

Adult Faith Development - FINAL EL-2200

**Required Texts**

Rev. Dr. Sheri Prud'homme

Fall 2022

Required Texts:

Sharan B. Merriam & Laura L Bierema. *Adult Learning: Linking Theory and Practice*. San Francisco: Jossey-Bass, 2014. ISBN-10: 111813057X. \$37

Essex Conversations Coordinating Committee. *Essex Conversations*. Boston: Skinner House, 2001. ISBN: 9781558964143 \$16 UUA Bookstore

Karen Bellavance-Grace. *A Full Week Faith*.

[http://fullweekfaith.weebly.com/uploads/1/2/2/9/12293877/finalto\\_web.fahs\\_fellowship\\_paper\\_copy.pdf](http://fullweekfaith.weebly.com/uploads/1/2/2/9/12293877/finalto_web.fahs_fellowship_paper_copy.pdf)

Maria Harris. *Fashion Me A People: Curriculum in the Church*. Louisville, KY:

Westminster John Knox, 1989.

ISBN 0664-24052-6 \$19.50

*The Mosaic Project Report: An Assessment of Unitarian Universalist Ministry to Youth and Young Adults of Color and Latino and Hispanic and Multiracial/Multiethnic Descent* <https://www.uua.org/multiculturalism/mosaic>

Thom S. Rainer, Eric Geiger. *Simple Church: Returning to God's Process for Making Disciples*. B&H Publishing Group, 2011.

ISBN: 978-0-8054-4799-6 \$11.50

Chapter 2 and concluding chapter from *Educating Congregations* by Charles Foster

Optional –

Frediani, Shannon, *Decolonizing Interreligious Education: Developing Theologies of Accountability*, Lexington Books, 2022.

Moore, Mary Elizabeth, Boyung Lee, Katherine Turpin, Ralph Casas, Lynn Bridgers & Veronice Miles (2004) “Realities, Visions, And Promises of a Multicultural Future,” *Religious Education*, 99:3, 287-315.

Roberto, John, ed. *Faith Formation for All the Seasons of Adulthood*. Naugatuck, CT: Lifelong Faith Associates, 2015.

Additional suggested readings –

Aron, Isa. *Becoming a Congregation of Learners*. Woodstock, Vermont: Jewish Lights Publishing, 2002.

Boys, Mary. *Educating in Faith: Maps and Visions*. Lima, OH: Academic Renewal Press, 1989.

Groome, Thomas H. *Christian Religious Education*. San Francisco: Jossey-Bass, 1999.

Lee, Boyung. *Transforming Congregations through Community: Faith Formation from the Seminary to the Church*. Louisville: Westminster John Knox Press, 2013.

Wilkerson, Barbara, ed. *Multicultural Religious Education*. Birmingham: Religious Education Press, 1997.

## CLASS SCHEDULE

(Note: the instructor reserves the right to modify the course schedule as she sees fit; if changes are made, efforts will be made to consider student needs and communicate changes in a timely manner)

<b>Sept 8</b>	<b>General Topic: Introductions</b> <b>Preparation:</b> Reflect on your personal experience of faith formation Distant/remote students come prepared with a large piece of paper and art supplies to depict your journey of adult faith development and spiritual deepening
<b>Sept 15</b>	<b>Congregation as Multi-generational Learning Communities</b> <b>Opening -</b> <b>Preparation:</b> Ask a spiritual leader in your faith tradition how they would characterize

	<p>spiritual maturity in your faith tradition and bring their answer</p> <p><b>Read –</b>  <i>Fashion Me a People</i> by Maria Haris, part 1 (ch 1-3)  <i>Educating Congregations</i> by Charles R. Foster, ch 2 and concluding chapter (available on Moodle)  <i>A Full Week Faith</i> by Karen Bellavance-Grace  <a href="http://fullweekfaith.weebly.com/uploads/1/2/2/9/12293877/finalto_web.fahs_fellowship_paper_copy.pdf">http://fullweekfaith.weebly.com/uploads/1/2/2/9/12293877/finalto_web.fahs_fellowship_paper_copy.pdf</a></p>
<p>Sept 22</p>	<p><b>Congregations as learning communities that address injustice and foster the wholeness and liberation of people, their communities and environment</b></p> <p><b>Opening -</b>  <b>At the beginning of class, turn in:</b>  a working definition of spiritual maturity for Unitarian Universalists (or insert your faith tradition here) and identify three ways it can be nurtured in a congregation</p> <p><b>Preparation:</b>  <b>Read-</b>  “Embracing Change: Teaching in a Multicultural World” in <i>Teaching to Transgress: Education as the Practice of Freedom</i> by bell hooks (available on Moodle)  “Education as Liberation” by Rebecca Parker in <i>Essex Conversations</i>  The Mosaic Project Report: An Assessment of Unitarian Universalist Ministry to Youth and Young Adults of Color and Latina/o and Hispanic and Multiracial/Multiethnic Descent <a href="https://www.uua.org/multiculturalism/mosaic">https://www.uua.org/multiculturalism/mosaic</a>  <i>Optional:</i> “Realities, Visions, And Promises Of A Multicultural Future” by Mary Elizabeth Moore, Boyung Lee, Katherine Turpin, Ralph Casas, Lynn Bridgers &amp; Veronice Miles in <i>Religious Education</i>, 99:3, 287-315  <a href="https://doi.org/10.1080/00344080490483715">https://doi.org/10.1080/00344080490483715</a></p>
<p>Sept 29</p>	<p><b>Simple Church – a possibility for liberal religion?</b></p> <p><b>Opening -</b>  <b>Preparation:</b>  <b>Read</b> <i>Simple Church</i> by Thom S. Rainer and Eric Geiger part 1 (part 2 is optional)</p>
<p>Oct 6</p>	<p><b>Adult Learning Theories Part I</b></p> <p><b>Opening -</b>  <b>Preparation:</b>  <b>Read</b> <i>Adult Learning: Linking Theory and Practice</i>, ch 1-6  <i>Questions to keep in mind: Which learning theories are rooted in UU values of countering oppressions, cultivating multi-religious life and learning, and creating just and sustainable communities?</i></p>

	<i>How do generational differences show up in the theories or do they?</i>
<b>Oct 13</b>	<b>Adult Learning Theories Part II</b> <b>Opening –</b> <b>Preparation:</b> <b>Read <i>Adult Learning: Linking Theory and Practice</i>, ch 7-12</b>
<b>Oct 20</b>	<b>UU Adult RE – A Historical Review</b> <b>Opening –</b> <b>Preparation:</b> Research adult faith development/religious education in your assigned era and come prepared with a presentation on your findings including an analysis of the influence of cultural context in its formation.
<b>Reading Week</b>	
<b>Nov 3</b>	<b>Emerging Visions</b> <b>Opening -</b> <b>At the beginning of class, turn in:</b> a 5-10 page paper that outlines three to five adult learning theories and identifies which is most congruent with and useful to your approach to adult religious education and spiritual deepening as a religious leader rooted in the Unitarian Universalist values of countering oppressions, cultivating multi-religious life and learning, and creating just and sustainable communities. <b>Preparation:</b> Familiarize yourself with the resources at Faith Forward <a href="https://www.dallasuu.org/faithforward/">https://www.dallasuu.org/faithforward/</a> Soul Matters <a href="https://www.soulmatterssharingcircle.com">https://www.soulmatterssharingcircle.com</a> and the resources available on the UUA website Tapestry of Faith for Adults <b>Possible Guest Presentation:</b>
<b>Nov 10</b>	<b>Emerging Visions</b> <b>Opening –</b> <b>Possible Guest Presentation: Rev. Beth Dana, Faith Forward</b> <b>Reports from research –</b> <b>(10 mins pres/5min questions)</b> <b>Optional reading: <i>The Seasons of Adult Faith Formation</i>, parts 1 and 2</b>
<b>Nov 17</b>	<b>Emerging Visions</b> <b>Opening -</b> <b>Reports from Research –</b>  <b>Optional reading: <i>The Seasons of Adult Faith Formation</i>, part 3</b>

<b>Dec 1</b>	<b>Final Project Presentations Opening – Final Project Presentations –</b>
<b>Dec 8</b>	<b>Final Project Presentations Opening – Final Project Presentations –</b>
<b>Dec 15</b>	<b>Study Week</b>
<b>Dec 16</b>	<b>End of Semester – last day to turn in final projects</b>