

**THEO129-10: Jesuits: Mission and Values  
Course Syllabus (Summer 2021)**

**Class Schedule:** Mon - Thurs, 3:15PM - 5:15PM ET

**Classroom Location:** TBD

**Instructor:** Dr. John Crowley-Buck

**E-Mail:** [jc2985@georgetown.edu](mailto:jc2985@georgetown.edu)

**Office Hours:** *By Appointment*

**Office Location:** Healy Hall, Suite 108

---

**I. Course Description**

This course will explore the mission and values of the Society of Jesus (the Jesuits) within the context of their centuries of work in higher education.

When St. Ignatius of Loyola founded the Society of Jesus in 1540, he quickly discerned that education was the medium through which the Jesuits could fulfill the two goals of their mission: the promotion of faith and the betterment of souls. These goals are embodied in the mission and values of Jesuit colleges and universities today, and nowhere more so than here at Georgetown.

This course will pursue two interrelated objectives. First, the exploration of the theology, spirituality, and history of the Jesuits, focusing on their work in higher education. Second, the application of the materials covered in the first part of the course to a contemporary iteration of Jesuit mission: The Spirit of Georgetown. The values embodied in this document will be approached and understood through various literary and artistic forms, including memoir, poetry, and film.

Thus, this course will, first, introduce students to the Jesuits, their history, their spirituality, and their commitment to education, and, second, invite students to encounter and explore their own sense of self and their own voice vis-à-vis the values embodied in the Spirit of Georgetown.

## II. Required Texts

*All required texts are available via the Georgetown bookstore and/or Lauinger Library.*

O'Malley, SJ, John W. 2014. *The Jesuits: A History from Ignatius to the Present*. Lanham, MD: Rowman & Littlefield Publishers.

ISBN-10: 144223475X

ISBN-13: 978-1442234758

St. Ignatius of Loyola. 2001. *A Pilgrim's Journey: The Autobiography of St. Ignatius of Loyola*. Joseph N. Tylenda (Translator). San Francisco: Ignatius Press.

ISBN-10: 0898708109

ISBN-13: 978-0898708103

*(PLEASE NOTE: All other readings and required course material will be available on our course Canvas page.)*

## III. Learning Objectives

### **Student Learning Goals:**

The Department of Theology and Religious Studies offers this series of goals and objectives for its core course requirements. To review the Department's mission statement, goals, and objectives, [please visit the Department's webpage on Undergraduate Learning Goals](#).

In addition to the Department's student learning goals, this course will also emphasize the following learning objectives:

Students should be able to demonstrate an understanding of theological and religious questions and traditions. This area of study promotes critical thinking and informed reflection on theology and religion. Students ought to develop familiarity with the basic content of, and modes of scholarly inquiry into, selected theological and religious systems, including forms of religious ethics, and to develop productive intellectual attitudes to guide them in their search.

By way of example, students who complete this course should be able to:

- Analyze and interpret religious texts, beliefs, and practices using standard scholarly methods and tools;
- Demonstrate knowledge, with attention to historical development, of the central texts, beliefs, ethical understandings, and practices of at least one religious tradition;

- Demonstrate knowledge of the intersections between religion and selected contemporary issues, including ethics, social, political, economic, and/or cultural issues;
- Evaluate one's own religious perspective and the religious perspectives of others;
- Demonstrate knowledge of central ethical teachings and perspectives of a religious tradition.

#### IV. Course Requirements

Collaborative Project: Group Podcasts	80%
Part 1: Jesuit History	20%
Part 2: Ignatian Spirituality	20%
Part 3: Community in Diversity	20%
Part 4: Care for Our Common Home	20%
Participation (In-Class & On-Line)	20%

#### V. Grading Scale

Evaluation of the Course Requirements will be based on the following scale.

	A (100%-94%)	A- (93%-90%)
B+ (89%-87%)	B (86%-84%)	B- (83%-80%)
C+ (79%-77%)	C (76%-74%)	C- (73%-70%)
D+ (69%-67%)	D (66%-64%)	F (63% and below)

#### VI. Course Policies and Expectations

##### 1) *Student Expectations*

- You are expected to complete all readings, assignments, and activities on time. Participation is essential to your success in this class. You are expected to actively participate in discussions with your peers, and contribute to the group assignments. It is important to subscribe to the course discussion boards so that you receive notifications when new messages are posted. In order to get full credit for participation, you will have to complete all of your module assignments on time.

##### 2) *Time Expectations*

- This summer course is designed to meet the same academic standards as a course in a typical (i.e. fall or spring) semester. To accommodate the abbreviated session, your in-class time commitment will be 8 hours/week

for 5 weeks. In addition, you should plan on spending approximately 5-8 hours per week outside of class time on the work for this course.

### 3) *Communication Expectations*

#### i. *Communication with Peers*

1. You will be expected to engage with your peers via class discussion and the course tools on a regular basis (e.g. breakout rooms during class, collaboration tools outside of class, etc.).

#### ii. *Communication with Professor*

1. Please feel free to email me with your questions, concerns, and/or to schedule a time to meet in person or over Zoom. When sending emails please remember to follow the guidelines outlined below.
2. If you have general questions about assignments and course materials please post these questions in the *Ask the Instructor* discussion forum, which you can access by clicking *Discussions* in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.
3. During the week (Monday-Friday) I will get back to you within 24 hours of receiving your email. On the weekends, or over any holiday break, I will do my best to get back to you within 48 hours of receiving your email.
4. While I have provided both my office phone number and my GU email address on the first page of this syllabus, **please note that my preferred method of communication is either (1) email or (2) the Ask the Instructor discussion forum on Canvas.**

### 4) *Etiquette (& Netiquette) Guidelines*

- i. All assignments are due on the date and time specified on Canvas. If you miss a deadline for an assignment, a 10% penalty will be assessed to your assignment evaluation. If the assignment is not turned in within 48 hours of the due date/time, an additional 10% penalty will be assessed for each 24 hour period that assignment continues to be late. If you are experiencing extenuating circumstances, please inform your instructor right away so that alternative arrangements can be made.
- ii. You are expected to attend all class sessions. If you need to miss a class, please let the instructor know before the start of the class session. If you are absent from a class session, you are still responsible for all the work assigned for that class session, and you are responsible for submitting any work that is due at that time.

- iii. If, for any reason, you are unable to attend a scheduled class session, you are encouraged to participate in the class conversation via the online forums and discussion boards open to you. Your participation evaluation will be based, in large part, upon your participation in synchronous class sessions, so when you miss a session, make sure you are participating in other ways on Canvas.
- iv. During class, please make sure your distractions are kept to a minimum, for your sake and the sake of your classmates (e.g. please mute cell phones, watches, computers, tablets; please avoid distracting behavior; etc.).
- v. Sharing or otherwise publicly distributing class recordings (audio, video, etc.) or any course materials is prohibited without the explicit permission of the instructor.
- vi. Under no circumstances will disrespectful or demeaning actions or words be tolerated in class. This class is a safe space for the exchange of ideas – sometimes very controversial ideas, to be sure – so all students should conduct themselves with the utmost respect for not only their classmates’ ideas and opinions, but also their classmates themselves, as human persons who are all worthy of respect.

## VII. Course Schedule

*[PLEASE NOTE: A more detailed course schedule will be provided on the first day of class. This general course schedule is intended to give you a broad overview of the course and its content.]*

### **Module 1: Introduction: What Are We Doing at a Jesuit University?**

In the first module, we will orient ourselves within the context of Jesuit higher education. We will explore what it means to be engaged in the project of Jesuit education, and what the commitments, visions, and goals of such an education are understood to be.

### **Module 2: Who Are The Jesuits?**

In the second module, we will explore the foundations - personal, spiritual, and historical - of the Society of Jesus (the Jesuits). We will look to the witness of the founder of the society, St. Ignatius of Loyola, as well as the development of the society over the past 500 years.

### **Module 3: Ignatian Spirituality & Pedagogy**

In the third module, we will focus our attention on the spirituality, and the pedagogy, that have emerged as central to the Jesuits. The spirituality of the Jesuits grounds the pedagogy of their schools, and in order to understand the latter, we must explore the former.

### **Module 4: The Spirit of Georgetown: Community in Diversity**

In the fourth module, we will turn to the *Spirit of Georgetown* and explore one of the values embodied in it: Community in Diversity. We will explore not only why this value is included in the *Spirit of Georgetown*, but also what it means for Georgetown to advocate for, and understand ourselves as, a community in diversity.

### **Module 5: The Spirit of Georgetown: Care for Our Common Home**

In the fifth module, we will turn, again, to the *Spirit of Georgetown* in order to explore another of its values: Care for Our Common Home. The newest of the *Spirit of Georgetown* values, we will explore how care for our common home is embodied in Jesuit spirituality, and what this means for the commitment of Jesuit universities - and Georgetown in particular - to ecological and environmental justice.