

Course Syllabus for Spirituality and Development: Spring 2012
University of Wisconsin-Green Bay

HUM DEV 443, Section 001, TuTh, 8:00 am – 9:20 am, MAC-237

Professor:

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Office hours (MAC-C319):

Tuesday and Thursday: 9:30 am - 11:00 am; 12:30 pm - 2 pm; and by appointment. Please e-mail (vondrasd@uwgb.edu) or call (465-5012) to leave messages, arrange appointments, ask questions, etc.

Course description and goals:

This is a Writing Emphasis Course in Human Development and will explore how spirituality, religion, and faith may represent important aspects of development across the lifespan. Important questions to address include the following: How may “spirituality” be defined and differentiated from “faith” or “religiosity”? How might spirituality within various cultural traditions influence processes of adult development and aging? How might spirituality affect the care provided the elderly (e.g., allocation of medical resources, comfort for the dying, etc.)? Is aging a form of spiritual development? Discussion of research and practice applications, as well as student experiential activities will be a part of the course. Because this is a Writing Emphasis Course, each writing assignment has a required length (i.e., a minimum number of words must be used in expression and explanation for each written assignment), and the first assignment will be due by the end of the third week at which time it will be graded and returned to the student by the fourth week.

Specific learning objectives for the successful student will include the following:

- § An in-depth understanding of the conceptualization and expression of spirituality across the lifespan.
- § An in-depth understanding of faith development (spirituality) as it parallels models of psychosocial (Erikson), cognitive (Piaget), and moral (Kohlberg) development.
- § An in-depth understanding of Fowler’s stages of faith development that may occur at different times of the life cycle.
- § An understanding of different cultural orientations’ expression of spirituality.
- § An understanding of relationships between spirituality and health.
- § An understanding of applied and practical concerns of spiritual care in later-life.
- § An understanding of spirituality in gerontological theories (e.g., continuity theory, life-review, etc.)

Expected performance outcomes include the following:

- § Students will be able to describe and explain the concept of spirituality as it may be expressed in one’s social orientation, faith, and religious ritual.
- § Students will be able to describe and explain parallels between developing aspects of spirituality and psychosocial, cognitive, and moral development.
- § Students will be able to identify the milestone events that characterize stages of faith development.
- § Students will be able to describe different cultural expressions of spirituality.
- § Students will be able to describe relationships between spirituality and health.
- § Students will be able to describe and explain applied and practical concerns of spiritual care for the elderly.
- § Students will be able to describe how spirituality is realized and expressed in different gerontological theories.
- § Students will be able to relate and understand various conceptualizations of spirituality in development to what they observe and experience in their own lives.

Assigned texts:

1. **Stages of Faith: The Psychology of Human Development and the Quest for Meaning** by James W. Fowler. Harper & Row (1995). This classic text contains an essential introduction to spirituality across the life-span, suggesting concomitant psychosocial, cognitive, and moral development. This text puts forth a very important and elegant stage theory of faith development.
2. **The World's Religions: Our Great Wisdom Traditions** by Huston Smith. HarperCollins (1991). This classic text provides a superb discussion of a variety of the world's spiritual orientations and traditions.
3. **Aging and Spirituality: Spiritual Dimensions of Aging Theory, Research, Practice, and Policy** by David O. Moberg (Editor). Haworth Pastoral Press (2001). This text explores various social aspects of spirituality in later-life, and includes discussions that relate spirituality to aging theories, as well as concerns for practice and policy.

Lectures: The content of lectures will range from a close correspondence with the texts to the presentation of material not covered in the texts at all. The lectures will cover what I think is important for you to know about spirituality and development, and these priorities are reflected in the exams. Occasionally we will participate in other classroom activities, such as student led discussion of different perspectives and issues, guest presentations, etc. If you miss a lecture, ask a classmate if you may make a copy of their notes and discuss with them what you missed. To help you develop all the resources available to you, in the first few weeks get to know some of your classmates and then make a note of their telephone number and e-mail so that you can share notes, be filled in on what you might have missed, discuss ideas and concepts, study together, etc.

Course Requirements: Reading and writing assignments, exams, brief essays, as well as class participation.

Assignments: This is a writing emphasis course. Thus there will be essay assignments administered in class or via the D2L site for this course. These assignments must be completed within the allotted time. There will also be a term-paper assignment with presentation during class (worth 50 points). Note that the term-paper must be "new" scholarship and not recycled from a previous or concurrent course assignment that you have completed, and must be completed for a final grade to be assigned. Also note that no make-ups of missed assignments will be given.

Exams: There will be two essay exams given each worth 100 points. Note that the exam questions will be taken from reading assignments, lecture, and other class presentations, and both exams must be completed for a final grade to be assigned.

Class participation: Attending and participating in class is very important. Reading assignments should be completed before coming to class so as to facilitate each student's full participation in class activities. Excessive unexcused absences will require withdrawal from the course.

Grade assignment: Final grades will be assigned based on the total accumulated points from all assignments and exams. Exam and Final grades will be assigned using the following criteria:

Letter Grade	Percent of Cumulative Total
A	100-93
AB	92-90
B	89-82
BC	81-79
C	78-65
CD	64-60
D	59-55
F	54-00

Policies on classroom etiquette, academic integrity, fair treatment of students, submitting written assignments, exam schedule, make-ups, students with disabilities, class attendance, class discussion and reading assignments, and covering topics in sequence with dates:

§ No question is a dumb question. Learning and discovery involves asking any and all questions one may have. Thus as we develop our understanding, any sort of question may be posed and any idea discussed, even those that may just be "opening" questions.

- § Respectfulness towards all persons and of their right to voice their unique opinions is one of the basic foundations of academic life. Simply put, disrespectful behavior is inappropriate and unacceptable. Students are expected to demonstrate respectful behavior in and outside the classroom. Students who are disrespectful of others will be promptly expelled from class.
- § Active learning involves asking questions and being a part of the flow of discussion. Thus please do not use lap-top computers, or conduct text-messaging during the class session. Also, please turn off all cell phones during the class session.
- § Violations of standard rules of academic integrity (e.g., plagiarism, cheating) will be reported to the Human Development Program Chair and may lead to disciplinary action that could result in expulsion from the University. Individuals who plagiarize an assignment or cheat on a quiz or test will receive a zero (i.e., no points) for the assignment, quiz, or test.
- § All students will be treated the same and fairly. The Professor will not and cannot provide any treatment to one student that is not provided to all students.
- § All exams are to be taken on the dates noted in the Class Schedule, however an exception may be made for extenuating circumstances (e.g., death in the family).
- § There will be no make-ups provided for in-class assignments.
- § As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. If you anticipate that you may require special assistance while completing an exam (e.g., extra time), please notify me as early as possible prior to the exam date so that I can assist you.
- § Class attendance, participation in class discussions, and staying current with reading assignments is expected of each student. Only a cataclysmic event (e.g., natural disaster) should prevent you from attending class, being involved in discussion, covering the assigned reading, and fulfilling your responsibilities as a student.
- § The Class Schedule may at times change so as to facilitate learning and comprehension.

Student resources:

Academic Resource Center: College level coursework engages the person in complex reading, homework, and writing assignments. If you wish to improve upon your scholarship skills or need special assistance, one resource available to you is the Academic Resource Center (Room 1926 Student Services Building). The educational support and multicultural services available through the Academic Resource Center are free to all students attending UW-Green Bay. Contact the Academic Resource Center at (920) 465-2710 to find out more about their services or set-up an appointment. The people at the Academic Resource Center want to help assist you in being successful as you pursue your academic goals.

Students with Disabilities: If for any reason you may need special assistance due to a disability, please contact the Office of Disability Services (Room 1500 Student Services Building). If you have any questions or concerns, contact the Coordinator of Disability Services at (920) 465-2849. The people at the Office of Disability Services want to assist you in successfully attaining your academic goals.

Counseling and Health Center: All currently enrolled UW-Green Bay students are eligible for Counseling and Health Services (Room 1400 Student Services Building). The Counseling Services include short-term counseling and referral, crisis intervention, help with stress management and time management, vocational and personality assessments, and alcohol, tobacco, and other substance abuse prevention programs. The Health Services is a medical clinic on campus and offers various services that include assessment of illness and injury, over-the-counter medications, allergy injections, tuberculosis skin testing, routine immunizations, immunization for travel abroad, laboratory testing, and reproductive health services. Counseling and nursing assessment is free to all students attending UW-Green Bay. If you want more information or feel you may need the services provided by the Counseling and Health Center, contact them at (920) 465-2380.

Information about Student Internships, Research Opportunities, and Teaching Assistantships: Opportunities for student internships, research opportunities, and involvement as a Teaching Assistant is found at the following site:

<http://www.uwgb.edu/vondrasd>.

Class Schedule*		
Week of	Lecture Topics and Important Events	Assigned Reading in Text
1/23	Introduction to spirituality and development.	Stages of Faith - pages xi to 34, 307-312, 313-324.
1/30	Faith development and parallels to psychosocial, cognitive, and moral development	Stages of Faith - pages 37 to 116.
2/6	Stages of faith: Infancy to adolescence	Stages of Faith - pages 117 to 173.
2/13	Stages of faith: Adult development	Stages of Faith - pages 174 to 214.
2/20	Formation and transformation of faith	Stages of Faith - pages 215 to 306.
2/27	Different cultural expressions of spirituality: Hinduism and Buddhism	The World's Religions - pages 1 to 153
3/5	Different cultural expressions of spirituality : Confucianism and Taoism Mid-term Exam via D2L (will not meet in classroom) – 3/8	The World's Religions - pages 154-220
3/12	Spring Break – No assignments	
3/19	Spirituality in developmental and Gerontological theories	Aging and Spirituality - pages xxi to 52.
3/26	Spirituality in developmental and Gerontological theories continued Student presentations	Aging and Spirituality - pages 53 to 98.
4/2	Spirituality and aging Student presentations	Aging and Spirituality - pages 99 to 146.
4/9	Practical and applied concerns of integrating spirituality in practice with older adults Student presentations	Aging and Spirituality - pages 147 to 234.
4/16	Student Presentations 4/17 Field Experience (will not meet in classroom) 4/19	
4/23	Different cultural expressions of spirituality revisited: Islam and Judaism Student presentations	The World's Religions - pages 221-316.
4/30	Different cultural expressions of spirituality revisited: Christianity and Primal Religions Student presentations	The World's Religions - pages 317-392.
5/7	Conclusion: Spirituality and development Final Exam via D2L (will not meet in classroom) – 5/8	

* Schedule may change with notification.

Class contacts:

Classmate (Name): _____ Telephone: _____ e-mail: _____
 Classmate (Name): _____ Telephone: _____ e-mail: _____
 Classmate (Name): _____ Telephone: _____ e-mail: _____