



# ALL THINGS IGNATIAN

*Celebrating Mission at Creighton University*

## Discovering Peru: Church, Language and Society in Context

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### Accompaniment

**Discovering Peru** is a summer faculty-led study-abroad program that begins from the premise that Creighton students have much to learn from communities that suffer from poverty and marginalization.

As an Academic-Service-Learning program we understand accompaniment as our main strategy of service and engagement.

We believe the communities we serve know their needs and capabilities and therefore we take direction from local partners.



Host families believe that deep and meaningful relationships between Creighton students and Peruvian families foster a sense of “development” that transcends the material. Hosting students is about giving and receiving—a mutuality of trust and compassion.

Learning about the “other” results in learning about ourselves. Students begin to realize the privilege of their own situation and the obligations that privilege demands in a world where so many people are unable to live a dignified life. We believe this is one purpose of a Jesuit and Catholic education.

### Courses Offered

**Theology 443:** The premise of this course is that the Latin American nation of Peru provides a unique opportunity for understanding how local churches tried to heed the call of the Second Vatican Council to read the signs of the times and interpret them in the light of the Gospel. By studying the history of the Catholic Church in the conquest of the New World, the massive and irreversible changes of the Second Vatican Council, and the new mission outlined in *Gaudium et spes*, students see a Church emerge that truly serves the world.



**Sociology 101:** The purpose of this course is to explore the consequences of social inequality in the Peruvian context as a foil for understanding it as a global phenomenon. As globalization continues to take form, sharp economic growth has both positive and negative impacts on already existing inequalities in many societies. Through direct immersion in a travel course, students will encounter this reality through formal classroom instruction and their time with a Peruvian family.

**Spanish:** Study of the Spanish language is essential to communicating with community partners and host families. Students are welcomed at all levels of proficiency and courses are tailored to student needs. “Conversation clubs” with local Peruvians, direct service and homestays ensure that students are constantly communicating in Spanish.

### Ignatian Formation

An experience of international immersion in a community that is so different from our own requires **intentional preparation, reflection** throughout the time in country and a **retreat opportunity** for integration upon return.

Preparation for *Discovering Peru* begins five months prior to the trip and utilizes *anticipatory reflection*. This allows students to contextualize themselves and come to an understanding of what they do and do not know about the world we will enter. This self-honesty is critical for an integrated experience.



Ignatius of Loyola believed that listening to one’s heart is where we encounter God. Students reflect 3-4 times a week as a group. These reflections ask them to ponder how this experience is moving them and why.

Immediately after his conversion Ignatius moved directly into service of the poor—a commitment he maintained his entire life. “In the school of the poor, Ignatius learned how to renounce every project properly his own. It was thanks to this humility, which enabled him to recognize what his conversion and experience of the Lord had inscribed in the very depths of his being that he discerned his true future in the desire to acquire some education and to enter fully into the dynamism of contemporary culture . . . .” (Demoustier, Adrian. “The First Companions of the Poor,” in *The Disturbing Subject: The Option for the Poor, Studies in the Spirituality of the Jesuits*, St. Louis, MO, 21/2, March 1989, p. 7).



MISSION WEEK