

**DRAFT OUTLINE 11/2018**  
**Augustine's Confessions:**  
**An Augustinian Pedagogy/Reflection Reading Course**  
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Chapter 1 - Introduction and Course Overview

- a. Course Purpose
  - Appreciative Inquiry/Examination - Seek Future Direction - Not Project or Problem Solving
  - Trusting Teachers' and Augustine's Memories
  - Only 10 books - Importance of Story - Augustine's and Ours
- b. Course Flow
  - Invocation (calling into) from each Books of *Confessions*
  - Guidance: Prompting Learning/Teaching Questions for Specific Sections of Each Book
  - Reflection (Personal)
  - Dialogue (Group Meeting)
- c. Suggested Translations
  - *The Confessions*. Translated by Maria Boulding, O.S.B. Hyde Park, NY: New City Press, 1997. Also available on an App in the App Store.
  - *Confessions: Saint Augustine*. Translated by Benignus O'Rourke. London: Darton Longman & Todd, 2016. Also available as a Kindle Book. This only includes Books I-IX, but is an easier read translation for those new to Augustine and his *Confessions*.

Chapter 2 - Augustinian Reading and Reflection.

Reading Sections Identified with Related Questions to Guide Reflective Reading

- a. Book X - Memory
  - Invocation -- X.27,38
  - Readings
    - X.1,1-5,7 - Purpose of *Confessions* = Now and Future (More than Past)
    - X.6,8-6,9 and X.27,38-29,40 - Becoming a Seeker/Pilgrim
- b. Book I - Students Struggling with Learning
  - Invocation – I.1,1
  - Readings
    - I.1,1 (O'Rourke - I.1) - Restlessness
    - I.9,14-10,16; I.13,20-18,29 and I.20,31 (O'Rourke - I.9-10; I.13-18 and I.20) - Learning in Schooling (Difficult)
- c. Book II - Peer Influences in Learning
  - Invocation – II.7,15
  - Reading
    - II.4,9-10,18 (O'Rourke - II.4-10) - Peers and Prodigal Learning
- d. Book III - Process vs Content
  - Invocation – III.4,8
  - Readings
    - III.2,2-3,6 (O'Rourke - III. 2-3) - Distractions
    - III.4,7-5,8 (O'Rourke - III.4-5) - *Hortentius* vs Scripture

- III.11,19-12,21 (O'Rourke - III.11-12) -Expectations of Others
- e. Book IV - Teaching - Having Eloquence as well as Group/Relational/Social/Community Reality
- Invocation – IV.8,13
  - Readings
    - IV.1,1-2,2 and IV.13,20-14,23 (O'Rourke - IV.1-2 and IV.13-14) - “Selling” Eloquence
    - IV.8,13-9,14 (O'Rourke - IV.8-9) - Consolation of Friends/Relationships
    - IV.16,28-16,30 (O'Rourke - IV.16) - Eloquence from Reading Great Books
- f. Book V - Role of Teachers - Teachers struggling with Learners
- Invocation – V.2,2
  - Readings
    - V.3,3 and V.6,10-7,13 (O'Rourke - V.3 and V.6-7) - Faustus a Teacher with Process and Flair but No Substantial Content
    - V.8,14 and 12,22 (O'Rourke - V.8 and 12) - Troubles with Students
    - V.13,23-14,25 (O'Rourke - V.13-14) - Ambrose a Teacher with Substantial Content “Seeping” Through Style of Presentation
- g. Book VI - Recognizing and Learning from Mistakes - With Others
- Invocation – VI.1,1
  - Readings
    - VI.3,3-5,8 (O'Rourke - VI.3-5) - Ambrose - Teacher as Guide to Seeking/Searching for Enlightenment
    - VI.6,9-6,10 (O'Rourke - VI.6) - Drunken Beggar as Symbol of Learning Leading to Change/Transformation
    - VI.7,11-11,17 (O'Rourke - VI.7-11) - Alypius and Nebridius - Learning as Healing
    - VI.14,24 (O'Rourke - VI.14) Desire for a Learning Community
- h. Book VII - Stumbling Blocks as Opportunity for Learning New Ideas
- Invocation – VII.8,12
  - Readings
    - VII.1,1 (O'Rourke - VII.1) - Stumbling Blocks as Learning Opportunities
    - VII.7,11-8,12 (O'Rourke - VII.7-8) - Continuing the Search Past Stumbling Blocks
    - VII.9,13-15 (O'Rourke - VII.9) - Finding Things to Open the Mind to a Path Past Stumbling Blocks
    - VII.18,24-21,27 (O'Rourke - VII.18-21) - Finding a Key Element to Passing Through Stumbling Blocks
- i. Book VIII - Learning as Transformation
- Invocation – VIII.12,29
  - Readings
    - VIII.1,1-2,3 and 6,13-15 (O'Rourke - VIII.1-2 and VIII.6) - Importance of Dialogue in Learning
    - VIII.2,3-4,9 and VIII.6,15-7,18 (O'Rourke - VIII.2-4 and VIII.6-7) - Importance of Story in Learning

- VIII.8,19-12,30 (O'Rourke - VIII.8-12) - Importance of Quiet and Listening in Learning
- j. Book IX - Preparing Learners for the Unexpected
  - Invocation – IX.10,25
  - Readings
    - IX.2,2-3,6 and IX.11,27-12,36 (O'Rourke - IX.2-3 and IX.11-12) -Learning as Overcoming Loss of Old While Finding Gift of New
    - IX.4,7-7.15 (O'Rourke - IX.4-7) - Creating Time and Space to Practice and Become Accustomed to New Learning
    - IX.13,37 (O'Rourke - IX.13,37) - Learning as Finding A Modicum of Peace

#### Chapter 3 - Augustinian Reflection Circle - 1st Use (Personal Reading)

- a. Augustinian Reflection Circle
  - YouTube Video: Explanation of Source of Circle in Augustine's Writings
  - Video Transcript
- b. Augustinian Reflection Circle Activity
  - YouTube Video Guidance
  - Video Transcript
  - Reflection Circle Activity Template

#### Chapter 4 - Group Discussion Processes

- a. Quaker Approach - Discussion where group waits for members to feel inspired to share. Probably good for 1st Group Meeting
- b. Kick Off Approach - Discussion where a member of group takes responsibility to "kick off" sharing of an insight or 2 from personal reflection. If used, probably good that volunteering decided at 1st Group Meeting
- c. Lead Off Approach - Group Meeting where a member presents full findings of personal reflection. This is followed by other members making full presentations. Only clarifying questions after a presentation. When all presentations scheduled for a meeting are completed, then a plenary discussion about what has been heard ensues. If used, probably good for last meeting(s).

#### Chapter 5 - Augustinian Reflection Circle - 2nd Use (Post Group Discussion)

- a. After a Group Meeting Participants repeat process of Chapter 3. This time focusing on the discussion during the Group Meeting.

#### Chapter 6 - Integration into Practice

- a. After the Group Meeting in which Book IX of the *Confessions* is discussed. Participants should repeat process of Chapter 3. This time focusing on their reading of Books I - X of the *Confessions*. I suggest that these findings be shared via Group Meeting(s) using the Lead Off Approach described in Chapter 4.