

## PROSPECTUS

### Theories of Human Development

PTPC 75970/85970/95970

Spring 2022

(3 Semester hours)

Instructor: Barbara J. McClure, M.Div., Ph.D.

Office hours: by appointment; [b.j.mcclure@tcu.edu](mailto:b.j.mcclure@tcu.edu)

Prerequisites: This course is intended for advanced Masters or DMin/PhD students. At least one course in Pastoral Theology/Pastoral Care is recommended.

Description of Content: This course provides a general introduction to human development across the lifespan and is a survey of developmental processes that influence the growth of the physical, intellectual, socio-emotional and spiritual aspects of individuals. It includes a holistic approach to developmental changes that integrate theories, research, and application. Participants are encouraged to formulate a personal philosophy of what constitutes optimum growth and development. Consideration is also given to practical implications (for example, for child-rearing, pastoral ministry, and educational practices).

Class Procedures:

This class will include lectures, discussion, and student presentations over the course of the semester

Requirements:

Careful reading of assigned materials, attendance at all class meetings, and active participation in discussion are required.

Your absences will be reflected in your participation grade. Do not expect to pass the course if you miss more than 3 weeks of class.

Each student will keep a notebook of reading notes, class discussion notes and personal reflections/journal entries throughout the semester. More specifically, you should take notes on the readings and write a brief summary of a theme that connects them. You should also engage the readings out of your own personal developmental experience in your journal reflections. These will be collected at three points over the next thirteen weeks and will contribute 50% to your participation grade for the course. If you have something personal in the reflections, you may indicate that you prefer I do not read that section, and I will skip the relevant pages. *I strongly suggest you have a three-ring binder for copies of the essays on Brightspace, your notes, etc. as we will be referring to articles in class and it will help to have the essays in front of us all.*

Masters students: A final paper (15-20pp) discussing an aspect of ministry with a particular gender, age group, socioeconomic class, etc. in light of theories of human

development. Papers should demonstrate familiarity with and understanding of a variety of theories covered in the course. Strong papers will refer explicitly to the materials engaged in class and demonstrate the ability to apply theory to understand and analyze human experience, even using experience to nuance or challenge theory. Papers earning an “A” will be well written, clear, synthesize human experience with theory, and show both depth and breadth of knowledge and engagement with course materials.

DMin/PhD Students’ final project will be an annotated bibliography on an issue of human development that interests them most as well as an annotated outline of a 25pp research paper they would write on the topic.

Texts\*:

\*Recommended if you want to begin to read a book before we begin the semester

Austrian, Sonia. *Developmental Theories through the Life Cycle, 2nd ed.* (NY: Columbia University Press, 2008)

Daloz, Laurent P. C. Keen, P. Keen & S.D. Parks, *Common Fire: Leading Lives of Commitment in a Complex World* (Boston: Beacon, 1989)

Dykstra, Robert; Cole, Allen; Capps, Donald. *Losers, Loners and Rebels: Spiritual Struggles of Boys.* Louisville: WJK, 2007. ISBN 0-664-22961-1 \$13.00

Fowler, James. *Stages of Faith: Psychology of Human Development and the Quest for Meaning.* San Francisco: Harper & Rowe Publishers, 1981. ISBN 0-06-062840-5 \$11

Gilligan, Carol. *In a Different Voice: Psychological Theory and Women’s Development.* Cambridge: Harvard University Press, 1982. ISBN 0-674-44544-9 \$10

Howell, Patrick. *A Spiritguide: As Sure as the Dawn through Times of Darkness.* Kansas City, MO: Sheed and Ward, 1996. ISBN 1-55612-818-5 (order used from Amazon) \$10

Kelcourse, Felicity B. ed. *Human Development and Faith: Life-cycle Stages of Body, Mind and Soul. 1st edition.* St. Louis, MO: Chalice Press, 2004. ISBN 0-8272-1442-1 \$25

\*Lewis, Thomas; Amini, Fari; Lannon, Richard. *A General Theory of Love.* New York: Vintage/Random House, 2000. ISBN 0-375-70922-3 \$10

Pipher, Mary. *Reviving Ophelia: Saving the Selves of Adolescent Girls.* New York: G.P. Putnam’s Sons, 1994. ISBN 0-399-13944-3 \$10

We will also be reading from:

D’Augeli, Anthony R. *Lesbian, Gay and Bisexual Identities over the Lifespan: Psychological Perspectives* (New York: Oxford, 1995)

Suggested Purchases for DMin/PhD students: (I recommend buying used)

Robert Kegan, *The Evolving Self*  
Erik Erikson, *Childhood and Society*

Article/Chapter List (all on Brightspace/D2L)

Selections from: 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. ISBN 0-7879-1171-2.

Bailey, Jackson W. III. "Black Identity Development: Further Analysis and Elaboration." In *New Perspectives on Racial Identity Development: A Theoretical and Practical Anthology*, ed. Charmaine Wijeyesinghe and Baily W. Jackson III. (New York: NYU Press, 2001), (pp. 8-31).

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

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

Bridges, Flora W. "The Community," Chapter 4 in *Resurrection Song: African-American Spirituality*. Maryknoll, NY: Orbis Press, 2001, 107-120.

Carlsen, Mary B. "Perspectives on Aging," (11-28) in *Creative Aging: A Meaning-Making Perspective* (New York: W.W. Norton & Company, 1996).

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

Erikson, Erik. "Growth and Crises in Healthy Personality," in *Identity and the Life Cycle*. New York: W.W. Norton & Co., reissued 1994. 51-107. (on file in the BDS library) and "The Eight Stages of Man" in *Childhood and Society* (New York: W.W. Norton & Company, 1963).

Fitzgerald, Constance. "Impasse and Dark Night," in *Women's Spirituality: Resources for Christian Development*. 287-311.

Gergen, Kenneth. "Social Understanding and the Inscription of the Self." In *Cultural Psychology: Essays on Comparative Human Development*, J. Stigler, et al, eds. (Cambridge, 1990). 569-606.

Gibbs, John C. "The Cognitive Developmental Perspective" in *Moral Development: An Introduction*, William Kurtines, Jacob Gewirtz, eds. Boston: Allyn & Bacon, 1995. 27-48.

Hanh, Thich Nhat. "The Two Truths," and "The Three Dharma Seals," in *The Heart of Buddha's Teaching: Transforming Suffering in to Peace, Joy and Liberation*. New York: Broadway Books, 1998, 126-145.

Harris, Yvette and Graham, James. "Social Contexts in the Lives of African American Children," in *The African American Child: Development and Challenges*. New York: Stringer: 2007.

Hughes, Langston. "Salvation." In *The Big Sea: An Autobiography*, 1940 (Copyright renewed 1968). Reprinted by Hill and Wang, a division of Farrar, Straus and Giroux. pp. 18-20.

Imara, Mwalimu. "Dying as the Last Stage of Growth," in Kubler-Ross, *Death: The Final Stage of Growth* New Jersey: Prentiss-Hall, Inc., 1975.

Jacobsen, Joyce P. "Men's Issues in Development," in *The Other Half of Gender: Men's Issues in Development*. Ed. Ian Bannon and Maria C. Correia Washington, DC: The International Bank for Reconstruction and Development/The World Bank, 2006.

Miller-McLemore, Bonnie. "Giving Unto Others" (77-100) from *In the Midst of Chaos: Caring for Children as Spiritual Practice*. San Francisco: Jossey-Bass, 2007.

Moody-Adams, Michele. "Gender and the Complexity of Moral Voices," in *Feminist Social Thought: A Reader*, Adams, ed.

Nussbaum, Martha. "Love, Care and Women's Dignity: The Family as Privileged Community." In *Diversity and Community: An Interdisciplinary Reader*. Philip Alaperson, ed. 209-230. Malden, MA: Blackwell, 2002.

Rodriquez, Richard. "Complexion." In *Patterns for a Purpose: A Rhetorical Reader*. Ed. by Barbara Fine Couse, 423-428. Third Edition. New York: McGraw Hill, 2003.

Rogoff, Barbara. "Orienting Concepts and Ways of Understanding the Cultural Nature of Human Development," "Development as Transformation of Participation in Cultural Activities," and "Individuals, Generations and Dynamic Cultural Communities" in *The Cultural Nature of Human Development*. New York: Oxford University Press, 2003.

Shonkoff, Jack P. and Phillips, Deborah A. "Executive Summary" and "Introduction" and "Rethinking Nature and Nurture" in *From Neurons to Neighborhoods: The Science of Early Childhood Development* (Washington, DC: National Research Council and Institute of Medicine, National Academy Press, 2000).

Walker, Alice. "To Hell with Dying." In *Love and Trouble: Stories of Black Women*. Florida: Harcourt Books, Copyright renewed 2001. 129-138.

Grading Procedures:

Grades will be weighted in the following way:

*Master's students:*

Participation (in class and via binder): 50% final grade  
Final project: 50% final grade

*DMin/PhD students:*

Above, as well as occasional theory presentations that will be considered part of participation grade.