Contemplative Approaches to Reading and Writing: Cultivating Choice, Connectedness, and Wholeheartedness in the Critical Humanities

Dorothe J Bach, John Alexander

Abstract

This article describes an approach in which two humanities instructors use reading and writing as a means to help students connect to their minds as objects of contemplation, experience alternative ways of being and relating, and consider how they make meaning from experience. To derive conclusions from this approach, they analyze student work and student feedback from a 3000 level elective comparative literature course, “Spiritual Journeys in Young Adult Fiction.” The results show that students cherish the opportunity to inquire into their habitual ways of relating to their academic work and to each other. They find a greater sense of choice, connectedness, and wholeheartedness, and rediscover their love for reading and writing.

Keywords

reading; writing; contemplative pedagogy; presence; relational connection; comparative literature

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References


Refbacks

There are currently no refbacks.

Contemplative Approaches to Reading and Writing: Cultivating Choice, Connectedness, and Wholeheartedness in the Critical Humanities Dorothe J. Bach, John Alexander. Four days of mindfulness meditation training for graduate students: A pilot study examining effects on mindfulness, self-regulation, and executive function Megan M. Short, Dwight Mazmanian, Lana J. Ozen, Michel Bédard. Introduction to the First Issue Daniel P. Barbezat, Carrie J. Bergman. ARTICLES. Reason in the Service of the Heart: The Impacts of Contemplative Practices on Critical Thinking David Sable. A Contemplative Approach to Teaching Observation Skills Peter G. Grossenbacher, Alexander J. Rossi. Download Citation on ResearchGate | Cultivating Critical Emotional Literacy: Cognitive and Contemplative Approaches to Engaging Difference | Although emotions are an important facet of teaching and learning in all classes, emotional literacy plays an especially significant role in classes that engage critically with difference. My article redefines and theorizes critical emotional literacy, proposing that we... [Show full abstract] posits instead a pedagogical practice based in the theory of invitational rhetoric, one that asks instructors to (attempt to) relinquish their intent to persuade students. This invitational pedagogy provides a strategy to reduce nonproductive student resistance while allowing for critical inquiry within the college writing classroom. Read more. Discover more.
has been continuously active since the 1800’s and currently growing in popularity among young urban professionals. He and his wife, Diane Ober, have written a chapter on the development of The Shenandoah Harmony (a noteworthy new shape note tune book) which will be in a forthcoming book on white gospel music to be published by the University of Mississippi Press.