STMA 561 Psycho-Spiritual Development

Syllabus

Course Information

Course Number: STMA 561		Instructor:	Mary Rose Bumpus, RSM, Ph.D.
Units: 3		Office:	Hunthausen #217
Prerequisite: STMM 500		Office Hours:	By Appointment (see below)
		Phone:	206-296-6958
		Email:	bumpusm@seattleu.edu

Time and Place

Day:	July 2, 3, 5, 6, 7	
Time:	9:00 a.m.– noon; 1:30 – 4:30 p.m.	
Place:	Hunthausen 100	
First Day of Class:	July 2, 2007	
No Class Day:	July 4, 2007	Independence Day
Note:	July 7, 2007	Class Meets on Saturday
Last day of Class:	July 7, 2007	

Course Description

This course will introduce participants to several developmental theories of psychological and spiritual growth. These theories will be discussed and evaluated in light of social and cultural influences on personal identity, specific literary narratives, and the experiences of class participants. These theories will also be discussed in light of participants' faith traditions and future ministries.

Objectives

1. To become familiar with particular theories of psychological and spiritual development.

2. To explore, articulate, and synthesize one's own psycho-spiritual development.

3. To evaluate theories of psychological and spiritual development in light of particular social and cultural contexts, literary narratives, and the experience of other class participants.

4. To explore the relevance and consequences of psycho-spiritual development for ministry.

STM Competencies

The course in psycho-spiritual development is required of the MATS and MAPC degrees. Students of other degree programs take this course as well. This course is designed to assist students in meeting the following STM theological and ministerial competencies for several degrees:

Theological Competencies -- Theology

Understanding of the interaction of religious/spiritual experience and culture in their ecumenical and multicultural dimensions.

Pastoral and Ministerial Skills Competencies

a. Understanding of self as human, minister, leader

1. Ability to identify one's own cultural and co-cultural perspectives.
2. Knowledge of impact of family of origin on personal identity.

b. Understanding of the other and the dynamics of interaction with another

1. Ability to be an effective participant in different kinds of groups, maintaining one's personal authority and collaborating openly in the group process toward mutually sought outcomes.
2. Understanding of and ability to provide collaborative leadership in small groups.

Spiritual Growth and Development Competencies

a. Awareness, development and expression of one's personal spirituality

1. Knowledge of the patterns of individual and communal spiritual growth.
2. Ability to reflect leading to self-awareness and self-knowledge.
3. Ability to articulate one's relationship with God, self, others, and creation.
4. Knowledge, awareness of, and critique of human psycho-spiritual development.

b. Context and Content

1. Knowledge that action toward justice flows out of spirituality.

c. The ability to lead a community in its faith life and religious expression

1. Ability to discuss with others their relationship with God in a supportive and challenging manner.

Appointments

Let me know if you need an appointment time to discuss the course or your work for the course. The office phone number is 206-296-6958. I can also be reached by email: bumpusm@seattleu.edu.

Special Needs

If you have or think you may have a disability (including an "invisible disability" such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, 206-296-5740.

Requirements

1. Attendance at all classes and participation in small and large group discussions and exercises.
2. Required readings as listed below.
3. Three papers. Paper requirements are listed below.

Grading

¾ for papers (1/4 for each paper)
¼ for class participation

Your participation contributes to the life of the class. Please do not plan to enroll in the class if you will be absent for more than one three-hour period.

Guidelines for Papers

Papers are to be typed, double-spaced, on one side of regulation size white paper. Please be exact about sentence structure, diction, spelling, grammar, etc. If you have trouble in this area, please ask someone to proof read the paper and then correct it before submitting.

When referring to course readings in papers, use the footnote format in the student handbook or Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, latest edition. A copy of this manual can be purchased in the SU bookstore. Kate Turabian's book is an expanded version of what is in the STM student handbook. A bibliography is not needed for reflection papers. **Footnotes are required**. The first paper may range from 4-5 pages. The second and third papers may range from 5-6 pages in length with a font size of 12. Your promptness in submitting papers is not only appreciated but vital for the on-going development of the class. **If papers are late, I will grade them but will be unlikely to offer feedback.** *Please speak with me if you need time adjustments for serious reason.*

Paper One: Due Date – Monday, July 2, 2007, 9:00 a.m.

From your reading, experiences, and general knowledge of the field, submit a 4-5 page essay that addresses the following topics:

a) What is your understanding of developmental theory?
Give an overview of a few models of developmental theory, note the general characteristics of developmental theory, and cite a few differences among various theories of human development.

b) Given what you have read, how do you understanding the role that cultural context plays in our understandings of human development?

This paper is due at beginning of the class period.

Paper Two: Due Date – Thursday, July 5, 2007, 9:00 a.m.

From the period of childhood **or** adolescence, choose one event, person, place, or time you believe to be particularly formative of your psycho-spiritual development. How did this experience influence your psychological and spiritual growth? How is this experience similar to and/or different from the movements of childhood or adolescence as described by/in Erikson, Piaget, Fowler, Nydam, or Graham.

In this paper, please exhibit the following:
1) Honest self-reflection about an event, person, place, or time in your life.
2) Understanding of how this event, person, place, or time affected BOTH your psychological and spiritual development.
3) Significant grasp of at least one of the theorists you have read and studied.

Paper Three: Due Date – Monday, July 9, 2007, 10:00 a.m.

From the period of young adulthood **or** mid-life, choose one event, person, place or time you believe to be particularly formative of your psycho-spiritual development. How did this experience influence your psychological and spiritual growth? How is this experience similar to and/or different from the movements of young adulthood or mid-life as described by/in Cushing and McGoldrick, Erickson, Slee, Fitzgerald, Davis, or Fowler.

In this paper, please exhibit the following:
1) Honest self-reflection about an event, person, place, or time in your life.
2) Understanding of how this event, person, place, or time affected BOTH your psychological and spiritual development.
3) Significant grasp of at least one of the theorists you have read and studied.

General Class Procedure

9:00-10:00	General Overview of Topic Lecture/Discussion/Writing Exercise
10:00-10:15	Break
10:15-11:00	Small Group Exercise in permanent working sub-groups of 4 or 5
11:00-11:15	Break
11:15-12:00	Large Group Discussion of Readings/Experience
12:00-1:30	Lunch Break
1:30-2:30	General Overview of Topic Lecture/Discussion/Writing Exercise
2:30-2:45	Break
2:45-3:30	Small Group Exercise in permanent working sub-groups of 4 or 5
3:30-3:45	Break
3:45-4:30	Large Group Discussion of Readings/Experience

Schedule of Classes and Assigned Readings

July 2 ***Introduction to Psycho-Spiritual Development – Morning Session***

FIRST PAPER DUE 9:00 a.m.

Required Readings for Discussion:

Clark and Cafarella, "Editor's Notes," Update on Adult Dev. Theory, 1-2.
Clark and Cafarella, "Theorizing Adult Development," Update on Adult Dev. Theory, 3-8.
Mott, "Our Complex Human Body," Update on Adult Dev. Theory, 9-17.
Reeves, "Psychological Development," Update on Adult Dev. Theory, 19-27.
Rossiter, "Understanding Adult Development as Narrative," Update on Adult Development Theory, 77-85.
Rogoff, "Orienting Concepts and Ways of Understanding the Cultural Nature of Human Development," The Cultural Nature of Human Development, 3-36. (Reader, pp. 149-184)

Childhood: Freud and Erik Erikson – Afternoon Session

Required Readings for Discussion:

Bettelheim, Freud and Man's Soul, vii-20, 49-64.
Erikson, "Growth and Crises of the Healthy Personality," Identity and the Life Cycle, 51-107, see charts on pages 129 and 178.
"Erik Erikson: An Introduction" and "Erik Erikson: Life Cycle Stages of Development." (Reader, pp. 31-40)
"Spirituality of Children." (Reader, pp. 185-193)

July 3 ***Childhood: Jean Piaget and James Fowler – Morning Session***

*******Bring one or two pictures of yourself as a child to class**

Required Readings for Discussion:

Singer, Dorothy G. and Tracey A. Revenson, A Piaget Primer: How a Child Thinks, 1-56.
"Jean Piaget: An Introduction," "Jean Piaget – Eras and Stages of Physical/ Cognitive Development," "Piaget, Erikson, Fowler Compared," (Reader, pp. 129-141).
Fowler, "Faith Development Theory and the Human Vocation," Becoming Adult, Becoming Christian, vii-ix, 48-57. (Reader, pp. 93-101)
Bambara, "Gorilla My Love," Gorilla My Love, 13-20. (Reader, pp. 1-7)
Cisneros, "Eleven," Women Hollering Creek, 6-9. (Reader, pp. 27-30)

Adolescence: Nydam, Graham, and Fowler – Afternoon Session

Required Readings for Discussion:

Fowler, "Faith Development and the Human Vocation," Becoming Adult, Becoming Christian, 57-62. (Reader, pp. 101-104)
Nydam, "Early Adolescence: Venturing Toward a Different World," Human Development and Faith, 205-222.
Graham, "Identity in Middle and Late Adolescence," Human Development and Faith, 223-235.
Hughes, "Salvation," Patterns for a Purpose, 183-185. (Reader, pp. 117-123)
Rodriguez, "Complexion," Hunger of Memory, 123-127. (Reader, pp. 143-148)

July 4 **Independence Day Holiday**

July 5 ***Young Adulthood: Milton Erickson – Morning Session***

SECOND PAPER DUE 9:00 a.m.

Required Readings for Discussion:

Cushing and McGoldrick, "The Differentiation of Self and Faith in Young Adulthood," Human Development and Faith, 236-50.
Fowler, "Faith Development and Human Vocation," Becoming Adult, Becoming Christian, 62-64. (Reader, pp. 104-105)
"Milton Erickson: An Introduction." (Reader, pp. 59-63)
Erickson, "Motivating Tales," and "Trust the Unconscious," Chs. 2 and 3 in My Voice Will Go With You, 46-74. (Reader, pp. 41-57)
"Eric Greenleaf: Growth and Development." (Reader, pp. 113-116)

Women's Adult Faith Development – Afternoon Session

Slee, Women's Faith Development: Patterns and Processes, 61-161.

July 6 ***Mid-Life Spirituality – Morning Session***

Berry, "The Beautiful Shore," Jayber Crow, 156-165. (Reader, pp. 9-20)
Berry, "A Gathering," Jayber Crow, 201-207. (Reader, pp. 21-26)
Davis, "The Middle Years," Human Development and Faith, 251-268.
Fitzgerald, "Impasse and Dark Night," Women's Spirituality, 287-311. (Reader, 65-91)
Fowler, "Faith Development and Human Vocation," Becoming Adult, Becoming Christian, 64-67. (Reader, pp. 105-106)

Aging – Afternoon Session

Required Readings for Discussion:

Carlson, Creative Aging, ix-xi, 1-7, 29-64, 97-114.
Lyon, "Faith and Development in Late Adulthood," Human Development and Faith, 269-284.

July 7 ***In the End/Toward a New Beginning – Morning Session***

Carlson, Creative Aging, 154-184.
Fowler, "Faith Development and Human Vocation," Becoming Adult, Becoming Christian, 67-75. (Reader, pp. 106-110)

Class ends at noon on July 7

July 9 Monday

FINAL PAPER DUE 10:00 a.m. STM Office Mailbox, 2nd Floor

******** Please bring self-addressed stamped envelope so that your paper may be returned to you***

Required Reading -- READER

Bambara, Toni Cade. "Gorilla, My Love." In Gorilla, My Love, 13-20. New York: Vintage Contemporaries, A Division of Random House, Inc., 1992.

Berry, Wendell. "The Beautiful Shore" and "A Gathering." Chapters 15 and 19 in Jayber Crow: A Novel by Wendell Berry, 156-165, 201-207. New York: Counterpoint, 2000.

Cisneros, Sandra. "Eleven." In Woman Hollering Creek and Other Stories, 6-9. New York: Vintage Cotemporaries, A Division of Random House, Inc., 1992.

"Erik Erikson: An Introduction" and "Erik Erikson: Life Cycle Stages of Development." Unpublished outlines. Used with permission.

Erickson, Milton H. "Motivating Tales" and "Trust the Unconscious." Chs. 2 and 3 in My Voice Will Go With You: The Teaching Tales of Milton H. Erickson, 46-73. Edited with Commentary by Sydney Rosen. New York: W. W. Norton & Co., 1982.

"Milton Erickson: An Introduction." Unpublished outline. Used with permission.

Fitzgerald, Constance. "Impasse and Dark Night." In Women's Spirituality: Resources For Christian Development. Edited by Joann Wolski Conn, 287-311. New York/Mahwah, NJ: Paulist Press, 1986.

Fowler, James. "Faith Development Theory and the Human Vocation." Chapter 3 in Becoming Adult, Becoming Christian: Adult Development and Christian Faith, 37-61. San Francisco, CA: Jossey-Bass, 2000.

"Eric Greenleaf: Growth and Development." Unpublished Outline. Used with permission.

Hughes, Langston. "Salvation." In Patterns for a Purpose: A Rhetorical Reader by Barbara Fine Clouse, 183-186. Third Edition. New York: McGraw Hill, 2003. Originally published as part of The Big Sea: An Autobiography by Langston Hughes, 1940. Copyright renewed 1968 by Arna Bontemps and George Houston Bass. Reprinted by Hill and Wang, a division of Farrar, Straus, and Giroux, LLC.

"Key Figures and Works Contributing to Contemporary Developmental Theories." Unpublished bibliography. Used with permission.

"Jean Piaget: An Introduction" and "Jean Piaget: Eras and Stages of Physical/Cognitive Development." Unpublished Outlines. Used with permission.

Rodriguez, Richard. "Complexion." In Patterns for a Purpose: A Rhetorical Reader by Barbara Fine Clouse, 423-428. Third Edition. New York: McGraw Hill, 2003. Originally published in Hunger of Memory: The Education of Richard Rodriguez by Richard Rodriguez. Boston: David R. Godine Publisher, 1982, 122-127.

Rogoff, Barbara. "Orienting Concepts and Ways of Understanding the Cultural Nature of Human Development." Chapter 1 in The Cultural Nature of Human Development. New York: Oxford University Press, 2003, 3-36.

"Spirituality of Children." Unpublished Outline. Used with permission.

Required Reading -- BOOKS

Bettelheim, Bruno. Freud and Man's Soul. London: Pimlico (The Random House Press), 1982, vii-20, 49-64.

Carlsen, Mary Baird. Creative Aging: A Meaning-Making Perspective. New York: W. W. Norton & Company, 1991, paperback edition, 1996, ix-xi, 1-7, 29-64, 97-114, 154-184.

Clark, M. Carolyn and Rosemary S. Caffarella, eds. An Update on Adult Development Theory: New Ways of Thinking about the Life Course. No. 84, New Directions for Adult and Continuing Education. San Francisco: Jossey-Bass Publishers, 1999, 1-27, 77-85.

Clark, M. Carolyn and Rosemary S. Caffarella, "Editors' Notes," 1-2.
Clark, M. Carolyn and Rosemary S. Caffarella, "Theorizing Adult Development," 3-8.
Mott, Vivian W. "Our Complex Human Body Explored," 9-17.
Reeves, Patricia M. "Psychological Development: Becoming a Person," 19-27.
Rossiter, Marsha. "Understanding Adult Development as Narrative," 77-85.

Erikson, Erik H. Identity and the Life Cycle. New York: W.W. Norton & Co., 1959, 51-107. ("Growth and Crises of the Healthy Personality." Chapter 2)

Kelcourse, Felicity B., ed. Human Development and Faith: Life-Cycle Stages of Body, Mind, and Soul. St. Louis, MO: Chalice Press, 2004, 205-284.

Cushing, Bonnie and Monica McGoldrick, "The Differentiation of Self and Faith in Young Adulthood: Launching, Coupling, and Becoming Parents," 236-250.
Davis, Russell Haden, "The Middle Years," 251-268.
Graham, Alice M., "Identity in Middle and Late Adolescence," 223-235.
Lyon, K. Byrnolf, "Faith and Development in Late Adulthood," 269-284.
Nydam, Ronald, "Early Adolescence: Venturing Toward a Different World," 205-222.

Singer, Dorothy G. and Tracey A. Revenson. A Piaget Primer: How a Child Thinks. Revised Edition. New York: A Plume Book, 1996, 1-56.

Slee, Nicola. Women's Faith Development: Patterns and Processes. The Queen's Foundation for Ecumenical Theological Education, Birmingham, UK. Burlington, VT: Ashgate Publishing Company, 2004, 61-161.

Recommended Reading -- Books

Howell, Patrick. A Spiritguide: As Sure as the Dawn through Times of Darkness. Kansas City, MO: Sheed and Ward, 1996.

Pipher, Mary. Reviving Ophelia: Saving the Selves of Adolescent Girls. New York: Ballantine Books, 1994.

Extensive Bibliography

For an extensive bibliography in development theory, including works that significantly influenced the formulation of developmental theory, see the bibliography in the reader, "*Key Figures and Works . . . .*"