

CORE COURSE SYLLABUS APPROVAL FORM

1. Cover sheet

Submission date: April 29, 2009

Course title: History 103: Jesuit History and Spirituality

Name and department: Gerald McKeivitt, S. J., History Department

Core area requirement: Religion, Theology, and Culture 2

2. Course description for University undergraduate bulletin

This interdisciplinary course in history and theology examines how a major religious order, the Society of Jesus (the Jesuits), evolved through the interplay of a wide spectrum of cultural and religious influences. Starting with the order's sixteenth-century founding and continuing to the present, the class focuses on selected topics: how theology and history interact to forge a religious tradition; the origin of Ignatian humanism and spirituality; the defining features of the Jesuit educational system; the Society's role in the global encounter between Europe and the cultures of Asia and the Americas; the Enlightenment and religious belief; the suppression of the Jesuits in the eighteenth century; the order's theological reorientation in the late twentieth century and its promotion of social justice.

3. Overall learning goals/student learning objectives/assessment

***Over-all Goal: critical thinking, complexity, habits of mind and heart, religious reflection.**

The course seeks to demonstrate the ways in which a religious tradition is shaped not only by spiritual experience and theological reflection but also by historic circumstance. Thus students will examine how the Jesuit tradition has been outwardly expressed in varied modalities, depending on time and place, and how it has changed during the past four centuries.

Soon after its founding, the Society of Jesus emerged as a powerful global presence through its missionary, educational, economic, and artistic activity. The organization's prominence as well as its endurance flowed, in part, from two perduring features. The first was its system of spiritual discernment that guided decision-making. The second was its predilection for accommodation, a product of both Renaissance humanism and the theological doctrine of Christian Incarnation. History 103 invites students to reflect on their own religious experience and to engage in critical thinking about it. Because the course aims at demonstrating the enduring usefulness of discernment and accommodation

in human living, it emphasizes both theory and praxis.

Assessment of student success in mastering the goals of History 103 includes periodic and on-going feedback; peer discussions based mostly on weekly readings; one report and five three-page papers; four quizzes; a midterm and a final; and at least one face-to-face consultation with the instructor.

This course fulfills the RTC 2 requirements of the core curriculum in the following ways. (See also the syllabus/schedule that follows on page eight):

Learning objective 2.1 of RTC 2 core: Analysis of complex and diverse religious phenomena such as architecture and art, music, ritual, scriptures, theological systems, and other cultural expressions of religious belief.

Objective: Through lectures and reading, students will examine the encounter between European Jesuit missionaries and the populations of Japan and China with a view to appreciating the variety and complexity of Christian evangelization. Students will explore how both parties were transformed by their encounter, as evidenced in technology, architecture, art, music, and liturgy.

Assignments linked to this learning objective:

Day 7/East Meets West in Japan.

Day 8/East Meets West in China.

Day 12/ Discussion and paper #2 on readings from Ucerler, “Jesuit Enterprise in Japan,” Peterson, “Why They Became Christian,” and Wright, God’s Soldiers, 1-132.

Objective: The course examines also the encounter between European missionaries and the indigenous peoples of the Americas, taking as a case study Jesuit missionary work among the Guaranì Indians of eighteenth-century Paraguay. Students will explore how both parties were transformed by that convergence, as evidenced in the decorative arts, ritual, and, especially, architecture and music.

Assignments linked to this learning objective:

Day 10/Paraguay Reductions.

Day 11/Guarani-Baroque Art and Architecture,

Day 12/Discussion and paper #2 on readings about China and Japan (see above) and from “Acosta’s Catechetical Sermon on Charity,” a primary source, and Wright, God’s Soldiers, 1-132.

Learning objective 2.2 of RTC2 core: Integration and comparison of several

different disciplinary approaches to a coherent set of religious phenomena.

Objective: The course will explore how literary expression functions as an interpreter of religious experience. This will be achieved through an analysis of the poetry of Gerard Manley Hopkins.

Assignments linked to this learning objective:

Day 17/Hopkins' Poetry.

Additionally, each student will be charged with the recitation and mastery of one poem by Hopkins.

Day 18/Discussion and paper #3 that interprets six of Hopkins' works.

Objective: Students will also gain some understanding of the contrasting disciplinary approaches to religious belief in the eras before and after the Enlightenment.

Assignments linked to this learning objective:

Day 13/Enlightenment & Religious Belief (lecture and discussion).

Day 14/Suppression of the Jesuits.

Objective: Through lectures and diverse readings, students will consider how theology, ethics, and history inform contemporary discussion about social justice. Students will learn how varying scriptural interpretations of Jesus's resurrection, for example, have produced differing understandings of the Christian's relationship to the material world. In addition to reading ethicist Peter Singer's The Life You Can Save: Acting Now to End World Poverty, each student will interview two persons about their rationale for engaging in social justice work.

Assignments linked to this learning objective:

Day 20/Jesuit Slaveholding; lecture and discussion.

Day 25/Vatican II and the Jesuits.

Day 27/Theology of Social Justice.

Day 28/Case of El Salvador.

Day 30/Discussion and paper #5, which draws on Wright, God's Soldiers, 259-80; Singer, The Life You Can Save; and the student's interviews with two persons regarding their personal reason for embracing social justice.

Learning objective 2.3 of RTC2 core: Students will be able to clarify and express beliefs in light of their critical inquiry into the religious dimensions of human existence.

Objective: Two aspects of Ignatian spirituality will receive special emphasis in History 103: the principle of accommodation, which has roots in both Scripture and Renaissance humanism; and spiritual discernment, a practical method of reflecting on one's interior experiences as a guide in decision-making. After studying these two hallmarks of Ignatian spirituality, students will learn to reflect on their own religious experience by engaging in practical exercises in accommodation and discernment.

Assignments linked to this learning objective:

Day 2/Autobiography of St. Ignatius.

Day 4/Jesuit Spirituality and Discernment.

Day 5/Accommodation & Jesuit Education.

Day 6/Discussion and paper #1 on accommodation and discernment, which draws on Ignatius's Own Story, 1-70 and Kiechle, Discernment, 1-120. After studying the humanistic and spiritual foundations of accommodation, students will arrange an encounter with someone outside their so-called comfort zone. They will then write a paper evaluating that experience and reflecting on how it illustrates the principles of accommodation and discernment.

Day 9/Discussion of discernment and report. (For the preceding week, students will keep a journal tracing their experiences of consolation and desolation, which will form the basis for their report on how discernment can facilitate decision-making).

Objective: Students will also reflect on discernment and choice of vocation by reading the autobiography of St. Ignatius of Loyola and the autobiography of a contemporary Jesuit, journalist James Martin.

Assignments linked to this objective:

Day 2/Autobiography of St. Ignatius.

Day 9/Discernment discussion.

Day 24/Discussion and paper #4, which draws on Ignatius' Own Story and Martin's In Good Company. (The paper asks students to compare and contrast the two studies from the perspective of discernment and vocation selection).

5. Over-all assessment of the course

History 103 will be evaluated at the end of the quarter using two instruments of assessment. The history department's narrative evaluation includes questions that address the learning goals of the course. The electronic quantitative measurement employed by the College of Arts and Sciences will also be used.

Students will receive feedback on their discussion performance as well as written comments on their five essays. Additionally, they will participate in at least one mandatory office visit with the instructor. The latter provides an opportunity both for providing feedback to students and for measuring their comprehension of the materials studies. A discussion held at the end of the course centering on what students believe they have learned also serves that end.

4. Tentative syllabus

HISTORY 103: JESUIT HISTORY AND SPIRITUALITY

COURSE DESCRIPTION: This interdisciplinary course in history and theology examines how a major religious order, the Society of Jesus (the Jesuits), evolved through the interplay of a wide spectrum of cultural and religious influences. Starting with the order's sixteenth-century founding and continuing to the present, the class focuses on selected topics: how theology and history interact to forge a religious tradition; the origin of Ignatian humanism and spirituality; the defining features of the Jesuit educational system; the Society's role in the global encounter between Europe and the cultures of Asia and the Americas; the Enlightenment and religious belief; the suppression of the Jesuits in the eighteenth century; the order's theological reorientation in the late twentieth century and its promotion of social justice.

CORE: This course fulfills the RTC 2 requirement of the core curriculum through the following objectives:

1. Students will be able to **analyze** complex religious phenomena such as architecture and art, music, ritual, scripture, theological systems and other expressions of religious belief. This will be achieved by exploring the encounter between European missionaries and the populations of Japan, China, and South America and by analyzing the resulting religious outcomes manifested in architecture, art, music and other cultural expressions of belief.
2. Students will endeavor to **integrate and compare** different disciplinary approaches to these religious expressions. This will be accomplished by examining the writings of the Jesuit poet Gerald Manley Hopkins; by comparing and contrasting approaches to theology and religious belief in the periods before and after the Enlightenment; and by analyzing different disciplinary approaches (theology, history, economics, ethics) to social justice.
3. Students will **clarify and expression** their own religious beliefs through critical inquiry into the religious dimensions of human existence. Thus we will examine the principle of accommodation, the theory and practice of spiritual discernment, and steps to successful decision-making.

REQUIREMENTS: Regular class attendance and participation in discussions are mandatory. Reading constitutes an essential part of the curriculum and forms the basis for discussions. Readings assigned for each week must be done by the end of that period according to the schedule that follows. Exams and papers must be completed on the dates assigned: there will be no make-ups.

The following required books are on sale in the campus store: William Young (ed)., **St. Ignatius' Own Story**; Jonathan Wright, **God's Soldiers; A History of the Jesuits**; Stefan Kiechle, **The Art of Discernment**; James Martin, **In Good Company**; Peter Singer, **The Life You Can Save: Acting Now to End World Poverty**. Photocopies of other readings will be distributed in class.

PAPERS are due in class on the dates indicated in the schedule that follows below. Written work will be graded on style, grammar, spelling and syntax as well as content. Detailed guidelines for these essays will be given in class. Late papers or submissions by email will not be accepted. Exams include short quizzes, a midterm, and a final.

ACADEMIC INTEGRITY: Plagiarism (using other peoples' words or ideas without attribution) and other forms of cheating are serious violations of academic honesty and University policy. Any student found cheating will receive an F for the course and the case will be referred to University authorities for appropriate further action. If you have any doubt about what constitutes plagiarism, you are advised to discuss this with me before turning in any work. Late papers or submissions by email will not be accepted. Exams include short quizzes, a midterm, and a final.

GRADES will be based on the instructor's evaluation of your mastery of all the materials studied. For the final grade, this includes class attendance, participation in discussions, timely completion of the weekly readings, and grades earned on papers and exams. About 20% of the final grade depends on attendance, the quality of one's participation in discussions, and grades on quizzes. The papers are valued at 30%; the midterm at 20%; and the final exam at 30%.

Grading scale: 100-95 = A (outstanding); 94-90 = A- (excellent); 89-87 = B+ (very good); 86-83 = B (good); 82-80 = B- (solid performance); 79-76 = C+ (average); 75-72 = C; 71-69 = C-; 68-64 = D; 63-60 = D-; below 59 = F.

FEEDBACK: Students are encouraged to consult with the professor when they seek feedback or have questions, especially regarding preparation of discussions and papers. Office hours are held on Thursdays 9:00 -10:30 a.m and other times by appointment in the History Dept. in O'Connor Hall #22. Telephone 554-7870. Email address: gmckevitt@scu.edu.

DISABILITY ACCOMMODATION POLICY: To request academic accommodation for a disability, students must contact Disability Resources located in the Drahmann Center in Benson, room 214 (408-554-5445). Students must provide documentation fo a disability to Disability Resources prior to receiving accommodation in class.

CLASS ETIQUETTE: Please forego wearing caps and using iPods, cell phones, and other electronic devices in class. Consuming food or drink is unwelcome. Coming late to class or stepping outside the classroom during lectures is a distraction to both classmates and instructor. So appear on time and do not leave until the class session ends.

SCHEDULE

TOPICS	ASSIGNMENTS	WEEKLY READING
_____ 1	Introduction	
2	Autobiography of St Ignatius	
3	Spiritualities Quiz	Ignatius' Own Story, 1-70
_____ 4	Ignatian spirituality and discernment	
5	Accommodation & Jesuit Education	Wright, God's Soldiers , 2-41
6	Discussion Paper #1 Accommodation	Kiechle, Discernment
_____ 7	East Meets West: Japan Quiz	Wright, God's Soldiers
8	East Meets West: China	Kiechle, Discernment , 67-120
9	Discuss: Discernment Report: Discernment	"Acosta's Catechetical Sermon on Charity"
_____ 10	Paraguay Reductions	Wright, God's Soldiers , 67-132
11	Guarani-Baroque Architecture	Ucerler, "Jesuit Enterprise in Japan," 831-65
12	Discussion Paper #2 Missions	Peterson, "Why"
_____ 13	Enlightenment & Religious Belief	
14	Jesuit Suppression	Wright, God's Soldiers , 133-71
15	Midterm	Cordara, "Reasons for Suppression," 166-87
_____ 16	Restoration	Wright, God's Soldiers , 173-218
17	Hopkins' Poetry	Six poems of Gerald Manley Hopkins
18	Discussion Paper #3 Hopkins	Martin, Good Company , 1-45
_____ 19	Brokers of Culture in the American West	Geo. Washington, "Exercises of a Schoolboy," 1-
20	Jesuits Slaveholding + discussion	Wright, God's Soldiers , 219-55
21	Theology of Etiquette Quiz	Martin, Good Company , 46-128
_____ 22	Female Jesuits	
23	Militant Catholicism	Wright, God's Soldiers , 259-80
24	Discussion Paper #4 Discernment	Martin, Good Company , 129-203
_____ 25	Vatican II and Jesuits	
26	Educational Reform	
27	Theology of Social Justice Quiz	Singer, The Life You Can Save , 1-85
_____ 28	Case of El Salvador	
29	SCU Education	SCU Mission S
30	Discussion Paper #5 Social Justice	Singer, The Life You Can Save , 86-175
_____	Final exam	