1-1-2009

CD 616 Discipleship and Development in Young and Middle Adulthood

Chris Kiesling

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Syllabus

Course: CD616 W1 (SP 2009)
Title: Discipleship & Development in Young & Middle Adulthood
Hours: 3.00
Published: Yes, on 02/02/2009
Prerequisites: 

None

Department: Christian Discipleship
Faculty: Dr. Chris Kiesling

Email: chris.kiesling@asburyseminary.edu
Office: FM
SPO: 796

Meetings:

During 02/09/2009 to 05/22/2009 on Tuesday and Thursday from 1:00p to 2:15p in AD302.

Maximum Registration: 40
Catalog Description: This class will explore a variety of theoretical models that provide conceptual itineraries for the young and middle adult years. Focus is given to theological reflection on how life's curriculum during these decades of life (e.g. intimacy, work, responsibility and care, identity, and family), can move us toward a deeper valuing of steadfast love; care for future generations, justice in our world and movement toward a shalom community. Focusing primarily on a North American context, this class considers how the socio-cultural context has led to reconceptualization about what constitutes development in the adult years. Evaluation will be given to the various ways churches, authors and faith-based organizations are attempting to meet these challenges.

Objectives:

ASBURY THEOLOGICAL SEMINARY
Department of Christian Education
Course Prospectus
CD 616 -Discipleship and Development in Young and Middle Adulthood (3 hours)

For those of you interested in reading prior to the beginning of the semester I am posting this tentative syllabus. The textbooks are confirmed for the Spring 2009 class, however the remainder of the syllabus will be revised to match these readings and is subject to change.

This class will explore a variety of theoretical models that have attempted to provide a conceptual itinerary for the young and middle adult years, focus on the prominent issues that surface and change during these decades of life (e.g. love and intimacy, the meaning of work, responsibility and care, mending and remaking of identity, and reconciliations in familial and marital contexts), and enjoins theological reflection on how life’s curriculum can move us toward a deeper valuing of steadfast love; care for future generations, justice in our world and movement toward the shalom community. Focusing primarily on a North American context, this class considers how such dynamics as changing patterns in life expectancy, women in the work force, wealth and plasticity in adult roles, family structural changes, and increased psychological expectations, have led human scientists to reconceptualizations about what constitutes development in the adult years. Part of the class will entail critiquing how churches, authors and faith-based organizations are also offering a variety of new approaches to strengthen faith in young and middle aged adults.

Instructor:
Chris Kiesling       B.G.St., M.Div., Ph. D.
Meeting Room:
Office:               FM108 (the "womb" of the bookstore)
Phone:                858-2382 (If I am unavailable you may access my voice mail)
E-Mail:               c_kiesling@asburyseminary.edu
Office Hours:

Course Objectives
This class is designed so that persons who participate in the communal experiences of the class and who engage fully in critical study and reflection will be able to:

1. Articulate theological constructs and Biblical narratives that inform ministry to and with young and middle adults.
2. Name the broad societal and cultural trends that have changed Western understandings of the meaning, structure, and potentialities of contemporary adulthood and compare these to other cultures.
3. Articulate and critique theoretical models that conceptualize movement through the young and middle adult years with a view toward understanding the complexity of adult lives in the contemporary context.
4. Understand the underlying issues that often create vitality and/or stagnation through the young and middle adults through the theoretical lens of Erik Erikson.
5. Design a strategic ministry project focused on ministry with young and middle adults.

Textbooks:


Jeffrey Arnett, Emerging Adulthood
Madeline L’Engel, *A Live Coal in the Sea.*


Electronic Reserve:


Interview transcripts/Case studies (approximately 50 pages)

**Class projects and papers**

In class we will generate a semi-structured interview schedule derived from our readings that you will use to conduct a one-two hour interview with an adult who is between 18 and 35 years of age and an adult who is between 40 and 60 years of age. Your assignment will be to provide a brief narrative of what you see as the most salient issues in each of your interviewees lives and then provide a contrast and comparison of the developmental issues reflected in each of your respondents and how well our readings have characterized their journeys.

Psychohistories of case study – (30 points)
In class you will be given biographical summaries representing the lives of several individuals from the adult identity research project. You will bring to a small group discussion and for turning in a brief summative paper reflecting your understanding of what is driving each individual’s life and what ministerial response would provide grace, redemption, and life for each.

Reading reviews and personal reflection papers – (30 points)
Three, two page reading reviews (2 pages each) will be turned in throughout the semester reflecting your critique of the author’s perspective (Anderson, Arnett, Kidd) and/or personal reflections in response to various readings. Because the nature of the readings differ significantly the professor will provide guidelines and questions to direct your writing for each of these papers.

Strategic ministry project – (10 points)
You will adopt a topic relevant to the young and middle adult years and provide a six to eight page research paper detailing the nature of the issue and outlining a strategic ministry plan for how you would design a ministry to address this need. If your other work is satisfactory for the class you may opt to omit this project and contract for a “B” letter grade for the class.

Class participation – (10 points)
Of high priority in this class is learning in community both for the cross fertilization of insight that you can glean from peers and for the value of what is learned relationally as you function in community. The class participation grade will be based on attendance, written work for discussion starters, and the contribution(s) you make to the class as a whole.

**Grading Rubrics**

The following descriptions written in italics have been determined by the faculty at Asbury Seminary and provide the guidelines for grading. I have attempted to provide additional rubrics following each description to clarify what I tend to look for in determining the marks for a particular assignment.

*A = Exceptional work: surpassing, markedly outstanding achievement of course objectives*
Exceptional work is constituted by such things as: substantive theological reflection that reveals engagement of the “big ideas” of Scripture or the “big ideas” represented in the existing body of knowledge from the social sciences, thorough and penetrating personal insight gained from a sustained consideration of one’s concrete experience through the lifespan; creativity in translating assignments into strategic ministry applications; and excellence in grammatical, stylistic and communicative aspects of writing.

\[ B = \text{Good work: strong, significant achievement of course objectives} \]

Good work is constituted by: solid theological reflection on the assigned readings and presentations in response to the given questions for a particular unit; the capacity to utilize classroom discussions and readings to understand and critically engage one’s own story; accurate ability to name specific ministry implications from one’s processing of information; and carefulness in grammatical, stylistic and communicative aspects of writing.

\[ C = \text{Acceptable work: basic, essential achievement of course objectives} \]

Acceptable work is constituted by: obvious acquaintance with the assigned readings and classroom discussions at a level that allows for theological thought in response to the questions posed for a particular unit; references to one’s own story at a level that makes application of truth and would interest a congregational member in the insights being expounded; capacity to communicate grammatically and stylistically without detracting from the presentation.

\[ D = \text{Marginal work: minimal or inadequate achievement of course objectives} \]

Cursory reading of the texts that fail to represent the author’s intent; a flat restatement of the author’s work void of any personal appropriation of the material; grammatical or stylistic errors that frustrate the reader and detract from the thought of the paper; or other failures to fulfill reasonable expectations flowing from a seminary course of this nature.

\[ F = \text{Unacceptable work: failure to achieve course objectives} \]

Unacceptable work is usually willful, unexplained, or inexcusable lack of fulfillment of class assignments.

### Proposed Agenda

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Resource</th>
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<tbody>
<tr>
<td>Feb 10 and 12</td>
<td>Introduction to the course, getting acquainted, “What is an adult?” and how do you become one?</td>
<td>Arnett, Ch 1 and 2</td>
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<td>Feb 17 and 19</td>
<td>Socio-historical changes in patterns of adulthood</td>
<td>Arnett, Ch 3-7</td>
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<td>Levinson material considered in class</td>
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<td>Feb 24 and 26</td>
<td>Particular issues in ministry with emerging adults</td>
<td>Arnett, Ch 8-10</td>
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<td>Review on Arnett due</td>
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<td>Chickering and Reisser article</td>
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<td>Mar 3 and 5</td>
<td>Mentoring and mentoring cultures</td>
<td>Anderson and Reese, Ch 1-4</td>
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<tr>
<td>Mar 10 and 12</td>
<td>Case studies and Interviews</td>
<td>Anderson and Reese, Ch 5-7 and appendixes</td>
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<tr>
<td>Mar 17 and 19</td>
<td>Theoretical and developmental conceptualizations of the middle adult years</td>
<td>Ray Anderson or Tory Baucum</td>
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<tr>
<td>Mar 24 and 26</td>
<td>Faith formation and ministry with middle adults</td>
<td>Ray Anderson or Tory Baucum</td>
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<tr>
<td>Mar 30 and Apr 3</td>
<td>READING WEEK</td>
<td>Kidd</td>
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<td>April 7 and 9</td>
<td>Erikson’s prototypes of adults from Carol Hoare</td>
<td>Kidd</td>
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<td>Review on Kidd due</td>
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<td>April 14 and 16</td>
<td>Group discussions comparing interviews with young and middle adults</td>
<td>Turn in summatives of interviews Article from Jim Marcia</td>
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<td>Apr 21 and 23</td>
<td>Men’s issues in adulthood and how churches and organizations have responded</td>
<td>Case studies</td>
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<tr>
<td>April 28 and 30</td>
<td>Womens’ issues in adulthood and how churches and organizations have responded</td>
<td>L’Engle novel Case studies reflection due</td>
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<tr>
<td>May 5 and 7</td>
<td>A theology to support adult ministry in an age of innovation</td>
<td>Ray Anderson or Tory Baucum</td>
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<td>May 12 and 14</td>
<td>Sharing ministry projects</td>
<td>Review on Anderson or Baucum, Anderson and Reese due</td>
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<tr>
<td>Final meeting</td>
<td>Sharing ministry projects</td>
<td>Ministry project due (optional)</td>
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**BIBLIOGRAPHY**


