To: Senior Teaching Fellows and Teaching Fellows

From: Special Task Force on Jesuit Pedagogy

Re: 2016 Jesuit Pedagogy Seminar for Senior Teaching Fellows and Teaching Fellows

We would like to inform you of the Jesuit Pedagogy Seminar that is being offered next semester to Senior Teaching Fellows and Teaching Fellows who have taught at the college level at least one year prior to Spring 2016. Participating STFs or TFs should be teaching at least one course during the spring semester. If your department can allow it, participation would result in a course reduction from two to one course. If no course reduction is possible, you could be paid an overload for participation.

**Jesuit Pedagogy: Characteristics and practical approaches**

This colloquium will expose Fordham graduate students preparing for University teaching to the values and pedagogy that characterize the nearly five-century-old tradition of Jesuit education, and will invite participants to reflect collaboratively on ways that this tradition might serve as a resource for their own educational practices. While it is not assumed that graduate students will be pursuing their teaching careers in Jesuit institutions—so effort will be made to focus on the broad applicability of Jesuit pedagogy—the participants in this project, over the course of the semester, will participate in the large dynamic and history of Jesuit education.

This interdisciplinary colloquium in Jesuit Pedagogy works as a complement to existing training programs in Fordham University Graduate departments. The seminar itself will be limited to 10-12 graduate student Senior Teaching Fellows or Teaching Fellows from diverse disciplines. Entry into the 2016 course will be selective.

The Spring 2016 colloquium will be co-facilitated by Professors Michael Baur (Philosophy), Moshe Gold (English), and Christine Firer Hinze (Theology). Enclosed please find a description of the colloquium and an accompanying syllabus from the colloquium from the spring of 2015. The documents listed in the syllabus will be provided to all colloquium participants.

In addition, we have provided you with copies of the two application forms that STFs or TFs need to complete and submit.

If you have any questions, please feel free to contact us:

Michael Baur (Philosophy): 718-817-3295; mbaur@fordham.edu
Moshe Gold (English): 718-817-4008; mgold@fordham.edu
Christine Firer Hinze (Theology): 718-817-3363; hinze@fordham.edu

Thank you.
2015 Syllabus Template, Jesuit Pedagogy Seminar: Characteristics and practical approaches

Seminar Description:
This colloquium will expose Fordham graduate students preparing for college-level teaching to the values and pedagogy that characterize the nearly five-century-old tradition of Jesuit education, and will invite participants to reflect collaboratively on ways that this tradition might serve as a resource for their own educational practices. While it is not assumed that graduate students will be pursuing their teaching careers in Jesuit institutions—so effort will be made to focus on the broad applicability of Jesuit pedagogy—the participants in this seminar, over the course of the semester, will participate in the large dynamic and history of Jesuit education.

Please note that this interdisciplinary colloquium in Jesuit Pedagogy works as a complement to existing training programs in Fordham University graduate departments. The seminar itself is usually limited to graduate students who are Senior Teaching Fellows and Teaching Fellows from diverse disciplines. Entry into the 2015 course has been selective.

This colloquium will be co-facilitated by Professors Michael Baur (Philosophy), Moshe Gold (English), and Christine Firer Hinze (Theology). At the end of the Spring 2015 semester, an assessment of the course and its teaching structure will be made by the students and instructors.

Seminar Goals:
This special Spring 2015 Fordham University graduate seminar has three main overlapping goals: 1) an intensive exploration of, and reflection on, the context, history, ideals, goals, and practices of Jesuit education, particularly as they relate to issues of writing and ethics; 2) a focused concern to make the principles of Jesuit education a reality in daily interactions between teachers and students and among students themselves; 3) an acknowledgement and open discussion of the responsibilities one has to others, especially as these obligations impact the dynamic between teachers and learners.

Meetings: There will be six, three hour meetings over the course of the Spring 2015 semester; each meeting will last approximately three hours. Please note that the last meeting will be conducted as a Forum in which the graduate students will present material as part of their professional development. In addition, at semester’s end we have a final evaluative meeting, approximately one hour, to discuss what needs to be adjusted to create a more effective colloquium for the future.

Mentoring/Class observations/Working together outside the classroom: In addition to participating in the colloquium meetings and the end-of-the-semester Forum, students will be asked to observe classes taught by their fellow seminar members in multiple disciplines. Each graduate student will also work with a faculty mentor from a discipline other than their own, attending their mentor’s classes, grading (duplicate copies of) papers, discussing pedagogical strategies with a mentor, and discussing instructive and engaging ways to focus on student writing and ethical concerns (such as academic honesty, the ethics of research, etc.).
Texts to be provided by the University:


Additional books on Rhetoric and writing will be announced (texts will include the standard Writing Handbook all Fordham college students own).

Reading: Readings will come from Duminuco, SJ, edited text, with supplementary readings from diverse disciplines and fields of inquiry (such as rhetoric, writing, ethics, philosophy, etc.). In addition, to help students become aware of the complex history of Jesuit education, there will be a large list of further readings on the history and contexts of the Jesuits and Jesuit education.

Writing: The students will be asked to write short responses to the readings, the class observations, and the mentoring process. In addition, there will be ongoing written reflections of class discussions and readings. At the end of the semester, students will be asked to present the specific relationships between Jesuit Pedagogy and their particular disciplines. The exact nature of these presentations will be discussed by the class.

Note: To successfully complete this seminar, participants should:
- attend all scheduled seminar meetings prepared to discuss assigned readings
- actively participate in text-and teaching-focused discussions
- write and circulate a one-page precis with discussion questions for the class on one day of the seminar
- participate in peer class observations and provide written and oral feedback
- engage with an assigned faculty mentor (initial meeting, visit one another's classes, post-observation meeting)
- conceive, develop, execute, write up, and present an "experiment in Ignatian pedagogy" relevant to your teaching this semester.

Detailed descriptions of each of the above will be provided by the instructors.

***ALL OBSERVATIONS SHOULD BE COMPLETED BY THE START OF THE SPRING BREAK***
2015 Schedule for the six meetings: (tentative)

[Note: Reading assignments retain a degree of flexibility and will be confirmed in advance of each seminar meeting. Please check your email regularly for updates.]

I. TH, Jan. 29th Contexts and Histories of Jesuit Communities and Ignatian Traditions.
   
   

II. TH, Feb. 19th The History of Jesuit Education.
   
   Readings: Duminuco, ed., Ch. 3, John O’Malley SJ, “How the First Jesuits Became Involved in Education,” and Ch. 6, John O’Malley, SJ, “From the 1599 Ratio Studiorum to the Present: A Humanistic Tradition?” excerpts from Nietzsche’s Untimely Meditations

   

IV. TH Mar 26th Truth in addition to Method. The notion of the “ideal person,” pedagogy beyond (or in addition to) methodology, keywords in Jesuit education, preparations for risk-taking and experimentation
   

V. TH April 23rd Ethics and Social Justice; presentations in the disciplines—initial presentations, feedback, revisions.
   

Sixth Meeting (TBD): VI. End-of-the-semester FORUM: open to the larger public, this Forum will allow the graduate students to present their individual projects to the larger Fordham community, and will allow the students to hear feedback from people outside of the colloquium.