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Office Hours: Friday before weekend classes by appointment

Course Description

This course will examine Christian worship and sacramental life in light of both its historical and theological development and the liturgical action that shapes this communal faith. Readings/discussions will focus on why a Christian community of faith gathers and what claims this sacramental expression make concerning God's gracious self-communication in Jesus through the power of the Holy Spirit; they presume the community's identity as the Body of Christ, proclaiming Good News in the contemporary world. Special attention will be given to Catholic parish life and its corporate celebrations, particularly of Eucharist, where the community's act of praise and thanksgiving is most concretely expressed. Attempts will be made at every opportunity to show how current Protestant communions are appropriating recent scholarship and praxis in liturgical and sacramental theology.

Texts

- **Louis-Marie Chauvet, O.P.**, *The Sacraments: The Word of God at the Mercy of the Body* (Collegeville, MN: The Liturgical Press, 2001).
- **Joseph Martos**, *Doors to the Sacred: A Historical Introduction to Sacraments in the Catholic Church* (Liguori, MO: Liguori Publications, 2005).
- **Dennis C. Smolarski, S.J.**, *Sacred Mysteries: Sacramental Principles and Liturgical Practice* (Mahwah, NJ: Paulist Press, 1995).
- **Alexander Schmemmann**, *For the Life of the World* (Crestwood, NY: St. Vladimir's Seminary Press, 2002).
- **Gordon Lathrop**, *Holy Things: A Liturgical Theology* (Minneapolis: Fortress Press, 1998).
- **Course Pack**

Optional:

- **Kenan B. Osborne, O.F.M.**, *Christian Sacraments in a Postmodern World: A Theology for the Third Millennium* (Mahwah, NJ: Paulist Press, 1999).
- **Romano Guardini**, *Spirit of the Liturgy* (New York: Crossroad Publishing, 1998).

Outline of the Course

Our study will involve reading, reflecting, and discussing together what Sacraments and Liturgy mean in our tradition and in the lives of Christian worshipers today. Questions we will explore each week are framed by foundational question for the whole quarter.

- How does liturgical worship express the Paschal Mystery and the Christ-life of the gathered Body and how does that identity suffer when we do not worship "in spirit and in truth?"

A Helpful Way to Prepare for Each Class

- Read the material carefully and highlight sections you feel are important or raise significant questions for clarification, agreement, or disagreement. Outline the main points.
- Always, ask the question: how does what we are reading/discussing take flesh in my own experience and practice in the Church, as a member of the People of God and as a minister and servant of the Gospel?

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Structure of the Course

Each weekend's class sessions will have a variety of components that reflect both the nature of the topic and the ways different students absorb material and share expertise. This class will be an active exercise of shared learning: learning to talk to one another, to engage in dialogue to deal with difficult issues together, and even to agree to disagree together is important pastoral preparation for your work. Please, our time together is not about "out-doing" or "one-upping" one another, which is antithetical to collaborative study.

Objectives

- To demonstrate a knowledge of the Constitution on the Sacred Liturgy (*Sacrosanctum Concilium*)
- The ability to interpret the liturgical tradition for the present pastoral life of the Church
- An understanding of the interaction of religion and culture
- To demonstrate an understanding of the role of liturgy in the life and mission of the church
- To reflect on the pastoral implications of the full, conscious, and active participation of those assembled for liturgy
- To develop a deeper and fuller understanding of the liturgies of the church
- To draw more readily and fruitfully upon the riches of the liturgy in order to develop and nurture your own spirituality and sense of ministry
- An understanding of the Sacramental Economy (*oikonomia*)

Students with Disabilities

If you have, or think you may have, a disability (including an "invisible disability" such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Service staff in the Learning Center, Loyola 100, (206) 296-5740.

Academic Honesty

The School of Theology and Ministry strictly adheres to the Academic Policy concerning Academic Honesty as published in the Seattle University Student Handbook.

Evaluation

All participants are expected to read the assigned materials for each weekend and contribute significantly to our discussions by their thoughtful participation. Attendance is essential, since the class is interactive and dialogical. Absences will affect your final grade. In addition, there are two manageable writing assignments of six to eight pages apiece. Students are also asked to submit two critical questions in advance of each weekend session that engage the assigned readings.

In writing utilize the Vatican II principle: "An individual layman by reason of his knowledge, competence or outstanding ability which he may enjoy is permitted and sometimes even obliged to express his opinion on things which concern the good of the Church" (*Lumen Gentium* #37).

Liturgical Praxis

It is precisely in on-going participation over time that makes liturgy formative in Christian life. Therefore, each student will participate on a team leading our morning prayer on one of the four weekend mornings in February. This will be practice in preparing and celebrating the Roman Catholic Liturgy of the Hours (invitatory and morning prayer). Each team will meet in advance for preparation, arrive at the Providence Campus by 8 a.m. on their day for leading Morning Prayer, and share a brief evaluative discussion thereafter. The best time for the preparation and evaluation meetings would most likely be immediately after our class day, but other times may be worked out, as needed.

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Assignments

The purpose of the assignments is for each student to integrate the material read and discussed in class into their own understanding and practice of the faith. No further research beyond the required reading of the course will be necessary; rather, the assignments are exercises in the hard but rewarding work of mastering material through thoughtful and clear writing and presentation.

Critical Questions – Two questions due the Monday before each weekend class session

Students should demonstrate that they have engaged the assigned readings for the week. Some questions will be used during upcoming class discussion. You will be graded by your ability to think critically and by your engagement of the readings as well as your class contribution.

Paper #1 – Due on February 8, 2008

Attend one liturgy where a sacrament (Baptism, Confirmation, Eucharist, Marriage, Penance, Anointing or Ordination) is celebrated. Then write up a “thick description” of that rite in a six to eight page paper, doing the following: a.) Describe the ritual text in written ordo (if Roman Catholic consult Catholic Rites; if another denomination, consult that text of your denomination. How is the rite organized; can you name the structures? b.) Describe the ritual as celebrated or as performance “text.” For instance, can you describe features of the ritual action or space that do not appear in the written ordo? c.) Describe how contextual and cultural factors such as the setting, the language, popular religion and other dominant cultural forces affect the liturgical celebration? d.) How does doctrine or theology affect the piety and assembly’s interpretation of the liturgy or sacrament? Engage the overarching questions: How is the Paschal Mystery expressed in this parish celebration? Does the liturgy in which you participated express a faith that does justice?

Paper #2 – Due on March 7, 2008

Select one issue that has captured your interest and attention this quarter: Write an essay that will be the seed of a parish/school presentation on Liturgical/Sacramental Basics Here are some suggestions:

- Participation in the liturgy as expressive of the true nature of the Church
- Why Catholics should/should not share Eucharist with other Christians
- The Paschal Mystery in its centrality to Catholic worship
- Catholic devotional life and the role it plays in the universal Church
- The Church as local and gathered around the Bishop
- Liturgy: The privileged place of catechesis

In both papers you are to demonstrate your ability to communicate what you have learned about Sacramental and Liturgical Theology and the lived reality of it through your own experience as a member of the Body of Christ. Clear and thoughtful presentation, along with the correct grammar and quoting of sources is important. You are expected to utilize the STM writing guidelines and style.

- Papers must be double-spaced, paginated, and in 10/12 pt. Times New Roman typeface
- All margins are to be 1 inch (right, left, top, and bottom) and left justified only
- **Papers are only received using the SU Angel system**

Team PowerPoint Presentation

Employing all your creativity, craft a visual presentation for a parish presentation choosing one sacrament as it is celebrated within the Liturgy. Use the required texts as the basis for your presentation. Each team will make a one-hour catechetical presentation highlighting the theology and practice of the sacrament. All team members must have a spoken part in the presentation. The class members will participate in the evaluation of teams after the presentation. Your individual grade for this presentation, determined by the professor, will be included with your overall class participation, which accounts for 30% of your overall grade.

WEEKEND #1:

*Preparation: Read Chauvet, pp. ix-xxv, 1-169; Martos, pp. xiii-xvii, 3-16;
Schmemmann, pp. 7-22, Sacrosanctum Concilium, Smolarski, pp. 1-32*

Reflection Questions Due Monday, December 31, 2007

- SAINT JOHN NEUMANN, BISHOP - MEMORIAL
Saturday, January 5: Introduction: An Historical and Methodological Overview
Syllabus, Structure, and Evaluation
Liturgical Basics, Sacramental Basics
Shared Discussion: If you lived in a “pre-Vatican II Church,” what was it like for you?
- EPIPHANY OF THE LORD - SOLEMNITY
Sunday, January 6: Liturgical Time and The Church Year
Shared Discussion:
How was the Paschal Mystery made most visible in your liturgical celebrations during Advent?

WEEKEND #2:

*Preparation: Chauvet, pp. 171-200; Smolarski, pp. 33-137; Schmemmann, pp. 47-94;
Lathrop, pp. ix-xi, pp. 1-138; Martos, pp. 19-102*

Reflection Questions Due Monday, January 28, 2008

- PRESENTATION OF THE LORD - FEAST
Saturday, February 2: Symbols as Essential to Human Life, Sacraments as Essential to Christian Life; How Symbols and Ritual Work: What Liturgy Is and Is Not
- FOURTH SUNDAY IN ORDINARY TIME – YEAR A, CYCLE II
Sunday, February 3: Sacramental Theology, History, and Liturgical Praxis
Shared Discussion:
What is the current state of the tension between liturgical theology and liturgical praxis?

FIRST PAPER DUE: Friday, February 8, 2008 - Saint Jerome Emiliani

WEEKEND #3:

*Preparation: Read Lathrop, pp. 159-225; Smolarski, pp. 138-178; Schmemmann, pp. 95-151;
Martos, pp. 103-135, Articles in Course Pack*

Reflection Questions Due Monday, February 18, 2008

- SAINT POLYCARP, BISHOP AND MARTYR - COMMEMORATION
Saturday, February 23: Team Presentations – Sacraments of Initiation, Sacraments in Service of Communion
- THIRD SUNDAY OF LENT – YEAR A, CYCLE II
Sunday, February 24: Team Presentations - Sacraments of Healing
Shared Discussion: The State of the Questions

FINAL PAPER DUE: Friday, March 7, 2008 - Saints Perpetua and Felicity

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Weight and Evaluation

Individual class participation, liturgical team preparation and praxis, and powerpoint presentations account for 30% of the course grade. The written work will total 70% of the course grade, with each paper being worth 30% and critical questions worth a total of 10%. Criteria for grading (according to the standards of Seattle University) is listed below and can be summarized as concerning comprehension and integration of material, clarity (grammar and syntax), organization (structure and argument), and evidence of original engagement or integration of the material (self-appropriation). All work must be original and the product of the student's own reading, thought, and writing. Footnoting or parenthetically citing all directly quoted or paraphrased material is essential to academic integrity.

Some of the elements that are weighed in grading your paper

- **Superior Paper (90-100, i.e. A/A-)**
 - Thesis:** Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.
 - Structure:** Evident, understandable, appropriate for thesis. Excellent transitions; Paragraphs support solid topic sentences.
 - Use of texts:** the passages from cited texts are clearly understood, well expressed or explained, and use appropriately for the development of the thesis of the paper.
 - Logic and argumentation:** All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material, which illuminate the thesis.
 - Mechanics:** Sentence structure, grammar excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.
- **Good Paper (84-89, i.e. B+/B)**
 - Thesis:** Promising, but may be slightly unclear, or lacking in insight or originality.
 - Structure:** Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.
 - Use of texts:** passages from cited texts are understood, but may not be clearly expressed or explained throughout. They support the thesis of the paper, but all the nuances may not be seen.
 - Logic and argumentation:** Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.
 - Mechanics:** Sentence structure, grammar strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.
- **“Borderline” Possible Failing Paper (78-83, i.e. B-/C+)**
 - Thesis:** May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.
 - Structure:** Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.
 - Use of evidence:** passages from cited texts not clearly understood, expressed or explained. The relationship between the text and the thesis of the paper is not always clear.
 - Logic and argumentation:** Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.
 - Mechanics:** Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.
- **“Needs Help” Failing Paper (C/C-)**
 - Thesis:** Difficult to identify at all, may be bland restatement of obvious point.
 - Structure:** Unclear; thesis is weak or non-existent. Transitions confusing; Few topic sentences.
 - Use of text:** Cited texts not understood, explained or expressed. Not related well to the thesis.
 - Logic and argumentation:** Ideas do not flow at all, usually because there is no argument to support.
 - Mechanics:** Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

Thanks for all your hard work and creative exchange this quarter in our pilgrim journey together as church. It is an honor to be among you once again!

Sacrosanctum Concilium: The Constitution on the Sacred Liturgy

http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19631204_sacrosanctum-concilium_en.html

“The Sacramentality of the Word,” Timothy Radcliffe, O.P. from *Liturgy in a Post Modern World*, Keith F. Peckler, S.J., ed., (NY: Continuum, 2003), pp. 133-147.

“Women of Vatican II: Recovering a Dangerous Memory,” Carmel McEnroy, R.S.M., from *The Church in the Nineties: Its Legacy, Its Future*, Pierre M. Hegy, ed., (Collegeville, MN: The Liturgical Press, 1993), pp. 149-157.

“A Theology of the Liturgy,” David Fagerberg, from *Liturgical Ministry*, Volume 14, Fall 2005: Spirit of the Liturgy, Joyce Ann Zimmerman, C.Pp.S., Ph.D., ed., (Collegeville, MN: The Liturgical Press, 2005), pp. 169-179.

“The Art of Interpreting Liturgical Instructions: A Guide to Navigating the Waters,” Donald G. LaSalle, from *Liturgical Ministry*, Volume 14, Fall 2005: Spirit of the Liturgy, Joyce Ann Zimmerman, C.Pp.S., Ph.D., ed., (Collegeville, MN: The Liturgical Press, 2005), pp. 189-196.

“Presiding, Preaching, and Priestly Spirituality,” Kevin W. Irwin, from *Liturgical Ministry*, Volume 14, Fall 2005: Spirit of the Liturgy, Joyce Ann Zimmerman, C.Pp.S., Ph.D., ed., (Collegeville, MN: The Liturgical Press, 2005), pp. 197-204.

“What’s at Stake,” Joyce Ann Zimmerman, C.Pp.S., Ph.D., *Liturgy and Hermeneutics*, (Collegeville, MN: The Liturgical Press, 1999), pp. 11-21.

“Baptism and ‘Sacramental Economy’ An Agreed Statement of The North American Orthodox-Catholic Theological Consultation,” (Crestwood, NY: St. Vladimir’s Orthodox Seminary, June 3, 1999).

“From Passover to Eucharist: God’s Liberating Love” by Rev. Lawrence E. Mick.