# Course Information

**Jesuit Education & Ignatian Pedagogy**

Fordham University  
Professor: Dr. Robert J. Parmach

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>REGR 7910-R01</th>
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<tr>
<td>Semester:</td>
<td>Summer Intensive Session 2015</td>
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<td>Course Location:</td>
<td>Keating Hall, Room TBA</td>
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<td>Class Meetings:</td>
<td>MTWRF, June 8-12 from 10:00am-4:30pm</td>
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<tr>
<td>Office Hours:</td>
<td>By appointment</td>
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<tr>
<td>Office Location:</td>
<td>FCRH Dean’s Office, Keating Hall, Room 302</td>
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## Course Description

This course examines and challenges the nature of Jesuit education and Ignatian pedagogy and its defining charism – *contemplation-in-action* – for professionals who serve today’s Church. We analyze seminal primary texts; critically engage competing perspectives; and develop and evaluate arguments that enrich our understanding of Jesuit education in today’s pluralistic society.

Discussing its relationship to Catholic higher education and the liberal arts tradition, the course surveys prominent scholars of Jesuit and religious education as a way to elucidate St. Ignatius’ vision of *mindfulness* as a guiding principle for a life of intellectual, ethical, and spiritual integrity (wholeness). It also equips one with an understanding of goals and challenges in the embodiment of this vision in contemporary religious education institutions and apostolates.

## Texts

All required course readings are available on Fordham’s Blackboard site. All other materials are provided free of charge by the professor, including the Ignatian Writing Journal.

## Grade Breakdown

Your final course grade will be comprised of the following components:

- Attendance, Participation, & In-Class Presentation 25%
- 5 page (double-spaced) Critical Response Paper 25%  
  (Due *one week* after last class)
- 15-20 page (double-spaced) Final Course Integration Paper 50%  
  (Due *two weeks* after last class)
I. Attendance, Participation:
Students are expected to be on time for classes, fully prepared and up to date with reading and writing assignments, and critically engaged in class discussions and activities.

In-Class Presentation:
At the start of classes #2 through #5, each group of assigned students co-present a 20-minute introduction to the readings due that day. This presentation consists of the following:
(1) Identify key religious education themes employed in readings;
(2) Posit a clear and concise question for discussion in response to one of these themes;
(3) Offer both a positive and negative criticism about one of the assigned readings.
Provide a half-page presentation outline for members of our class.

II. The 5 page Critical Response Paper is to be submitted in Times New Roman, double-spaced, 1” margins all around, 12-point, justified text.

Prompt:
Identify a major religious education challenge for Jesuit education today:
(1) Unpack: Offer a clear and concise summary of the challenge (2 sentences);
(2) Situate: Explain why this challenge matters to the field of religious education (4 sentences);
(3) Critically Assess: Respond to this challenge by proposing three best practices of its management.
   Be sure to utilize two themes from course readings (remaining length of assignment).

III. The 15-20 page Final Course Integration Paper is to be submitted in Times New Roman, double-spaced, 1” margins all around, 12-point, justified text.

Utilizing three course reading themes, offer a critical reflection on how your current work as a religious educator can be further influenced by principles of Jesuit pedagogy and the Ignatian charism of contemplation-in-action.

IV. Since this course is a rigorous one-week intensive session, please prepare the readings BEFORE the course begins. Otherwise, there is simply too much material for you to read and digest each night.

V. I will provide you with an Ignatian Writing Journal book. After each class, I will offer a Reflection Prompt for you to respond to that evening. (Length: 500 words)
**COURSE OUTLINE**

**Monday Morning: Catholic Higher Education & Liberal Arts Training**

**Readings:**


**Monday Afternoon: Jesuit Education, Part One**

**Readings:**


Tonight’s Ignatian Journal **Reflection Prompt:**

“He who goes about to reform the world must begin with himself, or he loses his labor.” -Ignatius Loyola

**Tuesday Morning: Jesuit Education, Part Two**

**Readings:**


**Selections:**

- Robert A. Mitchell: “Five Traits of Jesuit Education”
- Michael J. Buckley: “Education Marked with the Sign of the Cross”
- Peter Kolvenbach: “The Service of Faith and the Promotion of Justice in Jesuit Higher Education”

**Tuesday Afternoon: Jesuit Education, Part Three**

**Readings:**


**Selections:**

- Dean Brackley: “Higher Standards”
- Suzanne M. Erickson: “It’s Noble But Is It Possible?”
- Howard Gray: “Soul Education: An Ignatian Priority”

Tonight’s Ignatian Journal **Reflection Prompt:**

“Seldom deny, rarely affirm, always distinguish.” –Aristotle
**Wednesday Morning: Jesuit Pedagogy, Part One**

**Readings:**

**Selections:**
*The Experience of Ignatius of Loyola: Background to Jesuit Education*
*A New Ratio for a New Millennium*
*How the First Jesuits Became Involved in Education*
*Women’s Ways of Knowing and Learning*
*The Characteristics of Jesuit Education*
*Ignatian Pedagogy: A Practical Approach*

**Wednesday Afternoon: Jesuit Pedagogy, Part Two**

**Reading:**


**Selections:**
*Ignatian Pedagogy & Ratio Studiorum:*
Vincent Duminuco, S.J.: [https://m.youtube.com/watch?v=1ykNh8cDSyM](https://m.youtube.com/watch?v=1ykNh8cDSyM)
Historical Framework: [http://youtu.be/DLUwSzj_ice0](http://youtu.be/DLUwSzj_ice0)
Context: [http://youtu.be/DA0ZzCBDZj0](http://youtu.be/DA0ZzCBDZj0)
Evaluation: [http://youtu.be/TOzw7V3Jg](http://youtu.be/TOzw7V3Jg)

Interactive Class Exercises on Jesuit Pedagogy

Tonight’s Ignatian Journal Reflection Prompt:
“Pray as if everything depended on God, and work as if everything depended on you.” - Ignatius Loyola

**Thursday Morning: Jesuit Pedagogy, Part Three**

**Readings:**


**Interactive** Jesuit Education and Ignatian Pedagogy Resources:
Selections: [http://www.slu.edu/cttl/resources/teaching-tips-and-resources/ignatian-pedagogy](http://www.slu.edu/cttl/resources/teaching-tips-and-resources/ignatian-pedagogy)

**THURSDAY AFTERNOON: IGNATIAN CHARISM OF CONTEMPLATION-IN-ACTION**

**Readings:**

**Selections:**
1. Chapter 3: “In Him Alone: The Tension between Trust in God and the Use of One’s Talents”
2. Chapter 4: “Fruitful Labor: The Tension between Prayer and Action”
3. Chapter 8: “For the Ultimate End: Creative Tensions in the Use of This World’s Goods”

**Tonight’s Ignatian Journal Reflection Prompt:**
“Not only words, but also deeds.” -Ignatius Loyola. Are your words embodied by your actions?

**FRIDAY: WORDS MEETING DEEDS: EMBODYED APPLICATIONS OF LIVED JESUIT TRADITION**

**Readings:**

Ignatius’ Letter, 1641. “On Dealing With Others” (advice to administrators and teachers)

Pope Francis, SJ. 2014. His reflections on Jesuit education & social justice (embodied Quotations for living).


**Interactive Exercises:** Digitized Discernment, Ignatian Web Presence, Conversations That Matter

*Student Panel:* Reflections on Jesuit education and service projects
*Meditation:* The Jesuit Examen (examination of conscience)
*Growing Up Jesuit Educated Nowadays:* Manresa Scholars Program, Fordham University
*The Spanish Olive,* Empowering Fairfield University students
*Study What??* A Student’s Jesuit Core Curriculum, Fordham University
*Site Visit & Discussion:* Murray-Weigel Hall Jesuit Infirmary
COURSE EXPECTATIONS

You are expected to attend and be on-time for all classes and with assignments, and actively participate in discussions. Please complete the readings prior to each class. Cell phones are to be turned off before entering our classroom. Note Fordham University’s academic integrity policy in the Student Handbook. Retention of the course material as well as your thinking skills will improve the more engaged you are with thinking about the religious education themes we study. So, re-read, talk with me, talk with others, ask questions, e-mail me, and allow your mind to be uncomfortable with the challenge of enriched thinking. I pledge to provide this intellectual and ethical sense of friction to you, and I expect the same in return. I am around my office often and accessible for consultation. I check voicemail and e-mail throughout the day and look forward to your questions, discussions, and insights. That is why I am here, so that we may learn together.

WHAT IS AN INTERLOCUTOR?

The word interlocutor derives from two Latin roots: inter (between, among) + loqui (to speak). An interlocutor intentionally disrupts the flow of the conversation, in order to qualify vocabulary used and spark fuller understanding. The interlocutor proceeds by way of the Socratic Method named after the ancient philosopher and teacher Socrates. An interlocutor offers constructive criticism to clean up sloppy and prejudicial thinking. Genuine interlocutors are not filibusters, abusive, or arguing for argument’s sake. Though spirited, they are discerning and careful listeners. As St. Ignatius Loyola (founder of the Jesuits) learned, true wisdom comes through humility and questioning – an essential combination and life skill for religious educators today.

LEARNING OUTCOMES

General Learning Outcomes:

1. Students will demonstrate facility with methods of research and writing in religious education and pastoral ministry.

2. Students will be able to communicate competently the Christian story and make it accessible through writing, dialogue, and personal consultation.

Religious Education Learning Outcome:

3. Students will be able to demonstrate the ability to relate effectively the historical origins, core theories, and methodological approaches of the academic fields of Jesuit education and Ignatian pedagogy to the educational ministries of the church and larger religious and public world, with a specific focus on demonstrating an understanding of the religious and educational development of youth and young adults in the Jesuit tradition.