Dominican School of Philosophy & Theology  
Special Topics in Sacraments: ST-3069, Spring 2014  
DSPT room 3, Mondays 12:40pm – 3:30pm

Professor: Fr. Bryan Kromholtz, OP (best reached by e-mail at: bkromholtz@dspt.edu)  
Office: DSPT East bldg., rm. 120; tel.: 510-883-7151

Course overview: This course will help students to deepen their systematic theological reflection on the sacraments in general and on each of the seven sacraments, with a particular focus on the sacraments of Eucharist and Holy Orders. The Roman Catholic tradition as exemplified in the teachings of St. Thomas Aquinas, with reference to its historical context, will provide the basis for reflection. The work of Louis-Marie Chauvet will help shed light on the Thomistic perspective by way of comparison and contrast. Students completing the course will be able to explain, discuss, and apply the insights gained here for preaching, catechesis, liturgy, and further theological studies. Format: Lecture and discussion, with some student presentations.

Course goals and outcomes: Since sacraments are revealed mysteries, knowledge of them cannot be exhaustively attained or measured. However, it is possible to reach a deeper grasp of the sacraments as the Church has taught, lived, and celebrated them. Thus, through this course, students will come to a broader and deeper theological understanding of the role of the Church’s sacraments in God’s saving work. In particular, as a result of this course, they will be better able (1) to describe ways that philosophical outlooks affect sacramental theologies, particularly those of Aquinas and Chauvet; (2) to describe the nature and effects of the sacraments of Eucharist and Holy Orders in the understanding of the tradition of the Catholic Church and of Aquinas in particular; (3) to analyze contemporary questions in sacramental theology from a Thomistic perspective; (4) to engage in dialogue concerning the sacraments and sacramental theology; and (5) to describe and analyze some of the key controversies over the sacraments in light of the Church’s history, tradition, and teaching office (magisterium).

Format: Most classes will be composed of a lecture with questions and discussion, with student presentations as a significant contribution.

Intended audience: This course is intended for MA Theology students and MDiv students; other students at least at the Master’s level may be admitted with permission of the professor.

Requirements: Students will be required to attend class, hand in written assignments, and make presentations in class. Specifically, students will be assessed on:

1. Attendance and active participation. Students are to be prepared for class lectures and discussions and to participate in them attentively and actively. Any student who misses three or more classes (without written permission of the Academic Dean) ipso facto cannot receive a grade for the course. Occasional pop Quizzes on assigned readings may be given. Occasional Brief Assignments on assigned readings will also be given. Brief Assignments and Quizzes are not listed on the “Plan for the Semester” given below. (20% of grade)

2. A single Book Review. The student will select a book first published in the past 20 years (of at least 200 pages). Normally, the focus of the book should be some aspect of Eucharist or Holy Orders. The bibliography (included in this syllabus) is a good source for finding titles, but some titles may not lend themselves well to a book review. The professor will offer guidance for the selection made. In all cases, the professor’s approval for the selection of the book is required.
The student will then read the book and will write a book review of it (1500-2000 words, submitted electronically in .doc form or equivalent, with the student’s surname constituting the beginning of the filename, e.g., SmithJ-EucharisticPresence). The student must then present to the class a report on it (~3-5 minutes). (30% of grade)

3. Paper. The Paper is to be on an extremely specific question, to be agreed upon by each student with the instructor. The focus of the paper shall be expressed in the form of a question to be answered (or at least pursued); this question shall be the title of the paper, included in its heading. For example, “How is the ministerial priesthood at the service of the common priesthood?” The paper’s conclusion must include an answer to that question (however tentatively that answer may be offered). The topic of the paper must be distinct from that considered in the Book Review, and it must consider a different sacrament. Normally, it will cover some aspect of Eucharist or Holy Orders. (That is, if the book reviewed is on the Eucharist, the paper must cover Holy Orders; if the book reviewed is on Holy Orders, the paper must cover the Eucharist.) This paper is to be an academic paper, submitted electronically, with the student’s surname constituting the beginning of the filename (e.g., SmithJ-PriesthoodMinCommon). It shall be 2000 to 4000 words in length (in main text, i.e., not counting notes, bibliography, etc.). A bibliography of works cited must be included at the end. The student should be prepared to give a Report (~10-20 min.) to the class on the paper’s conclusions. The paper must be double-spaced and must be written according to the standards of the latest edition of “Turabian.”¹ (50% of grade)

With the professor’s permission during the first two weeks of the course, a single Research Paper (of 5000 to 7000 words in main text) may be substituted for the Book Review and Brief Paper. The Research Paper must state one particular thesis statement in its introduction, and must argue for that thesis. It must be divided and labeled with subheadings. The student must obtain the professor’s approval for the topic of the research paper. (research paper = 80% of grade)

¹ Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers, 7th ed. (Chicago: University of Chicago Press, 2007). The Paper must include the student’s name, date, course number and title, my name, and title of assignment; it must have page margins of 1 to 1.5 inches, with page numbers on each page; its text in the main body should be in 12-point type and double-spaced. Any computer file should be in a format in which MS Word’s “track changes” functions properly. I prefer the “Notes-Bibliography” citation style (as described in ibid., chaps. 16-17, pp. 141-215) to parenthetical reference style, although the latter is acceptable. If my instructions differ from those found in Turabian, mine are to be followed. All written work should be proofread before being submitted; for this, a student whose first language is not English normally will need a native speaker’s help. No late work will be accepted (except, at my discretion, for very serious reasons).
Summary of grade composition:
Attendance & Quizzes: 20%
Book Review: 30%  
(replaced by research paper, with permission)
PAPER: 50%
Total: 100%

Grading Scale: A=4.0, A-=3.7, B+=3.3, B=3.0, B-=2.7, C+=2.3, C=2.0, C-=1.7, D=1.0, F=0.0.
No late work of any kind will be accepted (except, at professor’s discretion, for very serious reasons).

Grades for papers are assigned according to my “Research Paper Grading Criteria” listed on the following two pages, which are based largely on DSPT’s Research Readiness Paper (RRP) Review Form, as well as DSPT’s Rubric for Life-long Learning and Rubric for Effective Leadership. The following table describes how grades are applied to students’ papers (applying analogously to presentations and other work):

<table>
<thead>
<tr>
<th>Grade</th>
<th>General Description</th>
<th>R.P. Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Deep understanding and insights are expressed in a clear, penetrating, and engaging manner, with virtually no errors.</td>
<td>mostly “E”s, no “U”s</td>
</tr>
<tr>
<td>B</td>
<td>Content, structure, and expression are all adequate, free of significant faults.</td>
<td>no “U”s – or mostly “E”s with 1 “U”</td>
</tr>
<tr>
<td>C</td>
<td>Effort is evident, but significant errors or shortcomings are also present.</td>
<td>a few “U”s</td>
</tr>
<tr>
<td>D</td>
<td>Many serious deficiencies in content, structure, and expression are present.</td>
<td>several “U”s</td>
</tr>
<tr>
<td>F</td>
<td>There is a failure to execute the most basic elements of the assignment.</td>
<td>mostly “U”s</td>
</tr>
</tbody>
</table>

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2 See the DSPT website for these Assessment forms (found among the Student Forms).
**Grading Criteria for Paper** (Developed with the aid of Rubistar ©2010.)

<table>
<thead>
<tr>
<th>1. Style</th>
<th>E – scholarly standards achieved w/ Excellence</th>
<th>S - scholarly standards achieved Satisfactorily</th>
<th>U - scholarly standards achieved Unsatisfactorily</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sentence Structure</td>
<td>All sentences are well-constructed with appropriate variation in structure.</td>
<td>Nearly all sentences are well-constructed, with some variation in sentence structure.</td>
<td>Several sentences are not well-constructed, or there is too little variation in sentence structure.</td>
</tr>
<tr>
<td>b. Grammar &amp; Spelling</td>
<td>Student makes no errors in grammar or spelling that distract the reader from the content.</td>
<td>Student makes very few errors in grammar or spelling that distract the reader from the content.</td>
<td>Student makes many errors in grammar or spelling that distract the reader from the content.</td>
</tr>
<tr>
<td>c. Capitalization &amp; Punctuation</td>
<td>Student makes no errors in capitalization or punctuation, so the essay is easy to read.</td>
<td>Student makes only a few errors in capitalization or punctuation, but the essay is still easy to read.</td>
<td>Student makes many errors in capitalization &amp;/or punctuation that often interrupt the flow.</td>
</tr>
<tr>
<td>d. Citation Procedures</td>
<td>Student makes no errors in footnote or documentation procedures.</td>
<td>Student makes only a few errors in footnote or documentation procedures; no important information is lacking.</td>
<td>Student makes many errors in footnote or documentation procedures, and/or important information is lacking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Use of Resources</th>
<th>E – scholarly standards achieved w/ Excellence</th>
<th>S - scholarly standards achieved Satisfactorily</th>
<th>U - scholarly standards achieved Unsatisfactorily</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Accuracy</td>
<td>All concepts and/or quotations are reported accurately.</td>
<td>Concepts and/or quotations are reported accurately, with only a few, minor exceptions.</td>
<td>Several views and quotations were inaccurately reported.</td>
</tr>
<tr>
<td>b. Sources</td>
<td>Student uses sources, incisively and extensively, as evidence for the main point and for other argumentation.</td>
<td>Student uses sources adequately as evidence for the main point and for other argumentation.</td>
<td>Student lacks sources where needed as evidence for the main point or other argumentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Presentation/Analysis</th>
<th>E – scholarly standards achieved w/ Excellence</th>
<th>S - scholarly standards achieved Satisfactorily</th>
<th>U - scholarly standards achieved Unsatisfactorily</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Introduction</td>
<td>The Introduction explains the theme of the essay and outlines the main points to be discussed.</td>
<td>The Introduction presents the theme of the essay adequately.</td>
<td>The Introduction does not name the theme or does not preview what will be discussed.</td>
</tr>
<tr>
<td>b. Question</td>
<td>Student clearly states in the title and in the text the question to be pursued.</td>
<td>Student indirectly indicates in the title or in the text the question to be pursued.</td>
<td>The question to be pursued does not appear and is not discernible.</td>
</tr>
<tr>
<td>c. Reasoning</td>
<td>Student’s reasoning is logical and penetrating, yielding important insights.</td>
<td>Student’s reasoning is free of major errors.</td>
<td>Student’s reasoning is flawed in at least one essential point, or contains several errors.</td>
</tr>
<tr>
<td>d. Sequencing</td>
<td>Arguments and support are provided in a logical order that makes it easy and interesting to follow the student’s train of thought.</td>
<td>Arguments and support are provided in an order that makes it possible to follow the student’s train of thought.</td>
<td>Some of the arguments or support are not in an expected or logical order, making it difficult to follow the student’s train of thought.</td>
</tr>
<tr>
<td>e. Conclusion</td>
<td>The conclusion clearly states the results of the student’s inquiry and clearly notes the limits of those results.</td>
<td>The conclusion adequately states the results of the student’s inquiry.</td>
<td>There is no true conclusion; the conclusion is either non-existent or contains mere generalities or irrelevant content.</td>
</tr>
</tbody>
</table>
**Texts for Required Reading:**


(1972), 529-534. [Rites II 98-103 or http://www.ewtn.com/library/PAPALDOC/P6MINORS.HTM]


Except for the books for which a cost is listed, all readings will be supplied free of charge through Moodle or other online means. All prices listed include shipping as found at www.bookfinder.com (new/used, rounded up, US shipping included); prices may vary considerably. At the instructor’s discretion, additional, brief readings may be assigned as the course progresses, depending on the students’ needs or interests, or other considerations.
<table>
<thead>
<tr>
<th>Date</th>
<th>Session topic</th>
<th>Assignments due</th>
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</thead>
<tbody>
<tr>
<td>Feb 03</td>
<td>Course introduction – Review of pages 1-8 of this syllabus.</td>
<td></td>
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<tr>
<td>Feb 10</td>
<td><strong>I. Sacraments in General: St. Thomas and Chauvet</strong></td>
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<tr>
<td></td>
<td><em>SCG</em>, bk. IV, chaps. 56-58; <em>ST</em> III, qq. 60-65. Chauvet:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Sacraments</em>, pp. ix-xv, 1-114.</td>
<td></td>
</tr>
<tr>
<td>Feb 17</td>
<td>no class – Presidents’ Day Academic &amp; Administrative Holiday</td>
<td></td>
</tr>
<tr>
<td>Feb 24</td>
<td>Blankenhorn, “The Instrumental Causality of the Sacraments”; and review readings from last week.</td>
<td></td>
</tr>
<tr>
<td>Mar 03</td>
<td><strong>II. Eucharist</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>CCC</em> 1322-1419 and related biblical texts; <em>SCG</em> IV 61-69; <em>ST</em> III 73.1-6.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kereszty, Intro &amp; Parts I &amp; II (chaps. 1-8), pp. i-x, 1-90.</td>
<td></td>
</tr>
<tr>
<td>Mar 10</td>
<td>Eucharist: matter: bread and wine <em>ST</em> III 74.1-8; transubstantiation: <em>ST</em> III 75.1-8; mode of Christ’s presence: <em>ST</em> III 76.1-8; accidents <em>ST</em> III 77.1-8; form <em>ST</em> III 78.1-6. Kereszty, Part III (chaps. 9-13), pp. 91-166.</td>
<td></td>
</tr>
<tr>
<td>Mar 24</td>
<td>no class – Reading Week</td>
<td></td>
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<tr>
<td>Mar 31</td>
<td><strong>III. Sacrament of Holy Order</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>CCC</em> 1533-1600 and related biblical texts; <em>CIC</em> 1008-1014, 1033-1045, 1050-1052; <em>Rites</em> II 9-16, 22-26. Levering, Intro &amp; chap. 1, pp. i-x, 1-59.</td>
<td></td>
</tr>
</tbody>
</table>
Apr 07 Holy Order: SCG IV 74-77; ST Suppl. 34-36. Minor orders: ST Suppl. 37.1, 37.5 (Optional 37.2-4); Paul VI, *Ministeria quaedam*; ST Suppl. 38-39, 40.4-6 (Optional 40.1-3). Levering, chap. 2, pp. 60-119.


Apr 21 *no class – Easter Monday*


May 12 Controversies: Baptism: Children or not-fully-conscious adults as recipients: ST III 66.11, 68.7-12; Sacred Congregation for the Doctrine of the Faith, *Pastoralis Actio: Instruction on Infant Baptism*.

Necessity of Baptism: SCG IV 56; ST III 61.1-4; ST III 52.7 (sugg.: 73.3); International Theological Commission, *The Hope of Salvation for Infants Who Die without Being Baptized*.

May 19 **V. Course Review & Presentations**

May 26 *(Friday, 1pm, papers due to me – not a class period)*

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**Book Review due**

**Presentations**

**Papers due 1pm**
**Bibliography: Select Works of Note**

*Note: Inclusion of works here does not imply the professor’s endorsement of their contents. A few books have Library of Congress call numbers listed for your convenience; all of these are at GTU Library, but many books without call numbers listed are also available there.*

**Bibliographies:**


*Elenchus bibliographicus*. Nos. 2-3 of each vol. of *Ephemerides Theologicae Lovanienses*. Louvain Journal of Theology and Canon Law. Louvain: E. Peeters, 1924-. [Each year, issue 2-3 (September) of EThL contains a bibliography for publications during the previous year from throughout the world, according to various indices, including the topics “Sacramentology” and “Liturgy.” In the GTU Library, the *Elenchus bibliographicus* volumes are not with the periodicals, but are in the reference section, at Z 7753 E4]*


Martimort, A. G., ed. *The Church at Prayer*. 4 vols. Collegeville, Minn.: Liturgical Press, 1992. [at the beginning of each chapter; many refs. are to works in French, with many in German, Italian, and English.]


*online, see bibliographies by William J. Harmless, S.J., at http://moses.creighton.edu/harmless/bibliographies_for_theology/Sacraments_0.htm*

There are excellent online electronic search databases, most of which require some sort of subscription. GTU students have access to many of these resources through the GTU Library. Some are accessible from off-campus with password access, others may be available only on-site at the library. Check with library staff for the resources currently available.
General Works, Sacramentality, and General Doctrine of the Sacraments:


**Baptism:**


Confirmation:


Eucharist:


**Penance:**


**Anointing of the Sick:**


**Holy Orders:**


**Matrimony:**


**Liturgy and Sacraments**


Louis-Marie Chauvet


Roman Catholic Ritual Texts


Pastoral Care of the Sick: Rites of Anointing and Viaticum. Collegeville, Minn.: Liturgical Press, 1983. [978-0814613214]


Other Roman Catholic Church documents of note:

Congregation for Clergy et al. Ecclesiae de mysterio. Interdicasterial Instruction On Certain Questions Regarding the Collaboration of the Non-Ordained Faithful in the Sacred Ministry of Priest (15 August 1997). [co-signed by eight Vatican dicasteries, including the Congregation for the Doctrine of the Faith]


