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FROM THE RATIO STUDIORUM TO THE IDEA 5.0 MODEL: RECOVERY AND ENHANCEMENT OF THE HERITAGE AND IDENTITY OF THE REALES ESCUELAS LA INMACULADA

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Abstract: The Royal Pious Schools of the Immaculate of Córdoba treasure a rich cultural heritage, both tangible and immaterial, whose value goes beyond the merely educational. We are talking about a school institution whose origin dates back to the 16th century -few schools in Spain have such a long history and tradition- that with the documents of its historical archive, cartography, works of art, architectural elements, publications, academic records and students who, throughout the centuries, excelled in the arts, culture or science, represents one of the most important and representative examples of Historical, School and Educational Heritage, not only of Córdoba, but possibly of all the country. A comprehensive research project on the center's tangible and intangible heritage aims to value and preserve the identity of this important educational institution.

Keywords: tangible and intangible heritage, identity, education, social memory.

INTRODUCTION

Cultural heritage, both in its tangible and intangible expression, plays a fundamental role in the recovery of memory and the collective identity of a society. This legacy, accumulated over generations, not only represents the history and traditions of a people, but also constitutes a mirror in which citizens can look at themselves to understand their past, shape their present and guide their future.

In a world in constant change and evolution, cultural heritage acts as an element of cohesion between people with their roots and origins. The preservation of historical monuments, archaeological sites, works of art, ancient documents and oral traditions ensures that succeeding generations can learn from the achievements, failures and challenges of the past. By studying these vestiges, society can appreciate the evolution of its values, beliefs and ways of life, which in turn provides

a richer and more contextualized perspective of its own identity.

Cultural heritage acts as a catalyst for a sense of belonging and social cohesion. Citizenship can find itself in the stories of its ancestors and in all material culture -and not just artistic creations- that past societies have left for posterity. This connection to the past creates a shared sense of community and belonging, as people recognize each other as part of a larger tradition that transcends generational boundaries.

On the other hand, when we talk about Educational Heritage and School Heritage, we refer, in the first case to the set of elements, resources and knowledge related to education and teaching, accumulated over time; School Heritage, on the other hand, focuses specifically on the elements and resources related to school institutions (Berrio Ruiz, J., 2010). This may include historic school buildings, objects used in the school environment (such as desks, blackboards, old textbooks, etc.), photographs of classrooms and common areas, school administrative documents, and other items that reflect life and history school experience over the decades. School heritage tends to focus on the history and evolution of educational institutions and how they have influenced the community and society in general.

Like Cultural Heritage in its broadest sense, the work of conservation and enhancement of Educational Heritage and School Heritage seeks to preserve and transmit to present and future generations the experiences, methods, ideas and educational practices that have contributed to the development of the educational system in a society, in addition to safeguarding the material legacy of the educational centers.

THE REALES ESCUELAS LA INMACULADA DE CÓRDOBA

The case that we are dealing with here, that is, the patrimonial, tangible and immaterial complex that the Reales Escuelas La Inmaculada treasures, represents the paradigm in terms of Historical, Educational and School Heritage in Córdoba and Andalusia. The investigation and preservation of the patrimonial complex, as well as the safeguarding of the identity of this centenary educational institution, are important for several reasons. It is an essential heritage area for a deeper understanding of how education and society have evolved in Córdoba and Andalusia, from the mid-16th century to the present, and how socio-educational challenges have been addressed at different times. In addition, a deep knowledge of this heritage can serve -in fact it is already happening in the Reales Escuelas La Inmaculada de Córdoba, with the educational innovation initiatives launched in 2021 with the IDEA 5.0 Own Learning Method- as a source of inspiration for educational innovation and to address contemporary challenges in teaching and learning.

Precisely, it is the innovative nature of this revolutionary learning method - the IDEA 5.0 Model has been created to reach the maximum potential in the integral development of the person and accompany the student on their path of personal success - that clearly shows that tradition and avant-garde should not be understood as antagonistic or incompatible concepts, but as totally complementary realities that enable, hand in hand, the advancement of societies. It is precisely this and no other, a basic objective of both the Educational Heritage and the School Heritage that we previously mentioned.

It is also intended to promote a sense of identity and community among the school population and citizens, by showing them

how the great challenges of the past have been faced and overcome until the first Cordovan educational institution, as we know it today, has been created.

The Reales Escuelas La Inmaculada de Córdoba, founded in 1553 as Colegio de Santa Catalina, are an essential part of the cultural legacy of Cordoba and Andalusian society (Martínez, 2012), since they reflect their approach and values in relation to education, and They provide valuable lessons for the continuous improvement of educational practice.

The implementation of the project “*Recovery and Enhancement of the Heritage and Identity of the Reales Escuelas La Inmaculada*” arises from the need to promote the recovery of the image and prestige of the educational institution that, with almost five centuries of history, can hold chronological primacy among educational centers of any order and level in Córdoba, and at the same time avoid the possibility that, gradually, the fundamental values of the institution may fall into oblivion or irrelevance, such and as it has been happening in other old institutions of our geography.

Over the decades, it is a proven fact, the succession of different religious orders by the dependencies of the Colegio de la Plaza de la Compañía – each one of them animated and oriented in their great educational work by the precepts of their founders and of the most charismatic figures of each order-, have been able to influence a possible and progressive blurring, in the collective memory and even in the perception of the teachers themselves, of the identity traits of that original educational project that inaugurated its path in 1553 as a College -School of Santa Catalina de la Compañía de Jesús, to become, in the last quarter of the 18th century, the Royal Schools of First Letters (known in Córdoba as the “Schools of the Dean”), and later on the Royal

Pious Schools of the Immaculate Conception and San Francisco Javier (Aranda, 2012).

PROJECT GENESIS

After a first initial phase of research in the Historical Archives of the school, in 2018, a more in-depth research work began in 2020, through the consultation of primary and secondary sources, in addition to some first studies on the State of conservation of the movable and immovable heritage of the College. The results of this first phase of study were collected in an unpublished report that synthesized some of the outstanding aspects of the institution's history, among others, its value and social function as the first free education center in Córdoba and as a place of training for some of the most prominent figures in Spanish and universal literature, among them Fathers Martín de Roa and Pedro Pablo de Acevedo, as teachers at the center, or Juan de Rufo, Luis de Góngora and Miguel de Cervantes himself, whose The first steps in learning letters were taken precisely in the classrooms of the Colegio de Santa Catalina.

The direct involvement of historical figures of such great importance, universal renown and charisma, such as the universal Doctor of the Church San Juan de Ávila, San Francisco de Borja or San Ignacio de Loyola himself in the process of establishing the first College of Córdoba, are irrefutable indications of the importance of the educational project and its enormous social value, even more so if we take into account the socioeconomic circumstances that characterized the time -we are in the middle of the 16th century- in which the events took place.

At this historical juncture, the College is a benchmark throughout Andalusia, both in terms of the quality of teaching - being able to even grant university degrees thanks to a pontifical bull of Gregory XIII (Díaz, 2020), expressly promulgated to validate titles of the

schools of the Society of Jesus, among them Santa Catalina-, as in relation to its open and universal character, which allowed access to culture and knowledge to young people of any class and origin, ignoring or softening even the strict norms that the Statutes of Cleanliness of Blood imposed in the territories belonging to the Spanish Crown. It is therefore not trivial, to reflect -given the premises- on the Jewish-converted ancestry of many of the former students of the Colegio de Santa Catalina, an institution that knew how to welcome children and young people of any origin and condition.

We are talking about a pioneering institution, which from its beginnings played a leading role in the evolution of Andalusian and Spanish society, inaugurating a concept of openness, tolerance and education for all, through an avant-garde methodology that goes beyond the concept of instruction. -understood as the transmission of content-, in favor of a comprehensive educational practice, designed to capture the new generations, "joining virtue with letters" (Llorente, H. and Jiménez, P., 2012), accustoming the new generations to that complex human action that is the study and that "requires the whole man", to which one must surrender with self-sacrifice and fortitude.

It is not easy, then, not to agree with the objectives that since the beginning of its history have made this Cordovan institution an educational benchmark. In this perspective, the work of the dean D. Francisco Javier Fernández de Córdoba is understood, who, in the last quarter of the 18th century, wanted to rescue the institution, whose trajectory had been interrupted in 1767 by Carlos III with the expulsion of the Society of Jesus from all the territories of the Crown (Martínez, 2014). Under the patronage of the same monarch, the dean managed to get Santa Catalina to recover its role as a benchmark for Education and Culture in the Andalusian capital, this

time, following the model of the Royal Higher Schools of San Isidro in Madrid which, as in the In the case of the Colegio de Córdoba, until 1767 they had been run by the spiritual children of Ignacio de Loyola, under the name of Colegio Imperial de la Compañía de Jesús -or Colegio de San Pedro y San Pablo de la Compañía de Jesús en la Corte- of Madrid.

By decree of August 3, 1787, Carlos III grants D. Francisco Javier Fernández de Córdoba what he requested for the purpose he mentions, having to pay for it all the expenses of repair and conservation of the building (Ramírez de Arellano, 1877).

In 1791, Carlos IV decided to sponsor the project of the Royal Schools of First Letters of Córdoba and reserved the privilege of naming his teachers and successors (Martín Riego and Ruiz Sánchez 2009). At the express wish of D. Francisco Javier, these will be governed by a Board of Trustees made up of the canons of the Holy Cathedral Church of Córdoba who hold the positions of dean, magistral and doctoral (Rodríguez Espejo, 2002).

From this moment, the Reales Escuelas Pías de Primeras Letras carried out its educational work until its transformation into Colegio Cervantes in 1947. During this long period of time, going through different ups and downs, they expanded their activities by launching successful educational projects such as the school of girls in Hilete street (currently Juan de Mena street) since 1794; school for boys first and then for girls in Pozanco (Ramírez de Arellano, 1877) since 1799, the first Normal School in the city, night school for workers (run by Jesuits); Sunday school, etc., making a valuable contribution to the city of Córdoba (Rodríguez Espejo, 2002).

METHODOLOGY AND RESULTS

It is evident that such a long-lived institution cannot do without constant care and work that investigates -under the protection of a specific methodology- the past of the Institution in order to rescue and preserve -and even update- the material and immaterial values that serve as a stimulus to continue working with the same passion and dedication and as an example for future generations.

Faced with such a huge challenge, some priority objectives were selected and some lines of work were marked on which to focus efforts in the short and medium term, aware of the objective difficulties that must be faced and with the perspective of submitting the “roadmap” to periodic reviews that would allow focusing on the priority objectives to be developed at each stage, according to the available means and the needs that arise at each moment.

After the aforementioned preparatory phase, which was developed at the end of 2018, at the beginning of 2021 the operational phase of the main lines of work began -which in themselves constitute the “methodological scaffolding” of the project-, with the results that we summarize below:

BIBLIOGRAPHIC AND DOCUMENTARY SEARCH

in libraries, archives and newspaper archives on the founding of the College, its evolution, both as a didactic institution, as well as in terms of its architecture, and illustrious figures -former students or teachers- related to the Institution.

The bibliographic and documentary search work, whose most relevant result to date consists of the discovery of the founding act of the Colegio de Santa Catalina, whose original copy is preserved in the Provincial Historical Archive of Córdoba, is considered as a permanent activity. In this documentary

search work, the funds of the Diocesan and Provincial archives of Córdoba, the Official Bulletins of the Royal Academy of Sciences, Fine Letters and Noble Arts of Córdoba or the main platforms and digital repositories of publications available in network. It must be noted that the large number of scanned old documents and digitized publications available for consultation on the pages of the different institutions have facilitated the continuity of research work.

It has been possible to gather a large amount of information about the founding stage of the College and the vicissitudes that directly or indirectly influenced the consolidation of the College of Santa Catalina de la Compañía de Jesús as an absolute reference for training from the 16th century, both for the Andalusian secular clergy, as well as for young people of different origins, as confirmed by the presence of students belonging to the Sevillian or Cadiz mercantile bourgeoisie. In this research work, special emphasis has been placed on the investigation of the figures of Miguel de Cervantes and Luis de Góngora (Gavilán, 1995), probably the two most renowned and universally prestigious figures among those who are related to the school.

The large amount of information collected has allowed me to carry out a scrupulous job of comparing and crossing data, a job never done to date. Most of the researchers who have dedicated themselves to the subject on different dates and from different disciplinary approaches, affirm - being able to count on a solid documentary base - in a forceful way that Miguel de Cervantes was a student of the Jesuits, before in Córdoba and later in Seville. (Astrana, 1958). The Cordovan origin of the paternal family, its Jewish-converted ancestry

and the stay of the young Miguel, in Córdoba, during the years of his school education (Penco, 2017), are two of the most important factors when formulating these conclusions.¹

CATALOGING OF HERITAGE: IDENTIFICATION AND INVENTORY OF THE PHYSICAL ELEMENTS RELATED TO THE HISTORY AND IDENTITY OF THE INSTITUTION

The school has treasured and continues to do so, many personal and collective experiences but also important material assets: historical documents, educational collections, elements of artistic and architectural heritage that attest to its future. As regards its immovable heritage, the imposing imperial staircase and the so-called Red Courtyard undoubtedly stand out, architectural elements whose constructive origins date back to the remodeling of the 18th century and which justify the inclusion of the building among the Assets of Interest Cultural Center of the Andalusian Autonomous Community².

SEARCH AND CONTACT WITH SOME OF THE RESEARCHERS WHO IN THEIR ACADEMIC CAREER HAVE CARRIED OUT STUDIES ON THE HISTORY OF THE COLLEGE

The idea of contacting some of the researchers, among those who have carried out work related in some way to the institution, has allowed us to focus more precisely on the areas to be investigated. On the other hand, one of the most outstanding activities in this first stage of the project has consisted of conducting video interviews with the same researchers; these interviews, as will

1. It is extremely unlikely that Miguel's father, suffocated by debts, could afford a private tutor to guarantee his children's schooling. On the other hand, the presence of the young Miguel de Cervantes in Córdoba, precisely in the early years of the only College in the city, the one of the Jesuits, in which, as the sources corroborate, the rules were not applied. discriminatory laws imposed by the Cleansing of Blood Statutes (Cuart, 1991).

2. <https://guiadigital.iaph.es/bien/inmueble/842/cordoba/cordoba/colegio-de-santa-catalina-e-iglesia-de-san-salvador-y-santo-domingo-de-silos>

be explained below, were later included in a documentary.

VIDEOTAPED INTERVIEWS

Throughout 2021, the researchers who made their availability to be part of the Project participated in the recording of interviews about the founding of the Colegio de Santa Catalina, the socioeconomic context of Córdoba in the 16th century, the historical figures and the facts that contributed to the realization of the ambitious project of the Society of Jesus in Córdoba. These interviews were carried out between Córdoba, in the same facilities of the School, in the Museum of Memory “Casa de Sefarad” and Rome, in the ARSI (Archivum Romanorum Societatis Iesu) between the months of March and April 2021. The work of editing and editing these video-interviews ended in December 2021. The choice of the audiovisual format is justified by the intention of covering an audience that is as heterogeneous and broad as possible.

PRODUCTION OF A VIDEO-DOCUMENTARY THAT DESCRIBES THE HISTORICAL EVOLUTION OF THE SCHOOL AND THAT VALUES ITS HERITAGE ELEMENTS

We wanted to emphasize the distinctive elements of the Heritage of the La Inmaculada Royal Schools and the most representative historical moments in the life of the Institution (foundation of the College as the first institution of this type of the Society of Jesus in Andalusia, the role of San Juan de Ávila, the presence of Miguel de Cervantes and Luis de Góngora). The documentary, entitled “1553 - 2021: From Colegio de Santa Catalina to Reales Escuelas La Inmaculada” is the means of dissemination chosen to publicize the results of these last two years of work, also responding to the urgency of making participate in the importance

of this legacy -which is the heritage of all- to the widest possible public, aware that a publication in the traditional format, even if it were for informational purposes, would not obtain results comparable to those that can be achieved using the audiovisual format. The documentary premiered on June 2, 2022 at the Episcopal Palace of Córdoba.

WRITING AN INFORMATIVE PUBLICATION

Work is being done on the drafting of a monograph that, based on the results of previous investigations and with new information acquired from sources not yet consulted, summarizes the history of the College since its foundation, in order to publicize the value center and raise awareness, the school community, the educational community and Cordoba society about the importance of the historical and cultural legacy of the school. Due to the complexity of organizing the large volume of information, the publication date of said work has been estimated to be mid-2024.

ADAPTATION OF THE RESEARCH CONTENTS TO DIFFERENT INFORMATIVE FORMATS FOR DIFFERENT TYPES OF PUBLIC, DIVIDED BY AGE AND SOCIO-EDUCATIONAL LEVEL

This dissemination work will be carried out by creating a section on the institutional website and, later, a new website dedicated to the project, with different formats designed for dissemination such as animated infographics, comics, etc.

At present, they are preparing, in an intense work that sees teachers and students involved, an exhibition in which, respecting a chronological order, some infographics will reveal the history of the center. At present, the work of elaboration of the sheets with which

the didactic panels are going to be made is in an advanced phase. At the same time, thinking above all of the students and the younger public, a manga-type comic is being produced -the work of some students from the school- that graphically recounts the history of the Institution.

DISSEMINATION OF THE PROJECT THROUGH THE OFFICIAL CHANNELS CURRENTLY IN USE: SOCIAL NETWORKS, PRESS, RADIO OR TELEVISION

Throughout the last school years, the College has maintained constant its dissemination activity through its institutional website and thanks to constant work on social networks -through five weekly publications-, in order to publicize the progress of the Project and all activities carried out by the Institution. The main activities developed and the results achieved -highlighting the realization of a 3D model from the laser scan of the imperial staircase or the results of the first years of research, collected in a documentary-, have had space in the local media and autonomous communities, tangibly increasing the interest of citizens towards the educational institution. In fact, in 2021 the Reales Escuelas La Inmaculada received recognition as the most valued College by Cordoba families.

Undoubtedly, it is a successful experience that has allowed the entire educational community to be involved in the process of strengthening the Institution's identity. Obviously, dissemination work, as an essential part of any research process, is included among the permanent activities of the Project.

To the activities that have just been mentioned, we must add the following works that do not fall within any of the lines previously described. These works were carried out throughout 2021:

- **3D scanning and digital modeling of the imperial staircase of the College. The technology used allows capturing 360,000 points per second, generating a 3D model with millimeter precision:** To make a 3D model with these characteristics allows us to have digital graphic documentation, very useful for research and essential for intervening in the conservation of the building and even in its recovery, given the deterioration that the passage of time can cause. A digital model becomes an irreplaceable tool if you want to make a reduced-scale model -identical to the original- to investigate some specific details or for the blind to appreciate the architectural characteristics of the monument by touch. The resulting file contains a large amount of data that is extremely useful for many possible uses today, but also to preserve this same information for future applications.

- **Study of the origin of the coat of arms of the Royal Pious Schools of the Immaculate Conception and update of its image:** An analysis of the coat of arms of the Royal Pious Schools has been carried out, in its double historical-heraldic and graphic aspects, paying attention in the latter to its geometric characteristics, to finally carry out a modeling of it in both 2D and 3D. This has made it possible to verify that the four representations still present in the building seem to correspond to the same coat of arms and this clearly belongs to D. Francisco Javier Fernández de Córdoba - founder of the Royal Pious Schools, in the last quarter of the s. XVIII-, in which the arms of the house of Córdoba, the county of Cabra and the duchy of Ponce de León are represented, not always accurately. Despite these similarities between the

four representations, they are different in size and shape; They have been made at different times and not by the same artist. This work will be published shortly as a monograph.

- **Signing of an agreement with Universidad de Córdoba:** The Agreement provides for research work to be carried out by the students of the Master's Degree in Representation and Design in Engineering and Architecture as Final Master's Projects, with the aim of defining the architectural characteristics of the building and the changes carried out in it throughout the last five centuries.

It is the intention of the Center to inaugurate a Conference -to be repeated cyclically, with a periodicity yet to be defined-, during which, through presentations and conferences, the results of the work carried out, and still to be carried out, can be presented in the scope of the Research Project and Valorization of the Heritage and Identity of the Royal Schools of La Inmaculada, thus updating the information available on the Institution.

CONCLUSIONS

The importance of cultural heritage in the recovery of memory and collective identity is especially evident in times of crisis or drastic change. During periods of social transformation, like the one we are experiencing, cultural heritage can become a beacon of stability. It serves as a testament to the resistance, resilience, and creativity of people throughout history, reminding us that adversities can be overcome and that culture

remains a constant thread amid uncertainty.

Their care and conservation are essential for citizens to maintain a living connection with their identity and collective memory.

All the activities carried out to date within the scope of the Project of "*Recovery and Enhancement of the Heritage and Identity of the La Inmaculada Royal Schools*", They are specifically aimed at achieving a single fundamental objective: to put the identity and historical values of the Institution at the service of the entire population.

The research work will continue to be developed through a global and multidisciplinary approach to the Heritage of the Reales Escuelas La Inmaculada where, even being aware of the undoubted historical-artistic value of material Heritage, we want to insist on the obligation to rescue and make known the intangible aspects and contents, the intangible legacy of an educational institution that must be understood as a common heritage for all citizens.

The "Research Project and Valorization of the Heritage and Identity of the La Inmaculada Royal Schools" is, of course, the methodological and operational tool, through which the necessary actions are planned and implemented in terms of conservation and enhancement of the Material and Intangible Heritage of the School; but at the same time it is the -unique- opportunity to "reconcile" and value the different historical stages of an institution that must be understood as a single great educational project at the service of society that, as sometimes happens with courses and resources of history, has had the ability to evolve, overcoming the conflicts of each historical stage, adapting to the changes imposed by vicissitudes.

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