

1-1-2007

CD 610 Moral Development

Chris Kiesling

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

Recommended Citation

Kiesling, Chris, "CD 610 Moral Development" (2007). *Syllabi*. Book 2660.
<http://place.asburyseminary.edu/syllabi/2660>

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
Department of Christian Education

CD 610/CO620 - Moral Development - (3 hours credit)

This course examines and calls the student to moral formation and judgment in relation to biological, cognitive and faith development, with special attention given to primary sources in Jean Piaget and Lawrence Kohlberg. Moral development perspectives are evaluated in relation to creation, sin, the nature of human beings, redemption, justice and nurture. Attention is given to correcting bias in developmental perspectives with respect toward better understanding diversity in gender and race.

This is a required course for the MACE and MAYM degrees; it serves as a core elective in human development in the MAC and MAPC degrees; and it is one of two courses with a CD designation for the core elective requirement in Servant Ministry with a second course in Christian Discipleship in the Mdiv. degree.

INSTRUCTOR

Chris Kiesling, B.G.St., M.Div., Ph.D.
Meeting Room: M302, 1:00-3:45p.m. Thursdays
Office: FM 108
Phone: 858-2382
E-Mail: chris_kiesling@asburyseminary.edu
Office Hours: Wednesdays 1:00-3:00 or by appointment

COURSE OBJECTIVES

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

1. Examine the human sciences enterprise from a Wesleyan theological perspective including issues of epistemology, the naturalistic fallacy, and claims for “truth.”
2. Discuss the interaction of biological, cognitive, affective, moral and faith components that contribute to moral development across the lifespan.
3. Articulate predominate moral developmental perspectives and consider their presuppositions and implications for moral judgment, religious education, and other dimensions of ministry.
4. 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.
5. Distinguish between different conceptualizations of justice and relate these to Biblical revelation.
6. Identify probable gender differences and racial differences in moral reasoning and their implications for ministry.
7. 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.
8. Commit to ministry applications that are sensitive and responsive to the appropriate

- developmental level of the individuals in one's target population.
9. Understand suffering and pain as important mechanisms for transformation and articulate a theology that accounts for and comprehends their significance.

TEXTBOOKS

James C. Wilhoit and John M. Dettoni. *Nurture that is Christian: Developmental Perspectives on Christian Education*. Wheaton: Victor Books, 1995.

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

Jean Piaget, *The Moral Judgment of the Child*. New York, Free Press, 1965.

E Stanley Jones, *The Christ of the Mount*.

Hardwired to Connect: The New Scientific Case for Authoritative Communities (From the Institute of American Values www.americanvalues.org)

Choose one from the following: (I recommend *The Great Divorce* for this class, but I am open to these other substitutions if they sound more appealing)

C.S. Lewis. *The Abolition of Man*

C.S. Lewis. *The Great Divorce*

Walter Wangerin. *The Orphean Passages*

(Available only in manuscript form from the bookstore)

Reading Packet for Moral Development (n.b. - **the packet in the bookstore will not match exactly the readings listed below. A supplement will be distributed the first day of class.**)

Richard Lerner (1986) Concepts and Theories of Human Development, 244-292.

Donald M. Joy (1983) Moral Development Foundations: Judeo/Christian Alternatives to Piaget/Kohlberg, Chapters 1,2 and 11.

Richard Dunn (2001) Shaping the Lives of Students, chapter 7.

John Gibbs (2003) Moral Development and Reality: Beyond the Theories of Kohlberg and Hoffman, chapter 4.

Carol Gilligan (1993) In a Different Voice, intro and chapter 3.

Vanessa Siddle Walker and John Snarey (2004) Race-ing Moral Formation, intro and chapter 1.

Also required are these document available via the class icon:

dwayman@fmcbs.org for The church as just and redeeming community
for John Wesley's sermon(s).

COURSE REQUIREMENTS

Attendance/Participation/Daily assignments (50 points)

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. In addition there may be several classes where “one-page” of written work is asked for, each earning a potential of 20 points. The remainder of the 50 points will be determined based on attendance and the contribution you make to group and class discussions.

Evaluations/rewrites (300 possible points)

There will be three evaluations given throughout the semester, though they will vary significantly in format. The first will have a variety of responses from true-false, short answer and essay, primarily focused on Piaget. The second will focus more on Kohlberg, Gilligan and the movie *Le Miserables*. It will consist mostly of essays that assess your capacity to apply Kohlberg. The final evaluation will involve reflections on Fowler and test your capacity to integrate readings and theory into a workable plan for fostering development of moral thinking and living in local ministries. Since the format varies so widely I will permit any student to rewrite either of the first two evaluations, and average the grade of your original score with the rewrite to determine the posted grade. No rewrite will be permissible for the final.

Book review (50 points possible)

Write a 2-3 page reflection paper on the book you have chosen from the selected reading list. Include in the paper three specific responses to the material:

- A. Cite briefly the characters, anecdotes, or individual struggles that connected with your story, issues current in your life, and with topics addressed in this class.
- B. Report how reading this book through the lens of a moral development framework gave you new insights into the material and into understanding particular characters in the book.
- C. 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).

COURSE GRADE

The combination of a grade for participation, three evaluations and the book review will be combined toward a final course grade determined on a ten point scale, but including the possibilities for a plus or minus attached to the letter grade.

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

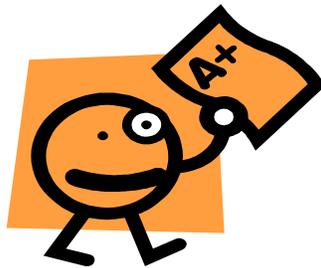
All aspects of the assignment were adequately fulfilled.

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.



Spring Agenda 2007

WEEK OF	TOPIC	READINGS
Feb 8	Introduction, course overview, integrating theology and social science	
Feb 15	Developmental Theory Piaget	Wilhoit and Dettoni, Forward and CH 1, 2, and 16 Joy CH 1, Lerner, Ch 8, pp.244 to 262
Feb 22	Piaget	Piaget, Section 1, pp. 13-108 Section 2, pp. 109-196
Mar 1	Piaget Sears video	Section 3, pp. 197-325 Wilhoit and Dettoni, CH 8
Mar 8	First evaluation Kohlberg	Hardwired to Connect Wilhoit and Dettoni, CH 3
Mar 15	Kohlberg	Lerner on Kohlberg, pp.262-292 Joy, CH 2
Mar 22	Les Miserables	Jones, <i>Christ of the Mount</i>
Mar 29	Second evaluation Gilligan	Gilligan, intro and chapter 3 Walker and Snarey Gibbs
April 2-6	SPRING READING WEEK	Read for book review
April 12	Moral Development Applications Discuss Book Review	Dunn, 2001 Wilhoit and Dettoni, CH 9 & 10 Read for book review
April 19	Fowler and Faith Development Book Review is due	Fowler, pp. 1-89
April 26	Fowler on shame	Fowler, pp. 90-144
May 3	Wesley's faith journey Implications for a postmodern world	Joy, CH 11 Fowler, pp. 145-236 See also Wesley's sermons on line
May 10	Third Evaluation	Wilhoit and Dettoni, CH 11 & 15 Wayman
Final meeting	If needed	