1-1-2009

CD 610 Moral Development

Daryl L. Smith

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Course: CD610 O1 (SP 2009)
Title: Moral Development
Hours: 3.00
Published: Yes, on 12/08/2008
Prerequisites: None

Department: Christian Discipleship
Faculty: Dr. Daryl Smith

Email: daryl.smith@asburyseminary.edu
Office: FC
SPO:

Meetings:
During 02/09/2009 to 05/22/2009 on Thursday from 2:30p to 5:15p in EXLEXL.

Maximum Registration: 35

Catalog Description: This course examines and calls the student to moral formation and judgment in relation to biological, cognitive and faith development. Moral development perspectives (e.g. Piaget, Kohlberg, Gilligan, Hoffman) are evaluated in relation to creation, sin, the nature of human beings, redemption, justice and nurture with directives applied to the shaping of moral community and virtue. Attention is also given to correcting gender and race bias in developmental perspectives.

Objectives:

Upon successful completion of this course the student should be able to:

1. Examine the human sciences enterprise from a Wesleyan theological perspective including the issues of epistemology, the naturalistic fallacy, and the claims for Otruth.
2. Discuss the interaction of biological, cognitive, affective, moral and faith components that contribute to moral development.
across the lifespan.

3. Articulate predominate moral development 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 difference and racial differences in moral reasoning and their implications for ministry.

7. Reconstruct from your 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.

ASSIGNMENT GUIDELINES

Writing: Writing clearly and concisely is an important measure of graduate-level work. All papers submitted for this class must be within the maximum defined length, typed, double-spaced, documented (using an official form of documentation) when drawing from readings or class notes, and use 12-point type.

Inclusive language is expected when referring to humans in writing and speaking.

Late work: All assignments are due at the class time of the day listed in the syllabus. Assignments turned in late, without the professor’s prior approval, will receive a 20% grade reduction.

Using the Internet: With professor approval, if you must send a paper as an attachment use MSWord saving as a .doc file. [I am unable to open .docx files]

Class Participation and Attendance—50 points possible: Promptness to class and regular class attendance is expected since interaction between us as learners is an integral part of the learning process. The professor will use attendance and class participation as one variable in determining the final grade. REMEMBER: One class absence equals one week of the semester! Therefore THREE absences will mean class failure.

Incomplete Work:
[See ATS 2007-08 Online Catalog, page 31.]
A grade of "I" denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as "F."

REQUIRED TEXTS


ADDITIONAL REQUIRED READINGS (found in the Course E-Reserves on Virtual Campus):

A. *Moral Development Foundations: Judeo/Christian Alternatives to Joy (1983), Chapters 1, 2 and 11.*

B. *In a Different Voice* by Carol Gilligan (1993), *Introduction and Chapter 3.*

ASSIGNMENTS

Class Groups/Teams: You will create a team the first day of class. Throughout the semester you will breakout to work as a team. You will reflect together, prepare your Ôtest thinkingÕ together, and create a project together. In addition, the professor will periodically create a small group devotional study for you to work through—interconnecting your stories and GodÕs story to create community.

Group Piaget Project (Due MARCH 5)—100 points: As you study Jean Piaget you will become familiar with some of his research techniques. Your group will interact with 3-5 children to see how they respond to the Piaget concepts. You will write up a 2-page (maximum) summary (using the professorÕs guidelines) of your findings. [All group members will receive the same number of points.]

Evaluation #1 (MARCH 12)—100 points: This first exam will primarily test your understanding of Piaget and Joy along with other concepts studied in the first few weeks of the semester, especially from Nurture that is Christian.

Group Kohlberg Project (Due APRIL 16)—100 points: As with the Piaget project, your group will interview children and adults to evaluate their moral development understandings. You will write up a 2-page (maximum) summary (using the professorÕs guidelines) of your findings. [All group members will receive the same number of points.]

Evaluation #2 (distributed APRIL 23; Due APRIL 30)—100 points: This second exam will be a take-home, concept-application process. However, before writing your test, you will meet with your group to discuss possible answers. Then you will go home and write. The content will cover Les Miserables, Kohlberg, Joy, ÔIn a DifferentÓ, ÔRac-ing,Ó ÔHardwired,Ó and Nurture that is Christian.

Book Reports—25 points each: You will write FOUR book reports.

1. Moral Judgment (Piaget)
2. Christ on the Mount (Jones)
3. ÔHardwired, ÔIn a Different VoiceÕ (Gilligan), & ÔRac-ing-ingÔ (Walker/Snarey) articles
   [3 summaries, 1 story, let them ÔtalkÕ to each other (3 pages max.)]
4. Faithful Change (Fowler)

   For EACH REPORT, you will write a 2-page (Maximum) report that includes:

   a. (2 pts.) Bibliography;
   b. (3 pts) A ½ page summary (Max.) of the reading;
   c. (10 pts) A story from your life that connects to the reading (1 pg Max);
   d. (10 pts) A ½ page description (Max.) of how your life or ministry will be different because you read this book.

GRADING

Each assignment has a number of possible points; totaled for the final grade as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible points</th>
<th>My Actual points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Piaget Project</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>Evaluation #1</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>Group Kohlberg Project</td>
<td>100 points</td>
<td></td>
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<tr>
<td>Evaluation #2</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>Book Reports (4 x 25)</td>
<td>100 points</td>
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## CLASS SCHEDULE AND AGENDA

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS FOCUS</th>
<th>TO COMPLETE</th>
<th>DUE TODAY</th>
</tr>
</thead>
</table>
| **FEB 12** | - Course overview  
  - Integrating theo. & social science  
  - Moral development definitions  
  - Moral pattern from creation to Jesus | - Behavior vs. Belief quiz  
  - Teams created |                     |
| **FEB 19** | - Developmental theory  
  - Looking at the origins  
  - Intro to Piaget  
  - Start Piaget PROJECT | > Nurture: Forward, Ch. 1, 2, & 16  
 > Moral Judgment: Sec. #1 (p. 109-110); |                     |
| **FEB 26** | - Piaget continued  
  - Elkind video: ÖWhat do you think?Ö  
  - Developmental social foundations | > (e) Joy Ch. 1: ÖLife as PilgrimageÖ  
 > Moral Judgment: Sec. #2 (p. 109-196) |                     |
| **MAR 5** | - Piaget continued  
  - Justice | > Moral Judgment: Sec. #3 (p. 197-325) | Piaget REPORT #1  
 Piaget PROJECT |
| **MAR 12** | - Kohlberg  
  - ÖWhat¿s It?Ö | > Nurture: Ch. 3  
 > (e) Joy Ch. 2: ÖKohlberg revisitedÖ | EVALUATION #1 (in class) |
| **MAR 19** | - Kohlberg continued  
  - The atmosphere for Moral Development  
  - Start Kohlberg PROJECT | |                     |
| **MAR 26** | - ÒLes MiserablesÖ | | Jesus on the Mount—REPORT #2 |
| **APR 2** | S P R I | N G B R | A K |                     |
| **APR 9** | - Women and moral development  
  - Race and moral development | > ÖHardwiredÖ  
 > (e) In a Different: Ch. 3  
 > (e) Rac-ing Moral Form. Intro & Ch. 1 | > ÖHardwiredÖ et al REPORT #3 |
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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>APR 16</td>
<td>- Moral development ministry applications</td>
<td>&gt; <em>Nurture</em>: Ch. 9 &amp; 10</td>
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<td></td>
<td>- Brain and sex differences</td>
<td>&gt; Kohlberg PROJECT</td>
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<tr>
<td>APR 23</td>
<td>- Fowler and faith development issues</td>
<td>&gt; <em>Faithful</em>: (p. 1-89)</td>
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<td>&gt; EVALUATION #2 (meet with group, then take home)</td>
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<td>APR 30</td>
<td>- Fowler continued</td>
<td>&gt; <em>Faithful</em>: (p. 90-144)</td>
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<td></td>
<td>- “Shame”</td>
<td>&gt; EVALUATION #2 TURNED IN @ 2:30p</td>
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<td>- Looking at the Beatitudes with Moral/Faith Dev. eye</td>
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<td>MAY 7</td>
<td>- Wesley’s faith journey</td>
<td>&gt; <em>(e) Joy Ch.11: “Toward Christian Holiness</em></td>
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<td></td>
<td>- Implications for the postmodern world</td>
<td>&gt; <em>Faithful Change</em>—REPORT #4</td>
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<td>MAY 14</td>
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<td>&gt; <em>Nurture</em> Ch. 11 &amp; 15</td>
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<td>&gt; Isaiah 2:2-4; 11:1-9</td>
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