

As a Foundation-level ESSV 1 (Engaging Social Systems and Values) MU Core Curriculum course, Spanish 3310 is ideally positioned to explore the possibilities of the work for social justice that is at the hearts of both Ignatian spirituality and anti-racism. As Ibram X. Kendi states: “Racism is a powerful collection of racist policies that lead to racial inequity and are substantiated by racist ideas. Antiracism is a powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas” (21). When students learn that racism is not primarily about discrimination for the sake of discrimination but rather about an instrumental reason that seeks to derive profit from the exploitation of others, they are usually both shocked and enlightened. My course is structured around this decolonial understanding. As we begin to explore the historical development of Latin America, we grapple with Christopher’s Columbus’s voyage in 1492 as the first capitalist enterprise at global scale. We also examine the way this capitalist European venture relied on the instrumental reason that enacted racism in the Americas.

Courses at the Foundation-level ESSV 1 recognize that to become fully-fledged citizens of the world, students must engage globally with people who are fundamentally different from them. Spanish 3310 delves into the awe, shock, and trauma brought about by the encounter between pre-Columbian peoples and the European conquerors. As Mexican writer Carlos Fuentes states, if the Europeans discovered the indigenous peoples of the Americas, the reverse is every bit as true. We explore the ramifications of the colonial wound, but we also spend intentional time exploring the long-lasting legacy of resistance and of the creation of beauty through the rich and multifaceted cultural expressions of the original dwellers of the Americas.

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 - Most of the materials selected for the course's D2L reader were of open access or in observance of the Fair Use doctrine that establishes that using 10% or less of the total work "does not curtail the profits

ends with an Ignatian examen that encourages students to connect the chapter material with their own experiences.

Throughout the semester, we had a total of three Ignatian, anti-racist colloquies. In the context of the Spiritual Exercises, the Ignatian colloquy invites the exercitant to imagine Christ in from of her, and from a place of vulnerability and humility to enter in deep conversation with him. Adapted to the Ignatian, anti-racist classroom, the three colloquies I held with the students functioned as temporal interruptions of the normal academic compass to invite participants to pause, reflect, and deeply connect with each other from a place of vulnerability. The first colloquy was held on September 30, 2022, and the topic discussed was the importance of opening safe spaces to sustain courageous and difficult conversations on the topic of race. In preparation for this colloquy, students read the chapter “Beginning Courageous Conversations about Race” ([See chapter here](#)). In the second colloquy, which was held on October 14, 2022, we discussed the connection between identity, language, and linguistic racism. In preparation for the colloquy, students read the chapter “How to Tame a Wild Tongue,” from [How to Tame a Wild Tongue](#) by Gloria Anzaldúa. The third and last colloquy of the semester was held on December 5, 2022, and in preparation for it, students read the article “The Ignatian Witness to Truth in a Climate of Injustice” ([See article here](#)), by Fr. Bryan N. Massingale. We used this article as a springboard for a discussion on the role Jesuit education ought to have in face of the climate of racial injustice that is pervasive in the United States. These three colloquies served as an invitation from both mind and heart to discern in common about concrete ways in which a Jesuit education must foster the idea of [being with others](#) as a call to “being with others” (Saint-Jean, [Being with Others](#)) in the context of the anti-racist struggle.

– Something I learned from my experience of teaching Spanish 3310 as an Ignatian, anti-racist course is that the class syllabus offers the potential to be much more than a “contract.” In fact, it has the makings of a sacred space to build awareness on the importance of inclusion and of social justice. It can also be a space to incite creativity as a crucial building block of a learning experience built holistically and humanely. This creative aspect involves the visual presentation (color, artistic design) of the document as a dimension that can positively impact student engagement with this roadmap of the course. During the first week of classes, I give students a syllabus assignment to ensure they read the document thoroughly.

The purpose of this template is to provide a framework for Ignatian and anti-racist course development. Although the model provided is based on the intermediate Spanish language and culture classroom, the structure that has been laid out could be adapted to other subject matters. A holistic educational experience involving mind, body, heart, and spirit is my response to the anti-racist struggle as a sign of the times. Ignatian teaching and learning calls for reflection and contemplation as paths toward being and others. Such outward movement transforms the classroom into a place of possibility fueled by the courage to dream, hope, and act.

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