

Asbury Theological Seminary
ePLACE: preserving, learning, and creative exchange

Syllabi

eCommons

1-1-2005

CD 616 Discipleship and Development in Young and Middle Adulthood

Chris Kiesling

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

Recommended Citation

Kiesling, Chris, "CD 616 Discipleship and Development in Young and Middle Adulthood" (2005). *Syllabi*. Book 1182.
<http://place.asburyseminary.edu/syllabi/1182>

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
Course Prospectus

CD 616 -Discipleship and Development in Young and Middle Adulthood (3 hours)

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 enjoin 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: M 307, T and Th 4-5:15p.m.
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:

Carol Hoare, *Erikson on Development in Adulthood*. Oxford, Oxford University Press, 2002. (224 pages). *(Note – this book was intended as a primary textbook for class but after hearing from the bookstore that the cost is \$82.00 I will try to convey the information in class and make it supplemental rather than required reading. As a substitute look for Gail Sheehy's NEW PASSAGES in the bookstore.)*

Stan Gaede, *An Incomplete Guide to the Rest of Your Life: On the Road to Meaning, Purpose and Happiness*. Downers Grove: Intervarsity Press, 2002. (192 pages).

Sue Monk Kidd, *When the Heart Waits: Spiritual Direction for Life's Sacred Questions*. San Francisco: Harper, 1990. (217 pages)

Sharon Parks, *Big Questions, Worthy Dream: Mentoring Young Adults in Their Search for Meaning, Purpose, and Faith*, Jossey-Bass, 2000, pp.

Madeline L'Engel's *A Live Coal in the Sea*.

Electronic Reserve:

Arthur Chickering and Linda Reisser, *Education and Identity*, Jossey-Bass, 1993, (pp. 1-52.)

Jim Marcia, (2002) "Identity and Psychosocial Development in Adulthood", *Identity: An International Journal of Theory and Research*, 2 (1), 7-28.

Interview transcripts/Case studies (approximately 50 pages)

Class projects and papers

Interviews – (20 points)

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. This will make you officially part of the adult identity development project (aidp) research team. 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.

Psychohistories of case study – (10 points)

In class you will be given biographical summaries representing the lives of several individuals from the aidp research. You will bring to a small group discussion and for turning in a 2-3 page 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)

Six, two page reading reviews (2 pages each) will be turned in throughout the semester reflecting your critique of the author's perspective 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 – (30 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.

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 = 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 = 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 = 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 = Unacceptable work: failure to achieve course objectives

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

Proposed Agenda

Feb 8 and 10	Introduction to the course, getting acquainted, Socio-historical comparisons of patterns of adulthood through the ages	
Feb 15 and 17	Theological constructs for considering adulthood “What is an adult?” and how do you become one?	Sheehy, Note from the Author and Book One: Prologue and Part One Levinson material considered in class
Feb 22 and 24	Theoretical and developmental conceptualizations of the young adult years	Sharon Parks book through page 156 Chickering and Reisser article
Mar 1 and 3	Theoretical and developmental conceptualizations of the middle adult years	Finish Sheehy’s book <i>Review of Parks due</i>
Mar 8 and 10	Group discussions comparing interviews with young and middle adults	<i>Review on Sheehy due</i> <i>Turn in summatives of interviews</i> Article from Jim Marcia, others?
Mar 15 and 17	Erikson’s prototypes of adults from Carol Hoare	<i>Review of articles due</i>
Mar 22 and 24	SPRING READING WEEK	
Mar 29 and 31	Men’s issues in adulthood and how churches and organizations have responded	Presentations from Web searches and explorations of men’s ministries Chapters from Joy’s book Read Gaede’s book
April 5 and 7	Womens’ issues in adulthood and how churches and organizations have responded	Presentations from Web searches and explorations of women’s ministries Chapters from Taylor’s dissertation <i>Review on Gaede due</i> Read Kidd’s book
April 12 and 14	Case studies	Read case studies <i>Review on Kidd due</i>
April 19 and 21	Case studies	L’Engel novel <i>Turn in paper on case studies</i>
April 26 and 28	A novel approach to understanding adulthood	<i>Review of L’Engle due</i>

May 3 and 5	Class presentations of strategic ministry initiatives	
May 10 and 12 and 16	Class presentations	<i>Written presentation of ministry project due</i>

BIBLIOGRAPHY

Chickering, Arthur and Reisser, Linda (1993) *Education and identity*, Jossey-Bass.

Gaede, Stan (2002). *An incomplete guide to the rest of your life: On the road to meaning, purpose and happiness*. Downers Grove: Intervarsity Press.

Hoare, Carol (2002). *Erikson on development in adulthood*. Oxford, Oxford University Press.

Josselson, Ruthellen. (1987). *Finding herself: Pathways to identity development in women*. San Francisco: Jossey-Bass.

Josselson, Ruthellen. (1996). *Revising herself: Pathways to identity development in women*. New York: Oxford University Press.

Joy, Donald. (1993). *Men under construction: Rebuilding the way to healthy sexuality, relationships, and identity*. Wheaton: Victor Books.

Kegan, Robert. (1982). *The evolving self: Problem and process in human development*. Cambridge: Harvard University Press.

Kegan, Robert. (1994) *In over our heads: The mental demands of modern life*. Cambridge: Harvard University Press.

Kidd, Sue Monk (1990) *When the heart waits: Spiritual direction for life's sacred questions*. San Francisco: Harper.

L'Engel, Madeline. *A Live Coal in the Sea*. San Francisco: Harper.

Levinson, Daniel (1996). *The seasons of a woman's life*. New York: Ballantine Books.

Levinson, Daniel et. al. (1978). *The seasons of a man's life*. New York: Ballantine Books.

Parks, Sharon (2000) *Big questions, worthy dreams: Mentoring young adults in their search for meaning, purpose, and faith*, Jossey-Bass.

Sheehy, Gail. (1976) *Passages: Predictable crises of the adult life*. New York: E.P. Dutton & Co., Inc.

Sheehy, Gail. (1995) *New Passages: Mapping your life across time*. New York: Ballantine.

