

**Faculty Seminar**

***All Things Ignatian: Catholic Intellectual Life and the Common Good***

**Spring, 2020**

**Hank Center Library (Cuneo Hall, 425)**

**Nine Wednesdays, 4-6PM**



“So that the river of tradition may come down to us, we must continually dredge its bed.”

Henri de Lubac, S.J. (1945)

“What then does a university do, immersed in this reality? Transform it? Yes. Do everything possible so that liberty is victorious over oppression, justice over injustice, love over hate? Yes. Without this overall commitment, we would not be a university, and even less so would we be a Catholic university.”

Ignacio Ellacuría S.J. (1982)

**Introduction and Course Overview:**

As articulated in *Plan 2020*, Loyola University Chicago’s Jesuit, Catholic heritage is an essential component of its mission in higher education. The faculty seminar is a semester long course that studies in a systematic and scholarly way the educational enterprise of Loyola University through the prism of the Catholic intellectual heritage, Jesuit history, and Ignatian philosophy, spirituality, and pedagogy. The seminar’s goal is twofold: to engage faculty more deeply with the university’s Catholic heritage as a reference point and resource for social justice; and to invite faculty reflection on the interplay of faith, reason, and justice in the Jesuit tradition—as it pertains to teaching, scholarship, and participation with the community here at Loyola and beyond.

**Structure of the Seminar:**

* The semester-long course for faculty meets for 9 two-hour meetings in the early evening. The seminar consists of 12-15 full time faculty from across the university.
* The seminar will be led by faculty from the Hank Center, the Center for Ignatian Pedagogy, and others who have scholarly expertise as well as shared commitments in orientating faculty in the Jesuit tradition and mission of the university.
* Enrolled faculty members will be awarded a $2,000 honorarium for full participation in the 9-units of the seminar. Provisions for honorarium will be clarified in class on 2/7.
* Short reflections (300-500 words) on the readings or themes for each unit of the seminar will be written, shared, and discussed through Sakai as part of the assessment of the seminar. Typically there are 5-7 responses over the 9 session Please complete these assessments in a timely manner. Writing remains intimately linked to thinking and please arrive prepared.
* At completion of the seminar, enrolled faculty are eligible for a $6,000 research grant from the CCIH that intersects with the ideas and orientation of the seminar with the particular scholarship and research of the faculty member.

**Spring Dates**

The seminar meets on January 22, 29; February 5, 12, 19; March 18, 25; April 1, and 15

**Seminar Syllabus and Sakai Unit Plans**

In order to develop a common frame of reference and to guarantee consistency for evaluation of the seminar as a *Plan 2020* initiative, the seminar is built on common texts and topics. However, the individual faculty member who leads the particular topic has the liberty—and the opportunity—to modify and supplement her/his Unit Plan with other texts. Therefore, seminar members are instructed to consult Sakai with regularity. The texts listed in the itinerary, while stable, are subject to change.

**An announcement in Sakai will be posted** with the official texts and… *Unit Plans of reasonable scope will be loaded about a week before each seminar session.*

**Setting the stage:**

The following three texts/media serve to set the stage of the seminar. Before we meet, you might familiarize yourself with the Jesuit Curia website, to see the global mission of education and social justice that is part of Loyola University Chicago’s legacy. In the summer of 2015 Jesuit universities from around the world met in Melbourne to talk about collaborating on issues of social justice. The short video is a great synopsis to begin our initial conversation in Seminar 1. Please take some time and preview it. Finally, Fr. Jim Martin wrote a wonderful book that looks at key themes of Ignatian spirituality to highlight a way to deepen one’s life and one’s life commitments. We encourage you to read it over the semester and will link in certain chapters when they coincide with a particular seminar theme.

* The Jesuit Curia website: <http://www.sjweb.info/>
* Video: Expanding Jesuit Higher Education Network: Collaborations for Social Justice. <http://www.luc.edu/melbourne/>
* James Martin, S.J.: *The Jesuit Guide to (Almost Everything): A Spirituality for Real Life* (Harper Collins, 2010)

**January 22 Seminar 1: Setting an Ignatian Course**

Seminar Leader: Dr. Michael P. Murphy, Director of the Hank Center

*Embarking in medias res*

Readings for discussion:

* + - 1. Sabina Pavone,“The History of Anti-Jesuitism” from *The Jesuits and Globalization: Historical Legacies and Contemporary Challenges* (Thomas Banchoff and José Casanova, Editors). 2016.
			2. Maria Clara Luchetti Bingemer, “The Jesuits and Social Justice in Latin America” from *The Jesuits and Globalization.*
			3. Thomas F. Banchoff and José Casanova, Introduction to *The Jesuits and Globalization: Historical Legacies and Contemporary Challenges.*
			4. ***Check session module for additional information.***

Outcomes:

* Outline the (early modern) historical context in which Ignatius and his companions found the Jesuit order
* Forecast, qualify and complicate additional Jesuit/Ignatian themes

**Assessment/Response Paper:** What are some of the preconceived ideas about Ignatius of Loyola and/or the term “Jesuit” that were either dispelled or given clarity through your readings?

**January 29 Seminar 2: Ignatius of Loyola and Ignatian Spirituality**

Seminar Leader: Dan Hartnett, S.J., Chaplain and Emeritus Professor, Department of Philosophy

Readings for discussion:

1. *A Pilgrim's Journey: The Autobiography of Ignatius of Loyola* (Ignatius Press, 2001).
2. ***Check session module for additional information***.

Outcomes:

* Examine the life of the founder of the Jesuits and author of The Spiritual Exercises.
* Discuss the spirituality of Ignatius and his companions and how it impacted the development of Jesuit beliefs and practices.
* Situate Ignatian spirituality in the historical context of humanism—both Christian and secular—and how it is practiced today.

**Assessment/Response Paper:** What aspect of Ignatius’s life, feature of his personality, or episode in his journey—as reported in his autobiography—intrigued you? Why?

**February 5 Seminar 3: Faith, Reason/Science, and Humanism**

Seminar Leader: Dr. Joseph Vukov, Department of Philosophy

Readings:

1. Marilyn Robinson, "Humanism," in The Givenness of Things (Picador/FSG, 2015), 3-16 (loaded in Sakai).
2. Short selections from various journalists and scholars:
	1. “A ‘War’ between Science and Religion?” by Randall Smith ([www.thecatholicthing.org](http://www.thecatholicthing.org))
	2. “The Climate of Change: The Catholic Church’s Dance with Science” by Seth Borenstein ([www.Cruxnow.com](http://www.Cruxnow.com))
	3. “The Catholic Church Is Not an Enemy of Science” by David Cloutier (*The New Republic*)
3. Stephen M. Barr, Introductory chapters to *Modern Physics and Ancient Faith* (Notre Dame Press, 2003) 1-18.
4. Selection from *Laudato Si*, “Religions in Dialogue with Science,” paragraphs 199-201.
5. ***Check session module for additional information***.

Outcomes:

* Understand the historical and philosophical case for a positive relationship between the discourses of faith and reason/science.
* Identifying the several elements in the relationship between faith and reason/science
* Explain the evolution of this relationship and its impact on Jesuit higher education and thinking.

**Assessment:** Respond to one of the selections that resonated most clearly with you and write about how it helped you to transcend the simple dualistic or antagonistic framework between faith and reason.

**February 12 Seminar 4: The Catholic Intellectual Heritage**

 **and the Practice of Social Justice**

Seminar Leader: Dr. Michael Schuck, Department of Theology

Readings:

1. “The Seven Themes of Catholic Social Teachings: <http://www.catholicsocialteaching.org.uk/principles/>
2. Peter Hans Kolvenbach: “The Service of Faith and the Promotion of Justice.” Address delivered at Santa Clara University 2001.
3. Kristin Heyer: “The Idea of the Common Good: Interdisciplinary Contributions to Catholic Higher Education.” *Integritas* 7.1 (Spring 2016), pp. 1-20. **(Optional—peruse)**
4. Carl Bankston, “The Institutionalization of Ideology in Sociology” <https://heterodoxacademy.org/2017/01/12/the-institutionalization-of-ideology-in-sociology/> **(Optional—peruse)**
5. ***Check session module for additional information.***

Outcomes:

* Identify core principles of CST: Catholic Social Tradition (or Catholic Social Teaching)
* Discuss key moments of Jesuit development in issues of justice and Ignatian pedagogies that attend
* Situate/sketch both Catholic approaches to Social Justice—both in an historical and 21st century context

**Assessment/Response Paper:** TBA

**February 19 Seminar 5: Jesuit and Feminist Education: Intersections in Teaching and Learning for the Twenty-first Century**

Seminar Leader: Dr. Susan Ross, Department of Theology

*Enhancing Jesuit Education and Multicultural, Feminist, and Ignatian Pedagogies*

Readings:

1. “Jesuits and the Situation of Women in the Church and Civil Society” from GC 34.
2. Susan Ross, “The Jesuits and Women: Reflections on the 34th General Congregation's Statement on Women in Church and Civil Society”
3. M. Shawn Copeland, “The Intersection of Race, Class, and Gender in Jesuit and Feminist Education: Finding Transcendent Meaning in the Concrete”
4. ***Check session module for additional information.***

Outcomes:

* Identify the founding principles of the 450 year tradition of Jesuit education
* Expand key concepts of Ignatian spirituality and pedagogy
* Situate the practice of Ignatian spirituality and pedagogy in a 21st century context: justice, intersectionality, holism

**Assessment/Response Paper:**  While there is no formal writing due this week (except for the Seminar Evaluation and please see below), Dr. Ross asks that you think about whether things have changed in the last 20-25 years. As always, please read actively and arrive with your insights, comments, and questions at the ready. See you soon and,

**March 18 Seminar 5 Jesuit Education for the Common Good**

Seminar Leader: The Hon. Thomas Donnelly, LUC School of Law

Readings:

1. USCCB “Open Wide our Hearts”
2. Dorothy Day, “Fall Appeal, 1955”
3. Pope Francis: Address to US Congress
4. ***Check session module for additional information.***

For this session, we include a representative (and brief) list Topics. ***Check session module for specific readings***.

1. **Serving the Poor:**
	1. Dorothy Day’s *The Long Loneliness*.
	2. Pope Francis Speaks of church harmony, service to the poor (<http://ncronline.org/blogs/ncr-today/francis-speaks-church-harmony-service-poor>)
	3. Barbara Ehrenreich: *Nickel and Dimed* (Henry Hold, 2001).
2. **Immigration Reform:**
3. U.S. Conference of Bishops on Immigration Reform, 2013.
4. Jesuit Refugee Service Mission Statement.
5. Peter Balleis, SJ, “Global Mobility, Refugees, and Jesuit Education at the Margins” in *The Jesuits and Globalization: Historical Legacies and Contemporary Challenges*, edited by Thomas F. Banchoff and José Casanova (Washington, DC: Georgetown University Press, 2016).
6. Select chapters from *Humanitarian Crises and Migration: Causes, Consequences and Responses*, edited by Susan Martin, Sanjula Weerasinghe, and Abbie Taylor (Rutledge, 2014).
7. **Theologies and Ethics of Environmental Sustainability**
8. Roger Gottlieb, “The Transcendence of Justice and the Justice of Transcendence: Mysticism, Deep Ecology, and Political Life” *Journal of the American Academy of Religion*, 67.1 (March, 1999), pp. 149-166.
9. Christiana Peppard, *Just Water: Theology, Ethics, and the Global Water Crisis* (Orbis, 2014).
10. Tobias Winright, *Green Discipleship: Catholic Theological Ethics and the Environment*. (Anselm, 2012).
11. Introduction to the online textbook, Healing Earth: [www.healingearth.ijep.net](http://www.healingearth.ijep.net)
12. **Medical Ethics and Health Care:**
	1. *Catholic Social Teaching and Just Health Care Policy* document.
	2. Ronald Hamel: “A Consistent Ethic of Life: A Corrective Moral Vision for Health Care,” in *The Consistent Ethic of Life: Assessing Its Reception and Relevance*, Thomas Nairn, ed. (Orbis Press, 2008).
	3. Lisa Sowle Cahill: “Catholics and Health Care: Justice, Faith and Hope,” in *Journal of Catholic Social Thought*, 7:1, 2010, 29-49.
	4. Possible selections from *On Moral Medicine: Theological Perspectives in Medical Ethics*, edited by M. Therese Lysaught and Joseph Kotva (Eerdmans Publishing 2012).
13. **War and Peace:**
	1. *Pacem in Terris*
	2. David Hollenbach, SJ: “*Pacem in Terris* and Human Rights.”
	3. U.S. Catholic Bishops’ pastoral on Just War, *The Challenge of Peace.*
	4. Thomas Merton’s *Signs of Peace: the Interfaith Letters.*
14. **Labor/Work:**
	1. *Rerum Novarum* (papal document, 1891).
	2. *Laborem excercens* (papal document, 1981).
	3. “Justice in the Global Economy: Building Sustainable and Inclusive Communities” (*Promotio Justicia*, the Society of Jesus).
15. **Debt and World Development:**
16. Latin American Bishops’ statement at Medellín, 1968, *Poverty of the Church.*
17. “Justice in the Global Economy: Building Sustainable and Inclusive Communities” (*Promotio Justicia*, the Society of Jesus).
18. Robert Calderisi: “Religion and Development: A Task of Fraternity,” chapter in *Earthly Mission: The Catholic Church and World Development* (Yale Press, 2013) 69-94.
19. Sanjula Weerasinghe, and Abbie Taylor, *Humanitarian Crises and Migration: Causes, Consequences and Responses* (Rutledge, 2014).
20. Steven A. Ramirez*, Social Justice and Capitalism: An Assessment of the Teachings of Pope Francis from a Law and Macroeconomics Perspective,* 40 SEATTLE U. L. REV. 1229 (2017*).*
21. **Political Discourse, Dialogue, and the Common Good:**
	1. *Dignitatis Humanae* (Declaration on religious freedom), Vatican Council II Document
	2. John Courtney Murray, SJ: “Natural Law and the Public Consensus” in *Natural Law and Modern Society* (World Publishing Press, 1966).
	3. Michael Schuck: “John Courtney Murray’s American Stories,” in *Finding God in All Things: Celebrating Bernard Lonergan, John Courtney Murray, and Karl Rahner*, Mark Bosco and David Stagaman, editors (Fordham, 2007) 83-91.
	4. Robert W. McElroy, “The Greatness of a Nation: Reclaiming our national politics for the protection of the human person,” America Magazine, 2/15/2016, pages 14-19.
	5. Decree 2 (From GC 34), particularly Points 17-21. Available <https://www.gonzaga.edu/about/Mission/docs/GC34Decree2.pdf>
	6. Michael P. Murphy, “A Spirituality of Citizenship: Cultivating the Ignatian Charism of Dialogue” in *Conversations* magazine (Spring, 2017) available http://www.conversationsmagazine.org/web-features/2017/1/10/a-spirituality-of-citizenship-cultivating-the-ignatian-charism-of-dialogue

Outcomes:

* Sketch the foundational sources of Catholic social teaching.
* Analyze the reasoned theoretical, social-historical, and/or political contexts on the selected issue that comes from Catholic social teaching.
* Articulate the key challenges to Jesuit education in 21st century society
* Reflect on your own discipline and teaching, and the challenges you see today in the field in light of the working for the common good.

**Assessment/Response Paper**: How do you understand the mission/task of Jesuit education working itself out in your own teaching? How does notions of the Common Good ground issues of your discipline that promote interdisciplinary conversation.

**April 1 Seminar 7: Catholics and Political Activism**

Seminar Leader: Dr. Michelle Nickerson, Department of History

Readings:

1. Peter Hans Kolvenbach, S.J, “The Service of Faith in a Religiously Pluralistic World” in *A Jesuit Education Reader*, edited by George Traub (Loyola Press, 2008) 43-62.
2. Daniel Berrigan, S.J. “Dark Night of Resistance”
3. Jenny Odell, selections from *How to do Nothing*
4. ***Check session module for additional information.***

Outcomes:

* Discuss the key concepts of Religion and Politics
* Explore Catholic activism as political and moral speech
* Situate the practice of Ignatian social/political pedagogy in a 21st century context

**Assessment/Response Paper:**  Check module.

**April 8 Seminar 8: The Catholic Imagination**

Seminar Leader: Dr. Michael P. Murphy, Director of the Hank Center

Readings:

1. Jacques Maritain, “Poetic Experience” in *The Review of Politics* (v. 6, no. 4, Oct. 1944), pp. 387-402.
2. Andrew Greeley: “The Sacraments of Sensibility,” in *The Catholic Imagination* (University of California Press: 2000) 1-21.
3. Adolfo Nicolás: “Depth, Universality, and Learned Ministry: Challenges to Jesuit Higher Education Today.” Address delivered in Mexico City, 2010.
4. The Main Event: a short story (F. O’Connor) and selected poems (Levertov, Karr, Cairns, McKay)
5. ***Check session module for additional information***

Outcomes:

* Explore Catholic philosophical approaches to art and aesthetics (what is sometimes called the “the Catholic imagination”) and its contribution to contemporary culture.
* Explore and be able to discuss the ongoing impact of the Catholic imagination on literature, the arts, ethics, and culture today.

**Assessment:** Qualify, critique, or defend the Ignatian approach to “imagination” (as outlined by Nicolás) OR write a poem that celebrates, decries (etc.) any aspect of your scholarly discipline or professional life.

**April 15 Seminar 9: Loyola University Today Jesuit Education in the 21st Century**

Seminar Leader: Thomas Regan, SJ, Dean CAS and the Graduate School

1. Michael Buckley, S.J., The Catholic University as Promise and Project: Reflections in a Jesuit Idiom
2. The Land O' Lakes Statement (on the Nature of the Contemporary Catholic University)-- 1967
3. Review "THE SERVICE OF FAITH AND THE PROMOTION OF JUSTICE IN AMERICAN JESUIT HIGHER EDUCATION" Rev. Peter-Hans Kolvenbach, S.J. (2000)
4. Review "Depth, Universality, and Learned Ministry: Challenges to Jesuit higher Education Today" Rev Adolfo Nicolás, S.J.
5. Optional: Stephen Schloesser, *The Jesuits and Globalization: Historical Legacies and Contemporary Challenges*, edited by Thomas F. Banchoff and José Casanova (Washington, DC: Georgetown University Press, 2016). Book review.
6. ***Check session module for additional information***

Outcomes: Faculty will be able to…

* Synthesize several concepts and themes central to the seminar
* Speculate and surmise a future for Ignatian philosophy, theology, spirituality, and pedagogy
* Eat, drink, and discuss in one fluid, Loyolan motion

**Assessment:** 1. Complete an exit survey of the seminar and 2) Complete an action plan or research proposal for Hank Center funding (optional).



“S/He will be the one who pursues the *magis*, the greater glory of God. Kneeling before the Trinity, that fontal mystery of the divine essence, Ignatius follows his wildest ambitions and accepts his own ‘measure’—the mystery of how his puniness and unworthiness are called to collaborate in the divine action.”

--Pedro Arrupe, S.J.