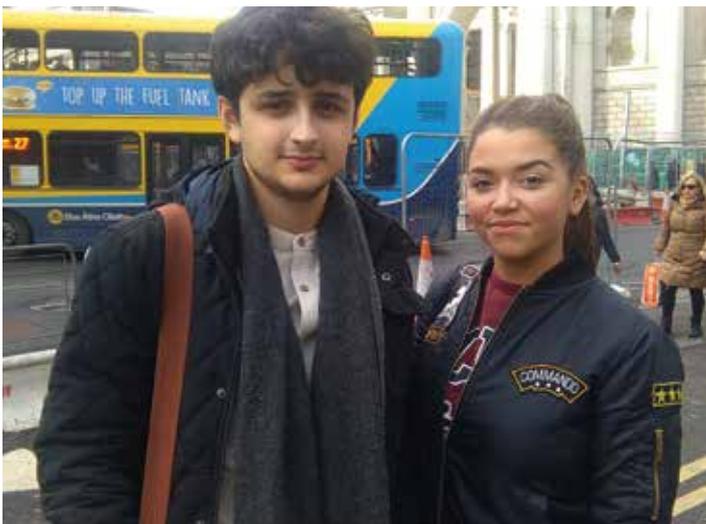




Loyola Institute Newsletter

Spring 2017



Colm Fitzpatrick from Co. Armagh and Imaani Keogh from Wexford are among the Loyola CTS students taking the module on social justice.



At the recent Loyola Institute workshop for RE Teachers were Jacqueline Munnelly, Will Flanagan and Hannah Costello from Loreto Abbey, Dalkey. See more about this event overleaf.

Theology and Social Justice on the Streets of Dublin

Twelve Loyola students are currently taking the module, *Theology and Social Justice: Community Engagement in the City of Dublin*. The module is taught by Professor Siobhán Garrigan and draws on her research in poverty, homelessness and discrimination, as well as pedagogy. The students are mostly placed singly in social justice agencies in Dublin, but those on late night soup runs are placed in twos for support and security. In addition to soup runs for homeless people, placements include reading to elderly visually impaired people, campaigning for LGBT rights and supporting families in crisis.

Students were issued with a “journal” at the start of term and are required to keep it all the way until exams. In this journal, they note their observations about the situations and people that they encounter and their own reactions to them. The journal is then used in various class-time exercises through which the students learn methods of reflecting theologically on their experiences. Each week, students also read the work of people who have used their social justice activism to inform their theologies. From ancient Christological authors through mediaeval liturgical texts, and with particular attention to contemporary theologians (such as Yvonne Gebara in Brazil, Seamus Murphy in Dublin and David Nixon in England), the students in this module learn how encountering social and personal poverty and suffering constitutes the heart of theology in the Catholic tradition.

A Space to Breathe Visit to Palestine

By Eoghan Stanley, 4th year CTS student, Loyola Institute.



Eoghan Stanley in Palestine
with fellow Loyola student Ciara Gaffney.

The Space to Breathe programme gathers young adults from the Middle East (Jewish & Arab Israeli/Palestinian Christian & Muslim) and Ireland (Protestant, Roman Catholic, Muslim & Jewish), dialoguing and exploring together questions of participatory leadership in contested spaces. My adventure was a shared one. There were over 25 participants from each area and while we got to see the splendour of both Israel and the West Bank we were immersed in the occupation of the latter. We visited cities such as Hebron and were hosted by settlers in Ephrata. Where I gained the most was from the people with whom I shared this programme. Making friends with those I was brought up to believe as the enemy is something that maybe could have only happened on this trip. I may still not agree with their ideology but that isn't to say I don't love and respect them as human beings. Rather than being the person who waves their finger in fury over x, y and z I believe I have evolved into someone who can help solve for x, y and z. In summary a *Space to Breathe* became a *Space to Grow*.

A Semester in Leuven as part of my CTS Degree

By Colm Fitzpatrick, 3rd year student Loyola Institute
on his semester in Leuven on the Erasmus programme.

About fifteen minutes from the capital city of Belgium lies the enigmatic town of Leuven: the coalescent cobblestones convey its coyness whilst the billowing and baroque buildings betray its beauty. Among this contradiction stands a stable place: a tiny square that composes the Theology department of Sint-Michielsstraat called Maria Theresia College. Unbeknownst to me, this four sided polygon would be where I would spend the majority of my study, grappling with root verbs in Hebrew; absorbing the progression of Church encyclicals; and understanding the salvific announcement of John 3:16.

Book of Kells Workshop for Religious Education Teachers

One of the important innovations taking place at the Loyola Institute is a study of the theology of the Book of Kells by Dr Cornelius Casey and Dr. Fáinche Ryan. Their work builds on recent scholarship that has been developed here in Trinity, and also in other universities. It is proving to be a fascinating study. We now offer a module at both undergraduate and post-graduate level in this area.

We decided to offer a workshop to Religious Education teachers and School Chaplains on this topic. On Thursday 16th February over 40 people attended a workshop entitled *The Book of Kells - A Resource for Christian Faith*. The evening began with a brief introduction to the Book of Kells and the particular Irish monastic world from which it emerged. This was followed by an introduction to the iconography (the symbolic language of the Book of Kells' illustrations). We then 'read' and commented on one of the illustrated pages. The night finished with a private visit to the Book of Kells, kindly facilitated by Anne Marie Duffley, manager of the exhibition. Her input greatly enhanced the whole experience. One of the participants commented 'this is perhaps the most enriching CPD (Continuing Professional Development) I have attended'!

The resources used are available on the Loyola Institute website (in the website section entitled Civic Engagement). Perhaps these resources could be of help in the new vision for the Junior Cycle currently under discussion.



Belvedere College S.J. was represented by Eoghan Keogh, Padraig Swan, Charles Jaryekonga S.J. Trish Carroll.
Photographed with Dr Fáinche Ryan, Director, Loyola Institute.

My other two modules in Tiensestraat, both the Theory of Knowledge and the Historical Introduction to Philosophy left me in an unexpected position: the former meant I did not depart knowing more but rather that I learnt that I know nothing; the latter demonstrated that an 'introduction' is not as easy to grasp as one might think! The work was difficult, the exams were rewarding and I made many European friends along the way. I learned just as much from the conversations I had with my companions as I did from my lectures – the majority of which happened in a tiny little Irish pub called Stapletons – and so I wasn't really that far away from home.



Erasmus+

From Yale to Loyola Institute to Study Irish High Crosses

By Megan Ayers, PhD student Loyola Institute



Megan Ayers with the Irish High Cross at Moone, Co. Kildare

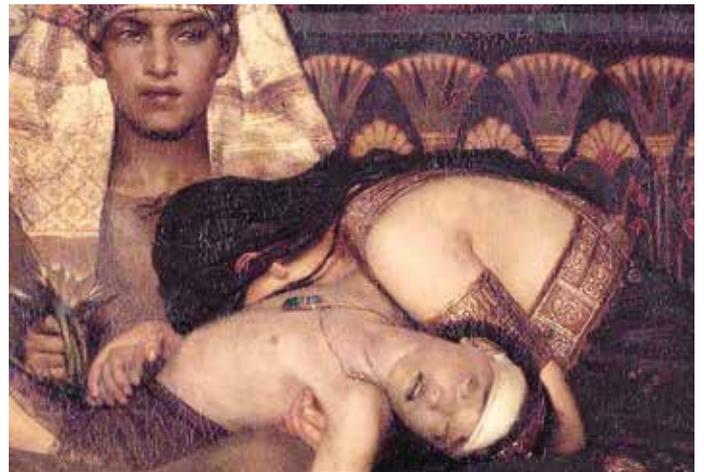
What made the Loyola Institute stand out for me when choosing a University for my PhD, is the dedication of the lecturers and professors within the department. Doctoral studies require a different set of skills from other levels of education and I find that the Loyola Institute is able to provide the necessary guidance at the various stages of research. In addition, the Loyola Institute hosts a range of events that provide opportunities for the formation of professional connections.

My particular area of study, the theological anthropology of the Irish High Crosses, is quite interdisciplinary. I have found that the Loyola Institute is able to connect with various other departments in order to make sure I have the resources I need for my research and writing. Above all, the Loyola Institute is dedicated to challenging all of its students to engage with Catholic Theology in a constructive manner and this emphasis within the Institute as a whole makes for a doctoral process that is well thought out and grounded.

The Scripture and the Arts

By Dr David J Shepherd, Loyola Institute.

While the Scriptures remain as central to the life of faith and the church as ever, they have also inspired some of the world's greatest works of musical, visual, literary, cinematic and dramatic art—many of which are studied by scholars at Trinity College. In recognition of this and as a stimulus to explore these works from a variety of perspectives, Loyola's David Shepherd gathered together Trinity colleagues, Drs Philip McEvansoneya (Art/Architecture), Jarlath Killeen (English), Nicholas Johnson (Drama) along with Prof. Martin O'Kane (Trinity St. David, Wales), Dr. Siobhan Dowling Long (University College Cork) and Amanda Dillon (Dublin City University) to discuss a variety of work including plays (Oscar Wilde's *Salome* and Bertolt Brecht's *David*), films (D.W. Griffith's *Intolerance*, Thomas Ince's *Civilization*), paintings (by Spencer and Beckmann and the 'Beuron School') and hymns composed by Irish writers. It is hoped that this workshop will lead to further research collaborations devoted to exploring the ways in which the Scriptures were interpreted artistically in the late 19th and early 20th centuries.



Lawrence Alma-Tadema,
Death of the Pharaoh's Firstborn Son (1872)

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Religion and Political Culture in the United States



'At this time take nothing for granted, not even democracy.'
'Let each one of us be alert, do what we can to get democracy through these dangerous times.' These were two of the conclusions to an engrossing lecture, 'Religion and Political Culture in the United States', given by the Dean of the Divinity School, Harvard University, Professor David Hempton on January 11th 2017. The event was organised by The Confederal School of Religions, Peace Studies and Theology – in association with the Harvard Club of Ireland, chaired by Dr Fáinche Ryan, Director of Loyola Institute.

500 Years on ...

The Reformation, a tremendous upheaval in Christianity, is 500 years old this year. The Quincentenary was marked by a mobile 'Reformation Installation' in Front Square of Trinity College February 18 2017, and by two days of lectures. The photo shows Dr Cornelius Casey and Jacob Ericson at The 'Reformation Installation' which is due to visit some seventeen European countries. The Loyola Institute participated with other colleagues in the organisation of the event.



The Loyola Institute

TRINITY COLLEGE DUBLIN

The Loyola Institute is a teaching and research department devoted to the Catholic theological tradition. Our purpose as an institution is to reflect academically on Christian faith, social justice and contemporary culture. Our central concern is the creative intersection of theology, Church and society. To this end we offer degrees at undergraduate and postgraduate level, both taught and via research mode. We welcome students from a diversity of backgrounds and interests from across the world. Scholarships (undergraduate and postgraduate) available. See website for details.

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