Dominican School of Philosophy & Theology
Syllabus for ST-3069 – Sacraments: Eucharist and Holy Orders
Fall 2021 • Mondays and Fridays: 8:10am – 9:30am • DSPT classroom 3

PROFESSOR: Fr. Luke Buckles, OP • lbuckles@dspt.edu • tel (cell) 504-252-8106 •

COURSE OVERVIEW: This course provides an opportunity to deepen the participants systematic theological reflection on the sacraments in general 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 documents from the Second Vatican Council and the Catechism of the Catholic Church are fundamental to provide the framework for both classic theologians and doctors as well as contemporary authors. 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. Requirements: Weekly questions & comments in response to assigned readings, 2 essays of 300-1000 words, annotated bibliography, and two objective in class written exams. Intended Audience: MDiv or MA Theology students; other graduate students admitted with permission. Prerequisite: intro. course in sacramental theology.

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 God’s saving work in the Church’s sacraments, particularly in the Eucharist and Holy Orders. Through readings, class discussions, weekly written questions and comments shared electronically, essays, and oral exams, students will be better able:

● to describe the nature and effects of the sacraments in general, and particularly of the Eucharist and Holy Orders, in the understanding of the tradition of the Catholic Church and of Aquinas in particular;
● to analyze contemporary questions in sacramental theology from a Thomistic perspective;
● to describe ways that philosophical outlooks affect sacramental theologies, particularly that of Aquinas;
● to describe and to analyze some of the key controversies over the sacraments in light of the Church’s history, tradition, and teaching office.

A document relating these course goals to institutional and program goals will be distributed separately.
Thematic Outline of the Course

Hermeneutic of Faith: a necessary beginning for all theological reflection

Week I September 14  General Introduction and Methodology of the Course

Benedict XVI *Spes Salvi*

John Paul II  *Fides et Ratio*

*Catechism of the Catholic Church*: Part III, Section One, Chapter One, Article 7, The Theological Virtues, the Gifts and Fruits of the Holy Spirit

General Principles of Sacramental Theology

Week I September 16  General Principles of Sacramental Theology. Part I II, Nutt, Roger W.

N.B. this is in fact the second week of the semester since the first week did not begin until Tuesday, and the instructor was fulfilling a ministerial commitment made before he was invited to teach this class. The first day of instruction and first week of this class begins September 14th

Week II September 20  General Principles of Sacramental Theology. Part III, Nutt, Roger W.

History of Dogmatic Teaching on the Eucharist

September 24  *The Hidden Manna: A Theology of the Eucharist* Ch. I

James T. O’Connor

Week III September 27  *The Hidden Manna: A Theology of the Eucharist* Ch. 1

James T. O’Connor continued and Ch. 2

September 30  *The Hidden Manna: A Theology of the Eucharist* Ch. 2

Week IV October 4  *The Hidden Manna: A Theology of the Eucharist* Ch. 2

continued

7 *Catechism of the Catholic Church*: Part Two: The Celebration of the Christian Mystery, Section One, Chapter One, Article One and Article Two, and Section Two, Chapter One, Article Three.
Eucharistic Miracles

Week V October 11 Readings provided

Spirituality of the Gift and Mystery of the Eucharist


October 21 The Hidden Manna: A Theology of the Eucharist Ch. 3

History of Ordained Ministry in the Church


November 4 in class objective exam. 1st Essay due subject Eucharist

Week VIII November 8 Holy Order Chapters 3 and 4

November 11 Holy Order Chapters 5 and 6

Spirituality of Ordained Ministry in the Church

Week IX November 15 Benedict XVI: “The Priest as Friend Jesus” provided

Catechism of the Catholic Church: Part Two: The Celebration of the Christian Mystery, Section Two, Chapter Three, Article Six.

November 18 Vatican Council II. Presbyterorum Ordinis. Decree on the Ministry and Life of Priests 7 December 1965 AAS 58 1966, 991 1024

Contemporary Questions of the Theology and Spirituality of Holy Orders

Week XI  
November 29 John Paul II: *Ordinatio Sacerdotalis*: On Reserving Priestly Ordination to Men Alone. Apostolic Letter  
22 May 1994 AAS 86 1994 545 48 
2nd Essay is due. Subject: Holy Orders

The Universal call to Holiness and Specific Call through Ordination

Week XII December 6 St. Teresa of Calcutta: “I Thirst”  
a copy of her letter will be provided  
December 9 *Documents of the Second Vatican Council. Lumen Gentium* Chapter V: The Universal Call to Holiness.

FORMAT: Most classes will be composed of a lecture with questions and discussion.

INTENDED AUDIENCE: This course is intended for MDiv students and MA Theology 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, submit written assignments electronically, 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.

2. Weekly Questions & Comments: In preparation for each class session, each student shall write Questions & Comments (Q&C) concerning the readings (see the Grading Criteria in this syllabus, below). Each student’s Q&C contribution for the session shall be 100 to 500 words in length. These assignments are to be submitted electronically by 2 pm on the day before the class for which the readings are prepared, in an electronic manner (to be specified in class). Since they are due for every class period, they are not listed on the Plan for the Semester. Students must also read the other students’ Q&C contributions for the next day, before the day of class. (10% of grade)

3. Two Popular-Audience Essays: Each student shall write a popular-style Essay (suitable for a weblog, bulletin, or popular periodical) on themes relevant to the material of the course, according to the Grading Criteria and the extensive “Popular-Audience Essay – Instructions” (both in this syllabus, below). Each Essay shall be 300 to 1000 words in length. Each assignment is to be submitted electronically by 2 pm on the day before the class “due date” listed. (20% of grade)

4. Annotated Bibliography (submitted by e-mail). The Annotated Bibliography will consist of a research bibliography of 15-25 sources for the topic (chosen by the student & approved by the professor), with one or two sentences for each source, summarizing its contents. The bibliography should be focused and relevant to the topic, containing at least 8 relevant journal
articles, and submitted electronically by 2 pm on the day before the class “due date” listed. (10% of grade)

5. Midterm Exam. The Midterm Exam is to be an in class objective exam on the entirety of the course content lectures and assigned reading up to and including the lecture given on Thursday, October 21. (see the Grading Criteria in this syllabus, below). Exam). If enrollment for the course is large, the Professor may choose a different format. (10% of grade)

6. Final Exam. The Final Exam will be of the same format and the date for the exam will be determined. The entirety of the course content will be reviewed in this exam (see the Grading Criteria in this syllabus, below). (40% of grade)
**SUMMARY OF GRADE COMPOSITION:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation and Weekly Q&amp;C</td>
<td>10%</td>
</tr>
<tr>
<td>Popular-audience Essays</td>
<td>20%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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 the various kinds of course requirements are assigned according to my “Grading Criteria” listed on the following three pages, which are derived (in part) from DSPT’s Research Readiness Paper (RRP) Review Form, MATh Program Outcomes, MDiv Program Outcomes, and Rubric for assessing student skills related to Institutional Goals. The following table describes how grades are applied to students’ work, with reference to the elements listed in the Grading Criteria (on pages 3-5):

<table>
<thead>
<tr>
<th>Grade</th>
<th>General Description</th>
<th>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>

For those wishing to upgrade the course to 4000-level or 5000-level, 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) and Presentation (of 30 to 60 minutes) may be added. 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 (and must file the appropriate paperwork for upgrading the level of the course), with the Research paper constituting 40% of the final grade, the Presentation, 10%, with the sum of the other assignments counting for half the final grade.

---

1 See the DSPT website for these documents.
# Grading Criteria

## In-class Discussions/Participation – Grading Criteria

<table>
<thead>
<tr>
<th></th>
<th>U – course standards achieved Unsatisfactorily</th>
<th>S – course standards achieved Satisfactorily</th>
<th>E – course standards achieved w/ Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Listening</strong></td>
<td>Shows lack of interest or disrespect for others</td>
<td>Shows interest in comments of others</td>
<td>Actively and respectfully listens to peers and Professor</td>
</tr>
<tr>
<td><strong>2. Preparation</strong></td>
<td>Often shows evidence of not having read assigned texts</td>
<td>Normally arrives adequately prepared, having read all assigned texts</td>
<td>Arrives fully prepared, having read all assigned texts, with thorough notes &amp; questions</td>
</tr>
<tr>
<td><strong>3. Quality of contributions</strong></td>
<td>Comments sometimes irrelevant, or show lack of attention to current class discussion</td>
<td>Comments are usually relevant and reflect insight into assigned texts and current class discussion</td>
<td>Comments are always relevant and reflect deep insights into assigned texts and current class discussion</td>
</tr>
<tr>
<td><strong>4. Frequency of participation</strong></td>
<td>Seldom participates; or, monopolizes conversation</td>
<td>Participates adequately</td>
<td>Actively participates at appropriate times</td>
</tr>
</tbody>
</table>

## Weekly Written Questions & Comments – Grading Criteria

<table>
<thead>
<tr>
<th></th>
<th>U – course standards achieved Unsatisfactorily</th>
<th>S – course standards achieved Satisfactorily</th>
<th>E – course standards achieved w/ Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Grammar, Spelling, Capitalization &amp;/or Punctuation</strong></td>
<td>Student makes many errors that distract the reader from the content.</td>
<td>Student makes very few errors that distract the reader from the content.</td>
<td>Student makes no errors that distract the reader from the content.</td>
</tr>
<tr>
<td><strong>2. Accuracy about material</strong></td>
<td>Many of the texts’ concepts were inaccurately reported or summarized.</td>
<td>The texts’ concepts are reported or summarized accurately with some minor exceptions.</td>
<td>The texts’ concepts are reported or summarized accurately and well.</td>
</tr>
<tr>
<td><strong>3. Reasoning</strong></td>
<td>Student’s reasoning has a flaw in at least one essential point, or several errors.</td>
<td>Student’s reasoning is free of major errors.</td>
<td>Student’s reasoning is logical and penetrating, yielding important insights.</td>
</tr>
<tr>
<td><strong>4. Questions</strong></td>
<td>Student’s questions merely repeat the material or remain at a superficial level.</td>
<td>Student’s questions usually evince an adequate attempt to consider the material more deeply.</td>
<td>Student’s questions usually evince an extensive or intensive attempt to consider the material more deeply.</td>
</tr>
</tbody>
</table>
Exams (Midterm and Final) – Grading Criteria originally written for oral exams. These criteria will be adapted as they can be applied to written objective exams.

<table>
<thead>
<tr>
<th></th>
<th>U – course standards achieved Unsatisfactorily</th>
<th>S – course standards achieved Satisfactorily</th>
<th>E – course standards achieved w/ Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Breadth of Knowledge</td>
<td>Does not adequately draw from sources (historical or contemporary) in responses.</td>
<td>Adequately draws from sources (historical or contemporary) in responses.</td>
<td>Readily draws from a variety of sources (historical or contemporary) in responses.</td>
</tr>
<tr>
<td>2. Thoroughness</td>
<td>Misses most of the important aspects of the topic.</td>
<td>Covers most of the important aspects of the topic.</td>
<td>Covers all the important aspects of the question.</td>
</tr>
<tr>
<td>4. Accuracy</td>
<td>Gives answers with at least one major error, or with many errors.</td>
<td>Gives answers that are free of major errors, with only a few minor errors.</td>
<td>Gives answers that are accurate in virtually all details.</td>
</tr>
<tr>
<td>5. Insight</td>
<td>Makes observations that betray a shallow or unnuanced understanding.</td>
<td>Makes observations that indicate an adequate grasp of the topic.</td>
<td>Makes observations that are particularly deep, penetrating, or nuanced.</td>
</tr>
</tbody>
</table>
### Popular-Audience Essays – Grading Criteria

<table>
<thead>
<tr>
<th>A. Style</th>
<th>U – course standards achieved Unsatisfactorily</th>
<th>S – course standards achieved Satisfactorily</th>
<th>E – course standards achieved w/ Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Grammar, Spelling, Capitalization, &amp;/or Punctuation</td>
<td>Student makes many errors in GSCP that distract the reader from the content.</td>
<td>Student makes very few errors in GSCP that distract the reader from the content.</td>
<td>Student makes no errors in GSCP that distract the reader from the content.</td>
</tr>
<tr>
<td>A2. Sentence Structure</td>
<td>Many sentences do not suit the genre or are not well-constructed.</td>
<td>Nearly all sentences suit the genre and are well-constructed.</td>
<td>All sentences suit the genre and are well-constructed.</td>
</tr>
<tr>
<td>A3. Formatting</td>
<td>Student makes many errors in formatting.</td>
<td>Student makes only a few errors in formatting.</td>
<td>Student makes no errors in formatting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Parts</th>
<th>U – course standards achieved Unsatisfactorily</th>
<th>S – course standards achieved Satisfactorily</th>
<th>E – course standards achieved w/ Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. Introduction</td>
<td>The title and opening do not direct the reader’s attention toward the main theme.</td>
<td>The title and opening adequately direct the reader’s attention toward the main theme.</td>
<td>The title and opening skillfully direct the reader’s attention toward the main theme.</td>
</tr>
<tr>
<td>B2. Order</td>
<td>The piece has no discernible order or flow, making it difficult to follow the student’s thought.</td>
<td>The piece has an order that makes it possible to follow the student’s thought.</td>
<td>The piece has an order that makes it easy to follow the student’s thought.</td>
</tr>
<tr>
<td>B3. Conclusion</td>
<td>There is no conclusion, or it contains mere generalities or irrelevant content.</td>
<td>There is a final summary statement (or paragraph), or a relevant final thought.</td>
<td>There is a clear final summary statement (or paragraph), or a particularly apt final thought.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Content</th>
<th>U – course standards achieved Unsatisfactorily</th>
<th>S – course standards achieved Satisfactorily</th>
<th>E – course standards achieved w/ Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. Unity</td>
<td>The piece lacks a clear focus, or covers too many themes.</td>
<td>A single insight or idea is adequately discernible.</td>
<td>There is a clear &amp; consistent focus on a single insight or idea.</td>
</tr>
<tr>
<td>C2. Evidence</td>
<td>Student lacks evidence where needed for the main point.</td>
<td>Student adequately uses evidence for the main point and for other argumentation.</td>
<td>Student uses evidence incisively for the main point and for other argumentation.</td>
</tr>
<tr>
<td>C3. Clarity</td>
<td>Explanations and/or arguments are unclear.</td>
<td>Explanations and/or arguments are adequately understandable.</td>
<td>Explanations and/or arguments are clearly expressed.</td>
</tr>
<tr>
<td>C4. Relevance</td>
<td>The work fails to address any issue of current concern Church or society, or to show how its theme could interest the reader.</td>
<td>The work implicitly addresses some issue(s) of current concern to Church or society, or implies how its theme could interest the reader.</td>
<td>The work explicitly addresses some issue(s) of current concern to Church or society, or explains how its theme could interest the reader.</td>
</tr>
<tr>
<td>C5. Audience</td>
<td>Content is not understandable by potential readers, often using terms or concepts either too obscure or too basic.</td>
<td>Content is understandable by potential readers, rarely using overly obscure (or overly basic) terms or concepts.</td>
<td>Content is very well-suited to potential readers, always using terms &amp; concepts neither too obscure nor too basic.</td>
</tr>
</tbody>
</table>
The object of such an essay is to express **one insight** (and focused on **only** one insight) you have gained, related to course content, that can address some contemporary concern, or can show how some aspect of the course is of interest to potential readers. It should not be expositional; rather, it should make a single point; everything in the essay should be ordered toward making that point. The exercise will give you practice in attempting to communicate, in written form, something of the importance and relevance of the material covered in the course. Creativity and cleverness are helpful for carrying out the assignment, although they will not be the primary aspects by which it will be judged. (See the Grading Criteria grid, above, Page 6.) Every piece must include the following, in order:

- **Student Name, Date, Course Name & Professor Name** at the top; no title page is needed.
- **Intended Context & Audience**: This is a brief explanation (max. 50 words), **before** the body of the essay, of where you could intend to publish the piece, even if you do not in fact ultimately intend to submit it. It could be generic (e.g., “for insertion in a parish or campus ministry site bulletin” or “for a personal blog post”) or specific (e.g., website name with description, etc.). Include a description of your audience. That is, whom are you trying to reach? This does not mean simply “broad” or “popular” audience, since that is to be true for all of these essays. Rather, there are ordinarily significant limits, which you should describe briefly. Make the description generic (e.g., “college-educated adults,” or “Young adults already interested in theology or philosophy”) or specific (e.g., “Visitors to the Feast of Faith website”). If it concerns something that the professor cannot be expected to know about (e.g., “The readership of my personal blog”) then add some description (e.g., “The readership of my personal blog, www.phiflixphiflix.org, which is about philosophy and film”).
- **Title**: This should be descriptive of the theme, and ought to be intended to attract attention – in a way appropriate to the theme. Cleverness is helpful, but not essential. What is most important is that the title fit the theme. If you would like to use a clever but cryptic title, then offer an additional subtitle that is more descriptive. For example, an essay on sacramental character might be called “Signed, Sealed, and Delivered.” This needs an explanatory subtitle, which could yield something like this: “Signed, Sealed, and Delivered: How Sacramental Character Conforms Us to the Priesthood of Christ.” The cleverness of this title is debatable; but, with the subtitle, it certainly communicates a theme (provided that the essay delivers on the promise).
- **Text**: The grading criteria explain what is expected of your work. Generally, you should avoid footnotes, though it should contain any references needed for purposes of signaling your use of others’ work. If your work is for a web-based platform, references are typically achieved via use of hyperlinks. If you use hyperlinks, indicate them in whatever way you find convenient – for example, by inserting “[Weblink1]” next to the first hyperlinked term in **bold font**, and then listing your intended reference URL at the bottom of the page as “Weblink1:…,” “Weblink2:…,” etc. The references should be real references, but the hyperlinks **need not** be operational.
TEXTS FOR REQUIRED READING


Giertych, Wojciech. “Prayer and celibacy: the apostolic origin of priestly celibacy. *Priest* 67.9 (Sept 2011): 79-80, 82, 84-85, 87-88. [full text online from GTU (EBSCO) online]


Eucharist

The Eucharist: Mystery of Presence, Sacrifice, and Communion by Lawrence Feingold
The Hidden Manna by James T. O’Connor
Jesus and the Jewish Roots of the Eucharist by Brant Pitre
Become What You Receive by John McKenna
A Key to the Doctrine of the Eucharist by Abbot Vonier

Orders:
Holy Order by Aidan Nichols
Theology of the Priesthood by Jean Galot

Only the books marked with an asterisk* (books for which a cost is listed) should require any purchase; all other readings are available on websites or will otherwise be made available for class (Church documents, unless noted, should all be freely available on the web). Numbers beginning “978-” are ISBN-13 numbers. All prices listed include shipping as found at www.bookfinder.com (new/used, rounded up, US shipping included); prices may vary considerably. At the Professor’s discretion, additional, brief readings may be assigned as the course progresses, depending on the students’ needs or interests, or other considerations.