



GEORGETOWN UNIVERSITY  
School of Continuing Studies

## COURSE SYLLABUS – FALL 2019

**\*\* DRAFT – NOT FINAL \*\***

**Course:** CBL: Jesuit Values in Professional Practice (LSHV 480)

**Class time:** Thursdays, 5:20 – 7:50 pm

**Location:** C224

**Faculty:** Jamie Kralovec  
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**Office Hours:** *By Appointment*

### Course Description

The mission of the School of Continuing Studies at Georgetown University is to “deliver a world-class, values-based education to a diverse array of communities and individuals throughout their academic and professional careers” guided by a value of “exemplifying Georgetown’s shared Jesuit values.” **What are these Jesuit values, why do they matter in your education at SCS, and how do you put them into action in your professional lives?** Using the Jesuit pedagogical model of a constant interplay of experience-reflection-action, this course introduces students to the core Jesuit values and engages them by means of lectures, guest speakers, individual reflections, class discussion, and community-based learning experiences outside of the classroom. All students will be responsible for taking on direct work with a community-based organization as part of the class, reciprocal experiential learning with individuals at service-learning sites that will provide data for ongoing individual and group reflections. Students should encounter individuals at service-learning sites as co-educators, who provide valuable input for engaging the course content and learning objectives of this course.

This course also serves as a gateway to the resources offered at Georgetown for students to explore Jesuit values in greater depth, including opportunities for community-based learning, research, and spiritual development. The university’s Office of Mission and Ministry and Center for Social Justice, Research, Teaching & Service (CSJ) are highly involved in the delivery of the class.

Open to students in all degree programs offered at SCS, this course is truly interdisciplinary. Taking seriously the encouragement of recent Jesuit General Congregations to seek greater understanding of religions and cultures by robust engagement with them, students will be continually challenged to approach their own practice areas with new eyes by exploring perspectives from the broad and inclusive professional community at SCS. Students should take away from this course a clear understanding of Georgetown's Jesuit mission and be able to put into action values inspired by a 450-year-old educational tradition and thereby enhance one's own professional development.

*Special note #1: This class is open to and welcomes students from all faith traditions or no faith tradition. As a course taught in the Jesuit pedagogical tradition, this class seeks to educate the "whole person" and will consider the intellectual, professional, moral, and spiritual aspects of human development. Students will be asked to speak openly and fully in class about their personal context and experience, especially about spirituality. Such sharing of personal experiences, attitudes, and opinions requires mutual trust, respect and commitment to learning from one another.*

*Special note #2: This class is made available to students in the SCS graduate programs as well as the Bachelor of Arts in Liberal Studies (BALS) program. While the content of the learning objectives remain the same for both student populations, the level of learning expected from undergraduate and graduate students will differ with each writing assignment. See "Writing Assignments" on page 4 for more information.*

### **Learning Objectives**

Not content simply to provide skills and knowledge, education in the Jesuit tradition is about developing persons who are open to growth, intellectually curious, and committed to serving the common good. Students will be challenged to assess critically their own experience and points of view, to grow into a richer and truer understanding of themselves and their world, and to learn how to communicate that understanding more effectively.

- **Foundational Knowledge of Jesuit Values:**
  - Acquire knowledge of the history and structure of Jesuit involvement in education;
  - Assess core Jesuit principles and practices and how they can be applied in professional disciplines;
  - Understand Jesuit spirituality as a set of practices and a framework for reflection, professional leadership, and decision-making.
  
- **Communication and Professional Skills:**
  - Grow in the capacity to communicate one's ideas in a persuasive and effective manner;
  - Develop habits of communicating and listening in an inter-disciplinary environment;
  - Refine communication skills in the areas of professional writing, public speaking, and presentation.

- Community-Based Learning and Social Justice:
  - Comprehend education in the Jesuit tradition, grounded in critical reflection and direct experience of the lived reality of those marginalized by social structures;
  - Identify ways to serve justice and the common good in both a professional and personal context;
  - Articulate opportunities to incorporate community-based learning and research in coursework at SCS.

### **Course Methodology**

This course seeks to foster conversations that are grounded in respect for the other person in an environment of humility open to learning. Teaching methods for this course include:

- Readings and lectures which introduce Jesuit and Ignatian values, principles, and practices;
- Presentations by Georgetown officials committed to furthering the mission of the university;
- Individual written reflections to build proficiency in communication skills and subject matter expertise;
- Experiential learning through community-based service as a platform for reflection on course concepts;
- Group discussions to demonstrate understanding of course material and skills in communicating ideas;
- A final project that will give evidence of the fruits of sustained engagement in the course and of the new knowledge acquired.

### **Course Structure and Student Evaluation**

The course will meet once-per-week for 2.5 hours; classes will include lectures, presentations, reflection, and group discussion. Outside of assigned reading and writing assignments, students will commit to direct community-based work throughout the semester. As a Community-Based Learning course at Georgetown, the course will follow a pedagogy based on student work with disadvantaged and underserved individuals and group. CSJ defines this approach:

*At Georgetown University, community-based learning (CBL) is an academic course-based pedagogy that involves student work with disadvantaged and underserved individuals or groups, that is structured to meet community-defined needs. Critically, course objectives and student community work are fundamentally integrated. The basic aim of CBL course is two-fold: first that students' experiences in community-based work will heighten their engagement with central academic themes and material in the course; second, that the academic course content will facilitate students' ability to reflect in deep and constructive ways on their experiences working in the community.*

**In addition to class preparation and assignments, it is expected that students spend at least 10 hours of structured community-based work over the semester.** In the first session of the semester (August 29th), CSJ and community-based partners will provide an overview of direct community-based work opportunities made available for students in the class. In Fall 2019 semester, two local service and social justice organizations have coordinated with the instructor and CSJ about available opportunities for students' community-based work. These organizations describe their work in this way:

- Catholic Charities, Archdiocese of Washington: The largest independent social services agency in the Metropolitan-D.C. area providing critical services to people in need through 58 programs across the District and five surrounding Maryland counties, "Catholic Charities is the social ministry outreach of the Archdiocese of Washington" by strengthening "the lives of all in need by giving help that empowers and hope that lasts." (<https://www.catholiccharitiesdc.org/>)
- Father McKenna Center: A nonprofit social service agency in the Jesuit tradition serving the poor and homeless of Washington, DC, "located in the basement of the former St. Aloysius Church (and currently on the campus of Gonzaga College High School), the Center operates four principal programs: a day drop-in shelter for homeless men, a hypothermia program for homeless men, a food pantry, and an immersion service learning program." (<http://fathermckennacenter.org/>)

Students can pursue community-based work through these community partners or on their own initiative. It is preferred, however, that students work with the selected community organizations that have partnered with the class. By the third week of class (September 12<sup>th</sup>), students must commit to work with a particular community-based organization and have a plan in place for completing 10 hours over the course of the semester. Students will be responsible for maintaining an hours-log of their community-based work.

*Class Participation* – An inter-disciplinary course dedicated to exploring the university's Jesuit mission requires that students actively engage the study material and each other. Students are expected to have completed readings and assignments in advance of class in order to take most advantage of visiting presenters. **In addition to participating orally in class, each week students will submit a short reflection to the instructor 24 hours before class begins (Wednesdays at 5:20 pm). These weekly entries, which students will post on the Assignments tab on Canvas under "Weekly Reflections," help the instructor understand how students are critically engaging the readings, reflecting on their community-based service experiences, and making connections between the two.** Expectations and format for reflections will be presented at the start of the semester and clearly described on Canvas. **Note:** Weekly Reflections are not due on the weeks when the three reflection papers are due (September 19, October 17, and November 14).

*Writing Assignments* – Students will be assigned three reflection exercises longer than the weekly entries to help integrate learning in the classroom with one's own experiences in community-based work. Format and expectations for assignments will be discussed during class sessions and posted in advance to Canvas. As mentioned on page two, there will be distinct requirements specified with each assignment for graduate and undergraduate students. Graduate students will be expected to produce higher levels of critical analysis

and evaluation in their writing. The instructor will provide a rubric detailing expectations for each assignment.

*Contemporary Issue Discussions* – Dialogue and engagement with ideas is a hallmark of Jesuit education. Class sessions will be organized as group discussions on two occasions throughout the semester to explore how Jesuit-inspired policy advocacy organizations are applying religious values in contemporary social justice issues. As with writing assignments, student community-based work will be incorporated into the structure of these discussions.

*Final Project* – The final project for the course will be an oral presentation by each student in the final session of the semester. The presentation will be the culminating event of the semester and demonstrate skills and knowledge developed over the course of the semester. The final presentation, which will be introduced in Class Session #10, is an opportunity for the student to exhibit her understanding of how Jesuit principles apply to individual decision-making and discernment of professional vocation.

**Summary of Assignments:**

- *Writing Assignments*
  - Reflection Paper 1 “Transformation: Your Manresa Moment” – due Sept 19
  - Reflection Paper 2 “Reflection: Discerning Your Vocation ” – due Oct 17
  - Reflection Paper 3 “Action: Called to Justice” – due Nov 14
  
- *Final Project*
  - Project Introduced: Oct 31
  - Project Presentations: Dec 19

Assignment	Grade
Class Participation	30%
Written Exercises (3)	40%
Final Project	30%

## Class Schedule

Class and Date	Topic & Readings	Assignments, & Concepts
<p>#1: August 29</p>	<p><b>Introduction: Overview of the Course</b></p> <p><u>Readings:</u> Fr. James Martin, S.J. "A Way of Proceeding" and "The Six Paths" in <i>The Jesuit Guide to (Almost) Everything: A Spirituality for Real Life</i> (New York: Harper Collins, 2012); Fr. Kevin O'Brien, S.J., "The Classroom as Holy Ground," <i>America</i> (2003): 8 – 12; Joseph O'Hare, S.J. "The City as Classroom," <i>Conversations on Jesuit Higher Education</i> 17, no. 3 (2000): 4-10.</p>	<p>Overview of class format and expectations. Presentation on university-sponsored community-based work opportunities by the Center for Social Justice, Research, Teaching &amp; Service along with representatives from community-based organizations.</p> <p><u>Amanda Munroe, Assistant Director, Social Justice Curriculum and Pedagogy, Georgetown Center for Social Justice Research, Teaching &amp; Service</u></p>
<p>#2: September 5</p>	<p><b>History of the Jesuits</b></p> <p><u>Readings:</u> Fr. Philip L. Boroughs, S.J., "The Life of St. Ignatius of Loyola"; Fr. William Byron, S.J., "The Man Who Was Loyola"; Fr. John O'Malley, S.J., "Foundations" in <i>The Jesuits: A History From Ignatius to the Present</i> (Lanham, Maryland: Rowman &amp; Littlefield, 2014).</p>	<p>Who was St. Ignatius of Loyola and what led to the founding of a global institution known as the Jesuits?</p>
<p>#3: September 12</p>	<p><b>Reflection in Action: Tools for Deepening Understanding in Community-Based Learning</b></p> <p><u>Readings:</u> Peter J. Collier and Dilafruz R. Williams, "Reflection in Action: The Learning-Doing Relationship" in <i>Learning Through Serving</i> (Sterling, Virginia: Stylus, 2013); excerpt from Donald Schon, <i>The Reflective Practitioner: How Professionals Think in Action</i> (New York: Basic Books,</p>	<p>Methods for reflecting on community-based learning experience, including Jesuit reflection habits.</p> <p><u>Amanda Munroe, Assistant Director, Social Justice Curriculum and Pedagogy, Georgetown Center for Social Justice Research, Teaching &amp; Service</u></p>

	1983); Fr. Dean Brackley, S.J., "Meeting the Victims, Falling In Love."	
#4: September 19	<p><b>What Do Jesuits Do?</b></p> <p><u>Readings:</u> Decree 6 from General Congregation 35: "Collaboration at the Heart of Mission"; Fr. Michael Rossman, S.J., "Wait, So How Did You Become a Jesuit?," Jesuits Midwest, Fr. Brendan Busse, S.J., "The Urgent, Lonely, Relevant, Humbling, Joyful, Experience of Being a Newly Ordained Priest," <i>America</i>, December 13, 2017 (<a href="https://www.americamagazine.org/faith/2017/12/13/urgent-lonely-relevant-humbling-joyful-experience-being-newly-ordained-priest">https://www.americamagazine.org/faith/2017/12/13/urgent-lonely-relevant-humbling-joyful-experience-being-newly-ordained-priest</a>)</p>	<p><b>Assignment Due:</b> Reflection Paper #1</p> <p>Overview of Jesuit institutions and governance and an intimate day-in-the-life perspective from a Jesuit</p> <p><u>Fr. Matthew Carnes, S.J.</u> <u>Associate Professor,</u> <u>Department of Government &amp; Edmund A. Walsh School of Foreign Service; Director, Center of Latin American Studies, Georgetown University</u></p>
#5: September 26	<p><b>What Are Some Basic Jesuit Values and Practices?</b></p> <p><u>Readings:</u> "The Catholic Intellectual Tradition: A Conversation at Boston College"; Avery Cardinal Dulles, S.J., "What Distinguishes the Jesuits?" <i>America</i> (2007): 1-10; Fr. Brian McDermott, S.J., "Discernment in St. Ignatius Loyola: Guidelines for Individual Discernment," <i>Conversations on Jesuit Higher Education</i>, vol. 47, no. 6 (2015): 11-12; Fr. Brian McDermott, S.J., "Introduction to Discernment of Spirits" ; Fr. Brian McDermott, S.J., YouTube Presentation on Discernment of Spirits in three segments; Fr. William Barry, S.J., "Some Simple Rules of Thumb for Discernment."</p>	<p><i>Cura Personalis</i>, Women and Men for Others, <i>Magis</i>, Finding God in All things... What is the basis and source for these values? How are they embodied? How do we define core Jesuit values and practices?</p>
#6: October 3	<p><b>Jesuit Approach to Education: Background and Overview</b></p> <p><u>Readings:</u> Fr. John O'Malley, S.J., "How the First Jesuits Became Involved in Education"; Fr. John O'Malley, S.J., "Jesuit Schools and the Humanities Yesterday and Today," <i>Studies in the Spirituality of Jesuits</i>,</p>	<p>Schools are one of the hallmarks of the Jesuits. How have the Jesuits influenced the development of higher education? What do all graduates of a Jesuit university need to know? What is distinctive about Ignatian pedagogical</p>

	<p>Spring 2015; Kevin Quinn, "Teaching that Transforms," <i>America</i> (2016): 15-19; Fr. Howard Gray, S.J., "Soul Education: An Ignatian Priority" and "Fr. Robert Mitchell, S.J., "Five Traits of Jesuit Education" in <i>A Jesuit Education Reader</i> (Chicago: Loyola Press, 2008); Fr. Brendan Busse, S.J., "The Dirtiest Word in Jesuit Higher Education," <i>The Jesuit Post</i> (2014)</p>	<p>principles?</p> <p><u>Mary J. Novak, JP, MAPS</u>  <u>Associate Director for</u>  <u>Ignatian Formation,</u>  <u>Georgetown Law Center</u></p>
<p>#7:  October 10</p>	<p><b>What is Georgetown's Distinctive Mission?</b></p> <p><u>Readings:</u> The Georgetown Jesuits, "To Challenge and Inspire"; Spirit of Georgetown Brochure; Address by Fr. Peter-Hans Kolvenbach, former Superior General of the Jesuits, to the General Board of Directors in Rome, 2007</p>	<p>How does Georgetown understand and communicate its Jesuit heritage in its work?</p> <p>Presentation by the Office of Mission and Ministry on the <i>Spirit of Georgetown</i> and spiritual resources available at the university.</p> <p><u>Fr. Jerry Hayes, S.J.</u>  <u>Director of Ignatian</u>  <u>Programs,</u>  <u>Office of Mission &amp; Ministry,</u>  <u>Georgetown University</u></p>
<p>#8:  October 17</p>	<p><b>Education for Justice: Background and Overview</b></p> <p><u>Readings:</u> United States Conference of Catholic Bishops, "Sharing Catholic Social Teaching: Challenges and Directions"; Andria Wisler, "Working for Peace: Two Feet of Love in Action," <i>Connections Quarterly</i> 1 (Fall 2016): 2-5; Fr. Peter-Hans Kolvenbach, S.J., "The Service of Faith and the Promotion of Justice in American Jesuit Higher Education," October 6, 2000; Fr. Pedro Arrupe, S.J., "Men and Women for Others," 1973, Valencia, Spain.</p>	<p><b>Assignment Due:</b>  Reflection Paper #2</p> <p>How do Jesuits understand social justice? What is Catholic Social Teaching (CST), the Catholic Church's articulation of its mission in society?</p>



<p>#9: October 24</p>	<p><b>Contemporary Issue Discussion: Undocumented Students and the Deferred Action for Childhood Arrivals (DACA) Program</b></p> <p><u>Readings:</u> John McKay, “Law, Policy, and the Sanctuary Campus,” <i>Conversations Magazine</i>, Fall 2017 (<a href="https://bit.ly/2weOib">https://bit.ly/2weOib</a>); Molly Pepper, “A Collage of Conversations with Undocumented Students,” <i>Conversations Magazine</i>, Fall 2017 (<a href="https://bit.ly/2weOib">https://bit.ly/2weOib</a>)</p> <p>Association of Jesuit Colleges and Universities (ACJU) DACA resources page <a href="http://www.ajcunet.edu/daca">http://www.ajcunet.edu/daca</a> ; Georgetown’s Undocumented Student Resources page <a href="https://undocumented.georgetown.edu">https://undocumented.georgetown.edu</a></p>	<p>How is Georgetown responding to this pressing issue of moral justice? Why are DACA and the Dreamers a special focus of Jesuit colleges and universities?</p> <p><u>Arelis Palacios,</u> <u>Associate Director for</u> <u>Undocumented Student</u> <u>Services,</u> <u>Center for Multicultural</u> <u>Equity &amp; Access</u> <u>Division of Student Affairs</u> <u>Georgetown University</u></p>
<p>#10: October 31</p>	<p><b>Critical Reflection on Jesuit History: Georgetown’s Historical Role in the Institution of Slavery</b></p> <p><u>Readings:</u> Report on the Working Group on Slavery, Memory, and Reconciliation to the President of Georgetown University. Summer 2016. <a href="http://slavery.georgetown.edu">http://slavery.georgetown.edu</a></p> <p>Marcia Chatelain. “At Georgetown, Opening a Door to History, Truth, and Engagement.” <i>Ebony</i>. 6 September 2016. <a href="http://www.ebony.com/news-views/georgetown-working-group#axzz4miwzIZrG">http://www.ebony.com/news-views/georgetown-working-group#axzz4miwzIZrG</a></p>	<p><b>Final project introduced</b></p> <p>How have Jesuit institutions fallen short? Critical examination of Jesuit history in light of race and social justice.</p>
<p>#11: November 7</p>	<p><b>Jesuit Approach to Education: Applications for Professional Disciplines</b></p> <p><u>Readings:</u> David Coghlan, “Ignatian Spirituality as Transformational Social Science,” <i>Action Research</i> 3, no 1 (2005): 89-107; Jonathan Bowman, “Mutual Benefice: Helping Students Find God in a Research Methods Course” in <i>Becoming</i></p>	<p>What does an Ignatian philosophy of education offer your graduate study and professional development? How can Jesuit teaching principles be applied throughout coursework in your particular disciplines?</p>

	<p><i>Beholders: Cultivating Sacramental Imagination and Actions in College Classrooms</i> (Collegeville, Minnesota: Liturgical Press, 2014); Amelia Uelmen, "Professional Education and the Paschal Mystery" in <i>In the Logos of Love: Promise and Predicament in Catholic Intellectual Life</i> (Oxford: Oxford University Press, 2015)</p>	<p><u>Mary J. Novak, JP, MAPS</u> <u>Associate Director for</u> <u>Ignatian Formation,</u> <u>Georgetown Law Center</u></p>
<p>#12: November 14</p>	<p><b>Authority, Leadership, and Ignatian Spirituality</b></p> <p><u>Readings:</u> Chris Lowney, "What Leaders Do," in <i>Heroic Leadership: Best Practices from a 450-Year-Old Company that Changed the World</i> (Chicago: Loyola Press, 2003); Fr. Brian McDermott, S.J., "God in the Corner of Your Eye: Ignatian Spirituality, Authority, and Leadership" in <i>Let Justice Roll Down Like Waters: Jesuit Education and Faith that Does Justice</i> (Washington, D.C.: Georgetown University Press, 1993); Teresa Rothausen, "Integrating Leadership Development with Ignatian Spirituality: A Model for Designing a Spiritual Leader Development Practice," <i>Journal of Business Ethics</i> 145 (June 2016): 811-829.</p>	<p><b><u>Assignment Due:</u></b> Reflection Paper #3</p> <p>The Jesuits offer principles to prepare dynamic 21<sup>st</sup> leaders rooted in a rich tradition of personal formation. What are secrets to effective leadership?</p>
<p>#13: November 21</p>	<p><b>Education for Justice: Implications for Action</b></p> <p><u>Readings:</u> Robert McElroy, "A Church for the Poor," <i>America</i> (2013): 13-16; Fr. Brian McDermott, "Group Discernment: Caring for the Common Good," <i>Conversations on Jesuit Higher Education</i>, no. 45 (2014): 13-14; John Gehring, "Five Years of Francis: How Has He Changed U.S. Catholicism?" <i>Commonweal</i>, March 19, 2018 <a href="https://www.commonwealmagazine.org/five-years-francis">https://www.commonwealmagazine.org/five-years-francis</a>; Chapter 1: 1 – 61 in encyclical Letter <i>Laudato Si</i>, Vatican (<a href="http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html">http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html</a>)</p>	<p>What are ways that Georgetown advances justice and human dignity in society? How can your education at Georgetown transform your personal and professional lives into action for social justice?</p> <p><u>John Gehring, Catholic</u> <u>Program Director, Faith in</u> <u>Public Life</u></p>

<p>#14: December 5</p>	<p><b>Contemporary Issue Discussion: Immigration and Refugee Policy</b></p> <p><u>Readings:</u> Jesuit Refugee Service: "Providing Hope, Investing in the Future: Education in Emergences &amp; Protracted Crisis" (2016); Louise Zanre, "To Serve, To Accompany, To Defend," Thinking Faith, 2008.</p>	<p>Presentation by the Jesuit Refugee Service on the global refugee crisis. How are these organizations accompanying, serving, and advocating for refugees?</p> <p><u>Giulia McPherson, Assistant Director for Policy, Jesuit Refugee Service/USA</u></p>
<p>#15: December 19</p>	<p><b>The Journey Ahead: Becoming Contemplatives in Action</b></p> <p><u>Readings:</u> Fr. James Martin, S.J. "Be Who You Is!" in <i>The Jesuit Guide to (Almost) Everything: A Spirituality for Real Life</i> (New York: Harper Collins, 2012)</p> <p><b>Final Project Presentations</b></p>	<p>Toward becoming "reflective lifelong learners ... responsible and active participants in civic life" How to develop or renew in yourselves life a daily commitment to Jesuit values and Ignatian spirituality?</p> <p>Students orally present their final projects, a personal reflection and a plan for acting on Jesuit values.</p>

*Additional readings may be distributed in class or posted to Canvas. Faculty may make modifications to the syllabus as deemed necessary, and, if so, advance notice will be given to students.*

**Required Bibliography**

*Note: All required readings will be digitally uploaded or electronically linked in Canvas.*

**Suggested Bibliography**

There are many texts, scholarly articles, and popular sites that you should explore during this class and beyond. Sections of many of these sources will be provided on Canvas as required reading during the semester. Highly recommended sources include:

*Books*

Barry, William A., and Robert G. Doherty. *Contemplatives in Action: The Jesuit Way*. New York: Paulist Press, 2002.

Boyle, Gregory. *Tattoos on the Heart: The Power of Boundless Compassion*. New York: Free Press, 2011.

Brackley, Dean. *The Call to Discernment in Trouble Times: New Perspectives on the Transformative Wisdom of Ignatius of Loyola*. New York: Crossroads Pub. Co., 2004.

Lowney, Chris. *Heroic Leadership: Best Practices from a 450-Year-Old Company that Changed the World*. Chicago: Loyola Press, 2003.

Martin, James. *The Jesuit Guide to (Almost) Everything: A Spirituality for Real Life*. New York: Harper Collins Publishers, 2010.

Modras, Ronald. *Ignatian Humanism: A Dynamic Spirituality for the 21<sup>st</sup> Century*. Chicago: Loyola Press, 2004.

O'Malley, John W. *The Jesuits: A History from Ignatius to the Present*. Lanham, Maryland: The Rowman & Littlefield Publishing Group, 2014.

Silf, Margaret. *Inner Compass: An Invitation to Ignatian Spirituality*. Chicago: Loyola Press, 2007.

Silf, Margaret. *Just Call me Lopez: Getting to the Heart of Ignatius Loyola*. Chicago: Loyola Press, 2012.

Worcester, Thomas. *The Cambridge Companion to the Jesuits*. New York: Cambridge University Press, 2008.

#### *Websites*

America Magazine, The National Catholic Review (<http://americamagazine.org/>)

The Jesuit Post (<https://thejesuitpost.org/>)

Ignatian Spirituality (<http://www.ignatianspirituality.com/>)

#### **Citation Style**

This course will utilize *The Chicago Manual of Style* for citation of all sources. Please consult the website:

<http://www.chicagomanualofstyle.org.proxy.library.georgetown.edu/home.html>

#### **Graduate Grades & Grading**

By the end of the semester, students who have done the required readings, participated meaningfully and actively in class sessions, completed community-based service on a weekly basis with a community-based organization, critically reflected on community-based learning, expressed intellectual interest in the subject matter, and demonstrated the resourcefulness, self-direction, and motivation expected of graduate students can expect to do well.

Each assignment will include a clear grading rubric against which student performance will be evaluated. In general, the grading expectations for the course are as follows:

**A = 95-100%**

Clearly stands out as excellent work. An “A” grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter and conceptual integration. Work shows excellent in-depth analytical thinking.

**A- = 90-94.99%**

Represents high quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. Work is very well written and organized.

**B+ = 87-89.99%**

Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. Work is well written and organized.

**B = 83-86.99%**

Represents satisfactory work. Shows adequate level of thinking and analysis. Standard of presentation, organization and appropriateness of application is adequate.

**B- = 80-82.99%**

Work is below graduate level expectations, marginally passing. Student work is rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application.

**C = 70-79.99%**

Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and lacks any noticeable attempts at application.

**F = 69.99% and below**

Fails to meet minimum acceptable standards.

**Undergraduate Grades & Grading**

**A = 95-100%**

Clearly stands out as excellent work. An “A” grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter and conceptual integration. Work shows excellent in-depth analytical thinking.

**A- = 90-94.99%**

Represents high quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. Work is very well written and organized.

**B+ = 87-89.99%**

Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. Work is well written and organized.

**B = 83-86.99%**

Represents good undergraduate work. Shows good level of thinking and analysis. Standard of presentation, organization and appropriateness of application is good

**B- = 80-82.99 %**

Represents marginally below good undergraduate work. Shows marginally below good level of thinking and analysis. Standard of presentation, organization and appropriateness of application is marginally below good.

**C+ = 77-79.99%**

Represents marginally above adequate undergraduate work. Shows marginally above adequate level of thinking and analysis. Standard of presentation, organization and appropriateness of application is marginally above adequate.

**C = 73-76.99%**

Represents adequate undergraduate work. Shows adequate level of thinking and analysis. Standard of presentation, organization and appropriateness of application is adequate.

**C- = 70-72.99%**

Work is below undergraduate level expectations, marginally passing. Student work is rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application.

**D = 65-69.99%**

Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and lacks any noticeable attempts at application.

**F = 65% and below**

Fails to meet minimum acceptable standards.

### **Class Attendance and Absences**

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Students are expected to attend all class sessions of this course, including participation in activities required by the instructor during campus “closure,” and to complete all assignments in a timely fashion. Please communicate with the instructor well in advance for any anticipated absences. Students are also expected to arrive for class in a timely fashion. Please let the instructor know in advance of any difficulties.

### **Honor System**

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown’s honor code unconditionally. If you have not done so, please read the honor code material located online at [honorcouncil.georgetown.edu](http://honorcouncil.georgetown.edu).

### **The Honor Pledge**

- *In pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and to uphold the Georgetown University honor system;*
- *To live out a commitment to integrity in all my words and actions;*
- *To be honest in every academic endeavor;*
- *To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together;*
- *To live out the ideals of Georgetown University, I commit myself to be a person for others in my daily life, respectful of difference and disagreement;*
- *To care for this venerable campus and all of those with whom I share it;*
- *And to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.*

### **Student Conduct**

Any perceived infraction of the Student Code of Conduct can be referred to the student’s Faculty Director, Associate or Assistant Dean and, in some cases, to the Office of Student Conduct ([studentconduct.georgetown.edu/](http://studentconduct.georgetown.edu/)) and other University Offices.

### **Basic Classroom Etiquette**

Students should turn off all cell phones, and other communication devices while in class. Class discussions should be respectful and considerate of others’ views and opinions. Students who cause disruptions may be asked to leave the class or be withdrawn if warranted by their behavior.

### **Canvas Technical Support**

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at (855) 338-2770. Clicking the 'Help' icon in the lower left of your Canvas window will display your available support and feedback options.

If you are looking for help on a specific feature, please review the [Canvas Student Guide](#).

## **Academic Support**

### **Library Services**

Georgetown students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer overviews and in-depth assistance with important resources for papers, capstones, projects, and other types of research. Appointments are conducted in person, by using Google Hangout (video-conferencing function) through the Georgetown Gmail System, or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers.

### **eResources**

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library's Homepage](#) by using your NetID and password.

### **Writing Lab**

The Writing Lab provides assistance SCS students during the writing process and also provides the essential writing skills necessary to succeed in school. The Writing Lab holds workshops every semester on a variety of topics, and also offers one-on-one sessions with an experienced writing tutor, either online or on-site.

To meet the diverse needs of our SCS student population, writing workshops and tutoring sessions designed to assist both native and non-native speakers are available. To learn more about the services available to you, go to [SCSWritinglab.georgetown.domains](http://SCSWritinglab.georgetown.domains).

### **Students with Disabilities**

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services, among others.

Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202)- 687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); <http://academicsupport.georgetown.edu/disability>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-



date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

### **Sexual Misconduct**

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault.

However, University policy also requires faculty to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC  
Associate Director of Health Education Services for Sexual Assault Response  
and Prevention  
(202) 687-0323  
[jls242@georgetown.edu](mailto:jls242@georgetown.edu)

Erica Shirley  
Trauma Specialist  
Counseling and Psychiatric Services (CAPS)  
(202) 687-6985  
[els54@georgetown.edu](mailto:els54@georgetown.edu)

More information about campus resources and reporting sexual misconduct can be found at <https://sexualassault.georgetown.edu/get-help>.

### **Pregnancy Adjustments and Accommodations**

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at <https://titleix.georgetown.edu/student-pregnancy>.

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