

**Loyola University Chicago
School of Education**

**CIEP 475 - 001 6433 Curriculum Workshop:
JESUIT EDUCATION/IGNATIAN PEDAGOGY
Spring 2020
Independent Studies**

**LIFE SCIENCE BUILDING
Wednesdays 10.00 am - 12.30 pm
Room 312**

Instructor: José Mesa SJ
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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 is designed as a philosophy of education course emphasizing the philosophical approach and roots of Jesuit Education.

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. 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 four specific aspects of Ignatian Pedagogy/Jesuit Education:

1. How Jesuits found themselves working in education. We will explore the beginnings of Jesuit education.
2. The characteristic philosophical approach of Jesuit Education: What is philosophically distinctive about Jesuit Education? What makes Jesuit Education different from other educational traditions? What is the influence of the Humanist tradition? How can we define Jesuit Education today?
3. The meaning and value of the *Ratio Studiorum* as the guideline for Ignatian Pedagogy until the beginning of the XX Century.
4. The contemporary important documents on Ignatian Pedagogy including the writing of the last four Superior Generals of the Society of Jesus, the official Jesuit documents on Pedagogy, and the present state of Jesuit Education. We will analyze them to

discover the philosophy of education inspiring them and how they continue and re-interpret the initial Humanist tradition.

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 **“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.

Course Objectives

1. Students will gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Students will learn how to find, evaluate and use resources on the topic around Jesuit Education/Ignatian Pedagogy.
3. Students will identify, analyze and critically evaluate the challenges, ideas, arguments, and points of view around Jesuit Education/Ignatian Pedagogy.
4. Student will identify the philosophical dimensions of Jesuit Education/Ignatian Pedagogy.
5. Students will be able to improve and/or meaningfully 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

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.*

Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.

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.

Required Texts

Mesa, J. (Ed). (2017). *Ignatian Pedagogy: Classic and Contemporary Texts on Jesuit Education from St. Ignatius to Today*. Chicago: Loyola Press. 2017.
 ISBN-13: 978-0-8294-4595-4

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

Additional required readings are specified later in the syllabus.

Evaluation and Grading

Responses to questions	20%
Participation	20%
Mid-term Reading Assignment	20%
Reports from visiting Jesuit Schools	20%
Final examination	20%

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 course 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 deal with Ignatian/Jesuit Education/Pedagogy. You submit the book of your choice for the instructor's approval not later than February 5. 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, the same length. The paper is to be submitted in WORD via Sakai.
4. During the semester, you will visit one Jesuit school to observe how they understand, implement and live Jesuit education in the school. These should be done in small groups assigned later in the semester. The group needs to contact the school and program at least two visits. One before and one after Spring Break. For this visit the group should prepare a checklist of the aspect they want to observe. A short report of each visit (3 pages max. must be submitted) based on the guidelines provided.
5. 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

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| January 15 | Introduction – Syllabus
<i>The Constitutions of the Society of Jesus, Part IV, chapters 7-17.</i>
Jose Mesa SJ (2013) <i>The international apostolate of Jesuit education: recent developments and contemporary challenges.</i>
(not weekly response due for this class) |
| January 22 | O'Malley, The First Jesuits: The Schools
Polanco. <i>Letters and Instructions</i>
Ribadeneyra, P. <i>Letter to King Phillip II of Spain</i>
Nadal. <i>Spiritual Sermons</i>
Ledesma. <i>Constitutions or Arrangement and Order...</i>
Bonifacio. <i>The Education of Youth...</i> |
| January 29 | Codina, G. <i>Our Way of Proceeding in Education: The Ratio Studiorum.</i> |

O'Malley. *The Ratio Studiorum of 1599: A Basic Overview*.
Ratio Studiorum 1599, translated by Claude Pavur (excerpts).
 DeJulio, R. Women's Ways of Knowing and Learning: The response of
 Mary Ward and Madeleine Sophie Barat to the *Ratio Studiorum*, chapters
 5, pp. 107 – 126

- February 5 Padberg, J. *The Society of Jesus Suppressed*
 Coll, M. *The Beginnings of the New Society*
 Roothan, J. *Cover Letter for the Ratio Studiorum of 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 12 **Jesuit Education at the Service of a Faith that does Justice**
 General Congregation 31, D # 28, D # 29, 1967
 Arrupe, *Promotion of Justice: Men for Others*, 1973
 Arrupe, *Our Schools Today and Tomorrow*, 1980
Book approval for the mid-term due
- February 19 **Characteristics of Jesuit Education**
 ICAJE, *Characteristic of Jesuit Education*, 1986
- February 26 **Jesuit Education and the preferential option for the poor:**
***Fe y Alegría* Model:** <http://www.feyalegria.org/en/quienes-somos>:
 mission & vision, history, ideology.
Cristo Rey Model: <http://www.cristoreynetwork.org/page.cfm?p=353>
Nativity Model: <https://nativitymiguel.org.wordpress.com>
Promotio Iustitiae #114/1, 2014: EDUCATION AT THE MARGINS (pp. 6-46):
http://www.sjweb.info/sjs/PJ/index_work.cfm?PubTextId=14025
 Fenzel M. *Improving Urban Middle Schools, Lessons from the Nativity
 Schools*, New York: State University of New York Press, 2009 (pp. 15-36)
- March 4 Spring break
- March 11 **Ignatian Pedagogical Paradigm (IPP)**
 Codina, G. *Ignatian Pedagogy*
 ICAJE, *Ignatian Pedagogy: A Practical Approach*, Rome, 1993
- March 18 Mid-term due in WORD via Sakai
- March 25 **Fr. P.H. Kolvenbach**
 Kolvenbach, P. H. *Current Characteristics of Education in the Society of
 Jesus*, Caracas, Venezuela, 1998

Kolvenbach, *The Service of Faith and The Promotion of Justice in American Jesuit Higher Education*, Santa Clara, 2000
 Kolvenbach, *Address to Georgetown University Board of Directors*, 2007

- April 1 **Some Contemporary Texts**
 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
Some Characteristics of Jesuit Colleges and Universities: A Self-Evaluation Instrument, AJCU
- April 8 **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 15 **International Colloquium on Jesuit Secondary Education, ICJSE-2012:**
 Vision Statement
International Seminar on Ignatian Pedagogy and Spirituality, SIPEI-2014:
 Vision Statement
Human Excellence: The 4C's, 2015
 Jesuit Schools Network: *Our Way of Proceeding: Standards & Benchmarks for Jesuit Schools in the 21st Century*, 2015
Education for Encounter in a Digital Age, 2016
International Congress of Jesuit Education Delegates, JESEDU-Rio2017:
 Action Statement
 Sosa, A. *Jesuit Education: Forming Human Beings Reconciled with their Fellows, with Creation and with God.*
- April 22 **Jesuit Schools: A Living Tradition in the 21st Century – An Ongoing Exercise of Discernment 2019**
 Educate Magis: www.educatemagis.org
 Group reports about the Jesuit schools. The reports MUST make use of Educate Magis
- April 29 Final Examination due in WORD via Sakai