SPIR 230: LITURGICAL SPIRITUALITY

- SANTA CLARA UNIVERSITY, GRADUATE PROGRAM IN PASTORAL MINISTRIES
- SUMMER 2019

FIVE WEDNESDAYS ONLINE (ZOOM: 7 - 9 PM);
THREE SATURDAYS IN PERSON (DIOCESAN CENTER, SACRAMENTO, CA: 9AM - 3 PM)

VERSION: APRIL 23, 2019

RICKY MANALO, CSP, PH.D.
Old St. Mary’s Cathedral
660 California Street
San Francisco, CA 94709

<table>
<thead>
<tr>
<th>Hours</th>
<th>By Appointment</th>
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<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:vmanalo@scu.edu">vmanalo@scu.edu</a> &amp; <a href="mailto:ritualmuse@mac.com">ritualmuse@mac.com</a></td>
</tr>
<tr>
<td>Telephone</td>
<td>(415) 288-3819</td>
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<tr>
<td>SKYPE</td>
<td>Ritualmuse</td>
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DESCRIPTION

This course invites participants to reflect upon the spiritual and ritual aspects of Christian liturgy in order to acquire a deeper appreciation of what transpires during liturgical celebrations. By way of reflection and faith sharing, we will concentrate on two books: Bruce Morrill’s *Encountering Christ* and Ricky Manalo’s *The Liturgy of Life*. The subtopics and themes that will be unearthed include a wide range of liturgical spirituality interests: Christ’s abiding presence, ritual roots, roles, and risks in postmodern contexts, the body in Christian worship, and the interrelationship between Sunday Eucharist and everyday worship practices. It is intended for ministers who desire to "develop pastoral skills, ministry knowledge, and liturgical fluencies" in the area of liturgical ministry.¹

COURSE EXPECTATIONS

- **Attendance**
  - The student is expected to be present for all the classes. If you will be absent from any of the classes, please notify the instructor well ahead of time. Attendance will be taken at one point during each online Zoom class, as well as during our on-site classes in Sacramento.
  - *The use of video-conferencing software to record or replace in-person attendance is not allowed, except in exceptional circumstances with the permission of the instructor.*
  - If you are absent from a class, you are still expected to know the material and content. This could be demonstrated by your participation during our online discussion forums, reflection papers, and/or final paper/project. Any unexcused absence and more than one excused absence will affect the grade.

- **Active Participation**
  The student:

¹ This is goal 2 of the student learning goals and objectives of GPPM. Of the five learning goals and objectives of GPPM, this course focuses on objectives 1B and 2B:

Objective 1B of Goal 1 (theological knowledge): "Students will integrate their core theological competencies in their chosen area of concentration."

Objective 2B of Goal 2 (pastoral proficiency): "Students will understand the significance of liturgy for their ministry and in the life of faith."
is prepared for each class and for each online presentation via Zoom;
actively listens and responds;
and contributes thought-provoking insights.

• Participation in Discussion Forums

Students are expected to participate in the online discussion forums throughout the course.

• You will be responding to the reading assignments for the next class.

1. One (and only one) "Insight Post"

• Provide a personal reflection of ONE insight that emerged from the readings. Keep it relatively short and concise. As a guide, consider dividing your insight post into two parts:

  ✓ Part One: State your insight: What was ONE key insight that emerged from the readings? Perhaps it is something you never knew or never considered in your own approach to the sacraments.
  ✓ Part Two: Apply this insight to ONE of the following questions:
    o How might this insight be relevant in today's world?
    o Or how would you apply your insight to "real life" pastoral ministry?
    o Or do you have any remaining (deeper?) questions as a result of this insight?

• As an option, consider searching the web for an image/picture/illustration that captures this insight. Then, post this image, along with your insight/comments and explanation.

• The first posting needs to be submitted two days before the following class. This allows two full days for others to respond to your post.

  ✓ Post Class 3 insight before Friday midnight (July 1)
  ✓ Post Class 4 insight before Monday midnight (July 8)
  ✓ Post Class 5 insight before Monday midnight (July 11)
  ✓ Post Class 6 insight before Monday midnight (July 15)
  ✓ Post Class 7 insight before Monday midnight (July 22)
  ✓ Post Class 8 insight before Monday midnight (Aug. 1)

2. Respond to Another Student's "Insight Post"

• Provide a short and thoughtful response to another student's post.

  ✓ Try to respond to someone's "insight post" that no one else has responded to, in order to distribute the responses more evenly. If there are no other "insight posts" available, then you may respond to whatever is available.
• After you post your response, you may still reply to and participate in other's people's conversational thread.

Note: Your overall grade for your participation in our discussion forums will be based on (1) the number and academic depth of your insight posts throughout the entire course; and (2) your thoughtful responses to other students.

• **Two Reflection Papers on Class Readings**

Each student is to write two reflections (2-3 pages each) based on the class readings between and/or including Classes 2 (June 29) and Class 8 (Aug. 3).

  o Students are to submit reflection paper before the start of the class from which the readings are based. For example, if your reflection paper is based on the readings of Class Three then the paper needs to be submitted before 7 PM on Wednesday, July 3.

  o On the top left of first page, list: (1) name; (2) GPPM Summer 2019: Liturgical Spirituality; (3) date paper is being submitted; (4) class # and date of this reflection paper: e.g.

    **Colleen Smith**  
    **GPPM Spring 2019: Liturgical Spirituality**  
    **Submission Date: July 2, 2019**  
    **Class Three: July 3, 2019**

  o See "How to Write a Reflection Paper" in Class One Folder "Handouts"

  o Post both reflection papers in Camino under "Assignments."

• **Final Project: Research Paper/Pastoral/Artistic Project**

Students are to write an academic paper or prepare a pastoral sacramental project or create an artistic project. The three options are listed below. Students will meet with instructor (in person, Skype, or phone conversation) to discuss the scope of this paper or project sometime before or during our class on July 13. A 1-page outline will be due on July 17. See “Sample Final Paper/Project” in Class One Folder “Handouts.”

The due date of the completed paper or project is **Wednesday, August 7, 2019**, before midnight.

See "How to Write a Proposal and Outline for Final Paper/Project" in the Class One folder, "Handouts."

**Option One: A Research Paper**

This is a research paper based on an academic topic of interest and confined to an important liturgical spirituality and theological theme explored in the course (objectives 1B and 2B). The paper should represent original research, insights, and interpretation and be 15-20 pages in length (note: this does NOT include the cover page or bibliography). Rubric samples for grading this paper are listed in a separate handout.
Option Two: A Liturgical Pastoral Project for a Specific Worshiping Community

The student will prepare a liturgical celebration that demonstrates theological competency and pastoral application of course readings, lectures, and class and online discussions.

Topic examples include:

- Catechetical lessons on the meaning of the Eucharist in a culturally diverse context during Lent for a worshipping community with RCIA elect & candidates;
- A weekend retreat for parishioners that centers on a particular liturgical spirituality theme covered in class;
- A particular ethnic cultural worship service that demonstrates the interrelationship between liturgy and popular religion: e.g., the Filipino Simbang Gabi, Our Lady of Guadalupe, Vietnamese Tet Festival (Lunar New Year) and the veneration of ancestors, etc.;
- A set of homilies for Evening Prayers that centers on a particular liturgical spirituality theme covered in class;
- An adult education workshop on the intersection of liturgy and everyday worship practices;
- A topic approved by the instructor.

This project is divided into two parts. The first part of the project includes all necessary resource materials: e.g., an outline of project, PowerPoint(s)/Prezi, worship aids, scripts for liturgical roles, song selections, homiletic guides, prayers of the faithful, additional prayers, and/or other ritual components (objective 2B).

The second part of the project is a paper (9-11 pages) that articulates 1-2 liturgical-theological-spirituality themes that emerged from our readings, lectures, and/or class and online discussions and that informed the creation of the project (objective 1B).

See "Sample Paper Topics for Accompanying Final Projects" in the Class One folder, "Handouts."

Rubric samples for grading this paper are listed in a separate handout in the Class One folder.

An Artistic Project

This project expresses a liturgical theological theme of the course through an artistic medium. This project is divided into two parts. The first part is the actual artistic medium/expression (objective 2B). Examples may include:

- A poem that demonstrates the link between liturgy and social justice or the link between liturgy and everyday worship practices;
- An original liturgical music composition where the lyrics and musical form take into consideration the components of ritual action, liturgical theology,
and a theme that emerged from the readings, lectures, and/or class discussions;

- A visual work of art in which the symbols and images break open a specific liturgical theme that emerged from the readings, lectures, and/or class discussions.

The second part of the project is a paper. The paper should represent original research, insights, and interpretation and be 9-11 pages in length (note: this does NOT include the cover page or bibliography).

See "Sample Paper Topics for Accompanying Final Projects" in the Class One folder, "Handouts."

Rubric samples for grading this paper are listed in a separate handout in the Class One folder.

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<tr>
<th>Grading</th>
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<td>• Active participation during online lectures (10%), our Sacramento gatherings (10%), and the online discussion forums (10%): 30%</td>
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<td>• Two Reflection Papers: 20%</td>
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<td>• Final Paper/Project: 50%</td>
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<th>Grades and Numerical Equivalents</th>
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<td>The numerical equivalents are based on the University's 4.0 grading system: A = 4.00; A– = 3.7; B+/A = 3.5; B+ = 3.3; B/B+ = 3.15; B = 3; B– = 2.7; C+/B = 2.5; C+ = 2.3; C/C+ = 2.15; C = 2.00; C– = 1.7, et al.</td>
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<th>Academic Integrity</th>
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<td>• 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:</td>
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> *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).

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<th>Use of Technology in &amp; Recording of Class</th>
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| • Our online Zoom classes will be recorded and made available the next day. Cellphones should be turned off during class, and laptops may only be used for authorized collaborations or for viewing course readings. The Student Handbook prohibits video- or audio-recording or streaming of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties. If you
require the recording of classroom lectures, discussions, simulations, and other course-related activity for a documented disability, make arrangements through Disabilities Resources (see below) and discuss this with the instructor. If for some reason other than disability you would like to record the class, please seek the permission of the instructor first, and then of the class.

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<th>DISABILITIES RESOURCES</th>
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- If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, [http://www.scu.edu/disabilities](http://www.scu.edu/disabilities) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours.

- While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

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<th>DISCRIMINATION AND SEXUAL MISCONDUCT (TITLE IX)</th>
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- *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](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/](https://www.scu.edu/osl/report/) or anonymously through Ethicspoint [https://www.scu.edu/hr/quick-links/ethicspoint/](https://www.scu.edu/hr/quick-links/ethicspoint/)

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COURSE SCHEDULE

CLASS 1

INTRODUCTIONS & OVERVIEW;
CHRISTIAN SPIRITUALITY AS LITURGICAL WORSHIP;
WHAT IS LITURGY?

Wednesday, June 26 (Zoom: 7 - 9PM)

- OVERVIEW of Syllabus, Course Expectations
- LECTURE: Christian Spirituality & What is Liturgy?

CLASS 2

HISTORICAL OVERVIEW OF EUCHARIST:
THE FIRST THREE CENTURIES;
HIDDEN PRESENCE, HOLY SCRIPTURE

Saturday, June 29 (Sacramento: 9AM - 3PM)

- LECTURE: Historical Overview: The First Three Centuries
- READ: Encountering Christ, Intro (1 - 12); Ch. 1 (13 - 36); Ch. 2 (37 - 65)

CLASS 3

AND MY MOUTH SHALL PROCLAIM YOUR PRAISE:
THE LITURGY OF THE HOURS

Wednesday, July 3 (Zoom: 7 - 9PM)

- LECTURE: An Introduction to the Liturgy of the Hours
- READ:
  - The General Instruction of the Liturgy of the Hours, Ch. 1 (nos. 1 - 33) and Ch. 2 (nos. 34 - 99): http://www.liturgyoffice.org.uk/Resources/Rites/GILH.pdf

CLASS 4

CHRIST’S ABIDING PRESENCE

Wednesday, July 10 (Zoom: 7 - 9PM)

- READ: Encountering Christ, Ch. 3 (66 - 94)
- LECTURE: Historical Overview: Fourth Century to Council of Trent
CLASS 5

THE LITURGICAL MOVEMENT & VATICAN II;
OVERVIEW OF THE MASS;
LITURGY & CULTURE

Saturday, July 13 (Sacramento: 9AM to 3PM)

- READ: *Encountering Christ*, Ch. 4 (95 - 110).
- LECTURE: Historical Overview: The Liturgical Movement and Vatican II
- LECTURE: An Overview of the Mass
- LECTURE: A Primer on Liturgy and Culture

CLASS 6

WELCOME TO ST. AGNES CHURCH;
LITURGY AND EVERYDAY LIFE

Wednesday, July 17; 7 to 9PM

- READ: *The Liturgy of Life*, Introduction (1 - 18); Ch. 1 (19-30)
- LECTURE: God’s Grace, Human Space: Expanding the Contextual Landscape of Liturgy

NOTE: One-page outline of final paper and project is due!

CLASS 7

MAPPING OUT THE SOCIOCULTURAL CONTEXT;
HISPANIC & FILIPINO APPROACHES TO WORSHIP

Wednesday, July 24; 7 – 9PM

- READ: *The Liturgy of Life*, Ch. 5 (101-124); Ch. 6 (125-149).
- LECTURE: “The God of Fiesta”

CLASS 8

INTERRELATING SUNDAY LITURGY
& EVERYDAY WORSHIP PRACTICES;
TRADITIONAL, MODERN, AND POSTMODERN WORLDVIEWS

Saturday, August 3; 9AM – 3PM
Sacramento Diocesan Center

- READ: *The Liturgy of Life*, Ch. 7 (150-176).
- LECTURE: Liturgy and Everyday Worship through Traditional, Modern, and Postmodern Worldviews
- SHARING OF CLASS PROJECTS