**Course Syllabus**

**Faith Development**

**Theo 522**

**July 26-August 17, 2019**

**Instructor:** Bert Scott, D.Min., 505/331-1749; 12029 Gazelle Place NE; Albuquerque, NM 87111; bscott344@gmail.com.

**Course Description**

This course offers perspectives of theology and psychology to an understanding of faith. Through the lens of modern developmental psychology students will consider faith development as it is related to human development. They will consider the challenges and opportunities for spiritual development in every phase of the human life cycle, and will reflect on the future of faith, itself, and the “profound change that is taking place in the elemental nature of religiousness.” *(Cox)*

**Texts**

Cox, Harvey, The Future of Faith, New York: HarperCollins, 2009 edition.

Fowler, James W., Becoming Adult, Becoming Christian, San Francisco: Jossey-Bass, 2000 edition.

Parks, Sharon, The Critical Years, Chapters 5&6, pgs. 73-132, San Francisco: Harper and Row, 1986 edition.

Rohr, Richard, Falling Upward, San Francisco: Jossey-Bass, 2011 edition.

*Note: All of the assigned texts are available in used copies for purchase on Amazon,com.*

**Objectives**

1. A knowledge of and the ability to use the information on human and faith development as found in the texts and discussed in class as well as reading materials distributed prior to and during the course.
2. The ability to successfully apply knowledge of these developmental stages to one’s ministry in a creative and insightful way.
3. Demonstrated awareness of one’s own religious faith journey through developmental stages.
4. The ability to reflect theologically on the material presented in the assigned texts.

**Class Schedule/ Reading Schedule**

Complete the work sheet, *The Unfolding Tapestry of My Life,* and read the text, Becoming Adult, Becoming Christian, by James W. Fowler before the class on July 26. The remaining three texts are to read during the course of the weeks of class or before the class begins. One book from the enclosed bibliography is to be read during the course and a report submitted at the final class. An outline for the report is on page 5 of this syllabus. A short paper is required at the time the group meets on August 2, and Aug. 16. Directions for these reflections will be given by the instructor. Some class time will be spent on these reflection papers.

July 26: **Introduction to the course.** **Developmental Theorists as Philosophers and Gossips.** (Chapter II in Becoming Adult, Becoming Christian, pgs. 20-47.

July 27: **Models o**f **Faith Development Theory ; Fowler’s Stages of Faith Development; “The Unfolding Tapestry of My Life”.**  (Chapter III in Becoming Adult, Becoming Christian, pgs. 48-75.)

Prepare a brief paper (no more than 3 pages, double spaced) reflecting on a model of the journey toward mature adult faith in chapter 4 of The Critical Years, pgs. 41-72. How does this model help you to understand your own development in young adulthood? Where have you seen evidence of this movement in the lives of others with whom you have worked in ministry? What are the implications for ministry with young adults? This paper will be due at the beginning of class on August 2, and will be a part of class discussion on that evening.

August 2: **Young Adulthood Faith: Promise and Vulnerability, and Imagination: The Power of Adult Faith.** (Chapters 5&6, The Critical Years)

August 3: **The “Two Halves of Life” as described by Richard Rohr. (**Falling Upward by Richard Rohr.)

Before the August 16 class, prepare a paper (no more than 5 pages, double spaced) comparing and contrasting faith development as described in “Falling Upward” with the work of Fowler and Parks. The paper will be due at the beginning of class on August 16, and will be a part of class discussion on that evening.

August 16: **Comparing and Contrasting the work of Rohr, Parks, and Fowler. Adulthood, Vocation, and the Christian Story.** (Chapter IV in Becoming Adult, Becoming Christian, pgs. 77-106)

August 17: **Becoming Adult, Becoming Christian.** (Chapter VI in Becoming Adult, Becoming Christian, pgs. 128-147) **The Future of Faith.** (The Future of Faith)

At the end of the final class the group will be given the opportunity to respond to one of several questions as a summary statement of their learning from the class. This summary statement will be included in determining the final grade.

**Evaluation and Grading**

Participants are graded on the excellence of their class participation and written assignments.

1. Thoughtful completion of “The Unfolding Tapestry of My Life”…10%
2. Class participation and attendance…20%
3. Small group participation and use of texts…20%
4. Two reflection papers…20% (10% each)
5. Review of book from bibliography…20%
6. Summary learning…10%
7. Superior work-student actively participates in class; written work is well prepared and shows an understanding of, and critical, original thought on particular topics; examinations reflect superior knowledge and well developed analytical skills; student consistently displays an active interest in course material, is highly motivate and demonstrates outstanding analytic ability.

AB- Very good work

1. Good work- student participates in class, written work is well prepared and shows above average comprehension of central topics ; examinations reflect a good, strong grasp of concepts and an improving analytic ability; overall the student displays an active interest in class material.

BC- Fine work- some participation in class by student; written work is well prepared and shows basic comprehension of central topics; examinations reflect an acceptable grasp of concepts; student displays an adequate concern for class material.

1. Pass- written work and participation demonstrate some areas of deficiency in the students’ comprehension of basic material.
2. Poor work- student displays major inadequacies in the basic comprehension of crucial course material. Major areas of deficiency are evident in student’s written work and in lack of positive involvement in class discussion.

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**Academic Honor code**

The learning process succeeds only when students perform honestly on assignments and examinations. All students are expected to abide by the Academic Code of Honor. It defines academic dishonesty and sets forth the responsibilities of faculty and students in the event of alleged dishonesty. Possible penalties for dishonesty include reduction of a grade, failure in the course, failure and suspension or failure and dismissal. Please refer to the current *St. Norbert College Student Handbook* for the text of the Academic Honor Code.

**Disability Statement**

“In keeping with the St. Norbert College mission to help students develop their full potential, and in compliance with the Americans with Disabilities Act, The College provides supportive services to students with disabilities. For inquiries and further details, please visit the Academic support Services office located on the lower level of the John Minahan Science Building (JMS) or contact Karen Goods-Bartholomew, Coordinator of Services to Students with Disabilities (Phone: 920/403-1326) or visit the website [www.snc.edu/academicsupport/disabilities.html](http://www.snc.edu/academicsupport/disabilities.html). “

**Schedule of dates and times for class meetings**

Friday, July 26, 7:00 - 9:00 pm

Sarurday, July 27, 9:00 am – 3:00 pm

Friday, August 2, 7:00 – 9:00 pm

Saturday, August 3, 9:00 am – 3:00 pm

Friday, August 16, 7:00 – 9:00 pm

Saturday, August 17, 9:00 am – 3:00 pm

**The Class meets at the Norbertine Library, 5825 Coors Rd. SW, Albuquerque, NM**

**Theo 522 Psychology of Faith Development: A Short Bibliography**

Armstrong, Karen, Spiral Staircase, My Climb Out of Darkness, New York: Knopf, 2004 \* #

Belenky, Mary Field; Blythe McVicker Clinchy; Nancy Rule Goldberger; and Jill Mattuck Tarule. Women’s Ways of Knowing: The Development of Self, Voice and Mind, New York: Basic Books, Inc., 1986. \* #

Buechner, Frederick, The Sacred Journey, San Francisco: Harper and Row: 1982. \* #

Craven, Margaret. I Heard the Owl Call My Name, New York: Dell Publishing, 1973. \*

Erikson, Erik H., Childhood and Society, New York: Norton, 1963 \* #

Fischer, Kathleen, Winter Grace: Spirituality of Aging, Upper Room Books, Nashville, 1998. #

Fowler, James, Stages of Faith, San Francisco: Harper and Row, 1981. #

Fowler, James, Faith Development and Pastoral Care, Philadelphia: Fortress Press, 1987. #

Fowler, James, Faithful Change: The Personal and Public Challenge of Postmodern Life, 1996. #

Gilligan, Carol, In a Different Voice: Psychological Theory and Women’s Development, Cambridge: Harvard University Press, 1982. #

Hillesum, Etty, An Interrupted Life, New York: Pantheon Books, 1983. \* #

James, William, Varieties of Religious Experience, New York: Longmans, Green and CO., 1920. \* #

Kelsey, Morton, Christo-Psychology, New York: Crossroads, 1982. #

Levinson, Daniel, Season’s of a Man’s Life, New York: Knopf, 1978. \* #

Loder, James E., The Transforming Moment, New York: Harper and Row, 1981. #

Merton, Thomas, Seven Story Mountain, New York: Octagon books, 1997. \* #

Sheehy, Gail, Passages: Predictable Passages in Adult Life, New York: Dutton, 1976. \* #

Simmons, Philip, Learning to Fall, New York: Bantam Dell, 2000. \* #

Westerhoff, John H. Will Our Children Have Faith?, New York: Seabury Press, 1976. #

Evelyn Eaton Whitehead and James D. Whitehead, Christian Adulthood, Liguoir, Missouri: Liguori Publications: 2005. #

*Note: The \* indicates the book is in the Albuquerque Public Library. The # indicates availability in the Norbertine Library.*

Outline for Report on Book from Bibliography

Write a brief description of particular people or groups you meet in your life or ministry. Describe some of the developmental challenges they have in their lives.

Describe the content of the book. Which ideas did you find particularly helpful? How are they helpful? What did you learn about human and faith development? What did you learn about yourself in this reading?

How will you apply what you have learned in working with others?