

W3000

Liturgy: Principles and Practices

Fall 2019

Mondays, 7:00-9:45 p.m.
Classroom: 339 Denny Center
Desire2Learn course site: <https://d2l.ctu.edu/>

Instructor's Contact Information & Availability

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E-mail: amcgowan@ctu.edu *	Office Hours: Wednesdays, 3:30-4:30 p.m., Thursdays, 10:30-11:30 a.m., or by appointment; send an e-mail or use https://calendly.com/amcgowanctu to arrange a time
Phone: (773) 371-5511 (office) (608) 216-5818 (cell)	
Mailbox: #152 (in mailroom behind front desk)	

***E-mail is my preferred method of initial contact.** I will strive to respond to e-mail messages within 24 hours on weekdays.

Course Description

This course introduces ritual, ecclesial, theological, and practical foundations of liturgy and liturgical celebrations in preparation for ministry in diverse pastoral and cultural contexts.

Learning Outcomes [corresponding to Degree Program Learning Outcomes]

Student success in this course will be manifested in the ability to:

- 1) Interpret liturgy as an embodied, ecclesial event [MDiv 1, 3; MAPS 1, 3; MA-LM 1,3; MA 1]
- 2) Articulate fundamental theological dimensions and ritual patterns of major Roman Catholic liturgical rites [MDiv 2, MAPS 1; MA-LM 1; MA 2, 5]
- 3) Discuss and reflectively apply key dimensions of liturgical celebration [MDiv 2, MAPS 1, 2; MA-LM 1, 2; MA 3]
- 4) Express a sacramental worldview and the baptismal foundation for discipleship and liturgical ministry [MDiv 2; MAPS 3; MA-LM 1; MA-LM 1, 3; MA 1, 2,3]
- 5) Engage collaborative and pastoral principles for the preparation and evaluation of liturgical celebrations within particular cultural contexts [MDiv 3, MAPS 2, 3; MAPS 2,3; MA 3]
- 6) Recognize scientific inquiry and discovery as a distinctive "culture" that can be engaged in liturgical celebrations [MDiv 1,2; MAPS 1; MA-LM 1; MA 1, 5]

This course has been revised with assistance from a Science for Seminaries grant. [Science for Seminaries](#) is a project of the American Association for the Advancement of Science (AAAS) Dialogue on Science, Ethics, and Religion (DoSER) program, in consultation with the Association of Theological Schools (ATS). The project helps a diverse group of seminaries integrate science into their core curricula.

This course may also aid students in:

- Deepening a liturgical spirituality
- Envisioning ways to articulate liturgical theologies for a multicultural Church with ecumenical sensitivity
- **Discovering ways that good liturgy might promote contact and conversation between science and religion and support scientists and scientific disciplines in their search for truth.**

Assessment of Student Performance Related to Learning Outcomes

Course Requirements

- 1) Active participation in all class sessions [to facilitate course learning outcomes 1-6]
- 2) Engagement with assigned reading [in pursuit of course learning outcomes 1-6]
- 3) Practical Prayer Exercises [engaging learning outcome 5]
- 4) Participant Observation Report [exploring aspects of learning outcomes 1 and 3]
- 5) Reflection Paper or Pastoral Presentation on Liturgical Principles and Scientific Engagement [fulfilling learning outcome 3 and engaging one or more of the other learning outcomes, depending on the assignment's particular focus and approach]
- 6) Take-home essay examination on pastoral application of Liturgy Documents [demonstrating learning outcomes 2 and 3]

Basis for Evaluation

Final grades for the course will be based on engagement in class discussions and activities, practical prayer exercises and a take-home midterm exam (which will allow students to synthesize and apply information gained through readings and class sessions), critical observation and reporting on ritual practice, and detailed analysis of a selection of additional readings or one liturgical rite (which will allow students to demonstrate mastery of course concepts and the ability to extend their own learning in pursuit of academic and/or ministerial goals).

The final grade for the course will be calculated as follows:

Class Participation (including reading responses and practical prayer exercises)	10%
Participant Observation Report on a Liturgical Celebration	20%
Take-Home Midterm Exam on Liturgy Documents	20%
Corporate Prayer Service	20%
Reflection Paper or Pastoral Presentation on Liturgical Principles and Scientific Engagement	30%

A set of general grading criteria for written work (i.e., reports and papers) can be found on the course's D2L site (under "General Course Resources"). Consult any guidelines and rubrics accompanying specific assignments for more detailed evaluation criteria. CTU's grading scale can be found in the [Student Handbook](#).

Student feedback on the course is welcome at any time, either orally (after class or during office hours) or in writing (e-mail the instructor or leave a note in my mailbox). In addition, students will have opportunities to submit feedback through an *informal evaluation* during the sixth week of class and the *official course evaluation form* at the end of the semester. The end-of-semester evaluation will benefit future students, but any feedback you provide during the semester could enhance your own experience with the course.

Guidelines for Class Participation and Discussion Activities

Students can actively participate in the course and demonstrate their engagement with course content by:

- 1) Completing the reading assignments with care and attention *prior to class*, noting points of clarity and confusion, and coming to class with 2-3 questions and/or points for discussion in mind. (You may not raise all or even any of these points for a particular lesson, but the process of distilling what is most essential and most puzzling in the reading assignments will help you assess what you know, what you would still like to know, and what points remain unclear.)
- 2) Interacting with fellow students and the instructor *during class* in a manner that reflects understanding of the material (and/or a quest for understanding) and respectful, critical interaction with others' views. Questions can be as valuable as answers—and are often very important for promoting learning. Please feel free to bring up your own experiences of prayer, worship, ministry, and/ or catechesis and relate them to the issues we are discussing. (Experiences and opinions raised as part of the course should remain confidential.)
- 3) Sharing examples of various facets of liturgical celebration as part of any *in-class discussion activities* announced in advance of class meetings.

In-Class Participation (5% of total course grade)

Since some students feel more adept or at ease than others in the context of open group discussions, a significant portion of a student's participation grade will be based on the sessions in which he or she has an opportunity to contribute through small-group, in-class discussion activities. The quality (as opposed to sheer frequency!) of a student's participation in class on other occasions will also be considered, especially if the student's cumulative performance on written work falls in the margin between two grades.

Reading Responses and Practical Prayer Exercises (5% of total course grade)

Guidelines for Reading Responses (8 total)

To facilitate reflection on the readings, students will compose a short reading response most weeks during the semester.

Due: Responses should be posted to D2L by 2 p.m. on Mondays (i.e., five hours before class begins).

Length: Approximately 100-250 words—the equivalent of approximately ½ -1 double-spaced typed page.

Guidelines: At your discretion, these may summarize, critique, contextualize, dispute, marvel at, and/or puzzle over one or more aspects of the reading. This analysis may take the form of summarizing an aspect of the reading and offering your own critique; relating an aspect of the reading to your own experience of liturgy, liturgical ministry, and/or catechesis; or thinking through the implications of a question/issue for yourself. In other words, these reflections should neither be pure summaries of the readings nor personal reflections disconnected from the course material, but rather should bring your own thoughts and/or experiences into critical dialogue with what you have just read. In addition, you should raise at least one question or issue you hope the class might discuss during the class meeting. (Additional questions are welcome!) These questions will help direct our in-class discussion time.

Suggested format for reading responses:

- IDENTIFY a point or a concept in the reading that captured your attention. [1-2 sentences]
- REACT to the point or concept you just identified. [3-5 sentences]
Were you confused? Pleasantly surprised by a new insight? Enraged or otherwise disturbed? Desirous of more context or nuance or discussion of alternative viewpoints? Please elaborate on how and why.
- QUESTION. [1-2 sentences] Remember to conclude your reading response with at least one question or issue you would like to discuss further in class. This may relate to what you have just written above, or it may be completely unrelated.

Note: A total of EIGHT reading responses will count toward the participation component of your final grade. Thus students do *not* have to complete a reading response for every single class session and may “skip” some for whatever reason (illness, forgetfulness, technical difficulties, busyness, other commitments, etc.). Completed reading responses will be graded on a plus-check-minus scale. Students who complete more than eight reading responses will have the opportunity to drop their lowest score(s).

- Plus (= 10 points) The response was submitted on time and offered a well-written and insightful response to the readings that demonstrated the writer’s thoughtful application, analysis, and/or critique of one or more issues raised in the readings.
- Check (= 9 points) The response identified one or more significant issues in the assigned readings and demonstrated a genuine effort to engage the issue(s) and promote growth in the writer’s understanding.
- Minus (= 8 points) The response addressed one or more points in the assigned readings at a superficial level and suggested that the writer invested little time or energy on the assignment.

Guidelines for Practical Prayer Exercises

These exercises will give you opportunities to practice preparing and leading some forms of public prayer that you will regularly encounter in pastoral ministry settings. Detailed instructions for each exercise can be found on D2L. You will receive full credit for completing these exercises in a thoughtful and timely manner.

Guidelines for Participant Observation Report (due October 4)

Please make arrangements to observe and participate in a liturgy that is *not* celebrated in your own parish or religious community. An instrument for preparing these observations will be distributed during the second class meeting. See D2L for more detailed guidelines on conducting your observations and preparing your written reports.

Guidelines for Take-Home Exam on Liturgy Documents (due November 8)

To help you integrate, synthesize, and begin to apply what you have learned in this course, a set of short essay prompts will be posted on D2L at least two weeks in advance of the exam due date. Select and answer **three** of these questions to assess your knowledge, personal reflection on, and pastoral application of liturgical principles. Students may collaborate in discussing the essay topics but should each write and submit their own essays. The exam will be due by the end of the day on Friday, November 1.

Guidelines for Corporate Prayer Service (celebrated in class as scheduled in November and December)

In small groups, students will work together to prepare a service of corporate prayer for a particular praying community. During the last several weeks of class, the groups will celebrate the services they prepared, with the rest of the class participants functioning as the liturgical assembly. Suggested liturgies include Evening Prayer (in the parish or cathedral style), a Rite of Blessing (taken from or modeled after one found in the *Book of Blessings*), and a nonsacramental Penitential Service. As you prepare this liturgy, consider framing it as a liturgical response of praise and thanksgiving, lament, and/or intercessory prayer related to some aspect of science and technology as it impacts human life and thus might contribute to leading people toward worship of God or distract or limit them in their desires to do so.

The complete project should include:

- An introduction providing an overview of the real or hypothetical community that might use the service. Attend to the circumstances and prior experiences of the group celebrating the ritual, the specific (liturgical) occasion, and the theological themes which inform your overall vision for the celebration.
- A full script of the order of the service which could be used by the presiding minister(s), reader(s), musician(s), sacristan, etc. In addition to textual elements (hymns, readings, prayers, etc.), think about how ritual actions, gestures, and symbols will be incorporated into the celebration and what details of the environment may need special attention (lighting, space for movement, etc.) to facilitate the flow of the rite. If you do not provide the complete texts of hymns and readings, please provide enough information (in the form of a title/reference and brief synopsis) that readers of your script will be able to grasp the basic content without looking up the references. If you draw upon prayers or other sources of inspiration beyond your own creativity, please cite these sources appropriately.
- A participation aid for the assembly that includes all the instructions, rubrics, hymns, prayers, etc. necessary for full, conscious, and active participation in the ritual celebration. When preparing this material, keep in mind that such handouts need not be purely practical; they can also provide an opportunity for catechesis. Furthermore, remember that many of those attending the service may not have a good grasp of technical theological terms.
- Commentary on the service itself, explaining the order of the service, its contents, and your rationale for structuring the prayer the way you did.

Guidelines for Reflection Paper or Pastoral Presentation on Liturgical Principles and Scientific Engagement (ca. 5-8 pages, due December 13)

Based on course readings, presentations, class discussions, and personal experience, develop your own collection of “principles” which you consider to be essential for preparing and celebrating good liturgy. These principles do not have to be original, but they should be explained and explored in a way that suggests that they have *become your own* principles. Please include some discussion of how liturgical celebrations might engage or be engaged by science, either in the course of presenting and explaining your key principles or as a separate point of discussion. You may share your synthesis in various modes:

- As a reflection paper
- As a preaching event [Prepare and submit either the full preaching text OR a video recording of the preaching accompanied by a detailed outline. You may preach in a language other than English as long as you provide an outline in English. Since preaching is not the same as giving a lecture, you may also want to include some supplemental commentary to more fully explain your full list of principles and why you chose to present them in your preaching the way that you did to the audience you imagined would be listening.]
- As a pastoral presentation [Prepare and submit the outline and presenter’s notes for your presentation, along with any handouts (e.g. key “take-home” points, charts and/or diagrams, annotated bibliography with suggestions for further reading) or audiovisual materials you develop to accompany it. Please identify the real or hypothetical community that might benefit from your presentation and how you took their needs into account when preparing the presentation.]

Catholic Theological Union Policies and Class Expectations

- **Academic Integrity/Plagiarism:** Academic integrity demands that a student acknowledge all sources employed in the preparation of written assignments, whether in the use of exact quotations, or in substantial reproduction of ideas. **Failure to do so (plagiarism) normally will result in a failing grade for the course and may also result in dismissal from CTU.** Please review the complete Academic Integrity Policy in the [Student Handbook](#) (included in the “Helpful Links” sidebar in D2L). The [CTU Handbook for Writing](#) (also included in the “Helpful Links” sidebar in D2L) offers
- guidance and examples for documenting your reliance on various kinds of sources (including material found on the Internet). Please consult a member of the Writing & Resource Center’s staff or the instructor before submitting an assignment if you have any questions about how to acknowledge others’ words or works appropriately.
- **Accessibility:** If you have any visual, perceptual, or physical challenges that might result in the need for accommodation in course requirements to enable you to participate fully and demonstrate your learning, please see CTU’s Accommodation for Disabilities Policy in the [Student Handbook](#). Please keep me informed about how I can best meet your needs and support your learning in the course.
- **Bias-Free Language:** “Faculty and students are expected to use inclusive, nondiscriminatory language when referring to human beings in classroom presentations and discussions, in written materials and papers for courses, and in theses or thesis projects. While recognizing the complexity of the cultural contexts and theological issues around the question of how we name God, everyone is also encouraged to use gender-neutral or gender-balanced language and imagery insofar as possible when they speak about God” (from the [Student Handbook](#)). For examples of how to avoid biased or exclusive language in your writing, see the [CTU Handbook for Writing](#).
- **Copyright:** Members of the CTU community are expected to comply with all provisions of the *United States Copyright Law* and related legislative acts. For more information, see the Copyright Policy in the [Student Handbook](#).
- **Extensions/Incomplete Grades:** Students who need additional time beyond the end of the term to complete all course requirements due to extenuating circumstances should obtain a petition form for an incomplete from the registrar’s office (e-mail registrar@ctu.edu) and request the incomplete from the instructor no later than the second-to-last week of the term. Students should not presume that an extension will be granted simply because work has not been handed in on time. Please note that failure to complete any of the course requirement components may result in a failing grade for the course.
- **Internet Etiquette & Ethics:** “Online course discussion requires the same sensitivity to the dignity of others and respect for a diversity of opinions that any discussion in a classroom requires” (from the [Student Handbook](#)). Consult the “Netiquette” conventions in the [Student Handbook](#), and let courtesy, charity, and common sense guide *all* course-related interactions.

*The mission of Catholic Theological Union
is to prepare effective leaders for the Church,
ready to witness to Christ’s good news of
justice, love, and peace.*

Campus Resources

Please take advantage of the following resources that are available to you during your time on campus and beyond while you are enrolled as a student. Links to many of these resources are easily accessible through the “Helpful Links” sidebar on the D2L homepage.

- **Academic Calendar:** <http://students.ctu.edu/academic-calendar/>
- **Course Book Lists:** Click the Course Book List tab near the top of the D2L home page.
- **English for Theological Education:** Contact Christina Zaker [Room 357, czaker@ctu.edu or (773) 371-5443].
- **Library:** <http://library.ctu.edu/>
Check the website for hours and services, including off-site access. For more information, contact the Library Director, Kristine Veldheer, at kveldheer@ctu.edu or (773) 371-5460. The Electronic Resources and Instruction Librarian, Deborah Winarski [dwinarski@ctu.edu or (773) 371-5463] would be an excellent person to consult when conducting research.
- **Student Handbook:** located in the Helpful Links section of D2L at <https://d2l.ctu.edu>.
- **Student Services** (housing, meal plans, parking, student employment, career services, etc.): Contact Carmen Salas [Room 347, studentservices@ctu.edu or (773) 371-5536].
- **Technology Help:**
 - **D2L and Educational Technology:** Contact Rick Mauney, rmauney@ctu.edu.
 - **Information Technology Help Desk:** Visit Room 528 (northeast corner of the library), call (773)371-5470, or send an e-mail to support@ctu.edu.
- **Writing Handbook & Style Guide:** located in the Helpful Links section of D2L at <https://d2l.ctu.edu>.
- **Writing & Resource Center:** There are a number of writing resources available to all CTU students. The Writing and Resource Center is located in room 338 for drop in help with writing and presentation skills. For more information, contact Kathleen Martin, kmartin@ctu.edu, room 370B.

A note on deadlines and turnaround time for papers and projects:

The deadlines posted in the syllabus are ideal ones that will keep you on track with completing your work for the semester. Graduate students at CTU are often managing multiple professional, pastoral, and personal responsibilities that may make it difficult to always complete work “on time.” Please contact the instructor in advance if you anticipate submitting the participant observation report, take-home exam, or reflection paper/pastoral project more than three full days late; otherwise no special permission is needed for a short extension beyond the stated due date for these papers. The instructor will strive to return your graded work within two weeks of the posted assignment deadline or within two weeks of your submission (for work turned in later).

Content Resources

The required texts and some of the recommended texts listed below are on reserve in CTU's Paul Bechtold Library; see <https://vufind.carli.illinois.edu/vf-ctu/Search/Reserves>.

Required Texts

Ferrone, Rita. *Liturgy: Sacrosanctum Concilium*. Rediscovering Vatican II. New York/Mahwah, NJ: Paulist Press, 2007. ISBN 978-0809144723

Gibler, Linda. *From the Beginning to Baptism: Scientific and Sacred Stories of Water, Oil, and Fire*. Collegeville, MN: Liturgical Press, 2010. ISBN 978-0814656730

O'Laughlin, Thomas. *The Rites and Wrongs of Liturgy: Why Good Liturgy Matters*. Collegeville, MN: Liturgical Press, 2018. ISBN 978-0814645635

Required readings from other sources are accessible online through the course's D2L site at <https://d2l.ctu.edu/>.

Recommended Texts

Cotter, Theresa. *Called to Preside: A Handbook for Lay People*. Eugene, OR: Wipf and Stock, 2005.

Day, Juliette and Benjamin Gordon-Taylor, eds. *The Study of Liturgy and Worship*. Collegeville, MN: Liturgical Press, 2014. ISBN: 978-0814663103

Duck, Ruth C. *Worship for the Whole People of God: Vital Worship for the 21st Century*. Louisville: Westminster John Knox Press, 2013.

Cox, Richard H. *Rewiring Your Preaching: How the Brain Processes Sermons*. Downers Grove, IL: IVP Books, 2012.

Gaillardetz, Richard R. *Transforming Our Days: Spirituality, Community and Liturgy in a Technological Culture*. New York: Crossroad Publishing Company, 2000.

Hoezee, Scott. *Proclaim the Wonder: Engaging Science on Sunday*. Baker Books, 2003. [reprinted by Wipf & Stock, 2019]

Hogue, David. *Remembering the Future, Imagining the Past: Story, Ritual, and the Human Brain*. Cleveland: Pilgrim Press, 2003.

Hughes, Kathleen. *Saying Amen. A Mystagogy of Sacrament*. Chicago: Liturgy Training Publications, 1999.

Kavanaugh, Aidan. *Elements of Rite. A Handbook of Liturgical Style*. Collegeville: The Liturgical Press, 1982, 1990.

Martin, James, ed. *Celebrating Good Liturgy: A Guide to the Ministries of the Mass*. Chicago: Loyola Press, 2005.

Ostdiek, Gilbert. *Mystagogy of the Eucharist: A Resource for Faith Formation*. Collegeville, MN: Liturgical Press, 2015.

Pecklers, Keith F. *Worship: A Primer in Christian Ritual*. Collegeville, MN: Liturgical Press, 2003. ISBN 978-08146298573.

Searle, Mark. *Called to Participate: Theological, Ritual, and Social Perspectives*. Collegeville, MN: Liturgical Press, 2006.

----- *Liturgy Made Simple*. Collegeville: Liturgical Press, 1981.

Smolarski, Dennis C. *How Not to Say Mass: A Guidebook on Liturgical Principles and the Roman Missal*. Revised edition. New York/Mahwah, NJ: Paulist Press, 2003.

Stewart, Benjamin M. *A Watered Garden: Christian Worship and Earth's Ecology*. Minneapolis: Augsburg Fortress, 2011.

Stookey, Laurence Hull. *Let the Whole Church Say Amen!: A Guide for Those Who Pray in Public*. Nashville: Abingdon Press, 2001.

Thiron, Rita. *Preparing Parish Liturgies: A Guide to Resources*. Collegeville, MN: Liturgical Press, 2004.

van Parys, Johan. *Symbols that Surround Us*. Liguori, MO: Liguori Publications, 2012.

Vincie, Catherine. *Celebrating Divine Mystery: A Primer in Liturgical Theology*. Collegeville, MN: Liturgical Press, 2009. ISBN 978-0814653753

----- *Worship and the New Cosmology: Liturgical and Theological Challenges*. Collegeville, MN: Liturgical Press, 2014. ISBN 978-0814682722

White, Susan J. *Christian Worship and Technological Change*. Nashville: Abingdon Press, 1994.

A more extensive bibliography of recommended texts is available on the course's D2L site (in the "General Course Resources" section at the top of the Content page).

List of Materials on Reserve in CTU's Paul Bechtold Library:

<https://vufind.carli.illinois.edu/vf-ctu/Search/Reserves>

Online Resources

Students and the instructor will work together to compile a list of helpful online resources.

Course Calendar, Class Topics, and Reading Schedule

Note:

- The readings and written assignments vary in length and difficulty. Please plan accordingly.
- Articles/chapters designated with (*) on the schedule will be supplied to students via D2L. (Use the links within “Class Topics and Reading Schedule” under “General Course Resources” near the top of the main Content page to access these additional materials.)
- Unless otherwise indicated, all required readings and other assignments should be completed by the week in which they appear on the syllabus. MDiv, MAPS, MA in Liturgical Ministry, and other students in “MA in _____” degree programs should strive to complete all required readings listed on the syllabus. Other readings are recommended as your time and interest allows. The reading load for the course is approximately 1000 pages, averaging about 70-80 pages a week.
- A more extensive list of advanced readings and other materials of interest pertinent to the class topics listed below is available on D2L. All students are welcome to explore these materials, but MA (Theology) students in particular are expected to extend their knowledge by selecting and completing one or more of the recommended selections listed below, the “optional further reading” suggestions posted on D2L for some sessions, and/or a relevant topic of interest from the larger select bibliography posted under “General Course Resources” near the top of the course’s D2L page. (The reading expectation for academic M.A. students is about 100-120 pages per week, or about 1500 pages total for the course.)

PART ONE: LITURGICAL PRINCIPLES

Week 1 M Sept 9 **Introduction: From Wonder to Worship**

Required Reading (complete after class):

(*) Vincie, *Worship and the New Cosmology*, 20-33.

Other Tasks:

Please complete the instructor’s student survey *and* the Science for Seminaries preliminary course survey using the links on D2L.

Recommended Reading:

(*) Vincie, *Worship and the New Cosmology*, 1-33

Gibler, *From the Beginning to Baptism*, xv-xxvii

(*) Jennifer Wiseman, “Science as an Instrument of Worship,” online essay at <https://biologos.org/articles/science-as-an-instrument-of-worship>

Week 2 M Sept 16 **Ritual is Symbolic Action in Space**

Required Reading (before class):

O’Laughlin, *The Rites and Wrongs of Liturgy*, 1-26

(*) Thomas Baker and Frank Ferrone, “How to Talk about Liturgy,” in Baker and Ferrone, *The Liturgy Committee Handbook* (Mystic, CT: Twenty-Third Publications, 1998): 71-95.

(*) Gaillardetz, *Transforming Our Days*, 1-25 (on “The Technological Shape of Daily Life”)

(*) Brad D. Strawn and Warren S. Brown, “Liturgical Animals: What Psychology and Neuroscience Tell Us about Formation and Worship,” *Liturgy* 28.4 (2013): 3-14.

Recommended Reading:

(*) Romano Guardini, "An Open Letter" [The "Liturgical Act" Today].

(*) Nathan D. Mitchell, "Celebrating 'Good Liturgy,'" in *Celebrating Good Liturgy*, 79-86.

(*) "Living as if . . . : Ritual, the Brain, and Human Experience," in David Hogue, *Remembering the Future, Imagining the Past: Story, Ritual, and the Human Brain* (Cleveland: Pilgrim Press, 2003): 116-152.

(*) Robert Turner, "Ritual Action Shapes Our Brains: An Essay in Neuroanthropology," in *Ritual, Performance, and the Senses*, edited by Jon P. Mitchell and Michael Bull (London/New York: Bloomsbury Academic, 2015): 31-44.

Week 3
M Sept 23

Liturgy Demands Full, Conscious, and Active Participation

Required Reading:

(*) *Sacrosanctum Concilium* (Vatican II's Constitution on the Sacred Liturgy), nos. 1-32.

Ferrone, *Liturgy*, 1-33 (up to the "Inculturation" heading)

O'Laughlin, *The Rites and Wrongs of Liturgy*, 27-62

(*) Stookey, *Let the Whole Church Say Amen!*, 15-26, 53-57.

Prepare: Prayer Exercise #1: Collect

Recommended Reading:

(*) Greg Downey, "The Importance of Repetition: Ritual as a Support to the Mind," in *Ritual, Performance, and the Senses*, edited by Jon P. Mitchell and Michael Bull (London/New York: Bloomsbury Academic, 2015): 45-62.

(*) Mark Searle, "Two Liturgical Movements," 1-14 and "Level 1: Participation in Ritual Behavior," in *Called to Participate: Theological, Ritual, and Social Perspectives* (Collegeville, MN: Liturgical Press, 2006).

Week 4
M Sept 30

Liturgy Must Be Adapted to the Culture of People

Required Reading:

Sacrosanctum Concilium (Vatican II's Constitution on the Sacred Liturgy), nos. 33-46

O'Laughlin, *The Rites and Wrongs of Liturgy*, 63-70, 77-81.

Ferrone, *Liturgy*, 33-64 (starting with the "Inculturation" section)

(*) Mark R. Francis, "Liturgy and Inculturation since Vatican II: Where Are We? What Have We Learned?" *Worship* 91 (2017): 24-42.

(*) Directory for Masses with Children, nos. 1-7, 22-55.

(*) *Plenty Good Room: The Spirit and Truth of African American Catholic Worship* (Washington, DC: United States Conference of Catholic Bishops, 1991): 15-20, 35-46 (skim other sections, especially 47-61)

(*) "Identity" in *Encountering Christ in Harmony: A Pastoral Response to Our Asian and Pacific Island Brothers and Sisters* (Washington, DC: United States Conference of Catholic Bishops, 2018): 14-26.

PARTICIPANT OBSERVATION REPORT DUE by the end of the day on Friday, October 4.

Recommended Reading:

- (*) Mark Francis, *Liturgy in a Culturally Diverse Community*, 1-25
- (*) “Diverse Worship” in *Worship for the Whole People of God*, 35-56

Week 5
M Oct 7

Sacraments (& Sacramentals) Sanctify through Signs Perceptible to the Senses

Required Reading:

- O’Laughlin, 71-75
- Gibler, 37-109 (on Oil and Fire)

Recommended Reading:

- (*) Nathan D. Mitchell, “The Book of the Body,” in *Meeting Mystery: Liturgy, Worship, and Sacraments* (Maryknoll, NY: Orbis Books, 2006): 149-188

M Oct 14

Reading Week [no class meeting]

Week 6
M Oct 21

Liturgy Unfolds in Time

Required Reading:

Sacrosanctum Concilium (Vatican II’s Constitution on the Sacred Liturgy), nos. 83-111 and Appendix

Ferrone, *Liturgy*, 90-109

(*) Paul F. Bradshaw, *Two Ways of Praying: Introducing Liturgical Spirituality* (Maryville, TN: OSL Publications, 2008):1-22.

(*) Seasons and Days, “in *A Watered Garden*, 39-57

(*) General Instruction of the Liturgy of the Hours, paragraphs 1-19.

[Text available online at <http://www.liturgyoffice.org.uk/Resources/Rites/GILH.pdf> .
If you own the four-volume set of the Roman Catholic Liturgy of the Hours books, the General Instruction can be found in volume I.]

(*) *General Norms for the Liturgical Year and the Calendar* [skim this document]

(*) Stookey, *Let the Whole Church Say Amen!*, 87-92, 105-110.

Prepare: Prayer Exercise #2: Let the Whole Church Say Amen!

Recommended Reading:

(*) Lawrence A. Hoffman, “Structuring Time,” in *The Art of Public Prayer*, 2nd ed. Woodstock, VT: SkyLight Paths Publishing, 1999), 15-37.

PART TWO: LITURGICAL PRACTICES

Week 7 Leading People in Prayer

M Oct 28

Required Reading:

O'Laughlin, 83-105

(*) Cotter, "The Skills of Presiding," 57-75 and "The Flow of the Liturgy", 93-105, in *Called to Preside*.

(*) Siobhán Garrigan, "The Spirituality of Presiding," *Liturgy* 22.2 (2007): 3-8.

(*) Austin Fleming, "Let's Stop Planning Liturgies!" in *Preparing for Liturgy: A*

Theology and Spirituality, rev. ed. (Chicago: Liturgy Training Publications, 1997): 27-37.

(*) Stookey, *Let the Whole Church Say Amen!*, 83-85, 111-114.

Prayer Exercise #3: Postures & Gestures for Leading Liturgical Prayer (during class)

Recommended Reading:

(*) Kathleen Hughes, *Lay Presiding: The Art of Leading Prayer* (Collegeville, MN: Liturgical Press, 1988), 1-17.

Week 8 Words & Silence

M Nov 4

Required Reading:

(*) *The Study of Liturgy*, 65-81, 148-156

(*) *General Instruction of the Roman Missal* [GIRM], paragraphs 1-30.

(*) *Lectionary for Mass*, Introduction

(*) Allen H. Nauss, "Preaching Sermons That Will Be Remembered: Unleashing the Spirit's Power in the Brain." *Concordia Journal* 34.4 (2008): 264-91.

(*) Joyce Ann Zimmerman, "The General Intercessions: Yet Another Visit," *Worship* 65 (1991): 306-319.

(*) "Liturgical Silence" and "Silence" in *Called to Preside*, 49-50, 74-75

(*) Stookey, *Let the Whole Church Say Amen!*, 135-139.

Prepare: Prayer Exercise #4: Intercessions

Recommended Reading:

(*) "Vivid Words for Worship," in *Worship for the Whole People of God*, 97-108

TAKE-HOME EXAM ON LITURGY DOCUMENTS DUE by the end of the day on Friday, November 8.

Week 9 The Arts of Worship

M Nov 11

Required Reading:

(*) *Sacrosanctum Concilium*, nos. 112-130

(*) "The Arts of Worship" in *Worship for the Whole People of God*, 77-96

(*) Tony Alonso, "A Not-So-Universal Language: What Neuroscience Can Teach Us about Music Styles in Worship," *Liturgy* 30.4 (2015): 53-60.

(*) USCCB, *Sing to the Lord: Music in Divine Worship* (2007), nos. 1-14, 24-27, 57-66, 110-118, 122-125, 126-136, 230-240 (= approximately 20 pages)

(*) *Environment and Art in Catholic Worship*, nos. 1-16, 39-54

(*) Ricky Manalo, "Sing to the Lord: Cultural, Multicultural, and Intercultural Perspectives," *Pastoral Liturgy* 41.4 (2010): 9-12.

Recommended Reading:

(*) Eileen D. Crowley, "Liturgical Media Art: Past, Present, Future" *Worship* 92 (2018): 249-268.

(*) Lawrence A. Hoffman, "The Script of Prayer Sung," in *The Art of Public Prayer*, 2nd ed. Woodstock, VT: SkyLight Paths Publishing, 1999): 171-200.

IN CLASS: BEGIN CELEBRATING CORPORATE PRAYER SERVICES

Week 10 Initiation

M Nov 18

Required Reading:

(*) *The Study of Liturgy*, 125-134

(*) *Christian Initiation, General Introduction* (1969, 1974)

Gibler, 1-36, 111-129

Recommended Reading:

(*) "Baptism as a Source of Ministry," in Edward P. Hahnenberg, *Ministries: A Relational Approach*, 161-175.

M Nov 25 Thanksgiving Break [no class meeting]

Week 11 Eucharist

M Dec 2

Required Reading:

(*) *The Study of Liturgy*, 135-147

Sacrosanctum Concilium (Vatican II's Constitution on the Sacred Liturgy), nos. 47-82

(*) *General Instruction of the Roman Missal* [GIRM], read paragraphs 31-45 and skim chapters IV and VII.

Ferrone, *Liturgy*, 65-89

(*) Kathleen Hughes, "Eucharist," in *Saying Amen*, 179-199

Recommended Reading:

(*) "Worship and Technology in History 2: Liturgy and Biotechnics," in *Christian Worship and Technological Change*, 71-88 (includes a discussion of communion practices and hygiene)

(*) Robert Song, "Sharing Communion: Hunger, Food, and Genetically Modified Foods," in *The Blackwell Companion to Christian Ethics* Oxford/Malden, MA: Oxford University Press, 2004): 388-400.

Week 12 **Conclusion: From Worship to Mission**

M Dec 9

Required Reading:

(* *The Study of Liturgy*, 193-211 (on worship, ethics, and mission)

Recommended Reading:

(* Keith Pecklers, "Worship and Society," in *A Primer in Christian Ritual*, 163-192

REFLECTION PAPER OR PASTORAL PRESENTATION ON LITURGICAL PRINCIPLES AND
SCIENTIFIC ENGAGEMENT DUE by the end of the day on Friday, December 13

This syllabus is subject to revision.