

Loyola University Chicago
School of Education

**CIEP 475 - 003 Curriculum Workshop:
JESUIT EDUCATION/IGNATIAN PEDAGOGY
Spring 2016
Independent Studies**

**Cuneo Hall 111
Wednesdays 10.00 am - 12.30 pm**

Instructor: Jose Mesa SJ
E-mail: jmesa@luc.edu
Office Hours: Available by appointment

GENERAL INFORMATION

Course Description

The course is designed to contextualize, introduce and/or deepen the understanding and appropriation of Ignatian/Jesuit Education/Pedagogy for people who are already engaged in it or planning to engage in it; the course can also assist people in the field of education that want to know about Ignatian Pedagogy or are looking for ways of recreating their pedagogical practice from the perspective of Jesuit Education. The course will use basically a theoretical approach to it. However, the course can also be accommodated to those looking for an applied approach to enrich and improve a specific pedagogical practice. In this case please indicate this intention to the instructor to make the necessary adjustments.

The course will cover three specific aspects of Ignatian Pedagogy:

1. How Jesuits found themselves working in education. We will explore the beginnings of Jesuit education.
2. The meaning and value of the *Ratio Studiorum* as the guideline for Ignatian Pedagogy until the beginning of the XX Century.
3. The contemporary important documents on Ignatian Pedagogy including the writing of the last three Superior Generals of the Society of Jesus, the official Jesuit documents on Pedagogy, and the present state of Ignatian Pedagogy.

Conceptual Framework

The School of Education's conceptual framework – through its components of service, skills, knowledge, and ethics – guides the curricula for this course in the preparation of **“Our mission is social justice, but our responsibility is social Action through Education.”**

In keeping with the conceptual framework, this course will focus in the place of social action in the development of Ignatian Pedagogy and especially in the way Ignatian Pedagogy has been conceived today as inseparable from concerns for social justice. Students must explain the role of social justice in their understanding or use of Jesuit Education.

Dispositions

The School of Education is committed to these dispositions: ***Professionalism, Fairness, and the Belief that all students can learn***, as indicators of growth. This course is especially committed to professionalism: students should be able to show in writing and orally a clear understanding of the history and elements of Jesuit/Ignatian Pedagogy.

Course Objectives

Students will identify, discuss and develop the main characteristics and questions of Ignatian Pedagogy.

Students will identify the challenges of Jesuit Education/Ignatian Pedagogy in our present educative context.

Students will be able to improve and/or use Ignatian Pedagogy in their present or future pedagogical practice.

In summary, the assignments are designed to evaluate your learning to analyze and critically evaluate ideas, arguments, and points of view; your learning fundamental principles, generalizations, or theories; and, your gaining factual knowledge (in terms of terminology, classifications, methods, trends). All of this within the context of Ignatian Pedagogy

IDEA Objectives

- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Learning to analyze and critically evaluate ideas, arguments and points of view.

IDEA Course Evaluation Link for Students

This link: <http://luc.edu/idea/> will assist students to complete the course evaluation at the end of the course.

Diversity

Issues of diversity will be present and discuss in the readings, assignments and class discussions. We will specifically focus on the tension between the individual and the

community, the debate about multiculturalism, the faith and freedom and the way diversity is integrated in Ignatian Pedagogy.

Use of Technology

Internet access and enrollment in LUC's LOCUS and Sakai systems is required for this course. I will communicate with students occasionally via the LOCUS or Sakai systems, which sends emails to all students enrolled in this course. All documents (including the syllabus, power point presentations, and additional texts) are posted on this course's Sakai page. Occasional communication using online formats may be used during the semester.

Syllabus Addendum Link: <http://luc.edu/education/syllabus-addendum/>

- **Academic Honesty**
- **Accessibility**
- **Conceptual Framework**
- **EthicsLine Reporting Hotline**
- **Electronic Communication Policies and Guidelines**

Required Texts

Duminuco, V.J. (Ed.). (2000). *The Jesuit Ratio Studiorum: 400th Anniversary Perspectives*. New York: Fordham University Press. ISBN 0-8232-2047-8.

Pavur, C. (2005). *The Ratio Studiorum The Official Plan for Jesuit Education*. Saint Louis: The Institute of Jesuit Sources.

LiveText - <http://www.luc.edu/education/admission/tuition/course-management-fee/>

Also:

- Documents by the last three Superior Generals of the Jesuits on matters concerning education
- Some official texts from the Constitutions of the Society of Jesus and the General Congregations

Additional required readings are specified later in the syllabus.

Evaluation and Grading

Responses to questions	25%
Participation	25%
Mid-term Reading Assignment	25%
Final examination	25%

Numerical grades for the course are converted to letter grades as follows:

100-93 = A	86-84 = B	76-74 = C	64-60 = D
92-90 = A-	83-80 = B-	73-70 = C-	Below 60 = F
89-87 = B+	79-77 = C+	69-65 = D+	

Assignments

1. Weekly responses to questions: every week the student is required to submit a one to two-page response to questions via Sakai related to the assigned readings of that week. This is a double space, Arial 11, WORD. Please make sure you cite properly using APA style. You can skip two of the responses but they cannot be in a row. Plan them carefully because I will not accept any excuse as valid for skipping a third one.
Criteria:
 - a. Command of the readings.
 - b. Your arguments are supported with good reasons and textual evidence from the texts.
 - c. I can hear your own voice and experience.
 - d. The questions are addressed properly.
 - e. APA style.
2. Participation in class activities and discussion is expected and evaluated. The participation should show command of the readings and critical examination of them. When in a planned class we don't meet the discussion will be posted in Sakai.
3. Mid-term reading assignment: for the mid-term you should read a book or some papers of your choice that deals with Ignatian/Jesuit Education/Pedagogy. You submit the book or of your choice for the instructor's approval not later than February 10. This assignment should be between 8 – 10 pages in which you make a two-fold work: first, you present the main arguments of the book and second, your critique of them. The critique should be oriented by questions. The two parts should have, roughly, same length. The paper is to be submitted in WORD via Sakai.
4. A take-home final exam.

Attendance

Attendance is required at every class. You are required to bring you own copies of the assigned readings to class to able your participation.

Course Schedule and Readings

Wednesday

- January 20 Introduction – Syllabus
The Constitutions of the Society of Jesus, Part IV, chapters 7-17
 Jose Mesa SJ (2013) *The international apostolate of Jesuit education: recent developments and contemporary challenges*, *International Studies in Catholic Education*, 5:2, 176-189, DOI: 10.1080/19422539.2013.821339
 (not weekly response due for this class)
- January 27 O'Malley, *The First Jesuits*, chapter 6: The Schools, pp. 200-242
 Ribadeneira, P. *Letter to the King Phillip II*.
- February 3 Duminuco, *The Jesuit Ratio Studiorum*, chapters 1-4, pp. 1 - 106
- February 10 Ratio Studiorum 1599, translated by Claude Pavor, Introduction, letter of introduction to the Ratio (# 1-6). # 242-300; # 312-324, # 325-374, # 395-404
 O'Malley. *Observations on the Ratio Studiorum*, 1599
Book approval for the mid-term due
- February 17 Duminuco, *The Jesuit Ratio Studiorum*, chapters 5, pp. 107 - 126
 O'Malley. *The Ideal Graduate in the Rhetorical Tradition*
 Letter from Fr. Roothan, Ratio 1832
 GC 20, D. 10 (1820), GC 21, D. 15 (1829), GC 22, D. 38 (1853), and GC 25, D. 12, #1-4 (1906)
- February 24 Mid-term due in WORD via Sakai
- March 2 General Congregation 31, D # 28, D # 29, 1967
 Arrupe, *Promotion of Justice: Men for Others*, 1973
 Arrupe, *Our Schools Today and Tomorrow*, 1980
- March 9 Spring break
- March 16 Duminuco, *The Jesuit Ratio Studiorum*, Appendix A: *The Characteristic of Jesuit Education*, pp. 162 - 230
- March 23 Jesuit Education and the preferential option for the poor:
"Fe y Alegria": <http://www.feyalegria.org/en/quienes-somos>: mission & vision, history, ideology.
Cristo Rey Model: <http://www.cristoreynetwork.org/page.cfm?p=353>
Nativity Model:
<http://nativitymiguel.org>
Promotio Iustitiae #114/1, 2014: EDUCATION AT THE MARGINS (pp. 6-46):

http://www.sjweb.info/sjs/PJ/index_work.cfm?PubTextId=14025

- March 30 Kolvenbach, *The Road from La Storta*, chapter: Contemporary Education in the Spirit of St. Ignatius, pp. 287 - 300, 1996.
 Kolvenbach, *The Service of Faith and The Promotion of Justice in American Jesuit Higher Education*, Santa Clara, 2000
 Kolvenbach, *The Jesuit University in the light of the Ignatian Charism*, Monte Cucco, 2001.
 Kolvenbach, *Address to Georgetown University Board of Directors*, 2007
- April 6 Duminuco, *The Jesuit Ratio Studiorum*, Appendix B: *Ignatian Pedagogy: A Practical Approach*, pp. 231 - 293
 Chapter 6 & 7, pp. 127 - 160
- April 13 General Congregation 34, Decrees 16, 17 & 18: *The Intellectual Dimension of Jesuit Ministries; Jesuits and University Life; Secondary, Primary, and Nonformal Education*, 1995.
 Loyola University: *Transformative Education in the Jesuit Tradition*, 2009
 Jesuit Conference, USA: *What makes a Jesuit School Jesuit?* 2011
 Jesuit Schools Network: *Our Way of Proceeding: Standards & Benchmarks For Jesuit Schools in the 21st Century*, 2015
- April 20 **Fr. A. Nicolas:**
 Nicolas, *Challenges to Jesuit Higher Education Today*, 2010
 Nicolas, *Allocution to the 8th World Congress of the World Union of Jesuit Alumni/ae*, Medellin, 2013.
- April 27 **International Colloquium on Jesuit Secondary Education, ICJSE-2012:**
 Lombardi, *Staying Faithful to the Jesuit Mission in Our Schools*
 Huang, *Report from Nairobi: Reflections on Jesuit Identity from the 70th Congregation of Procurators*
 Mesa, *Jesuit Education: Embracing the New Frontiers, A Continuous Pilgrimage*
 Vision Statement
International Seminar on Ignatian Pedagogy and Spirituality, SIPEI-2014:
 Del Pozo, *Competent Person*
 McVerry, *The Compassionate Person*
 Human Excellence: The 4C's
 Vision Statement
- May 4 Final Examination due in WORD via Sakai