

**RGTS5920HS Ignatian Mysticism in the World:
Reconciliation and Transitional Justice after a Secular Age
Regis College, Toronto School of Theology**

Course Identification

Course Number: RGT5920HS
Course Name: Ignatian Mysticism in the World: Reconciliation and Transitional Justice after a Secular Age
Campus: Regis College

This class meets on Mondays, 2pm to 4pm, beginning in January 2017.

Instructor Information

Instructor: Gordon Rixon, SJ, PhD
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Course Prerequisites or Requisites

This course is limited to students enrolled in the MA, ThM, DMin and PhD programs. Three optional one-hour lectures will be conducted for students requiring brief introductions to Ignatian Spirituality and the thought of Bernard Lonergan and Paul Ricoeur.

Course Description

This course explores Ignatian spirituality as a resource for the construction of religious narratives that contribute to intentional, social transformation in a secular context. Students develop a transdisciplinary approach to ecological, social, cultural and ecclesial reconciliation. Students develop an understanding of the evolution of a religious and cultural recognition of the autonomous rights of indigenous peoples. Elements of recognition theory and transitional justice are introduced through a discussion of Canada's Truth and Reconciliation Commission on Indian Residential Schools. Lectures and assigned readings draw on authors such as Benjamin Berger, Craig Calhoun, José Casanova, Cynthia Crysdale, Robert Doran, Pope Francis, Renée Girard, Roger Haight, Bernard Lonergan, James L. Marsh, J. R. Miller, Ronald Niezen, Karl Rahner, Paulette Regan, Thomas Reynolds, Paul Ricoeur, and Charles Taylor. The course process includes assigned readings, class discussions, online bulletin board participation and seminar participation. Evaluation is based on online bulletin board participation, the development of a research bibliography, a seminar presentation and an analytic paper.

Course Methodology

This course employs the completion of preparatory reading prior to each class, regular mandatory bulletin board discussion, written assignments, construction of a research bibliography, seminar presentations. Class attendance is mandatory.

Class Preparation and Mandatory Bulletin Board Participation

Students complete assigned reading by the beginning of each session. No later than noon on the day prior to each session, students post one question on the course bulletin board about the assigned reading. Questions may be contextualized with short comments (less than 200 words). After the noon deadline and prior to each session, students review the posted questions. Students may also use the bulletin board to discuss issues raised during the year. The professor will participate as time allows.

Seminar Assignments (subject to adjustment due to class size)

Students will be responsible for regular 20-30 minute seminar presentation on a topic approved by the professor and coordinated with their research paper.

Written Assignments

Students will submit a one-page research proposal, a research bibliography and an analytic paper with due dates as noted below. The proposal identifies and briefly locates a research question for the analytic paper. The bibliography identifies relevant primary and secondary literature for the analytic paper. The analytic paper addresses the research question in a 20-page essay by presenting and evaluating a thesis statement. The proposal, the bibliography and a draft of the analytic paper in progress form the basis for the student's seminar presentation.

Research proposal	Beginning of fourth session
Research bibliography	Distributed at the student's seminar presentation
Analytic Paper	Three weeks after final session

Please, papers should be type-written, doubled spaced, left-justified, and have one inch margins on all sides and no more than 12 characters per inch (ie, a standard font, size 10-12 is acceptable). Do not exceed the page limit. Extensions for assignments are to be negotiated with the professor prior to the due-date. All sources must be documented in accord with accepted academic practice such as that described in Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 5th Edition. Chicago: University of Chicago Press, 1987. An excellent guide to style is presented in Joseph M. Williams, *Style: Toward Clarity and Grace*, Chicago: University of Chicago Press, 1990. For additional writing assistance, consult <http://www.library.utoronto.ca/www/writing/>

Course Itinerary

Assigned and recommended readings will be selected from texts such as noted below.

Unit One – Locating Ignatian Spirituality in a Difficult Conversation

Session 01 – Pluralism after a Secular Age (192)

Benjamin Berger, "Religious Diversity, Education, and the 'Crisis' in State Neutrality" in *Canadian Journal of Law and Society* 29/1 (2013), pp. 103-122.

- José Casanova, "The Secular, Secularizations, Secularisms" in *Rethinking Secularism*, ed. Craig Calhoun (Oxford: Oxford University Press, 2011), pp. 75-91.
- Roger Haight, "Ignatius and the Spiritual Exercises" and "Description of the Spiritual Exercises" in *Christian Spirituality for Seekers: Reflections on the Spiritual Exercises of Ignatius Loyola* (Maryknoll: Orbis Books, 2012), pp. 3-45.
- Charles Taylor, "Narratives of Secularization" in *A Secular Age* (Cambridge, MA: Harvard University Press, 2007), pp. 423-538.

Session 02 – Ideology, Utopia and Justice (178)

- Roger Haight, "The Logic of the Exercises" and "Interpreting the Exercises for Seekers" in *Christian Spirituality for Seekers: Reflections on the Spiritual Exercises of Ignatius Loyola* (Maryknoll: Orbis Books, 2012), pp. 46-100.
- James L. Marsh, "Intellectual, Moral and Religious Conversion as Radical Political Conversion" in *Lonergan in the World: Self-Appropriation, Otherness, and Justice* (Toronto: University of Toronto Press, 2014), pp. 107-127.
- Alister E. McGrath, "Justification: The Emergence of a Concept" in *Iustitia Dei: A History of the Christian Doctrine of Salvation*, Third Edition (Cambridge: Cambridge University Press, 2005), pp. 1-21.
- Paul Ricoeur, "Utopia and Ideology" in *From Text to Action: Essays in Hermeneutics II*, trans. Kathleen Blamey and J. B. Thompson (Evanston: Northwestern University Press, 1991), pp. 308-324.
- Paul Ricoeur, *The Course of Recognition*, trans David Pellauer (Cambridge: Harvard University Press, 2005), pp. 1-68. Note: Reading for session 4.

Session 03 – Violence, Poverty and Ecological Denigration (242)

- R. Scott Appleby, "Violence as Sacred Duty: Patterns of Religious Extremism" in *The Ambivalence of the Sacred: Religion, Violence and Reconciliation* (London: Rowman & Littlefield Publishers, 2000), pp. 81-120.
- Pope Francis, *Encyclical Letter Laudato Si': on Care for Our Common Home* (Vatican City, 24 May 2015).
- Renée Girard, "Overview of the Mimetic Theory" in *The Girard Reader* (New York: Crossroad Publishing, 1996), pp. 9-32.
- Paul Ricoeur, *The Course of Recognition*, trans David Pellauer (Cambridge: Harvard University Press, 2005), pp. 69-149. Note: Reading for session 4.

Unit Two – Discerning the Contributions of Three Specific Social Movements

Session 04 – Recognition, Redistribution and Identity (225)

- Nancy Fraser, "Social Justice in the Age of Identity Politics: Redistribution, Recognition, and Participation" in Nancy Fraser and Axel Honneth, *Redistribution or Recognition? A Political-Philosophical Exchange* (London: Verso, 2003), pp. 7-109.
- Paul Ricoeur, *The Course of Recognition*, trans David Pellauer (Cambridge: Harvard University Press, 2005), pp. 150-263.

Session 05 – Universal Rights, Cultural Diversity and Indigenous Peoples (174)

- Adam J. Barker, "'A Direct Act of Resurgence, a Direct Act of Sovereignty': Reflections on Idle No More, Indigenous Activism, and Canadian Settler Colonialism" in *Globalizations* 12/1 (2015), pp. 43-65.
doi: 10.1017/S0010417500002620

Ronald Niezen, "Recognizing Indigenism: Canadian Unity and the International Movement of Indigenous Peoples" in *Comparative Studies in Society and History* 42:1 (2000), pp. 119-148.

<http://simplelink.library.utoronto.ca/url.cfm/484944>

Ronald Niezen, "Relativism and Rights" in *Origins of Indigenism: Human Rights and the Politics of Identity* (Berkeley: University of California Press, 2002), pp. 94-144.

Michael Stogre, SJ, "Modern Papal Social Thought on Indigenous Peoples – Leo XIII to John Paul II" in *That the World May Believe: The Development of Papal Social Thought on Aboriginal Rights* (Montreal: Editions Paulines, 1992), 125-208.

Session 06 – Transitional Justice and the Challenges of Peace-Making (108)

International Theological Commission, "Memory and Reconciliation: The Church and the Faults of the Past,"

December 1996. Available at

http://www.vatican.va/roman_curia/congregations/cfaith/cti_documents/rc_con_cfaith_doc_20000307_memory-reconc-itc_en.html

Eric Daly, "Truth Skepticism: An Inquiry into the Value of Truth in Times of Transition" in *International Journal of Transitional Justice* 2 (2008), pp. 23-41. doi: 10.1093/ijtj/ijn004

Priscilla B. Hayner, "Healing from the Past" in *Unspeakable Truths: Transitional Justice and the Challenge of Truth Commissions*, Second Edition (New York : Routledge, 2011), pp. 145-162.

Rosemary Nagy, "The Scope and Bounds of Transitional Justice and the Canadian Truth and Reconciliation Commission" in *International Journal of Transitional Justice* 7 (2013), pp. 52-73. DOI 10.1093/ijtj/ijs034

Natalia Szablewska and Sascha-Dominik Bachman, "Current Issues and Future Challenges in Transitional Justice" in *Current Issues in Transitional Justice, Springer Series in Transitional Justice* 4 (2015), pp. 339-361. DOI 10.1007/978-3-319-09390-1_14

Unit Three – Truth and Reconciliation in Canada

Session 07 – Canada and Indigenous Peoples (208)

J. R. Miller, *Skyscrapers Hide the Heavens: A History of Indian-White Relations in Canada, Third Edition* (Toronto: University of Toronto Press, 2000), pp. 3-173.

Paulette Regan, "Deconstructing Canada's Peacemaker Myth" in *Unsettling the Settler Within: Indian Residential Schools, Truth Telling and Reconciliation in Canada* (Vancouver: University of British Columbia Press, 2010), pp. 83-111.

Royal Commission on Aboriginal Peoples. "Conceptions of History" in *Looking Forward, Looking Back, Report of the Royal Commission on Aboriginal Peoples, Volume One* (Ottawa: Minister of Supplies and Services Canada, 1996), pp. 31-41.

Session 08 – Treaties, Land, and Economic Subsistence (211)

J. R. Miller, *Skyscrapers Hide the Heavens: A History of Indian-White Relations in Canada, Third Edition* (Toronto: University of Toronto Press, 2000), pp. 174-310.

Royal Commission on Aboriginal Peoples. "Treaties" in *Restructuring the Relationship, Report of the Royal Commission on Aboriginal Peoples, Volume Two, Part One* (Ottawa: Minister of Supplies and Services Canada, 1996), selections, pp. 9-49.

Supreme Court of Canada, *Tsilhqot'in Nation v. British Columbia* 2014 SCC 44, June 26, 2014.

Session 09 – Residential Schools, Memory, and Truth-Telling (205)

J. R. Miller, *Skyscrapers Hide the Heavens: A History of Indian-White Relations in Canada*, Third Edition (Toronto: University of Toronto Press, 2000), pp. 311-412.

Ronald Niezen, *Truth and Indignation: Canada's Truth and Reconciliation Commission on Indian Residential Schools* (Toronto: University of Toronto Press, 2013).

Shelagh Rogers et al., *Speaking My Truth: Reflections on Reconciliation and Residential School* (Ottawa: Aboriginal Healing Foundation, 2012), selections.

Session 10 – Reconciliation as a Spiritual Gift and a Social Task (206)

Emma Anderson, "Bones of Contention" in *The Death and Afterlife of the North American Martyrs* (Cambridge, MA: Harvard University Press, 2013), pp. 214-254.

Cynthia Crysdale, "A Theological Model: Grace, Conversion and the Law of the Cross" in *Embracing Travail: Retrieving the Cross Today* (New York: Continuum, 1999), pp. 125-150.

Robert M. Doran, "The Community of the Servant of God" in *Theology and the Dialectics of History* (Toronto: University of Toronto Press, 1990), pp. 108-135.

General Assembly, United Nations, *Declaration on the Rights of Indigenous Peoples* (New York: United Nations, 61/295, 13 September 2007), available at http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

Thomas Reynolds, "Able Bodies" The Illusion of Control and the Denial of Vulnerability" in *Vulnerable Communion: A Theology of Disability and Hospitality* (Grand Rapids, MI: Brazos Press, 2008), pp. 73-102.

Rixon, Gordon A. "Bernard Lonergan and Mysticism," *Theological Studies* 62/3 (2001), pp. 479-497.

Rixon, Gordon A. "Transforming Mysticism: Adorning Pathways to Self-Transcendence," *Gregorianum* 85/4 (2004), pp. 719-734.

Rixon, Gordon A. "Beauty, Critical Reflection and Justice," *URAM* 34/1-2 (2011), published 2015, pp. 130-152.

Truth and Reconciliation Commission of Canada. *Call to Action* (Winnipeg: Truth and Reconciliation Commission of Canada, 2015), available at http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

Unit Four – Seminars and Reflections

Session 11 – Student Seminars

Session 12 – Student Seminars and Concluding Reflections

Course Outcomes

Advanced Programs

Masters of Theology: at the successful completion of this course students will have

Knowledge of the area of concentration

will have understood the principles of Ignatian spirituality, their application in the construction of an intentional religious narrative and their contribution to social transformation in a secular context;

will have an introductory knowledge of the sources and application of recognition and transitional justice theory;

will have identified critical and disciplinary resources for a theological and transdisciplinary discussion of social issues.

Ability with scholarly tools and skills

used a library and electronic resources to construct a bibliography of sufficient scope to support the drafting of a research paper;

made informed judgments on complex interpretative issues;

employed standard conventions of style for scholarly writing;

Ability to carry out specialized research

identified a relevant research question or problem;

constructed an appropriate method of investigation;

collected primary evidence and selected secondary sources;

formulated a well-defined thesis statement elucidated by a reasoned argument;

evaluated the evidence supporting a thesis statement;

identified implications of research for public leadership;

produced a substantial research paper and received constructive feedback;

Preparation for further study or vocational occupation

explored their aptitude for advanced research and teaching.

Doctor of Philosophy in Theological Studies: at the successful completion of this course students will have

Knowledge of the area of concentration

obtained a reflective and analytic understanding of transdisciplinary research, employing the resources of Ignatian spirituality, Ricoeur's hermeneutics and Lonergan's cognitional theory;

will have an introductory knowledge of the sources and application of recognition and transitional justice theory;

will have identified critical and disciplinary resources for a theological and transdisciplinary discussion of social issues.

responded to basic questions about theological method and its relation to social issues as posed by peers and students in a research master level program;

Ability with scholarly tools and skills

created a scholarly bibliography to support original research;

conducted a research seminar with peers that compares Lonergan's philosophy with another thinker;

produced a substantial research paper and received constructive feedback on its further development toward publication;

Ability to carry out specialized original research

appropriated the principles and methods of Ignatian spirituality, Ricoeur's hermeneutics and Lonergan's cognitional theory to support and guide self-directed research;

Preparation for a vocation of theological scholarship

recognized the importance of working with scholarly peers and associates in a collegial manner;

recognized the ecumenical character of theological scholarship and its place within the broader world of scholarly discourse;

tested their aptitude for advanced research and teaching.

Course Resources

Required Course Texts

Students may wish to purchase the following texts:

Roger Haight, *Christian Spirituality for Seekers: Reflection on the Spiritual Exercises of Ignatius of Loyola* (Maryknoll: Orbis Books, 2012).

J. R. Miller, *Skyscrapers Hide the Heavens: A History of Indian-White Relations in Canada*, Third Edition (Toronto: University of Toronto Press, 2000).

Ronald Niezen, *Truth and Indignation: Canada's Truth and Reconciliation Commission on Indian Residential Schools* (Toronto: University of Toronto Press, 2013).

Paul Ricoeur, *The Course of Recognition* (Cambridge, MA: Harvard University Press, 2005).

Course Website and E-Mail Communication

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.)

Are you ready to manage the learning technology required by this course?

In order to enjoy the learning opportunities offered by this course, and not get too focused on the learning technology that is assumed from the beginning, you will need to be able to manage the following:

- 1) PC Windows or Apple computing environment
- 2) Web browser such as Explorer, Firefox or Safari
- 3) Logging onto UofT resources with your UTORid and password
- 4) Receive and send email on the University of Toronto's @mail.utoronto.ca system
- 5) Download course materials from Blackboard
- 6) Post and read contributions to the course bulletin board (through Blackboard)
- 7) Take quizzes and surveys on Blackboard
- 8) Check assigned grades for completed work on Blackboard

Instructions for some of these activities are posted below.

Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. For additional help, please attend the Blackboard session available through the Regis Library ASK program, further information available at <http://www.regiscollege.ca/ask>

Evaluation

Requirements

The semester score will be allocated as follows: one-page proposal paper (5%), seminar presentation (15%), research bibliography (25%), bulletin board participation (5%), analytic paper (50%). Class attendance is mandatory. All semester scores are subject to review and adjustment.

Grading System

- A+ (90-100)
- A (85-89)
- A- (80-84)
- B+ (77-79)
- B (73-76)
- B- (70-72)
- Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work—Advanced programs, including MA, ThM, DMin, PhD. Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered. The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college AD Director, not the instructor of the course. The instructor's signature is required for course extension requests to be processed. Students will petition their college AD Director for extensions, using a standard form provided by TST at: www.tst.edu (under "AD Forms"). The deadline for requesting an initial extension is the college deadline for completion of course work and grade submission for courses offered in the relevant session. For more details, see the relevant section of the specific program handbook.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University of Toronto grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>).

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker they can obtain assistance.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the *TST Basic Degree Handbook* (linked from <http://www.tst.edu/content/handbooks>) and the University of Toronto *Code of Behaviour on Academic Matters* (available at link below).

Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges and available at the following link (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Bibliography

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- Carruthers, Mary. *The Book of Memory: A Study in Medieval Culture* (Cambridge: Cambridge University Press, 1990).
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- Colish, Marcia L. *The Mirror of Language* (Lincoln, NE: University of Nebraska Press, 1968).
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- Copeland, Rita. *Rhetoric, Hermeneutics and Translation in the Middle Ages: Academic Traditions and Vernacular Texts* (Cambridge: Cambridge University Press, 1995).
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- Nancy Fraser and Axel Honneth, *Redistribution or Recognition: A Political-Philosophical Exchange* (London: Verso, 2003).
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- Niezen, Ronald. *Truth and Indignation: Canada's Truth and Reconciliation Commission on Indian Residential Schools* (Toronto: University of Toronto Press, 2013).
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- Rahner, Karl. "The Ignatian Mysticism of Joy in the World," in *Theological Investigations* 3, pp. 277-293.
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- Reynolds, Thomas. *Vulnerable Communion: A Theology of Disability and Hospitality* (Grand Rapids, MI: Brazos Press, 2008).
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