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## Integrating the Catholic Intellectual Tradition into College Courses: An Annotated Bibliography of Resources for Faculty

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# **Integrating the Catholic Intellectual Tradition into College Courses**

## **An Annotated Bibliography of Resources for Faculty**

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There are many resources which provide theological and historical background about the Catholic Intellectual Tradition and persuasively argue that it should be taught in catholic colleges and universities. There are few resources which provide examples of *how* to integrate the CIT into college courses. In some areas of study such as religious studies, philosophy, history, or business ethics it is relatively easy to include discussions and teachings of the tradition. In other areas such as business, education, health sciences, and physical sciences this is a more difficult challenge.

To assist faculty with integrating the Catholic Intellectual Tradition into their courses, this annotated bibliography of book chapters and scholarly articles provides practical ways to include the CIT in their courses. Only resources which are freely available on the web or are in standard university-held publications were included to ensure reader accessibility.

Note: Several of the authors included here refer to integrating teachings of the Catholic Social Thought into their courses. These articles have been included if they also make reference to the Catholic Intellectual Tradition. Some abstracts are provided by the author/s.

### **Books**

Eifler, Karen E., and Thomas Landy. *Becoming Beholders*. Collegeville, MN: Liturgical Press, 2014. Print.

“Becoming Beholders gives the reader amazingly practical advice on how to entice busy and normally reactive college students to change modes and instead learn to be deliberately reflective. With examples from disciplines as diverse as abstract mathematics and chemistry to communication studies and literature and writing, I walked away with several ideas to transform my teaching...” Gintaras Duda Associate Professor of Physics Creighton University 2013

All major subject areas are represented in the volume. The entries “Who Decides: Encountering Karma and Catastrophe in the Catholic Liberal Arts” and “Mutual Benefice: Helping Students Find God in a Research Methods Course” are especially compelling.

Pederest, John J. and Melanie M. Morey, Eds. *Teaching the Tradition, Catholic Themes in Academic Disciplines*. New York: Oxford University Press, 2012. Print.

The focus of this book is academic integration, and its primary purpose is to assist faculty efforts to more fully integrate Catholic themes in their course work. It emphasizes more the philosophy of catholic teaching with examples from texts the professors have used in their courses. There are chapters on teaching: fiction, political theory, history, mathematics, psychology, environmental studies, economics and business, education, and health.

## Articles on General Syllabi Development with Examples

Dinnocenti, Susan T., Lizano-DiMare, Maria; Mamun, Khawaja; and Paliwal, Rupendra, "Teaching the Catholic Intellectual Tradition through an Experiential Learning Program" (2014). WCOB Working Papers. Paper 16. [http://digitalcommons.sacredheart.edu/cgi/viewcontent.cgi?article=1017&context=wcob\\_wp](http://digitalcommons.sacredheart.edu/cgi/viewcontent.cgi?article=1017&context=wcob_wp)

A Catholic University has a specific mission of preserving, transmitting and developing the Catholic Intellectual Tradition. This paper proposes an experiential learning program to support this mission of the catholic universities. This program aims to provide integrated and practical learning of fundamental moral values of catholic intellectual tradition and issues related to social justice while developing the critical and analytical thinking through exposure to real world problems, their possible solutions and a personal reflection. In this paper, we use a microfinance program in an underdeveloped country as the premise for the experiential learning program specifically for business students. Moreover, the proposed program has a clearly defined 5-step module with flexibility to adapt to different academic discipline.

Connelly, Robert and Denise Doyle. "Social Justice at the University of the Incarnate Word: Seeking Evidence in Support of Mission Effectiveness." *Current Issues in Catholic Higher Education* 24.2 (2005): 127-146. Print.

The purpose of this paper is to consider whether there is a support for and evidence of social justice content or activities planned as learning experiences at one Catholic school, the University of the Incarnate Word (UIW) in San Antonio, Texas... In the fifth section, we will identify the four criteria we used to measure evidence of how social justice is included in course syllabi across the UIW campus...

Doyle, Denise and Robert Connelly. "Building an Intentional Culture of Social Justice: Increasing Understanding and Competence in the Curriculum." *Journal of Catholic Higher Education* 30.1 (2011): 95-111. Print.

This article describes one Catholic university's efforts to strengthen its mission commitment to social justice by providing quality faculty development to a large cross-section of full-time faculty. The purpose of this initiative is to provide faculty with the tools and knowledge necessary to embed Catholic Social Teaching in their course syllabi. The story of implementation

outlines the process we followed and some of the lessons we learned along the way. Assessment strategies and future directions are summarized...

Lowe, Arline. "The Signature Courses and the Role of Art and Music." Center for Catholic Studies, Seton Hall University, "Core Curriculum Signature Essays" (2005). Center of Catholic Studies Faculty Seminars and Core Curriculum Seminars. Paper 3. 88 - 92. <http://scholarship.shu.edu/catholic-studies/1>

In exploring ways that art and music can play a role in the Signature Courses being developed at Seton Hall, what immediately comes to mind is how present and ubiquitous artistic imagery and music of all kinds are so closely connected to the young. Works of art or their instances perform one or more among certain referential functions: description, exemplification, expression. The use of symbols in art aid in the understanding and manipulation of knowledge and expression.

Moore, Andrew F. "Contact and Concepts: Educating Students at Jesuit Law Schools." *Gonzaga Law Review* 41.3 (2007): 459 – 481  
[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=990056](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=990056)

First, I recommend weaving justice issues into the existing law school curriculum. This should be done by making students aware of the conversion process they will go through as they learn the analytical thinking approach that is demanded of lawyers. I suggest using the actual doctrine of the courses to raise issues and prompt reflection." Section 4A, A Counter Proposal, Weaving Justice into the Curriculum, offers three suggestions for introducing moral issues into subjects with a legal component...

Murphy, Paul V.; Sauer, David; Dunn, Josephine; and Ross, Susan A. "The 'Model Syllabi' for Teaching the Catholic Intellectual Tradition." *Conversations on Jesuit Higher Education* 36.14 (2010) <http://epublications.marquette.edu/conversations/vol36/iss1/14>

We invited four faculty from Jesuit schools in different parts of the country to draw up syllabi for "ideal" courses in literature, history, religion, and the arts. Each syllabus should fit on one page; but we also asked them to offer brief commentaries on what they hoped to accomplish and to correspond with one another, passing around their syllabi for comments, during the spring semester. Aside from the space limitations, each one chose his or her own format, reading lists, and assignments.

Roche, Mark W. "Principles and Strategies for Reforming the Core Curriculum at a Catholic College or University." *Journal of Catholic Higher Education* 34.1 (2015): 59-75. Print.

I give less attention to the question of which courses Catholic liberal arts colleges should require, though I do explore options, including a modification of the widespread tendency to delegate all mission courses to philosophy and theology. Discussions on pages 62 and 69 are especially helpful.

# Articles on Subject Syllabi Development with Examples

## Business

Castellano, Joseph F. and Victor Forlani. "An Emerging Model of Business: Enterprise and Catholic Social Thought." *Journal of Catholic Higher Education* 27:1 (2008): 65-82. Print.

The challenge for faculty teaching in Catholic Business Schools is how to integrate the University's Catholic heritage and tradition into the core business curriculum... The Living Asset Stewardship (LAS) philosophy of management developed by Joseph Bragdon and described in "Profit for Life" is an alternative to the prevailing model of management taught in most business schools and practiced by most organizations. The authors believe that Bragdon's LAS criteria and accompanying model provide a useful methodology for demonstrating the practical wisdom and successful application of many of the principles...

Dyck, Bruno. "A Proven Way to Incorporate Catholic Social Thought in Business School Curricula: Teaching Two Approaches to Management in the Classroom." *Journal of Catholic Higher Education* 32:1 (2013): 145-163. Print.

<http://brunodyck.weebly.com/uploads/1/4/7/1/14715544/jchebrunodyck.pdf>

Research shows that teaching management theory and practice consistent with CST and IT alongside mainstream management theory (1) reverses the tendency for business students to become increasingly materialistic and individualistic; (2) enhances students' critical thinking; and (3) enhances students' ethical thinking. This article describes how a CST approach differs from a mainstream approach to management, accounting, finance, and marketing. Implications are discussed. The final section entitled 'Two Approaches to Each of the Main Functions of Business' provides many concrete examples.

Haen, Jason. "Integrating Catholic Social Teaching into Undergraduate Accounting Courses." *Journal of Catholic Higher Education* 32:1 (2013): 83-97. Print.

<http://www.stthomas.edu/media/catholicstudies/center/johnaryaninstitute/curriculumdevelopment/accounting/HaenJCHEBackgroundpa.pdf>

Faculty at Catholic business schools can integrate the components of Catholic social teaching (CST) into the classroom to help equip students with the tools necessary to discern appropriate courses of action when confronted with ethical decisions during their careers. This article discusses the reasons why business faculty should embrace the opportunity to incorporate CST into their classrooms and provides specific examples of how this can be done in introductory financial and intermediate accounting courses.

Hise, Joan Vane and John P. Koeplin. "Integrating Mission-Based Values into Accounting Curriculum: Catholic Social Teaching and Introductory Accounting." *Journal of Catholic Higher Education* 29.2 (2010): 155-171. Print.

<http://www.stthomas.edu/media/catholicstudies/center/johnaryaninstitute/curriculumdevelopment/accounting/vanhiseacctbackgroun.pdf>

This paper presents several reasons why mission-based values, in this case Catholic Social Teaching (CST), should be incorporated into a university business curriculum... This paper also offers specific examples of incorporating CST into introductory accounting courses covering outsourcing, downsizing, environmental accounting, human resource accounting, stakeholder theory, socially responsible business behavior, and socially responsible investing. Although CST is most applicable for business education in Catholic universities, the basic premises of CST are consistent with the missions of many secular universities as well.

Koehn, Darly. "Students Lost in a Flattened World: How Resources from the Catholic Tradition Can Help Business Students Find Their Way." *Journal of Catholic Higher Education* 32.1 (2013): 25-40. Print. <http://ir.stthomas.edu/ocbeblpub/47/>

Academically Adrift, the recent study of undergraduate performance has revealed that college students are learning little, if anything, over the course of their four years at university. This article suggests that students are academically adrift, in part, because Americans are culturally marooned between two ways to pursue happiness, neither of which is viable. A Catholic education can offer a different vision of how a person cannot merely find but, to use Aristotelian language, actualize happiness in his or her life. The Catholic tradition has resources that any professor can draw upon to begin to anchor students to some point of being on which they can build a satisfying life. At the end of the article, the author suggests concrete ways in which professors can deploy these resources within the classroom

McCrea, Elizabeth. "Teaching as an Ethical Act: Designing Courses as a Means of Fulfilling the University's Mission." Center for Catholic Studies, Seton Hall University, "Teaching as an Ethical Act" (2010). *Center of Catholic Studies Faculty Seminars and Core Curriculum Seminars*. Paper 19. <http://scholarship.shu.edu/catholic-studies/19>

Faculty designed this [Principles of Management] course assignment to encourage students to engage in community leadership, and to provide them with a context to practice the tools they need to work successfully in diverse and collaborative environments. . Even though such learning outcomes were not an explicit part of the writing prompts (although, upon reflection, perhaps they should be an integral part of the assignment), students reflected that they learned to better collaborate with diverse teammates and clients with divergent perspectives, various abilities, and differing levels of motivation. The community aspect of the project was especially relevant for several students.|| ||

Meador, Douglas. "Teaching the Principles of Economics: Reconciling the Canon of the American Economics Association to Catholic Social Thought." *Journal of Catholic Higher Education* 32:1 (2013): 41-58. Print

The American Economics Association, through its Committee on Economic Education, has worked since 1950 to develop a set of standards for what is taught in introductory economics courses. The result is the Test for Understanding in College Economics. The TUCE has come to define a canon of expectations for students in college business schools. Some tenets of the canon set it at odds with Catholic social thought. This article attempts to place the AEA canon into a Catholic social thought framework and includes some concluding thoughts on pedagogy.

Porth, Stephen; John McCall, Joseph DiAngelo. "Business Education at Catholic Universities: Current Status and Future Directions." *Journal of Catholic Higher Education* 28.1 (2009): 3-22. Print.

<https://www.stthomas.edu/media/cleanupfolder/PorthMcCallDiAngeloF.pdf>

Is business education at Catholic colleges and universities different than business education at secular institutions? This study assesses the current state of business education at Catholic colleges and universities based on a national survey of business school deans and faculty members and an audit of business unit web sites. Results suggest that business education at Catholic institutions could be more distinctive in reflecting the religious identity of the institution. Curricular recommendations are offered for mission-driven business education with a particular focus on Catholic identity and ethics education.

## Education

Vespia, Kathleen. "Education". *The Catholic Intellectual Tradition at Salve Regina University. Faculty Reflections*. 2014.

[https://www.salve.edu/sites/default/files/filesfield/documents/Catholic\\_Intellectual\\_tradition.pdf](https://www.salve.edu/sites/default/files/filesfield/documents/Catholic_Intellectual_tradition.pdf)

In the classroom and through their clinical work in the field, our pre-service teachers learn the power of a Professional Learning Community, of building relationships with students, of having in-depth knowledge and passion for their content area, and of recognizing the inherent talents and strengths of all their students. My collaborative research with Salve's pre-service teachers in the area of dropout prevention provides a rich learning opportunity for students in social justice. They learn, first-hand the dire social, economic, and health related consequences for students that drop out of school. They have an opportunity to help create a delivery system that is built on research-based knowledge and is just and merciful.

## English

Carpentier, Martha C. "Essay in response to Core Curriculum Signature Course Seminar." Center for Catholic Studies, Seton Hall University, "Core Curriculum Signature Essays" (2005). Center of Catholic Studies Faculty Seminars and Core Curriculum Seminars. Paper 3.24-27  
<http://scholarship.shu.edu/catholic-studies/1>.

Using autobiographical texts is a good idea because they will expose students to how others have struggled with and answered questions in the past and, because everyone enjoys narrative, they will draw students in. These texts should be taken from any era/discipline/culture [and] should focus ultimately on one or more of the specific problems we are facing today in the contemporary world.. Students should be expected to produce a substantial final research project that applies the lessons and examples of the past to the question of a specific —contemporary challenge|| with a nuanced understanding of causes, effects, and possible solutions.

Luckier-Harrington, Donna. "English." The Catholic Intellectual Tradition at Salve Regina University. Faculty Reflections. 2014.  
[https://www.salve.edu/sites/default/files/filesfield/documents/Catholic\\_Intellectual\\_tradition.pdf](https://www.salve.edu/sites/default/files/filesfield/documents/Catholic_Intellectual_tradition.pdf)

To be good reporters, my students have to move beyond narrow interests to see the larger picture, the greater context; their job is to seek truth. In their dealings with their sources, they have to respect the dignity of those they interview, and the stories they tell need to reflect the complexity of the situation, the fullness of human experience... Finally, I know, too, that no matter what field my students choose to work in—journalism, social media, public relations—the ethical issues they'll face in this ever-changing media landscape will be legion. In the competition to be first, what happens to privacy and fairness?

Riley, Sister Marialyn. "Theatre Arts/English." The Catholic Intellectual Tradition at Salve Regina University. Faculty Reflections. 2014.  
[https://www.salve.edu/sites/default/files/filesfield/documents/Catholic\\_Intellectual\\_tradition.pdf](https://www.salve.edu/sites/default/files/filesfield/documents/Catholic_Intellectual_tradition.pdf)

This particular assignment is placed early in the semester basically to set a tone in a discipline with an already competitive and often misunderstood reputation. The class is given an acting assignment with 2, 3, or 4 students to each group. The students have 3 weeks in which to choose a scene from a play (not a film) and plan the rehearsal times – all outside of class time. An important instruction in this exercise is that they treat one another fairly and kindly no matter what the subject matter or what the character's behavior in the scene. What is also difficult for students is to play well a role that that goes against some of what they represent to themselves. This exercise helps them to take a closer look at their own values and behavior and to revisit some of their own ingrained ideas. Some of this can lead to a class discussion such as prejudicial thoughts that we harbor often without even realizing it...

## Health Science



Lyons, Mary Lou. "Nursing." *The Catholic Intellectual Tradition at Salve Regina University. Faculty Reflections*. 2014.

[https://www.salve.edu/sites/default/files/filesfield/documents/Catholic\\_Intellectual\\_tradition.pdf](https://www.salve.edu/sites/default/files/filesfield/documents/Catholic_Intellectual_tradition.pdf)

This past semester I gave the students a new assignment in the maternity portion of the pediatric/maternity course. The students were to do a group presentation. The students were to focus on international concerns for presentations on maternal mortality and newborn mortality. Students gathered information on different countries, health care systems, environmental and societal issues. In their presentations the students included environmental issues such as lack of access to clean water to cleanse instruments and lack of solar powered lamps to provide light for births. Cultural issues were included. The presentations gave the students a broad understanding of how society and healthcare interact.

## Religion

Crist, Joan. "Course Syllabus: Exploring the Catholic Intellectual Tradition." *Calumet College of Saint Joseph*. Spring 2015

<http://www.ccsj.edu/academics/syllabi/spring2015/RLST%20131%20A%20Catholic%20Intellectual%20Tradition%20Spring%202015,%20Crist.pdf>

Sample syllabus for a course on the Catholic Intellectual Tradition containing learning outcomes, an extensive reading list, and a comprehensive list of study questions.

Eichman, Jennifer. "Transformation: The Game of Basketball." *Center for Catholic Studies, Seton Hall University, "Core Curriculum Signature Essays" (2005). Center of Catholic Studies Faculty Seminars and Core Curriculum Seminars*. Paper 3. 37-40 <http://scholarship.shu.edu/catholic-studies/1>

Discusses the use of biographies of individuals from various faiths to further students' understanding of all religious beliefs and the impact upon the culture and themselves. "In our choice of texts, the questions are important, but when the questions are too narrowly construed we do our students a disservice. In reading cross religious traditions, we do be able to recognize the difference between questions that fit only within a single religious tradition and those that are entertained by a people living in a variety of geographic locations."

## Sciences

Zinicola, Debra. "Bernard Lonergan's Patterns of Experience in Science Education." *Center for Catholic Studies, Seton Hall University, "Teaching as an Ethical Act" (2010). Center of Catholic Studies Faculty Seminars and Core Curriculum Seminars*. Paper 19.

<http://scholarship.shu.edu/catholic-studies/19>

I have been working to... teach them how to be more effective teachers of elementary school science... I asked my students to imagine less complex phenomenon as a springboard to new

learning... To investigate these questions, students spent a good deal of time thinking about them, writing what they knew, talking to others in their group, then contributing to whole class discussions.. I brought a good number of physical demonstrations to class to make concepts visible and to stimulate their imaginations... What I believe contributed to their perceived success was engaging them in a risk - free environment. Making science accessible, relevant, and grounded in meaningful experiences helps motivate students.

## Social Work

Brenden, Mary Ann. "Social Work for Social Justice: Strengthening Social Work Practice Through the Integrations of Catholic Social Teaching" NACSW Convention. Philadelphia. October 2006. Conference Presentation.

<http://www.nacsw.org/Publications/Proceedings2006/BrendenMASocialWorkforSocialJusticeE.pdf>

This is the story of how the CSC/UST School Social Work has embraced this 'opportunity-challenge.' Recognizing Catholic Social Teaching (CST) as rich resource of social justice, the School has made a commitment to strengthen the social justice content of our programs through the integration of Catholic Social Teaching. This is a comprehensive project which addresses faculty development, student engagement and curriculum development. Much more than a series of tasks, this process has been a transformative journey focused on our School's commitment to social justice and its identity as a program sponsored by Catholic institutions.

Donaldson, Linda Plitt. "Toward Integrating Catholic Social Teaching into Graduate Social Work Education." *Journal of Catholic Higher Education* 27:1 (2008): 33-49. Print.

The social work profession seeks the achievement of a just society that promotes the dignity of the human person in the context of community and social relationships. This article describes beginning efforts to integrate Catholic Social Teaching (CST) into an integrative seminar on social justice and social change in a graduate social work program. It also identifies existing models and organizations that universities can look to for support if they endeavor to bring CST into their course content in a meaningful way.