

LITURGICAL STUDIES 5141B

INTRODUCTION TO CATHOLIC LITURGY

Spring 2020, Tuesdays, 8:30 to 11:30 a.m.

Room 208

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available for in-person office meetings and Zoom meetings by appointment

COURSE DESCRIPTION

A basic exploration of sacramental celebrations, the Liturgy of the Hours, and liturgical time and space in the Roman Rite, from their historical, theological, biblical, spiritual and pastoral perspectives.

GOALS

This course will assist students to grow in the following knowledge, skills, and attitudes:

Knowledge

1. general familiarity with the sources and historical development of Christian liturgy
2. appreciation of the role of ritual and symbol in human life
3. understanding of the key features, principles, and structures of current Roman Catholic liturgical rites
4. critical awareness of current and future questions and issues in pastoral liturgical practice

Skills

1. an sense of how to interpret liturgical events as meaningful ritual action
2. ability to draw upon liturgy as a privileged source for theology, related to sacramental theology and the wider theological tradition
3. ability to critically consider and evaluate liturgical practices
4. some ability to make informed decisions about pastoral liturgical practice

Attitudes

1. pastoral sensitivity concerning the needs of the worshipping community
2. appreciation of the nature of the liturgy as “source and summit” of Christian life
3. care and concern for the importance of rich, well-celebrated liturgical rites
4. commitment to ongoing, life-long growth in understanding of liturgical practice

COURSE REQUIREMENTS

The above goals will be met by:

1. well-prepared and vigorous “full, conscious, and active” participation in class discussions
2. class preparation assignments, consisting of short questions on the readings
3. a ritual observation exercise
4. two (2) short texts for parish talks, on topics of the student’s choice
5. *either*:
 - a. a final paper, thoroughly analyzing one liturgical unit
 - b. a final oral examination, during the examination period

Grading will be determined as follows:

class preparation assignments:	25%
ritual observation:	20%
two (2) short talks:	30% (2 × 15%)
final paper <i>or</i> final exam:	25%

TEXTS

Required (All required readings will be provided in OWL)

Johnson, Maxwell E., ed. *Sacraments and Worship: The Sources of Christian Theology*. Westminster/John Knox, 2012. [excerpts]

Second Vatican Council, “*Sacrosanctum Concilium: Constitution on the Sacred Liturgy*”

Selected journal articles, and excerpts from liturgical documents, as assigned.

Recommended

Martimort, A. G., et al. *The Church at Prayer*. 4 vols. Liturgical Press, 1984–86.

Pecklers, Keith. *Worship: A Primer in Christian Ritual*. Liturgical Press, 2003.

White, James F. *Introduction to Christian Worship*, 3rd ed. Abingdon, 2001.

TENTATIVE CLASS & READINGS SCHEDULE

January 7 *Introduction, Key Concepts*

January 14 *Ritual & Symbol in Human Life*

Guardini, Romano. "Open Letter." *Herder Correspondence* (Special Issue, 1964) 24–26.

Mitchell, Nathan. "Directions in Ritual Studies." *Worship* 84, no. 1 (January 2010): 71–83.

(for observation assignment:)

Grimes, Ronald L. *Beginnings in Ritual Studies*. University of South Carolina Press, 1995.
Chapter 2.

Kelleher, Margaret Mary. "Liturgical Observation Instrument." (unpublished)

January 21 *Principles of Liturgical Worship*

Taft, Robert F. "What Does Liturgy Do?: Toward a Soteriology of Liturgical Celebration:
Some Theses." *Worship* 66 (1992): 194-211.

Second Vatican Council, *Sacrosanctum Concilium*, Chapter I (1–46).

January 28 *Liturgical Theology & Sacramental Theology*

Geldhof, Joris. "Liturgy as Theological Norm: Getting Acquainted with 'Liturgical Theology.'" *Neue Zeitschrift für Systematische Theologie und Religionsphilosophie* 52, no. 2 (2010): 155–176.

February 4 *Overview of Liturgical History*

Baldovin, John F. "The Uses of Liturgical History." *Worship* 82, no. 1 (January 2008): 2-18.

February 11 *The Liturgical Year*

Robert F. Taft, "What Is a Christian Feast?: A Reflection." *Worship* 83, no. 1 (January 2009):
2-18.

General Norms for the Liturgical Year and Calendar.

February 18 *Reading Week (no class)*

February 25 *Liturgical Daily Prayer*

Gerald T. Chinchar, "Liturgy of the Hours: Pastoral Perspective." *Liturgical Ministry* 2 (1993):
111-116.

General Instruction on the Liturgy of the Hours, Chapter 1 (1–33).

Second Vatican Council, *Sacrosanctum Concilium*, IV (83–101).

March 3 *Rites of Initiation: RCIA*

Serra, Dominic E. “Baptism and Confirmation: Distinct Sacraments, One Liturgy.” *Liturgical Ministry* 9 (Spring 2000) 63-71.

Second Vatican Council, *Sacrosanctum Concilium*, 64–66.

Rite of Christian Initiation of Adults, Introduction.

March 10 *Rites of Initiation: Baptism of Children & Confirmation*

Second Vatican Council, *Sacrosanctum Concilium*, 67–71.

Rite of Baptism of Children, Introduction.

Rite of Confirmation, Introduction.

March 17 *Eucharist*

Moore, Gerard. “The Mass through the Ages.” *Liturgical Ministry* 16 (2007): 11-18.

Second Vatican Council, *Sacrosanctum Concilium*, Chapter II (47–58) .

General Instruction of the Roman Missal, Chapters 1 and 2.

March 24 *Rites for Penance & Marriage*

Second Vatican Council, *Sacrosanctum Concilium*, 72–75.

Rite of Penance, Introduction.

Rite of Matrimony, Introduction.

March 31 *Rites for the Sick & Funeral Rites*

Larson-Miller, Lizette. “Rites for the Sick and Funerals.” *Liturgical Ministry* 7 (1998): 23–35.

Second Vatican Council, *Sacrosanctum Concilium*, 77–78, 81–82.

Rite of Anointing of the Sick, Introduction.

Order of Christian Funerals, Introduction.

ASSIGNMENTS

Class Preparation Assignments

Each week, three (3) questions will be provided, to reflect upon the readings and prepare for discussion of the readings in the next class. Students are to write short answers for each question, totalling no more than 1–1½ pages in all. In addition, students are to compose one (1) question of their own, which could be of value in class discussion. Both the answers and the additional question are to be submitted in OWL, either as an attachment or inline.

Ritual Observation Exercise

The main purpose of the participant observation exercise is to try one's hand at one important method in liturgical studies, the direct observation and analysis of ritual. Students are expected to attend a worship event or other ritual ceremony of their own choice, observing what is happening in the ritual, and considering the ritual's meaning(s) and function. This exercise will be evaluated on detail, original insight, and careful critical thinking.

Readings will be provided as a basic introduction to the “how-to” of participant observation and can be followed in undertaking the assignment. Students are to attend any worship service in a tradition other than one's own. This exercise will each focus on three aspects of the liturgy:

1. liturgical texts (spoken or sung)
2. liturgical actions
3. liturgical setting & objects

For each, note particularly interesting or meaningful features, and write them down as soon as possible after the event. After noting what you observe, make an initial interpretation of what these features seem to be “saying.” This exercise can *optionally* be done in groups of two or three, who observe the same event and discuss their interpretation of it together as soon as possible afterward.

Each student is to submit a report of no more than six pages, describing the most significant points in both the observation and the interpretation. The observation itself is to be done between January 14 and January 28, and the report is due February 4.

Short Talks

Students will write *two* short talks, as follows. The intended audience would be a group of parishioners, such as those in an RCIA or adult faith formation group, including people “in the pews,” with a general interest in your topic. In each one, you have three options to choose from.

1. You are asked to give a talk that explains *one* of the following:
 - a. the Liturgy of the Hours,
 - b. the significance of Sunday, *or*
 - c. the liturgical year.
2. You are asked to explain *one* of the following rites:
 - a. the rite of Christian initiation for adults celebrated at the Easter Vigil,
 - b. the rite of baptism for a child, *or*
 - c. the Eucharistic liturgy celebrated at the Sunday Mass.

Each explanation should refer directly to the rite itself and should explain the importance of the symbols and rites that are found in the celebration. It will be impossible in a talk of 12-15 minutes to deal with everything. You will have to select those aspects of the rite that you believe are the most important. Your talk should include reference to the historical, spiritual and theological importance of the rite, as you see fit. #1 is due March 3, and #2 is due March 24.

Final Paper (Option A)

For this option, you may consider one particular liturgical unit — a text, symbol, gesture, or feast/season in the liturgical year. It is good to ensure that the unit be carefully defined, so as to make the paper as feasible as possible. Upon defining what unit you would like to study, consider all of the following:

1. its historical origins and development
2. theological interpretation of its meaning, whether official or unofficial
3. the relationship of this unit to other texts, symbols and rites, or to the year
4. critical evaluation of the unit in practice today (Should it be done differently, and how? Should it be done at all? Why?)
5. critical evaluation of its current understanding, whether official or unofficial (Should it be understood or explained differently than it usually is? How? Should some aspects of its meaning be emphasized more, or less? Why?)

The final paper will be due April 11.

Final Exam (Option B)

The final examination will be a 20-minute oral or two-hour written examination, as each student prefers. Written exams will be on the regular examination schedule, and oral exams will be scheduled during Examination Week, at a mutually agreeable time. Students will be responsible for all of the material covered in class. A study guide will be provided ahead of time.

UNIVERSITY REGULATIONS & SUPPORT SERVICES

Students are responsible for knowing the University's academic policies and regulations and any particularities of their own course of study. Ignorance of these policies is not an excuse for any violation thereof. The following policies are particularly important to note:

Submission of Assignments

It is the responsibility of the student to organize his or her work so that the assignments are completed on time. A penalty of 10% of the value of the assignment will be deducted for each day it is overdue without permission.

Students who are unable to hand in assignments or take examinations for legitimate reasons must consult with the instructor. If the reason is medical, students may be required to provide a note from a doctor. Ordinarily, all assignments and exams will be made up at a later date. In certain circumstances, the final grading scheme may be re-weighted if the missed assignment is of a low weight.

Accommodations for Tests/Examinations:

Students are responsible for seeking accommodation with appropriate documentation, prior to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances.

How to Request Academic Accommodation — King's Students:

<https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/medical-accommodation/>

UWO Policy on Accommodation for Medical Illness:

http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Student Medical Certificate (SMC):

<https://www.eng.uwo.ca/files/undergraduate/student-medical-certificate.pdf>

All students requiring academic accommodations for tests and examinations must use the services offered through King's University College.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt by quotation marks and/or footnotes. Plagiarism is a major academic offense.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. <http://elearningtoolkit.uwo.ca/terms/plagiarism.html>

Scholarly Citation

According to the policy adopted by the faculty of St. Peter's Seminary, all citations, references and bibliographies in written assignments are to follow the formatting prescribed in the Chicago Manual of Style. Footnotes are to be used, rather than author-date references in the body of the text. Please review and consult the summary provided by Kenrick-Glennon Seminary at <http://www.kenrick.edu/wp-content/uploads/Guide-to-Academic-Papers-and-Citations.pdf> for further information.

Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty Members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a Faculty Member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course web site he/she should ask for the student's written permission. (See <http://umd.edu/legal/commercial.html>)

Selection and Registration of Courses

Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all prerequisite course(s) have been successfully completed, and that they are aware of any anti-requisite course(s) that they have taken.

Classroom Conduct

Students are expected to conduct themselves with respect for everyone and with professionalism in all classroom activities. Laptops and other electronic devices may be used for classroom academic activities only. The use of such devices must always be in accord with the common good of the whole learning community as specified by the instructor. The instructor may choose at any time to limit their use for instructional purposes or because of the disruptive use of such

devices. You are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations.

Support Services

Information about Accessibility, Counselling and Student Development (formerly Services for Students with Disabilities) at King's is available at <https://www.kings.uwo.ca/current-students/student-services/>

For emotional/mental health assistance see: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

The website for Academic Services at King's University College is <http://www.kings.uwo.ca/current-students/academic-support/>

For consultation on writing, students are strongly encouraged to visit the Write Place at King's. <https://www.kings.uwo.ca/current-students/academic-resources/the-write-place/>

Students who are in emotional/mental health distress should refer to the Wellness Education Centre at Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

These services are not meant to replace those offered at the Seminary, but may be beneficial to our students after consultation with the appropriate instructors, administrators, and formators.

SELECT BIBLIOGRAPHY

Bradshaw, Paul. *The Search for the Origins of Christian Worship*. 2nd ed. Oxford University Press, 2002.

Gerhards, Albert and Benedikt Kranemann. *Introduction to the Study of Liturgy*. Translated by Linda M. Maloney. Liturgical Press, 2017.

Jones, Cheslyn, et al., eds. *The Study of Liturgy*. Oxford University Press, 1993.

Taft, Robert F. *The Byzantine Rite: A Short History*. Liturgical Press, 1992.

Vogel, Cyril. *Medieval Liturgy: An Introduction to the Sources*. Pastoral Press, 1986.

Wainwright, Geoffrey and Karen Westerfield-Tucker, eds. *The Oxford History of Christian Worship*. Oxford University Press, 2006.

White, James F. *Protestant Worship: Traditions in Transition*. Westminster/Knox, 1989.

_____. *Roman Catholic Worship: Trent to Today*. Liturgical Press, 2003.