

1-1-2008

CD 610 Moral Development

Mark Maddix

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

Recommended Citation

Maddix, Mark, "CD 610 Moral Development" (2008). *Syllabi*. Book 162.
<http://place.asburyseminary.edu/syllabi/162>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.

ASBURY THEOLOGICAL SEMINARY
CD 610 Moral Development (3 hours credit)
Summer 2008

INSTRUCTOR: Mark Maddix, PhD, Professor of Christian Education,
Northwest Nazarene University; Adjunct Professor of Christian
Discipleship, Asbury Theological Seminary
E-Mail: mamaddix@nnu.edu
Dates: June 3-13, 2006
Class Sessions: TWR: 9:00-11:30 AM; 1:00-4:00 PM, F: 9:00-11:30 AM

COURSE DESCRIPTION: This course examines evidences touching the development of moral sense and judgment in relation to cognitive and biological growth, with special attention given to primary sources in Jean Piaget and Lawrence Kohlberg. Human development, conscience formation, and theological issues related to original sin, sinfulness, salvation, and nurture are brought to bear on the ministries essential to representing distinctive Christian values from one generation to the next.

COURSE OBJECTIVES

The student showing competence in this course will be able to:

- Examine the human sciences enterprise from a Wesleyan theological perspective including issues of epistemology, the naturalistic fallacy, and claims for “truth.”
- Discuss the interaction of biological, cognitive, affective, moral and faith components that contribute to moral development across the lifespan.
- Articulate predominate moral developmental perspectives and consider their presuppositions and implications for moral development, religious education, and other dimensions of ministry.
- Formulate questions and dialogue regarding the relationship of human development issues and the theological doctrines of creation, sin, the nature of human beings, redemption, and grace.
- Distinguish between different conceptualizations of justice and relate these to Biblical revelation.
- Identify probable gender differences and racial differences in moral reasoning and their implications for ministry.
- Reconstruct from their own experience personal transitions and movements through stages of development with a view toward embracing the whole of God’s redemptive pattern.
- Commit to ministry applications that are sensitive and responsive to the appropriate developmental level of the individuals in one’s target population.

TEXTBOOKS

Required Textbooks:

James Fowler. 1996. *Faithful Change: The Personal and Public Challenges of Postmodern Life*. Nashville: Abingdon Press. ISBN# 0687017300

Jean Piaget. 1965. *The Moral Judgment of the Child*. New York, Free Press. (Out of Print-purchase used on Amazon.com)

Carol Gilligan. 1993. *In a Different Voice*. Harvard University Press. ISBN# 0674445449

John C. Gibbs. 2003. *Moral Development & Reality: Beyond the Theories of Kohlberg and Hoffman*. Sage Publications. ISBN# 0761923896

Vanessa Siddle Walker & John R. Snarey. 2004. *Racing Moral Formation: African American Perspectives on Care and Justice*. Teachers College Press. ISBN # 0807744492

Recommended Reading:

C.S. Lewis, *The Great Divorce*

Reading Packet for Moral Development:

Donald Joy. 1983. *Moral Development Foundations: Judeo/Christian Alternatives to Piaget/Kohlberg*. Abingdon Press. Chapters, 1, 2, and 11.

Richard Dunn. 2001. *Shaping the Lives of Students*. InterVarsity Press, ch. 7.

Donald Joy. 1980. *Moral Development: Evangelical Perspectives*. Religious Education Press, Vol. 75, No. 2.

Donald Joy. 1985. *Wesleyan Theology and Developmental Structuralism: An Evaluation*. Wesley Theological Journal, Vol. 20, No. 2, Fall 1985.

COURSE REQUIREMENTS

Attendance/Participation/Daily assignments: It is expected that each student attend class regularly. Many topics will be addressed in class that are not included in the readings and that may be more difficult to attain outside of classroom experiences. Since this is a two week modular course attendance is critical. If you are absent, make arrangements with the professor to make up the absence with additional course work.

Critique of Moral Development Theory (200 points). Moral development theory has been critiqued theologically, psychologically, and philosophically on several fronts. The course readings provide critiques and correctives by Donald Joy, Carol Gilligan, and Vanessa Siddle Walker. Joy's work has been significant in this area from a theological perspective, and Gilligan and Walker from the perspectives of those not addressed in

Kohlberg's theory. In light of these correctives, write a 1500-2000 word essay reflecting these critiques and their implications for moral development theory. As you develop your paper remember to relate these correctives to ministry today.

Book Review (200 points): Write a 1500-2000 word reflection paper on Fowler's text from the course reading requirements. Include in the paper three specific responses to the material:

- Cite briefly the ideas, anecdotes, or individual changes that connected with your story, issues current in your life, and with topics addressed in this class.
- Report how reading this book through the lens of a moral development framework gave you new insights into the materials.
- Flesh out the implications of this book and the commitments it provoked in you for your future ministry, your personal relationships, your spiritual journey, etc.

(Evaluation will consist primarily of how well the material was allowed to impact you, the moral development understandings you present, and how this book might inform ministry projections).

Book in Conversation (150 points): When reading John Gibb's text I would like you to answer the following questions regarding his critique of moral development theory. Be prepared to turn in and discuss these questions in class during the first week of the seminar. You should write at least a 200 word response to each question.

- What is the author's primary critique of Kohlberg's theory?
- What is the author's view of morality?
- Is the moral motivation of behavior primarily a matter of justice or empathy?
- What are the implications of Hoffman's theory and research on empathy and moral development?
- What role does the affective domain have in moral development?

Final Research Paper (300 points): "The Implications of Moral Development Theory for Ministry in a Postmodern Context." Based on what you have learned from your readings, course materials, and lectures write a 2500-3000 research paper on the implications of moral development for ministry in a postmodern context. The paper is to be written from a practical ministry framework, keeping in mind your primary area of ministry. Integration of theory and practice is essential for effective learning and ministry application.

Reflection Paper-*Les Miserable* (150 points): Write a 500 reflection paper in response to the movie, *Les Miserable*. What can we learn about shame, forgiveness, and moral consciousness? Paper Due on Tuesday, June 10.

COURSE GRADE

A	1000-930
A-	929-900
B+	899-870
B	869-830

B-	829-800
C+	799-770
C	769-730
C-	729-700
D+	699-670
D	669-630
D-	629-600
F	599 and below

Please note the following description of grades (in italics) that have been decided on by the Asbury faculty. Following some of the description are rubrics I have added as an attempt to specify some of the distinctions I tend to make when grading the book review and (where applicable) summative evaluation questions. It is the policy of the faculty not to regard events that emerge in the ordinary functioning of church work as excusable reasons for late papers, but in the event of other emergencies or unforeseen circumstances, please contact me ahead of time regarding late papers.

A = Exceptional work: surpassing, markedly outstanding achievement of course objectives
 Answers that would indicate such a cognitive grasp of the material that one could teach a seminar on the topic to a congregation; personal reflection that illuminates a concept under consideration or enables a new construct for self-understanding; creativity in the appropriation/presentation of a response that exhibits the capacity to utilize knowledge in a variety of contexts; additional research on a particular topic beyond the assignments for this course, etc.

B = Good work: strong, significant achievement of course objectives
 Reflects a capacity to appropriate a moral development framework for understanding the issue presented, the narrative of one's own journey or for diagnosing a particular character's reasoning; reveals a thorough understanding of the assigned text and the capacity to transfer this knowledge to other domains of life and learning; processes material through theological reasoning apropos to graduate level understandings; wrestles with the implications of this material for ministry.

C = Acceptable work: basic, essential achievement of course objectives
 All aspects of the assignment were adequately fulfilled.

D = Marginal work: minimal or inadequate achievement of course objectives
 The texts for a given assignment were not referenced or were simply restated without any real reflection or attempt to construct knowledge for oneself. Application at a personal level was avoided, flat or misdirected; presuppositions in one's answer violated authorial intent, etc.

F = Unacceptable work: failure to achieve course objectives
 Willful neglect, incapacity, or inexcusable difficulty in completing an assignment.

Course Preparation: Since this is my first time teaching a modular course at Asbury Theological Seminary, I m sure there will be adjustments made to the course schedule and content as we progress in the course. As a modular course it is expected that students are

focusing primarily on the course during the two week period. I also understand the demands of life and ministry so if “life gets in the way” please talk with me about your situation. I want to ensure that this is a positive learning experience for everyone in the course. If you have questions regarding the syllabus or course materials feel free to contact me via email at mamaddix@nnu.edu

As you prepare for this summer modular course I recommend that you read the Gibbs and Piaget’s text. This will provide theoretical foundations to our discussion during the first week of class. Also, both text are a difficult read so it may require more time in processing through the materials. Most assignments will be due during the course, except for the final paper which is due two weeks after class.

Course Schedule

DATE	TOPIC	READINGS	ASSIGNMENTS DUE
Tues., June 3 (AM)	Introduction, Course Overview, Moral Development Foundations	Gibbs, pp. 1-107	
Tues., June 3 (PM)	Theology & Social Sciences Jean Piaget-Developmental Theory	Gibbs, 111-238	
Wed., June 4 (AM)	Jean Piaget-Moral Development Theory	Piaget, Sec. 1, pp. 13-108 Sec. 2, pp. 109-196	
Wed., June 4 (PM)	Jean Piaget-Justice and Moral Realism		
Thur., June 5 (AM)	Lawrence Kohlberg-Moral Development Theory	Piaget, Sec. 3, pp. 197-325	Book in Conversation (Gibb’s Textbook)
Thur., June 5 (PM)	An Evangelical Approach to Moral Development-Donald Joy	Joy, CH 1 & 2: Joy, WTS & RE Article	
Fri., June 6 (AM)	<i>Les Miserables</i>	Gilligan, intro, Chs. 1-3	
Tues., June 10 (AM)	Critique of Moral Development Theory- Gilligan, Walker	Gilligan, Chs. 4-6	<i>Les Miserable</i> Reflection Due
Tues., June 10 (PM)	Critique of Moral Development Theory- Gilligan, Walker	Walker Textbook	
Wed., June 11 (AM)	James Fowler--Faith Development Theory	Fowler, pp. 1-89;Dunn, 2001	Moral Development Critique Paper Due

Wed., June 11 (PM)	James Fowler on Shame		
Thur., June 12 (AM)	John Wesley's Faith Journey	Fowler, pp. 90-144 Joy, CH 11	
Thur., June 12 (PM)	Postmodern Implications of Faith Development Theory	Fowler, pp. 145-236	
Fri., June 13 (AM)	Connecting Theory to Practice: Ministry Implications		Fowler Book Review Due
Monday, July 7			Final Research Paper Due