

THE CONTENT OF THIS DESCRIPTION IS NOT A LEARNING CONTRACT AND THE INSTRUCTOR IS NOT BOUND TO IT. IT IS OFFERED IN GOOD FAITH AND INTENDED AS A HELPFUL GUIDE TO THE STUDENT. THE OFFICIAL COURSE SYLLABUS WILL BE PROVIDED AT THE FIRST CLASS.

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TITLE: Conversion and Education

TERM: April – August 2018 [20185]

SCHEDULE: SAS – Library

July 12, 17, 19, 24, 26, 2018

9:00 AM-3:00 PM

PROFESSOR: Dr. David G. Creamer, S.J.

REGISTRATION: LIMITED TO 25

COURSE DESCRIPTION:

This course focuses on the part played by conversion in education; both as enhancing the effectiveness of educational process in today's globalized and post-modern world and, also, as the outcome of this process. In this context, education is seen as having a three-fold role: to inform, to form, and to transform. Throughout the course, distinctions will be made between ways of knowing and types of knowledge. In this context, educators will be encouraged to become aware of their own overlapping worlds and those of their students.

CLASS OBJECTIVES:

Students should:

- Become acquainted with a variety of contemporary authors (notably Bernard Lonergan and James W. Fowler) and their insights into key relationships between “conversion’ and “education”.
- Apply insights from selected readings to the unique educational situations/ministry in which they are engaged and, in turn, draw from their experience to enrich the readings selected.
- Come to a practical as well as a theoretical understanding of conversion as a turning away from a life-denying stance and a turning to a life-enhancing stance and hence as integral to self-realisation.
- Be willing to enter into a new world of concerns, to discard personal biases and engage in dialogue with those who offer different or even opposing viewpoints.
- Be able to assess the respective contributions of liberationist, ecological, and human rights emphases to an education that is liberating rather than power-seeking.

PREREQUISITES:

None

Required Text(s):

1. Crowe, Frederick F. *Old Things and New: A Strategy for Education*. Atlanta, GA: Scholars Press, 1985. (Available from www.amazon.ca).
2. Creamer, David G. *Guides for the Journey: John Macmurray, Bernard Lonergan, James Fowler*. Lanham, MD: The University Press of America, 1996. [Chapters 4 (Lonergan) and 5 (Fowler)]. (Available from www.amazon.ca).
3. Laudato Si': Encyclical Letter of Pope Francis, 2015. (Available at http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html).

Method(s) of Evaluation (and Value Contributing to Final Mark):

1. Students will be responsible for making a formal presentation on one or another of the major course topics. The presentation (30-45 minutes or so of class time) will require:

- A. Communication, to the larger seminar group, of the substance and key argument(s) of a given thinker.
- B. Presentation of your reflection upon, analysis of, reaction to, the chosen thinker; what, if anything, have you learned that impacts upon your personal 'philosophy of education'?

2. Major Term Paper: Due on, or before, the last day of the Summer term.

- A. Exposition and critical review of the work of one of the philosophers we have studied (it may be an expansion of your class presentation, though not necessarily).

OR

- B. A topic chosen in consultation with the instructor.

As well as content, papers will be graded according to style and the quality, accuracy, and creativeness of presentation. The main objective of these research papers is to have you familiarize yourself with original source material and the extensive literature available on the philosophy of education. A starting point for researching any topic would be items on the course Bibliography and an Internet search.

Evaluation:

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| - Class Presentation/Participation | 40% |
| - Major Term Paper | 60% |

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Conn, Walter E. "Affective Conversion: The Transformation of Desire." In *Religion and Culture: Essays in Honor of Bernard Lonergan, S.J.* Edited by Thomas P. Fallon S.J. and Philip Boo Riley, Albany: State University of New York Press, 1987, 261-276.

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Groome, Thomas H. *Sharing Faith*. Harper, New York: Collins, 1991

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- Lickona, Thomas. *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. Toronto: Bantam Books, 1992.
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