–9:00pm, Saturday August 2, 9:00am–3:00pm. Online.

This is a draft syllabus, anything and everything is subject to revision and change. The only thing I guarantee will not change are the books you are required to purchase. This will allow you to secure them in advance of the start date without fear that you'll have bought something you don't need. Please note that the final syllabus will take precedent over any and all aspects of this one (including assignments, due dates, and policies), even if a student has made plans based on the draft, even if a student is confused about which syllabus to follow.

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. While I will introduce some material by lecture each week, the majority of our time together will take a “seminar” format, where multi-lateral discussion drives the learning process. 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 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: Three shorter papers are assigned, of which you’ll write two. The first two (of which you’ll select one) will be discuss the theological meaning of the eucharistic liturgy or the liturgical calendar, particularly in the paschal mystery of Jesus Christ (Learning Objective 1B), and its pastoral implementation (Learning Objective 2B). The final one will reflect upon your experience of praying the liturgy of the hours (Learning Objective 2B). Further instructions will be provided on Camino.

Liturgy of the Hours: Each class session will open with Evening Prayer and close with Compline/Night Prayer. Our Saturday session will open with Morning 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. (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 (utilizing four to six sources beyond the course texts), 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 liturgy and/or the sacraments.

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: 978-1-61671-062-0.¹
- Morrill, 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
- Schlesinger, Eugene R. *For Times and Seasons: A Theology of the Liturgical Calendar for Pastoral Ministers*. A draft of this forthcoming book will be provided via Camino.

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

Tuesday 7/1

Introductions

No reading. Please bring a Bible and your Breviary (*Christian Prayer*).

Tuesday 7/8

The Liturgical Movement and *Sacrosanctum Concilium*

Read:

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

Morrill – Introduction

Part 2 – The Holy Eucharist

Tuesday 7/15

The Eucharistic Gathering

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

Morrill – Chapter 1

¹ 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*.

² 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.

Schmemmann – Chapter 1 (Camino).

Tuesday 7/22

Liturgy of the Word

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

Tuesday 7/29

Liturgy of the Eucharist and the Sacraments of Initiation

Orders of Baptism of Children and of Confirmation (Camino)

Ecclesia de Eucharistia (In *The Liturgy Documents*)

Morrill – Chapter 3

Part 3 – The Liturgical Calendar

Saturday 8/2

The Sunday and Easter Cycles

Dies Domini (In *The Liturgy Documents*)

Schlesinger, *Times and Seasons*, Introduction through Chapter 2

Tuesday 8/7

No Class

Eucharistic Liturgy Paper due Sunday 8/10, 11:59pm

Tuesday 8/12

The Christmas Cycle

Schlesinger, *Times and Seasons*, Chapter 3

Final Project Outlines Due

Liturgical Year paper due Sunday 8/17

Tuesday 8/19

The Daily Cycle

General Instruction of the Liturgy of the Hours (Camino)

Taft Extract (Camino).

Schlesinger, *Times and Seasons*, Chapter 4

Tuesday 8/26

The Sanctoral Calendar

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

Schlesinger, *Times and Seasons*, Chapter 5 and Conclusion.

Daily Office Reflections Due Sunday 8/31, 11:59pm

Final Projects Due Tuesday 9/2 11:59pm.

Absolute Deadline for Any Work to be Submitted: Friday 9/5, Noon

Policies

Grading Scale

The grade for this course will be calculated as follows:

20% – Class Participation

40% – Short Papers

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 do not distinguish between excused and unexcused absences. You are adults and it's your responsibility to make prudential decisions as you weigh your various responsibilities, including but not limited to this class. It's your responsibility to navigate your life and mine to administer this class. When these two responsibilities lead in different directions, that's okay. We both have to attend to our various responsibilities.
- Every student is allotted one absence without impact on their grade.
- Any additional absence will result in a half letter grade reduction of your overall course grade.
- Our Saturday class counts as two for purposes of attendance.
- I understand that life can be complicated and things might come up that interfere with your ability to engage in the class. I'm willing to work with students in exceptional circumstances, but note that if you've got stuff going on in your life that precludes your ability to attend 1/5 or more of our classes, you probably need to recalibrate your expectations for your performance.

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.

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, which, in our case means providing proper citations for all sources upon which you draw (words and ideas), indicating all material that has been taken from other sources verbatim with the use of quotation marks or formatting as a block quote, and avoiding overdependence upon the words of others, even if properly cited. 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, see this [LibGuide on Academic Integrity](#).

Please note that I do not permit the use of generative AI under any circumstances for any assignment at any stage of your work on the assignment. [Assignments that violate this policy will receive zero credit.](#)

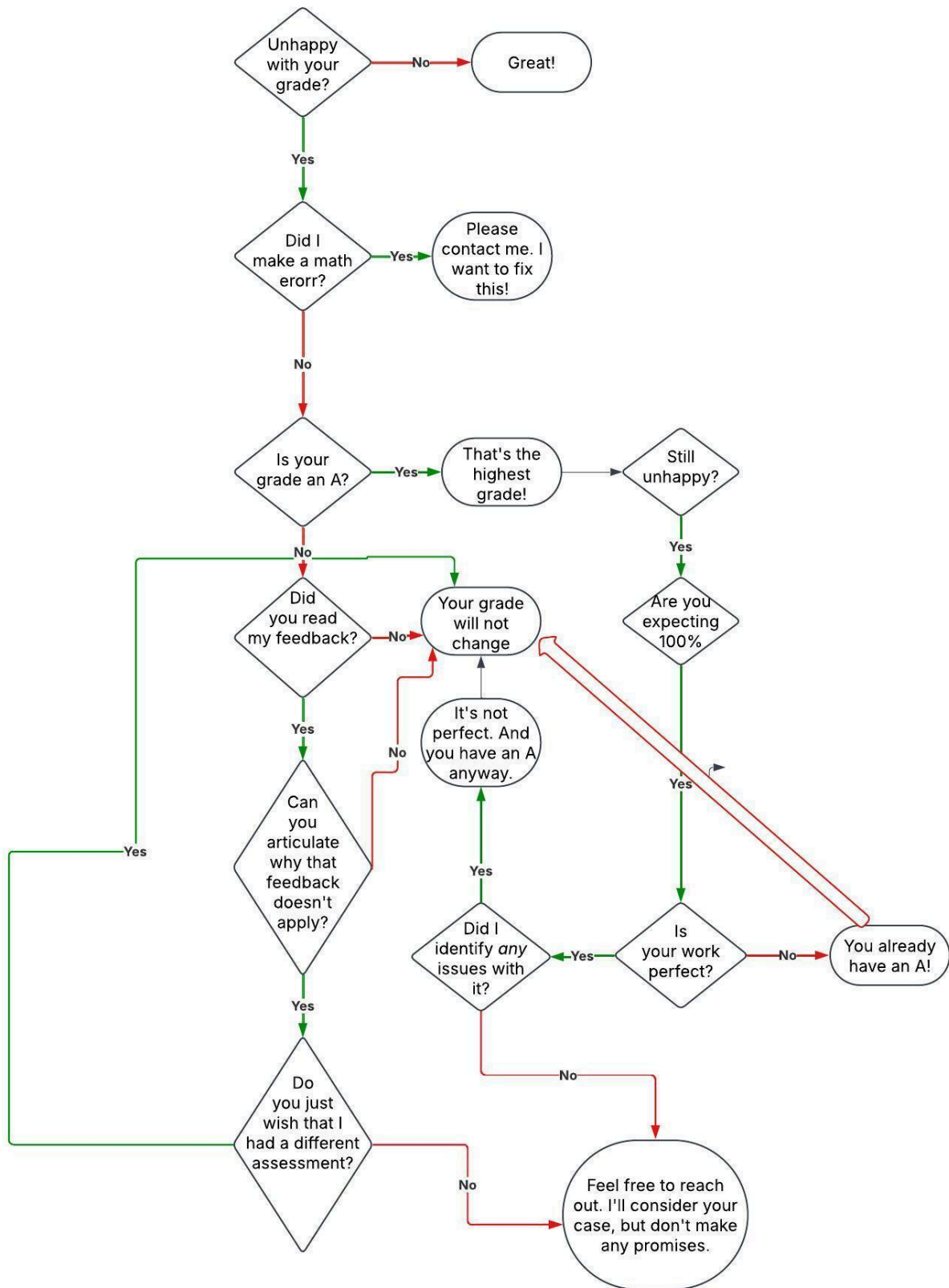
Please also note that the standards of academic integrity remain what they are whether or not a student intends to violate them. Accidental violations carry a different moral significance than intentional ones, but they still have an effect on one's performance on a given assignment or the course.

Late Work

It is my policy to accept work that's turned in after the deadline. You don't need my permission to turn in late work. Late assignments will receive a half letter grade less than they earn for each day they are late. Extensions are given only in the most exceptional of circumstances. If it's a circumstance that's happening, it's unlikely to be exceptional.

Grade Concerns

In the last year or so, I've noticed an uptick in students expressing concern about their grades, including very good grades. To aid in this situation, I refer you to the flowchart on the next page. Please also note that I do not offer extra credit.



Communication

The best way to reach me is by email. Please do not use the messaging feature in Camino, which lacks the full capabilities of email and frequently leads to miscommunication and missed communications. Please be aware that I do not receive notifications if you comment on your assignment, and so if you're trying to give me information that way, I'm not likely to see it. I typically check email at the beginning and the end of my workdays. You can email me at any time, but I will probably only respond to email during these times. You can expect a response within one business day of your message. You're also free to call, but I'm not in the office every day, which means that my response might be delayed by several days. This is the case all the time. For a summer course like this one, that reality is intensified.

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.

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.

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 oea@scu.edu, <https://www.scu.edu/oea>) 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 my OAE 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.

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 the 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 technical 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 or call 408-551-3572.

You can also find support resources via the help button within the Camino platform (on the left-hand navigation) to access after-hours support via email, chat, or phone.

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

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

Please note that I am not in a position to offer you tech support, nor am I qualified to do so. Your first step in all such cases should be to contact the relevant tech support personnel (not me). You are welcome to copy me on communications with tech support so that I am aware of developments, but when inquiries come to me, I’ll just refer you to the relevant parties.