**ST. NORBERT COLLEGE**

**DE PERE, WI.**

**SPRING 2019**

**THEO 541:  *SACRAMENTAL THEOLOGY* (CRN 3645)**

Tuesdays, 6 p.m. - 9 p.m.

March 19, 26, April 2, 9, 16, 24

Mulva Library Room 313

**Instructor: Dr. Howard Ebert**

email: howard.ebert@snc.edu

Phone: 920-403-3956

Office Hours: Before or after class; also by appointment

**COURSE DESCRIPTION**

This course is an examination of sacramental theology. This examination includes a brief survey of the development of sacramental practices and theologies in Christian history. Particular attention is given to contemporary Christian theological understandings of sacramentality and sacraments and of their inherent anthropological, ecclesial and liturgical dimensions. The intimate connection between sacramental celebration and the transformation of the individual, the Christian community and the world is also explored.

**REQUIRED COURSE TEXTS**

Irwin, Kevin. *The Sacraments: Historical Foundations and Liturgical Theology*. New York: Paulist Press, 2016.

Martos, Joseph. *Doors to the Sacred: A Historical Introduction to Sacraments in the Catholic Church.* Revised and Updated Edition, Missouri: Liguori Triumph, 2001.

Winner, Lauren F. *The Dangers of Christian Practice: On Wayward Gifts, Characteristic Damage, and Sin.* New York: Yale University Press, 2018.

**Recommended​**

Power, David N. *Sacrament: The Language of God’s Giving*. New York: The Crossroad Publishing Company, 1999

U.S. Catholic Church. *Catechism of the Catholic Church*. USCCB Publishing, 1995.

**COURSE OBJECTIVES**

1. Students will be able to locate various sacramental understandings in the appropriate historical, cultural and ecclesial contexts.
2. Students will be able to identify and relate basic foundational anthropologies, ecclesiologies, christologies that affect sacramental theologies.
3. Students will assess pertinent cultural and historical influences on sacramental practices through the centuries.
4. Students will demonstrate the ability to identify and assess diverse theological perspectives concerning pastoral issues and sacramental life in the 21st century.
5. Students will examine specific sacraments and their practices and identify the central theological assumptions at work in each.

**COURSE REQUIREMENTS:**

# Class Attendance and Participation

The seminar nature of the course requires regular attendance. Active participation (e.g. raising questions, contributing to class discussions, etc.) in all discussions is also expected. The necessary prerequisite for a fruitful discussion is a careful, critical reading of the assigned texts by all class members. It is simply assumed that all participants of this course will be honest, open, and respectful of diverse beliefs.

Academic dishonesty cannot be tolerated because it violates the essential integrity of individuals and the mission of St. Norbert College. Please see the *St. Norbert College Academic Honor Code* for a definition of academic dishonesty and for the procedures in place to deal with violations of the code. These procedures will be strictly adhered to in this course.

*Class preparation*

Careful, reflective, critical reading of assigned texts is essential.

# Papers

Six papers are required. Five of the papers are response papers (2 to 3 pages) (see description on page 3). The sixth paper (8 to 10 pages) is a “Theological Analysis of a Sacramental Rite” paper. This paper is an analysis of a specific rite (i.e., general structure or particular element). The paper will include historical, anthropological and theological analysis. More details will be given in class.

**EVALUATIONS AND GRADING:**

|  |  |
| --- | --- |
| Class participation | 20% |
| Reaction papers (5) 2 to 3 pages | 50% |
| “Theological Analysis”  | 30% |
|  |  |

***Grade Equivalents***

**A: 93-100 AB: 88-92 B: 83-87 BC: 78-82 C: 73-77**

The learning process proceeds only when Students perform honestly on assignments and examinations. All students are expected to abide by the Academic Honor code. It defines academic dishonesty and sets forth the responsibilities of faculty and students in the event of alleged dishonesty. Possible penalties for dishonesty include reduction of a grade, failure in the course, failure and suspension, or failure and dismissal. Please refer to the current *St. Norbert College Student Handbook*for the text of the Academic Honor Code.

In keeping with the St. Norbert College mission to help students develop their full potential, and compliance with the Americans with Disabilities Act, the College provides supportive services to students with disabilities. For inquiries and further details, please visit the Academic Support Services Office located in Todd Wehr Hall, Room 211, call 403-1321, or visit the website[www.snc.edu/academicsupport/disabilities.html.](http://www.snc.edu/academic)

**TENTATIVE READING SCHEDULE:**

March 19 **Introduction/Overview of Early Christian Practices**
 Irwin, v.-69

 Power, 1-50

March 26 **Medieval Period**
 Irwin, 70-111
 Martos, Chapters I, II; 1-46

 **Response Paper One Due**

April 2 **Reformation to Vatican II**

 Irwin, 112-187
 Martos, Chaptrs III, IV; 47-101

 **Response Paper Two Due**

April 9 **Contemporary Sacramental Theology**

 Irwin, 188-273
 Martos, V; 102-144

 **Response Paper Three Due**

April 16 **Contemporary Sacramental Theology (con’t)**

 Irwin, 274-373
 Winner, 1-94

 **Response Paper Four Due**

April 24\*\* **Contemporary Sacramental Practices: State of the Question**

 Power, 311-324 (attachment)

 Winner, 95-206

 Preliminary Reports by Students on their Theological Analysis Papers

 **Response Paper Five Due**

**Theological Analysis Paper Due: May 10, 2019**

\*other readings will be emailed to you.

**Response papers:**

A response paper is more formal than a reflection paper which typically draws on personal experiences and observations. In a two to three-page paper (typed, double spaced), list three to four BIG ideas you got out of the reading. Explain each of the ideas and why they are important. Finally list questions for clarification (i.e., significant ideas that you are having trouble understanding) and questions for discussion (i.e., topics you would like to discuss in class).