How does the sense of self emerge and evolve throughout life? What are the cultural (↔), familial, intrapsychic and spiritual forces that serve to forge our sense of self and other? Using family systems (↔) and psychoanalytic theory (Ψ) as basic structures, this course will consider the biological sequence of human development, with attention to ethnicity, family context, gender, identity and faith (α). Once the basic sense of self has been established our attention shifts, in the second half of life, to the demands of individuation and religious experience as they impinge on our established sense of self, other and God. We will give attention to faith as the capacity to find and make meaning in the face of life’s challenges.

NB: This course is designed to meet the human development course requirement for Mental Health Counselor and Marriage and Family Therapy licensure. “An understanding of the nature and needs of individuals at all developmental levels, including: a. theories of individual and family development and transitions across the life-span; b. theories of learning and personality development; c. human behavior including an understanding of developmental crises, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior; d. strategies for facilitating development over the lifespan; and e. ethical considerations.” (Taken from the CACREP course content standards).

This course includes essential knowledge for careers in ministry, chaplaincy, Christian education, marriage and family therapy and pastoral psychotherapy, including the ability to make informed assessments of help-seeker needs based on a working knowledge of life-cycle stages and cultural norms.

Readings:

Required texts: (all required texts are also on library reserve)

- Morrison, Toni. The Bluest Eye.
- Ulanov, Ann & Barry 1982. Primary Speech: A psychology of prayer
Reserve/Presentation Texts: (available on 3 hour reserve)

- McGoldrick, Pearce & Giordano, 1996. *Ethnicity and Family Therapy*
- Meissner, W. 1987. *Life and Faith*

(NB – Any additional readings will also be available on library 3-hour reserve, and/or available on Blackboard))

Requirements and Evaluation:

Your final evaluation for the course will be based on class participation (10%), a small group presentation (20%), 2 observation papers of 7 pages (25% each) and a multiple choice final exam modeled on state licensure Mental Health Counselor and Marriage and Family Therapist examinations (20%). The average preparation time to complete all assignments is between 6-9 hours per week or 1-1.5 hours a day. The expectations for each requirement are as follows:

1) **Class participation (10%)** will be evaluated based on your consistent, attentive presence in class. Verbal participation should give evidence of receptivity to the questions and ideas of others as well as effective articulation of one’s own views. Completing assigned readings before class is essential to effective participation.

2) **Small group presentation (20%)**:
You will have one discussion session in which to present a reading of your choice from the list of “presentation readings” for that day OR another relevant reading of your choice (if several chapters are listed from a given source, choose one chapter to present.) If you choose your own reading a copy of that chapter or article (20 pages or less) must be supplied to the instructor at least one week before your presentation. On the day you present please come prepared with a 1-2 page summary of the article that should include definitions of any unfamiliar terms. Bring enough copies to distribute to your discussion
group with 2 extra for the instructor and teaching assistant. You will have about 10-15 minutes to 1) have the group read your summary, then 2) verbally express whatever reflections this reading has stirred in you. Please do not read from your written summary – this is intended to be an oral presentation! Your presentation will be followed by 15-20 minutes of small group discussion. (The time frame will depend in part on whether 1 or 2 people are presenting that day). At the end of your presentation time everyone in your group - including the presenter - will be asked to fill out brief evaluations.

3) First observation paper (25%): 7 pages due 10/22 or 10/29
This paper has two parts: observation and theoretical reflection. Find a child between the ages of 3 months to 3 years (no older) that you can observe in a neutral manner in the company of others. The child should be a stranger, not a member of your own family or a family you know well.

First, in 2-3 pages, describe 5-10 minutes of observed behavior on the part of the child. Your description should be as objective as possible; you are like a camera, recording without inference. Next, in 3-5 pages, use theories from the readings to explain the behavior you observed. Be sure to ascertain the age of the child and state it clearly at the beginning of your paper. For toddlers it may be helpful to include a sketch of the room in which the observation occurred. Include a genogram of the child’s immediate family if possible. Be sure to obtain permission to observe – letters of request will be supplied.

4) Second observation paper (25%): 7 pages due 11/19 or 12/3
This paper also has two parts. 1) Identify and describe a critical incident in the life of an adolescent. The adolescent can be you (as you were then), an acquaintance or a teenager you interview (not a family member). 2) Use theories read in class to elucidate the incident described. How can the incident be understood in terms of adolescent developmental tasks?

5) Final exam: Two hour, multiple choice and essay closed book take home exam. Sample exam questions will be distributed on or before Meeting #11 (12/3). The exam will be handed out in class on 12/10 (meeting #12) and due by NOON the following Monday, 12/15 (in hard copy or, if necessary, via e-mail attachment, MS Word, NOT fax).

NB: All assignments are to be typed, double-spaced, 12 point font. Please use APA format: (Author, date, pages) for both text references and bibliography – see Kelcourse, Ed., the student planner pages 201-2 or the APA publication manual for examples. Be sure to include name, date, title, headings and page numbers on all papers. Be careful to avoid plagiarism by including references for all citations, especially page numbers for direct citations per APA format. Read planner pages 187-9 for paper guidelines.
Criteria for grading

Written work will be evaluated for 1) clarity of expression – *please proofread!* (proofreading includes sentence structure, paragraph structure, spelling, punctuation), 2) acuity of observation (whether of oneself or another), 3) accurate use of theory (proper stage, appropriate theorists, accurate and complete citations, etc.), 4) creativity and originality, including thoughtful dialogue between the perspectives of psychology, theology, faith, morality and spirituality.

The oral component of presentations and class participation will be evaluated based on your consistent ability to ask thoughtful questions, contribute to class and group discussion, and demonstrate thorough appropriation of course material including research you may use for your presentation. Please avoid the extremes of either never speaking or dominating the airwaves. When giving your group presentation you are responsible for the accuracy of the information you present. You are also required to respect time limits.

Class process

*First hour – 2:15-3:15*  Meet together in main classroom (room 168) for lecture and discussion, followed by a 15 minutes break.

*Second hour –3:30-4:10*  Small group presentations.

*Final hour – 4:15-5*  Reconvene in main classroom for further discussion, experiential exercises and/or video illustrations of course material.

Goals:

This course is intended to be a theoretical and experiential introduction to clinical reflection. You will be expected not only to retain facts and absorb concepts, but also to develop your "observing ego" in relation to self and others. This includes giving attention to words, thoughts, feelings, body language, fantasies and dreams as subjectively observed or as expressed by others. In general, you are asked to maintain a curious, non-judgmental stance to the best of your ability. A rigid, reactive stance (ex: "I'm right, you're wrong") is unlikely to be conducive to your learning. You are encouraged to express your likes and dislikes in relation to course material. Evaluations collected during the final class will receive careful attention after grades have been distributed.

If you leave this class with an enhanced ability to be attentive and curious about your own experience and that of others, you will have fulfilled the primary objective of the course. You will find the open attitude thus developed to be a substantial asset in ministry, be it congregational leadership, chaplaincy, counseling or other forms of service. Openness must of course be balanced with clear commitments based on your own experience of faith and sense of self. The course may be used to clarify these commitments as well. As you read and reflect in this course you may come to recognize that even in present time “we are all the ages we ever were” (Kelcourse, Ed., 2004).
Meeting #1 – 9/3 - Introductions

Introduction to the course material and each other. Review of course requirements, readings, assignments and general expectations. Overview of the three themes for the course: "normal" development, personality and faith.

Exercise: Self, family and society

Meeting #2 - 9/10 - The Societal Context of Development

Required readings:
Ψ α HDF: Introduction through Chapter 2 (90 pages)
⇔ Morrison, “Autumn, Winter” (read Foreword next week)
α Fowler, Part I: “Human Faith” (34 pages)
⌦ Carter and McGoldrick, 1999, Chapter 4 “Culture and the family life cycle”
(If you are using the 1989 edition, chapter numbers will be different- just ask)

Recommended readings:
α Stevenson-Moessner, chapter 2: Liebert, “Seasons and Stages”
α Stevenson-Moessner, chapter 3, Orr, “Socioeconomic class”
⌦ Carter and McGoldrick, 1999, Chapter 2 “Self in context”
⌦ (Walsh, Ed., pick a chapter from 9-13)

Video: Crash (and introduction to genograms)

No class meeting the week of September 15th. Note that there WILL be a regular class meeting during exam week, 12/17 (see below). Use this week to read ahead, work on your genogram (see 9/24), select your presentation readings, plan for your first observation paper, etc. AND please be sure to attend at least one of the Salzburg Distinguished Lectures with Dr. Isabel Apawo Phiri - Professor of African Theology, University of KwaZulu Natal, South Africa, and Moderator of the Commission on Theological Education and Formation, World Council of Churches: Monday September 15, 6pm; 9/17, 6pm; 9/18, 1pm. See page 10 for full details.

Meeting #3 - 9/24 - The Family Context of Development

Required readings:
⇔ Finish Morrison, “Spring, Summer” (read Foreword last)
α Fowler, Part II: “Window on Human Development”
⌦ HDF Chapter 4 – Wimberly
Recommended readings:

Ψ  Erikson, Chapter 7 - "Eight Ages of Man" (on reserve)

Ω  Chapter 2 “Self in context” or Chapter 12, “Rituals”

α  Stevenson-Moessner, Chapter 4, Neuger, “Narratives of harm”
   or Chapter 5, Cooper-White, “Trauma”


Ω  Exercise: Sharing our family genograms – Bring a 3 generation genogram of your family to class. Q: How does family affect our sense of self?

Meeting #4 – 10/1 - Infants and Parents - 0 to 3 months

Required readings:


Ψ α  HDF Chapter 3 – Cooper-White

α  Fowler, Part III

α  Ulanov, A & B, chapter 1-3

Recommended readings:

Ψ  Colarusso, Chapter 1 & 3

α  Loder, Chapter 4 “Infancy in Psychological Perspective”

Ψ  Stern (1985), Chapter 1 or 2 – “Approaches to infancy,” “infant’s sense of self”

α  Stevenson-Moessner, Chapter 9, Treadway, Miller-McLemore “Two views on mothering”

Ω  Walsh, chapter 1 or 3

Exercise: Myers- Briggs personality inventory - our inborn sense of self
Take a free on-line self test at: http://www.humanmetrics.com/cgi-win/JTypes2.asp
Or take the paper test in Kiersey and Bates, Please Understand Me on reserve.

Meeting #5 – 10/8 - Older Babies and Families - 3 to 12 months

Required readings:

Ψ α  HDF Chapter 5 – Steinhoff-Smith

Ψ  Winnicott, 1958/1975 "Transitional Objects and Transitional Phenomena" (reserve)

Ψ  Stern, Interpersonal, Chapter 6 and 7 - "The Sense of a Subjective Self" (reserve)

Recommended readings:

α  Loder, Chapter 4 “Infancy in Theological Perspective”

Ψ  Crain, Chapter 3: “Ethological theories” (on reserve)

Video: Documentary on parents and babies, part one

Reading week – no class 10/15
Meeting #6 - 10/22 - The Toddler and the World - 1 - 3 years

**Required readings:**
- HDF, Chapter 6 - Yust
- Fowler, chapter 15
- Stern, Chapter 8 - "The Sense of a Verbal Self" *(on reserve)*

**Recommended readings:**
- Colarusso, Chapter 4
- Loder, Chapter 6 "The Toddler"
- Crain, Chapter 6: "Piaget’s Cognitive Developmental Theory"
- Walsh, chapter 14
- Carter and McGoldrick, 1999, Chapter 5, “Social class and the family life cycle”.

**Video:** Documentary on parents and babies, part two

*First paper - Due date 1*

Meeting #7 - 10/29 - The Oedipal Child - 3 - 6 years

**Required readings:**
- HDF Chapter 7 - Gibson
- O’Connor, “My Oedipus Complex" (reserve)
- Fowler, chapters 16
- Ulanov, A & B, chapters 4 - 6

**Recommended readings:**
- Colarusso, Chapter 5
- Erikson, Chapter 2 - "The Theory of Infantile Sexuality" (reserve)
- Loder, Chapter 7 “The Oedipal Child"
- Crain, Chapter 11: “Freud’s psychoanalytic theory"

*First paper - Due date 2*

Meeting #8 – 11/5 - The Latency Age Child - 6 - 11 years

**Required readings:**
- HDF, Chapter 8, Thompson
- Crain, Chapter 7: “Kohlberg’s stages of moral development” (reserve)
- Fowler, chapter 17

**Recommended readings:**
- Colarusso, Chapter 6
- Wickes, Chapter 8, “Fear”
- Loder, Chapter 8, “The School-Age Child”
- Walsh, chapter 16 – Normative transitions and child development

**Film excerpt:** Stand by me
Meeting #9 – 11/12 - Early Adolescence - 11 - 15 years

Required readings:
Ψ α HDF Chapter 9 - Nydam
⇔ Dalsimer, "Preadolescence: The Member of the Wedding" (Reserve)
α Stevenson-Moessner, chapter 7, Dell, “She grows in wisdom”
α Ulanov, Chapter 7 & 8
α Fowler, Chapter 18

Recommended readings:
Ψ Colarusso, Chapter 7
α Loder, Chapters 9
⇔ Gilligan, Chapter 3, "Concepts of Self and Morality"
Ψ Erikson, "The Concept of Ego Identity" (Reserve or Blackboard)

Film excerpt: Member of the Wedding

Meeting #10 - 11/19 - Middle and Late Adolescence - Age 16 - 20

Required readings: ☐

Ψ α HDF Chapter 10, Alice McNair
α Stevenson-Moessner, chapter 8, Bohler, “Attending to Alice...”
⇔ Dalsimer - "Middle Adolescence: The Diary of Anne Frank" (reserve)
α Fowler, chapter 19

Recommended readings:
α Loder, Chapters 10
⇔ Gilligan - "Women's Rights and Women's Judgments" - Chapter 5
α Nelson - "Male Sexuality and Masculine Spirituality" - Chapter 1
☐ Walsh, chapter 2

Film excerpts: Diary of Ann Frank, The Breakfast Club

Second paper - Due date 1

11/24-28: Thanksgiving Break

Meeting #11 – 12/3 - Young Adulthood - Age 20 - 40

Required readings:
α Fowler, Part V: Formation and Transformation in Faith
☐ HDF Chapter 11, Cushing
α Stevenson-Moessner, Chapter 17, Dell, "Will my time ever come?"
☒ Ulanov, Chapters 9 &10
Recommended readings: (continued)

C Carter and McGoldrick, Chapter 10, Joining Families through Marriage
Ψ Colarusso, Chapter 8 & 10
α Loder, Chapter 11 “Young Adulthood”
α Nelson, Chapter 2, "Embracing Sexual Mystery"

Film excerpt: Raisin in the Sun

Second paper - Due date 2

(Sample exam questions will be distributed)

Meeting #12 – 12/10 - Middle Adulthood - Age 40 - 60

Required readings:
Ψ α HDF Chapter 12, Davis and Chapters 13, Lyon
⇔ Kubler-Ross, Chapters 1-6
α Fowler, chapter 20
α Stevenson–Moessner, Chapter 11, Henderson, “Menopause”

Recommended readings:
C Carter and McGoldrick, 1999, Chapter 17 “Launching phase (Chapter 13)
Ψ Colarusso, Chapter 11
α Loder, Chapter 12
α Nelson, Chapter 6, "New Ways in Our Sexual Spirituality,”
⇔ Ulanov, Chapter 2 "The Devil's Trick" or chapter 3, "Women's Wiles"
α Stevenson–Moessner, Chapter 10, Greider, “Perimenopause”
⇔ Walsh, chapter 4 - Divorce

Film excerpt: The Joy Luck Club; Nobody's Fool

Take home exam handed out: due NOON Monday 12/15

Course evaluations

Meeting #13 - 12/17 - Late Adulthood, Death and Dying - Age 60 and beyond

Required readings:
⇔ Kubler-Ross, Chapters 7-11
Ψ α HDF and Chapter 14, Barbre
α Fowler, chapter 21
⇔ Walsh, chapter 15
⇔ Ulanov, A & B, chapter 11

Recommended readings:
Ψ Colarusso, Chapter 12
α Loder, Chapter 13
α Stevenson-Moessner, Chapter 12, Glaz, “On becoming an ancestor’
Ψ Erikson, ‘Reflections of Dr. Borg's Life Cycle” (Blackboard)
Saltsburg Distinguished Lecture Series (September 15, 17, 18)

Distinguished Lecturer: Dr. Isabel Apawo Phiri - Professor of African Theology, School of Religion and Theology, University of KwaZulu Natal, South Africa, and Moderator of the Commission on Theological Education and Formation, World Council of Churches.

Theme: Facilitating Struggle, Strengthening Hope, Engendering Transformation – Theological Reflections from Southern Africa

- **Lecture one**, [Monday, September 15, 6:00 PM, Chapel]: Major Challenges for African Women Theologians in Theological Education [This Founders Day Convocation will be part of CTS 50th Anniversary Celebration]

  Lecturer’s comments: As the Church continues to grapple with the understanding of God’s mission in today’s world, African women theologians are bringing to the attention of the church their struggles of gender injustice in theological education. As agents of transformation they work for the realization of a theological education that reflects the community of women and men.

- **Lecture two**, [Wednesday, September 17, 6:00 PM, Room 166]: HIV/AIDS, Gender Violence and Masculinities

  Lecturer’s comments: The threat to life of HIV and AIDS has awakened the Church to reappraise its understanding of the mission of God in Africa today. In the context of radical statements such as “without men there could be no HIV and AIDS in Africa,” recent studies and programs initiated by church based organizations and theological institutions have focused on transforming masculinities in order to make a major contribution in the struggle against gender violence and HIV and AIDS. This paper uses an empirical research in an African Initiated church in KwaZulu Natal, South Africa to give an example of dealing with HIV and AIDS, Gender Violence and Masculinities.

- **Lecture three**, [Thursday, September 18, 1:00 PM, Common Room]: Black Theology in Post-Apartheid South Africa

  Lecturer’s comments: The recent cases of xenophobia violence in South Africa have highlighted the unresolved social and economic injustices which are a legacy of apartheid. Through Black theology the Church in South Africa provided a prophetic voice in the struggle against apartheid. In post apartheid South Africa, Black theology grapples with the challenge of focusing on social-economic justice for all when its own leaders are now walking in the corridors of power. This paper explores the reality of economic injustice as a threat to life in the twenty-first century Southern Africa and examines the response coming from Black theologians in Southern Africa as they reflect on the mission of the church in our context.