

Multiple Intelligences and Christian Education

Louisville Seminary: Fall 2017

Tuesday/Thursdays 4-5:50

Professor: J. Bradley Wigger

Course Description

This course is an opportunity to study theories of intelligence and learning that recognize multiple domains of human knowing and to reflect upon their significance in relation to the life of faith and educational ministries. We will explore theological, ethical, and cultural implications of multiple intelligence theory as well as the theme of *multiplicity* in faith and church life. Great consideration will be given to imagining and implementing a multiple intelligences perspective in Christian education, both in Church school settings and beyond classrooms. *The course fulfills the teaching ministry requirement for the MDiv and is open to students in all degree programs.*

Teaching and Learning Methods

The course begins with the strengths of familiar methods for seminary classrooms—relying heavily upon readings, writing, short lectures, and discussions for the first half of the course (i.e., linguistic, inter-personal, intra-personal intelligences). The second half of the course will explore in depth each of the individual intelligences identified by Howard Gardner (below):

- Linguistic
- Inter-personal
- Intra-personal
- Musical
- Logical-mathematical
- Spatial
- Bodily-kinesthetic
- Naturalist

Importantly this will be an opportunity to learn and attend to each of these through the medium of the particular intelligence, for example, using music to explore musical intelligence, architecture or iconography to explore spatial intelligence, or group tasks to explore inter-personal intelligence. Class sessions will be devoted to each of these intelligences and students will practice teaching in class in relation to them and in relation to subject matters relevant to ministry and the life of faith.

Hopes

The overall aim for the course is that students will be able to employ a “multiple intelligences perspective” in church educational situations and be able to express why it matters.

There are multiple dimensions to this aim, and the following are some of the key ones to be addressed, as well as the ways in which coursework helps do so.

Through the readings and weekly assignments (often reflective writing, but may include other tasks such as taking photographs, creating a lesson plan, or visiting a nature center, for example), and through in-class discussions and sharing, students will have the opportunity to:

- gain an overview of the recent history of intelligence debates and the significance of theories of multiple intelligences in relation to this background;
- gain a disciplined understanding of Howard Gardner’s particular theory of multiple intelligences, describe what constitutes an “intelligence” in this theory, and be able to critique the theory;
- explore the ethical implications of multiple intelligences—the desires, practices, and policies that flow from assumptions about intelligence (what is valued, who is smart, what is rewarded, where authority rests, what is “normal”);
- explore the relationship between multiple intelligences and other educational movements such as critical and feminist pedagogies, multi-cultural education, de-schooling, un-schooling, and epistemologies of resistance;
- recognize the promise and limits of a multiple intelligences approach to education particularly in relation to developmental challenges and learning disabilities;
- explore understandings of intelligence in relation to theological anthropology

Through the practice of teaching in class, students will have the opportunity to:

- practice the use of multiple intelligences and various entry points for learning in their own teaching or for teacher training;
- be able to create lesson plans and evaluate curricula that reflect the engagement of multiple intelligences and entry points for a variety of subjects;
- explore in depth a particular intelligence and learn from other students as they teach

By keeping a notebook of readings and assignments, students will have the opportunity to:

- recognize the exercise of various intelligences in their own lives in order to build upon them for lifelong learning and teaching;
- explore multiple intelligences in relation to faith and practice;
- express why multiple intelligences matters to the life of faith

There will be several options for a final project (for example, a research paper, constructing a curriculum, carrying out a teaching project in a church, evaluating curricula), but in all the project will be an opportunity to:

- demonstrate or articulate how multiple intelligences can be used in a church educational situation, or
- explore in greater depth a particular intelligence in relation to teaching ministries

Through course discussions, students will have the opportunity to:

- help the professor improve or redesign this course in a way that demonstrates wisdom gain from studying multiple intelligences. This could include exploring multiple kinds of presentation and evaluation, and building a better set of resources for future classes.

Evaluation (from a logical-mathematical perspective)

1/3 course engagement (weekly reading and notebook assignments)

1/3 teaching sessions (in class)

1/3 final project

Course Engagement

In notebooks students will log their reading and carry out assignments in relation to the reading or other relevant subjects. These assignments may range from writing reflections upon the reading to making sketches to simply describing an activity carried out (for example, “prayed for an hour at the *Falls of the Ohio*”). We will use the notebooks in class in various ways.

In addition, after each teaching group session—make a Notebook entry about the session (12 total).

For many reasons relevant to the nature of this particular course, these notebooks will operate on a self-evaluated (intra-personal intelligence) honor system, with the professor retaining the responsibility for adjusting the grade if blatantly necessary. The last notebook assignment will be a one-page evaluation by each student reflecting upon their own engagement with the course, and it will include the grade. Notebooks are turned in on the last meeting of the class.

More detailed guidance will be provided as needed, but in general, the following (logical-mathematical intelligence) should be used:

A= 95% of the reading and weekly assignments, finished on time (before class), with thoughtfulness and reflection.

B=85%

C=75%

D=65%

Know that **attendance and participation are assumed**—adjust your grade for unexcused absences, leaving class early, doing email or using social media in class, or other forms of non-participation.

Teaching Sessions (Preparing, Doing, Reflecting)

With further guidance from the professor, students will teach in class twice and as part of teaching teams (inter-personal intelligence). The size of the teams depends upon the class size. Two weeks before the first teaching session, students will meet briefly with the professor, typically before or after class, to discuss ideas for teaching.

At the time of teaching, preparation materials and a lesson plan will be turned in. Reflection papers (roughly 600 words) from each member of the teaching team evaluating the teaching/learning experience are due one week after teaching. Because thoughtful preparation and honest self-evaluation are essential dimensions of the practice of teaching these will be considered part of the “teaching” grade.

Final Project

Students will design their own final projects, with various options available. The projects must be of obvious relevance to the course. The work involved should be roughly the equivalent of the time and energy involved in a 20-page research paper, but practice-oriented projects or those employing various intelligences are highly valued as well. The time could be spent teaching, writing, interviewing, organizing, creating, or providing resources for your project. Typically a 20-page paper is calculated at approximately 20 to 30 hours of work. Some possibilities are:

Writing an MI curriculum for a Christian educational setting

(for example, 6-week adult Bible study; new member preparation; stewardship and church finances; parent-child classes for communion; anti-racism and justice; church officer training; teacher education)

Writing a research paper on a relevant subject

(for example, modularity theories, history of intelligence debates, critical pedagogy, Paulo Freire and religious education)

Conducting qualitative research

(for example, interviewing Sunday school teachers, parents, or children; interviewing artists or musicians about creative processes)

Designing and implementing a teaching project intentionally using multiple intelligences

(for example, teaching children to drum or dance for worship; working with a sewing circle to design stoles or paraments; creating an educational video with a youth group)

Designing a project using other than linguistic intelligence

(for example, create a painting or film, compose music, generate a political action, that explores the relevant intelligence with that intelligence, or a theological subject or ministry with other (than linguistic) intelligences.

Students must get approval for their projects, submitting a brief provisional plan by **October 12**, with a progress report due **November 14**.

Electronic Technology Policy

This is a low-to-no technology course during class time. There will rarely, if ever, be a need for using laptops, tablets, phones, or any other technology that takes attention away from the classroom.

Please turn off and stow phones so they are neither visible nor accessible. For more information and research regarding the ways even the visible presence of a phone inhibits learning see Sherry Turkle’s *Reclaiming Conversation* (Penguin, 2015). You may however bring an electronic book version of required reading.

For note taking, a paper notebook will be sufficient, if not better. See the research by Mueller, P. and Oppenheimer, D., “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” *Psychological Science*, June 2014 vol. 25 no. 6 1159-1168. [Link](#). If there is an overwhelming need for use of a laptop, please request permission from the professor.

You may use such electronic technology for homework and when you teach (for example, using PowerPoint, recorded music, or video clips under 5 minutes). Even so, students may want to challenge themselves to be very low-tech as they may find themselves teaching in places that do not have the resources for technology (for example, rural or small churches, low-budget organizations, coffee shops, developing countries, outside).

School Policies

Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible’s images for God.

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another’s language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, see The Code of Student Conduct, 6.11; the Student Handbook, p. 19.

Citation Policy

Citations in your papers should follow the Seminary standard, based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2010.

Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. Chicago: University of Chicago Press, 2007.

The Chicago Manual of Style, 16th ed. Chicago, IL: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center the first two weeks of a semester and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Missing 1/4 of the course or more may result in a low or failing grade in the course.

Primary Resources

- Baldwin, James. "A Talk to Teachers," *The Saturday Review*, December 21, 1963, reprinted in *The Price of the Ticket, Collected Non-Fiction 1948-1985*, Saint M Martin's, 1985. [Baldwin Link](#) (web)
- Campbell, Linda; Bruce Campbell; and Dee Dickinson. *Teaching and Learning through Multiple Intelligences*, 3rd edition. Boston: Allyn & Bacon, 2003. (This is a great resource but too expensive. I'll ask those who are teaching to read the chapter on the relevant intelligence.)
- Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic, 1983.
- _____. *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic, 1999.
- Gladwell, Malcom. "None of the Above: What intelligence doesn't tell you about race," *The New Yorker*, Dec.17, 2007. [Gladwell article link](#) (web)
- hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994. Chapter 3, "Embracing Change," pp. 35-44. (Reserve Shelf)
- Herring, Jennifer. *Multiple Intelligences and African American Children*. China Faculty Exchange, Heilonjiang University, Harbin, PRC, China, 2006. (slide show presentation—using with author's permission). [Herring Presentation](#)
- Larsen-Wigger, Jane. *Who is God? What is God Like?* Paper presented to Lectionary Boofay, August, 2005. (embedded below)
- Luhrmann, Tanya. "On Spirituality," in Schaler, Jeffrey A., Ed. *Howard Gardner Under Fire: The Rebel Psychologist Faces His Critics*. Chicago: Open Court, 2006, pp. 115-142; 302-308. On CAMS
- MacKichan, Joyce. "The Art of Asking Good Questions." *The Thoughtful Christian*, 2006.
- Mosaic of Louisville Seminary: The Intersection of Art and Theology*. Vol. 14, no. 1. Spring, 2007. [Mosaic link](#)
- Tammet, Daniel. *Born on a Blue Day: Inside the Extraordinary Mind of an Autistic Savant*. New York: Free Press, 2007.

Recommended:

- Armstrong, Thomas. *Multiple Intelligences in the Classroom*, 2nd edition. Alexandria, VA: Association for Supervision & Curriculum Development, 2000.

(Working) Calendar and Assignments

Sep. 7

Introduction and Course Expectations

You will need to begin reading Tammet for discussion on Sep. 26. In Notebook, write one discussion question for each Tammet chapter, and 3 additional questions for the book as a whole in relation to multiple intelligences theory. These will shape our class discussions on Sep. 26 and 28.

Sep. 12

Educational Rhythms

Read Gardner, *Intelligence Reframed*, Chs. 1-3

Notebook: create a log page and record your reading. Record all readings from here on.

Sep. 14

Arts in Ministry and Teaching

Read *Mosaic*, Spring 2007, all. [Mosaic link](#)

View Howard Gardner/Ellen Winner on Arts Education: [Link](#) 11 mins.

Notebook assignment: Bring something to class that reflects your strengths from an MI perspective. Record in Notebook, what you did and brought.

Sep. 19

Debating Intelligence

Read Gladwell *New Yorker* article, “None of the Above” ([Gladwell article link](#))

Listen to Gladwell NPR interview (17 mins.). [Gladwell on NPR link](#)

Teaching sign-ups

Sep. 21

The Dance Around—Multiplicity in the life of Faith

Read: Larsen-Wigger,



Trinity by Jane Larsen
Wigger abbreviated v

Notebook: 1-2 pages, bring to class: How does Trinitarian thinking affect what you believe it means to be made in the image of God? In what way, if any, does MI theory affect how you think about this image? OR: How are “relationship” and “multiplicity” related?

Sep. 26 and 28

Born on a Blue Day

Read Tammet, all

Notebook: discussion questions (see Sept. 7)

Oct. 3

Spiritual Intelligence?

Read: Gardner, *Intelligence Reframed*, Chs. 4-5

Read: Luhrmann, Tanya. "On Spirituality" and Gardner "Response" (in Schaler, Jeffrey A., Ed. *Howard Gardner Under Fire: The Rebel Psychologist Faces His Critics*. Chicago: Open Court, 2006, pp. 115-142; 302-308) on CAMS

Notebook: 1-2 page reflection—Do you believe there is a spiritual intelligence? Why or why not? Bring to class to discuss.

Oct. 5

Words and the Word (led by Wigger)

Read Gardner, *Frames of Mind*, ch. 5 "Linguistic Intelligence"

Campbell, et. al. ch. 1, "A Way with Words" (trying to get on CAMS)

This session models the approach to teaching in relation to an intelligence.

Oct. 10

Education for Understanding

Read Gardner, *Intelligence Reframed*, chs. 6 and 10

Read Joyce MacKichan Walker, *The Art Asking Good Questions*.



ArtofAsking.pdf

Notebook: Write one analytical and one personalizing question for chs. 6 and 10 (4 total).

Oct. 12 Critical Theories and Pedagogies.

Read: hooks, "Embracing Change," in *Teaching to Transgress: Education as the Practice of Freedom*. Chapter 3, pp. 35-44. Reserve Shelf. It's also available as "Transforming Pedagogy and Multiculturalism" (chapter 5 in *Freedom's Plow*) Google Books [Link](#)

Read: James Baldwin, "A Talk to Teachers." [Baldwin Link](#)

View/listen to website video: Introduction Video called "Why Critical Pedagogy?" at the Paulo and Nita Freire International Project for Critical Pedagogy (15 mins.) [Why Critical Pedagogy](#)

For more videos/resources see [Link](#)

Browse: the web or a library and see what you can discover about the following ideas—1) unschooling, 2) de-schooling, 3) feminist pedagogy

Skim: Multiple Intelligences and African American Children presentation by Jennifer Herring. (Get a sense of how she uses MI in relation to multicultural education.) [Herring Presentation](#)

Notebook: 1 page—What intersections and differences do you see between MI theory and these various "critical" theories?

Email to bwigger@lpts.edu a brief proposal for a final project—just an idea.

Oct. 17 and 19

Research and Study:

Notebook: Any time between now and last day of class meeting, spend an hour nurturing each of the 8 intelligences (8 hours total) however you would like (all in one week; one or so per week, all in one day. Describe or display what you did in your notebooks, and briefly (paragraph or two) describe any insights or reflections in relation to that intelligence. These nurturing activities can be connected to faith practices explicitly (for example, listening to gospel music, walking a labyrinth, writing a prayer) or not.

First Round of Teaching: understanding intelligences on their own terms

The first round of teaching enters each intelligence as the subject for the session and approaches the subject primarily through engaging that intelligence. Briefly meet with the professor 2 weeks prior to teaching, to discuss ideas.

After each teaching group session—make a Notebook entry about the session. It can be only a paragraph or two about what you appreciated, or an insight you had about teaching/learning, or an idea you want to remember to try yourself.

Oct. 24

Group 1—**Musical Intelligence**

Read: *Frames of Mind*, ch. 6

Teachers read Campbell, ch. 5 (before meeting with professor)

Oct. 26

Group 2—**Logical Mathematical Intelligence**

Read: *Frames*, 7

Teachers read Campbell, ch. 2 (before meeting with professor)

Oct. 31

Group 3—**Spatial Intelligence**

Read *Frames*, 8

Teachers read Campbell, ch. 4 (before meeting with professor)

Nov. 2 No class

Nov. 7

Group 4—**Bodily-Kinesthetic Intelligence**

Read *Frames*, 9

Teachers read Campbell, ch. 3 (before meeting with professor)

Nov. 9

Group 5—**Personal Intelligences**

Read *Frames* 10

Teachers read Campbell, chs. 6-7 (before meeting with professor)

Nov. 14

Group 6—Natural Intelligence

Teachers read Campbell, ch. 8 (before meeting with professor)

Email project proposal and any progress made or questions you have.

Second Round of Teaching: Faith and Multiple Intelligences

The second round of teaching asks you to enter a faith-related subject (biblical passage, spiritual practice, church activity, theological doctrine)

Stay in the same groups, but change intelligences

Nov. 16

Naturalist—Group:

Nov. 21

Personal—Group:

Nov. 23 no class **Thanksgiving**

Nov. 28

Bodily-Kinesthetic—Group:

Nov. 30

Spatial—Group:

Dec. 5

Logical-Mathematical—Group:

Dec. 7

Musical—Group

Wrap up—What have we learned? **Turn in notebook, with one page self-evaluation for *Course Engagement* (including grade!).**

Final Project: Thursday, December 14, 5 p.m.)

Late projects are not accepted unless approved before the due date. Generally, even if approved, they will be graded down a letter grade per day.

Further study/general bibliography

This list also represents resources that may feed class presentations, final projects, research and further study. This is only an initial list, one being built up over time, and does not include the kinds of non-linguistic resources (for example, music, artwork, etc.) I hope we gather through the course.

Teaching and MI theory

- Armstrong, Thomas. *Multiple Intelligences in the Classroom*, 2nd edition. Alexandria, VA: Association for Supervision & Curriculum Development, 2000.
- _____. *You're Smarter Than You Think: A Kid's Guide to Multiple Intelligences*. Minneapolis, MN: Free Spirit Publishing, 2000.
- Bruce, Barbara. *7 Ways of Teaching the Bible to Children*. Nashville, TN: Abingdon Press, 1996.
- _____. *7 Ways of Teaching the Bible to Adults: Using Our Multiple Intelligences to Build Faith*. Nashville, TN: Abingdon Press, 2000.
- Campbell, Linda; Bruce Campbell; and Dee Dickinson. *Teaching and Learning through Multiple Intelligences*, 3rd edition. Boston: Allyn & Bacon, 2003
- Gardner, Howard. *The Unschooled Mind: How Children Think and How Schools Should Teach*. New York: Basic Books, 1991.
- Herring, Jennifer. *Multiple Intelligences and African American Children*. China Faculty Exchange, Heilongjiang University, Harbin, PRC, China, 2006. (slide show presentation—using with author's permission)
- Ribot, Nelly. "My Experience Using Multiple Intelligences." <http://www.newhorizons.org/trans/international/ribot.htm>. March 2004.
- Schaler, Jeffrey A., Ed. *Howard Gardner Under Fire: The Rebel Psychologist Faces His Critics*. Chicago: Open Court, 2006.
- Weber, Ellen. *Roundtable Learning: Building Understanding Through Enhanced MI Strategies*. Chicago: Zephyr Press Learning Materials, 1997.

Critical/multicultural pedagogies

- Delgado Bernal, Dolores. "Learning and living pedagogies of the home: the mestiza consciousness of Chicana students." In *Chicana/Latina Education in Everyday Life: Feminista Perspectives on Pedagogy And Epistemology*, edited by Dolores Delgado Bernal; C. Alejandra Elenes; Francisca E. Godinez; and Sofia Villenas. Albany, NY: State University of New York Press, 2006.
- Freire, Paulo. *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Lanham, MD: Rowman & Littlefield Publishers, Inc., 2001.
- hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994.
- _____. *Teaching Community: A Pedagogy of Hope*. New York: Routledge, 2003.
- Illich, Ivan. *Deschooling Society*. London/New York: Marion Boyars Publishers, Ltd., 1999. (available for free online: [Illich Writings](#), along with several other of his writings).
- Perry, Theresa, and James Fraser, eds. *Freedom's Plow: Teaching in the Multicultural Classroom*. New York: Routledge, 1993.
- Schipani, Daniel. *Concientization and Creativity*. Lanham, MD: University Press of America, 1984.
- _____. *Religious Education Encounters Liberation Theology*. Birmingham, AL: Religious Education Press, 1988.
- Simonson, Rick and Scott Walker, eds. *Multi-Cultural Literacy: Opening the American Mind*. St. Paul, MN: Graywolf Press, 1988.

Wikerson, Barbara, ed. *Multicultural Religious Education*. Birmingham, AL: Religious Education Press, 1997.

Theories of knowing/intelligence

Belenky, Mary; Blythe Clinchy; Nancy Goldberger; and Jill Tarule. *Women's Ways of Knowing: The Development of Self, Voice, and Mind 10th Anniversary Edition*. New York: Basic Books, 1986, 1997.

Flynn, James R. *What is Intelligence? Beyond the Flynn Effect*. Cambridge: Cambridge University Press, 2007.

Gardner, Howard. *Frames of Mind: The Theory of Multiple of Intelligences*. New York: Basic Books, 1983.

_____. *The Mind's New Science: A History of the Cognitive Revolution*. New York: Basic Books, 1987.

_____. *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books, 1999.

Fodor, Jerry. *The Modularity of Mind*. Cambridge, MA: The MIT Press, 1983, 2000.

Gladwell, Malcom. "None of the Above: What intelligence doesn't tell you about race," *The New Yorker*, Dec.17, 2007.

Karmiloff-Smith, Annette, *Beyond Modularity: A Developmental Perspective on Cognitive Science*. Cambridge, MA: The MIT Press, 1995.

Mithen, Steven. *The Prehistory of the Mind: The Cognitive Origins of Art, Religion, and Science*. New York: Thames & Hudson, 1999.

Ornstein, Robert. *Multimind: A New Way of Looking at Human Behavior*. Cambridge, MA: Ishk, 2003.

Tomasello, Michael. *The Cultural Origins of Human Cognition*. Cambridge, MA: Harvard University Press, 1999.

Wigger, J. Bradley. *Original Knowing: How Religion, Science, and the Human Mind Point to the Irreducible Depth of Life*. Eugene, OR: Cascade, 2012.

Particular Intelligences (eventually would like to build resources for each particular intelligence)

Gilligan, Carol. *In a Different Voice: Psychological Theory and Women's Development*. Cambridge, MA: Harvard University Press, 1993.

Eisner, Elliot W. *The Arts and the Creation of Mind*. Harrisonburg, VA: R.R. Donnelley & Sons, 2002.

Coles, Robert. *The Moral Intelligence of Children: How to Raise a Moral Child*. New York: The Penguin Group, 1997.

Gardner, Howard. *Creating Minds: An Anatomy of Creativity as Seen Through the Lives of Freud, Einstein, Picasso, Stravinsky, Eliot, Graham, and Gandhi*. New York: Basic Books, 1994.

_____. *Extraordinary Minds: Portraits of 4 Exceptional Individuals and an Examination of Our Own Extraordinariness* (Mastermind Series). New York: Basic Books, 1998.

_____. *The Disciplined Mind: Beyond Facts and Standardized Tests, the K-12 Education that Every Child Deserves*. New York: Penguin, 2000.

_____. *Five Minds for the Future*. Boston: Harvard Business School Press, 2007.

Goleman, Daniel. *Social Intelligence: The New Science of Human Relationships*. New York: Bantam Books, 2007.

_____. *Emotional Intelligence: Why It Can Matter More than IQ*, 10th Anniversary Edition. New York: Bantam Books, 2006.

Hoffstadler, Douglas R. *I Am a Strange Loop*. New York: Basic Books, 2008.

- Kapikian, Catherine. *Art in Service of the Sacred*. PAP, DVD ed. Nashville, TN: Abingdon Press, 2006.
- Mithen, Steven. *The Singing Neanderthals: The Origins of Music, Language, Mind and Body*. Cambridge, MA: Harvard University Press, 2007.
- Sacks, Oliver. *Musicophilia: Tales of Music and the Brain*. New York: Knopf, 2007.
- Tammet, Daniel. *Born on a Blue Day: Inside the Extraordinary Mind of an Autistic Savant*, Reprint ed. New York: Free Press, 2007.

Theologies/Theological Anthropologies (emphasizing relationality or issues of knowing)

- Boff, Leonardo. *Trinity and Society*. Translated by Paul Burns. Eugene, OR: Wipf & Stock Publishers, 2005.
- Cook, Carol J. "Singing a New Song: Relationality as a Context for Identity Development, Growth in Faith, and Christian Education." Ph.D. dissertation, Princeton Theological Seminary, 1994.
- Gonzalez, Michelle A. *Created in God's Image: An Introduction to Feminist Theological Anthropology*. Maryknoll, NY: Orbis, 2007.
- Johnson, Elizabeth A. *She Who Is: The Mystery of God in Feminist Theological Discourse*. New York, Crossroad, 1992.
- Moltmann, Jürgen. *God in Creation: A New Theology of Creation and the Spirit of God*. Translated by Margaret Kohl. Minneapolis, MN: Fortress Press, 1993.
- _____. *The Trinity and the Kingdom: The Doctrine of God*. Translated by Margaret Kohl. Minneapolis, MN: Fortress Press, 1993.
- _____. *Experiences in Theology: Ways and Forms of Christian Theology*. Minneapolis, Fortress, 2000.
- O'Hara, Ann. *In the Embrace of God: Feminist Approaches to Theological Anthropology*. Maryknoll, NY: Orbis Books, 2003.
- Pannenberg, Wolfhart. *Anthropology in Theological Perspective*. Translated by Matthew J. O'Connell. Philadelphia: Westminster Press, 1985.
- Shults, F. LeRon. *Reforming Theological Anthropology: After the Philosophical Turn to Relationality*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 2003.
- Thurman, Howard. *The Search for Common Ground: An Inquiry into the Basis of Man's Experience of Community*. New York: Harper & Row, 1971.
- Van Huyssteen, J. Wentzel. *Alone in the World? Human Uniqueness in Science and Theology*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 2006.
- World Council of Churches, *Christian Perspectives on Theological Anthropology: A Faith and Order Study Document*. Geneva: World Council of Churches, 2005.