

GRADUATE SCHOOL OF ARTS AND SCIENCES

Graduate Seminar in Jesuit Pedagogy

Spring 2019

**Presentations on Pedagogy by
Seminar Participants**



**Monday, May 6th
beginning at 10:30 am**

**Fordham University, Butler Commons
3rd Floor, Duane Library**

Program

Light Lunch will be available

10:30: Welcome, Introductions and Acknowledgements

Professors Michael Baur, Moshe Gold, and Christine Firer Hinze, Seminar Co-Facilitators

PRESENTATIONS BY FELLOWS

- 10:45: Danielle Sottosanti, Research Fellow, Department of English
Course: ENGL 1102, Composition II
Title: "From Definitions to Reflecting on the Intelligences Valued in Education"
- 11:00: Nicole Wiktor, Teaching Associate, Department of Economics
Course: ECON 3116, Macroeconomic Analysis
Title: "Reflectively Engaging with the Economy as an Economist:
Utilizing a Two-fold Approach to Jesuit Pedagogy in Economics"
- 11:15: Stephanie Ann Puen, Teaching Fellow, Theology
Course: THEO 1000, Faith and Critical Reason
Title: "Imagination, Empathy, and Race:
Using Racial Simulation to Discuss Race and Structures of Sin"
- 11:30: Daniel Paul, Teaching Fellow, Department of Classics
Course: CLAS 1210/ HIST 1210, 3610: "Understanding Historical Change: Greece"
Title: "Composition of a Classical Character; can we get into their heads?!"
- 11:45: Gwen Daug, Teaching Fellow, Department of Philosophy
Course: PHIL 3000, Philosophical Ethics
Title "Reflection Through Writing: Seeing the Ethical in the Everyday"
- 12:00: Aaron Pinnix, Senior Teaching Fellow, Department of English
Course: HPLC-1011, Honors: Speech and Rhetoric
Title: "Envision Your Way to Success:
Using Composition of Place to Encourage Forethought in the Classroom"
- 12:15: Chris Kelly, Teaching Associate, Department of Psychology
Course: PSYC 1100, Biopsychology
Title "Using Mindfulness to Improve Well-Being and Conceptual Learning in Bdiopsychology"
- 12:30: Damien Strecker, Department of History
Course: Understanding Historical Change: American History
Title: "From Chyron to the Classroom:
Applied History as a Catalyst to Relevancy, Philosophical Thinking, and Reflection'

- 12:45: Jihyun Yun, Teaching Fellow, Department of English
Course: ENGL 1101, Composition I
Title: "*Cura Personalis* in Student Writing"
- 1:00: John Gregor MacDougall, Teaching Fellow, Department of Philosophy
Course: PHIL 1000, Philosophy of Human Nature
Title: "Philosophical Writing as Dialogue with Peers"
- 1:15: Alyssa Biondo, Teaching Assistant, Department of Biological Sciences
Course: BISC1414, Introductory Biology Laboratory II
Title: "Jesuit Education Under the Microscope:
Utilizing Composition of Place in a Biology Lab Setting"
- 1:30: Angela Furry, Teaching Fellow, Department of English
Course: ENGL 1102, Composition II
Title: "Making It Local: Grounding the Composition Research Paper in the Local Community"
- 1:45: Edward D. Dunar, Teaching Fellow, Department of Theology
Course: THEO 1000, Faith and Critical Reason
Title: "Using Composition of Place to Explore the Ethics of Rhetoric"

2:00: Brief Break

2:10: Remarks by Guest Respondent, Prof. Thomas Massaro, S.J., followed by discussion.

3:00: Adjourn

About Professor Thomas Massaro, S.J.: Professor of Moral Theology at Fordham University, Fr. Massaro is a Jesuit priest of the Northeast Province. He has served as professor of moral theology at Weston Jesuit School of Theology in Cambridge, Massachusetts, at Boston College, and at Jesuit School of Theology of Santa Clara University, where he also served as Dean. Prof. Massaro holds a doctorate in Christian social ethics from Emory University. His nine books and over one hundred published articles are devoted to Catholic social teaching and its recommendations for public policies oriented to social justice, peace, worker rights and poverty alleviation. A former columnist for *America* magazine, he writes and lectures frequently on such topics as the ethics of globalization, peacemaking, environmental concern, the role of conscience in religious participation in public life, and developing a spirituality of justice. His most recent book analyzes the social teachings of Pope Francis. Besides teaching courses on Catholic social teaching and the role of religion in public life, he seeks to maintain a commitment to hands-on social activism. He served a six-year term on the Peace Commission of the City of Cambridge; is a co-founder and national steering committee member of Catholic Scholars for Worker Justice; and frequently speaks to community audiences on topics regarding faith-based social justice advocacy.

SPECIAL THANKS TO: Jonathan Crystal, Interim Provost; Melissa LaBonte, Interim Dean, Graduate School of Arts & Sciences; Maria Terzulli, Executive Administrator, Curran Center for American Catholic Studies; Chairs of Participating Graduate Programs; Thomas Massaro, S.J., and to all our **2019 seminar participants.**

“To grasp fundamentals more clearly, to check the disintegration of classicism by a return to art appreciation and composition, to reinterpret traditional methods and apply them to the student’s varied experience and in the student’s own language, to have objectives and ideals crystallize sharply out of dimness, to feel that one’s class is an imagining, realizing, judging, reasoning, hearing, questioning, seeing, writing and speaking thing and not simply a depository of facts, all these are advantages for a teacher.”

Francis P. Donnelly, SJ, *Principles of Jesuit Education in Practice* (1934), 7.

