

Making Connections 2010

People for Education
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Overview:

Post-postmodernism

A movement in the humanities tentatively named *post-postmodernism* or *remodernism* points to a new worldview

One attribute of the movement is the expression of humane values that are non-material, such as spirituality

A second attribute is its style of humanistic transparency and sincerity, as opposed to irony and cynicism, or faith in authority or tradition

A third attribute is acceptance of intuition and feeling as ways of knowing, in addition to thinking

The 5 Levels of the 4 Jungian Functions - John Fudjack & Patricia Dinkelaker

“We will argue that whereas the (T-based) cognitive and (S-based) perceptual sciences are relatively accepted and advanced areas of inquiry, it has not been considered legitimate (until relatively recently) to subject intuition or feeling to serious study...”

Con't: N, F versus S, T

“...the definitions of 'thinking' and 'sensing' that are in general usage reflect a comparatively higher level understanding, whereas what is normally meant by the words 'feeling' and 'intuition' refer to comparatively lower levels of accomplishment with respect to those functions.”

1. Motivation: A Jungian Summary

- The drive for self-realization motivates the individual to learn through reflection, including analysis of dreams, how to move through the stages of development toward self-realization, the ultimate psychological value.

2. Development: *Fraught with Challenges...*

“The strength acquired at any stage is tested by the necessity to transcend it in such a way that the individual can take chances in the next stage with what was most vulnerably precious in the previous one.”

Erik Erikson, Childhood and Society.

“Why then, does this accommodation remain, in the true sense of the word, superficial, and why does it not at once lead to correcting the sensory impression by rational truth?”

“Because, and this is what we are leading up to, primitive accommodation of thought... is undifferentiated from a distorting assimilation of reality to the self and is at the same time oriented in the opposite direction.”

Jean Piaget, The Construction of Reality in the Child

3. Learning:

Quoting Piaget, Eleanor Duckworth, “Piaget Rediscovered,” *Journal of Research in Science Teaching* 2 (1964): 174.

“...This is a big danger of school--false accommodation which satisfies a child because it agrees with a verbal formula he has been given. This is a false equilibrium which satisfies a child by accommodating to words - to authority and not to objects as they present themselves to him.”

4. Evaluation

Global values:

Respect for democracy

An integrative view, beyond East-West
or male-female

Personal values:

The primacy of the individual

Sensitivity to the whole person.

Attention to subjectivity

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