

# PMIN 213

## Liturgy and Sacraments

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**Term:** Fall 2026

**Credits:** 4

**Course Day & Times:** Mondays, 6:00–9:00

**Location:** Kanna 109 and Online

### **Instructor Information**

**Name:** Eugene R. Schlesinger, Ph.D.

**Office:** Kenna 300B

**Contact Phone & Email:** 408-551-7153 | [eschlesinger@scu.edu](mailto:eschlesinger@scu.edu)

**Office Hours:** Mondays, 2:00–3:00; Wednesdays 10:30–11:30; By Appointment

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**Disclaimer: This is a Draft Syllabus and subject to change. I promise not to change the texts required for purchase, so that you can acquire those in advance. The final syllabus will take precedence over any previous drafts, including this one.**

### **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.

## Mission and Goals of the Graduate Program in Pastoral Ministries

The Graduate Program in Pastoral Ministries, rooted in the Jesuit tradition, provides theological and pastoral formation for a variety of ministries. Students are inspired to serve effectively in their diverse ministry settings as they deepen their call of service to the Church and the wider world.

Engaging the church's mission of lifelong ministerial formation, the program seeks to instill commitments to justice and to human flourishing in friendship with God and companionship with one another in service of all creation. The program cultivates this charism through a critical and sympathetic engagement with the Catholic theological tradition in dialogue with a constantly changing world.

## GPPM Program Learning Goals (PLGs)

By completing a Master of Arts Degree in Pastoral Ministries, students will demonstrate:

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 contexts. Foundational areas are Fundamental Theology, Christology, Ecclesiology, Hebrew Bible, New Testament, Theological Ethics, and Sacraments and Liturgy.
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.
3. **Servant Leadership:** A commitment to identify injustices and developing skills to work individually and in collaboration with other ministers in accompanying those in need and in service to the poor, the marginalized, and the alienated, both within and outside the Church.
4. **Diversity Fluency:** Awareness of and critical engagement with how one's own culture influences ministry, and then be able to engage in ministries that build the community of Christ and are sensitive to and respectful of all cultures and traditions, and individuals who vary by race, ethnicity, gender, sexual orientation, and dynamics of wealth, poverty, and power.

## Course Objectives

This course will develop students' knowledge of or skills related to:	Program Goals Addressed
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1	The basic dynamics of sacramental celebration and their theological meaning, with a particular focus on the sacraments of initiation.	1, 2
2	The history and meaning of the liturgical calendar.	1, 2
3	The practice and meaning of the Liturgy of the Hours.	1, 2

### Required Resources (Textbooks and Course Readings)

- *The Liturgy Documents*, volume 1. Fifth edition. Liturgy Training Publications, 2012. ISBN: 978-1-61671-062-0.<sup>1</sup>
- Morrill, Bruce, *Encountering Christ in the Eucharist: The Paschal Mystery in People, Word, and Sacrament*. Paulist Press, 2012. ISBN: 978-0-8091-5746-7.
- Schlesinger, Eugene R. *For Times and Seasons: Living the Liturgical Year*. A draft of this forthcoming book will be provided via Camino.

Supplemental reading materials for this course will be available on Camino. To access course materials and participate in on-line activities, please be sure to review Camino. Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Students must use their SCU username and password to access Camino.

The instructor retains the right to make changes, additions, or deletions to the syllabus, course outline, and schedule throughout the course. Any changes will be communicated through in-class announcements, Camino notifications and/or email.

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<sup>1</sup> 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*.

## Graded Assignments

Assignment Title	Due Date	Points or %	Program Goal Addressed
Class Participation	December 4	20	1, 2
Eucharistic Liturgy Paper	November 1	20	1, 2
Liturgical Calendar Paper	November 29	20	1, 2
Liturgy of the Hours Paper	December 4	10	
Site Visit	December 7	10	
Final Project	December 7	40	1, 2

Note: Three midterm papers are assigned. Each student will write the Liturgy of the Hours and Site Visit papers and select one of the other two to write (leading to a total of 100%, not the 120% that would result from merely adding up the percentages on the chart).

Please note as well, that the site visit can be completed any time during the quarter, with one week designated to allow extra time to complete it, but because your availability may vary, it is not due until the end of the quarter. I highly recommend completing it earlier, so that you do not have a proliferation of assignments due at the same time as the class concludes, but this is up to you.

Descriptions and rubrics for major course assignments can be found on Camino.

## Grading Criteria

Letter grades are assigned based on overall percentage, as follows:

<b>A</b>	94-100%	4.0	<b>C+</b>	77-79%	2.3
<b>A-</b>	90-93%	3.7	<b>C</b>	74-76%	2.0
<b>B+</b>	87-89%	3.3	<b>C-</b>	70-73%	1.7
<b>B</b>	84-86%	3.0	<b>D+</b>	67-69%	1.3
<b>B-</b>	80-83%	2.7	<b>D</b>	63-66%	1.0

Your grades will be visible in Camino.

All assignments are expected to be submitted on their due dates. Unless we have made special arrangements beforehand, late assignments will be docked 5% for each day past the due date that they are submitted. They will not be accepted if more than a week late excepting major personal emergencies, which must be documented.

I do not normally allow for work to be revised and resubmitted. So it is important for you to follow all assignment instructions the first time around. Please note as well that I will not accept any work submitted after 12:00pm on Friday September 11 under any circumstances whatsoever.

## Course Outline

Week (Date)	Topic	Readings & Activities	Assignments
September 21	The Liturgical Movement	<ul style="list-style-type: none"> <li>• <i>Sacrosanctum Concilium</i>, 1-46</li> <li>• Morrill, Introduction</li> </ul>	
September 28	The Eucharistic Gathering	<ul style="list-style-type: none"> <li>• GIRM, nos. 1–90</li> <li>• Morrill, Chapter 1</li> <li>• Schmemmann, Chapter 1</li> </ul>	
October 5	The Liturgy of the Word	<ul style="list-style-type: none"> <li>• Introduction to the Lectionary for Mass, nos. 1–91</li> <li>• <i>Dei Verbum</i>, chapter 2</li> <li>• Morrill, Chapter 2</li> </ul>	
October 12	Indigenous Peoples' Day	No class	
October 19	Liturgy of the Eucharist and the Sacraments of Initiation	<ul style="list-style-type: none"> <li>• Orders of Baptism of Children and of Confirmation</li> <li>• <i>Ecclesia de Eucharistia</i></li> <li>• Morrill, Chapter 3</li> </ul>	
October 26	No Class, Professor Traveling	Time this Week Could be Allocated to Your Site Visit and Response Paper	Eucharistic Liturgy Paper Due Sunday November 1, 11:59pm

<b>November 2</b>	Calendar, Sunday Cycle and Easter Cycles	Schlesinger, Preface–Chapter 2	
<b>November 9</b>	Calendar, Cycle	Schlesinger, Chapter 3	
<b>November 16</b>	Liturgy of the Hours	<ul style="list-style-type: none"> <li>• General Instruction of the Liturgy of the Hours</li> <li>• Schlesinger, Chapter 4</li> </ul>	
<b>November 23</b>	Thanksgiving Break	No class	Liturgical Calendar Paper Due November 29, 11:59pm
<b>November 30</b>	The Sanctoral Calendar	<ul style="list-style-type: none"> <li>• Universal Norms on the Liturgical Year and the Liturgical Calendar</li> <li>• Schlesinger, Chapter 5 and Conclusion</li> </ul>	Liturgy of the Hours Reflection Due December 4, 11:59pm Final Project Due December 7, 11:59pm Site Visit Paper Due December 7, 11:59pm No work accepted after Noon, December 11.

## Professional Conduct Expectations

### **Attendance & Punctuality**

Students are expected to attend all class sessions, and students enrolled in the in-person section of the course are expected to attend in person. Whether or not the assignments were announced during an absence, students are accountable for all course assignments. I do not distinguish between excused and unexcused absences (though I am committed to working with you if circumstances arise that interfere with attendance). I will overlook one absence each quarter. Absences beyond the first may result in a half letter grade reduction of your course grade (not just participation). If circumstances like university mandated travel, or jury duty, or bereavement, or serious illness wind up pushing you past your allotted limits, I'm willing to work with you, but a turn of events significant enough that you're missing 20% or more of class likely means you're not in a position to succeed in this class anyway (through no fault of your own).

**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.

### **Communication**

Email using our SCU email address will be our primary means of communication outside of class. You must check your SCU email and our course's Camino site every day to ensure you maintain a connection with the course content, your classmates, and your instructor. While you are welcome to use the phone number provided on this syllabus to reach me, you will be much more successful if you send me an email, because whether I receive an email does not depend on whether I'm in my office, while a phone call's reception depends upon where I am at the time you call.

### **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. I prohibit the use of AI for any and all assignments. 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](#).

## Policies, Resources & Accommodations

### **Discrimination, Harassment, and Sexual Misconduct (Title IX)**

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](#) (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the [Student Resources](#) page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a confidential resource who is not required to report, please contact one of the following SCU resources for support:

- [SCU Wellness Center](#)
- [CAPS](#)
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

I am happy to help connect you with any of these resources.

### **Accommodations for Pregnant and Parenting Students**

Santa Clara University is committed to creating and maintaining a non-discriminatory learning environment for all students, including students who are pregnant or parenting. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the [Office of Accessible Education](#) (OAE) or from the [Office of Equal Opportunity and Title IX](#). This [resource page](#) from the Title IX Office provides information regarding support for students and employees who are pregnant or parenting.

### **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 [oae@scu.edu](mailto:oae@scu.edu), <https://www.scu.edu/oae> 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. Students should continue to reach out to OAE ([oe@scu.edu](mailto:oe@scu.edu)) regarding access barriers related to this course or content.

### **Academic Freedom**

The University is dedicated to an uncompromising standard of academic excellence and a commitment to [academic freedom](#), freedom of inquiry, and freedom of expression in the search for truth. We are here to engage a set of ideas and research findings that often have long and complicated histories. Scholars may disagree on the topics we will be discussing. Assignment of and references to sources (readings, films, websites, etc.) are not an endorsement of the opinions or content contained in those materials. Students are expected and required to become familiar with the literature relevant to the topic of this course regardless of whether the professor, the University, or the students find this content agreeable. You are invited to introduce additional challenges in a serious and open-minded manner.

### **Safety Measures**

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. University policy allows faculty to require the use of face coverings in their classrooms. I may request that students wear face coverings occasionally or throughout the academic term. Failure to comply with my request is a violation of the [Student Conduct Code](#), which I will need to report.

### **Use of Classroom Recordings**

Depending on the learning objectives and pedagogical approaches used in a lesson, some classes may be recorded and made available on Camino. However, in line with item 12 of 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**

Course materials and online activities will be available on SCU's Canvas learning management system (also known as Camino). Course reminders, readings, and assignments will be available through Camino.

SCU can provide you with technical assistance, and you can also reach out to our providers directly for questions. For Camino support, contact [caminosupport@scu.edu](mailto: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](mailto: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](mailto:techdesk@scu.edu) or 408-554-5700. They can provide support for MySCU Portal, Eduroam, Duo, hardware and software issues, and more.

### **Respect for All**

It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students of all backgrounds bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of all identities and perspectives. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

### **Wellness**

I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental and physical health and your overall well-being. Jesuit education is grounded in *cura personalis*, concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity and quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen. Eat good food, laugh, enjoy friends and family, look for opportunities to connect with others in new ways, pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don't think you need it. Lots of folks, including me, are here to support you. It's never too late to reach out, and I am committed to helping you.

SCU has many resources and programs to support you. These resources may be especially helpful:

### **Wellness Center**

The Wellness center provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

### **CAPS**

Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: 408-554-5220.

### **SCU Culture of Care**

If you are concerned for the mental or physical welfare of one of your peers, the Office of Student Life Culture of Care website provides resources for recognizing and helping someone in distress.

### **Academic Concerns**

If you are concerned with your progress in this class, please contact me so that we can find solutions together.

- [The HUB Writing Center](#) (Writing and Public Speaking)

### **Grief Resources and Support**

An important part of healing from loss is the support of others. The SCU community is committed to supporting you during this difficult time. If you need to miss class or foresee being late on upcoming deliverables due to bereavement, please let me know immediately so we can make appropriate arrangements. If you need additional support, you can contact the Dean of Student's Office at (408) 554-4583 or email [dso@scu.edu](mailto:dso@scu.edu). Staff in DSO can notify other faculty and/or campus supervisors on your behalf and connect you with helpful campus resources.

### **Gender Inclusive Language**

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see [www.mypronouns.org](http://www.mypronouns.org)

### **Land Acknowledgement**

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

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