

ERSKINE THEOLOGICAL SEMINARY
CE565: HISTORY AND PHILOSOPHY OF CHRISTIAN EDUCATION
SPRING SEMESTER 2010

PLEASE **NOTE HYPERLINKS** TO HELP YOU NAVIGATE SYLLABUS

Erskine Theological Seminary P.O. Box 668, Due West, SC 29639	Tuesday Evenings 6:00 PM to 9:00 PM BEGINNING 2 February 2010
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Professor: M. Jerdone Davis, Ed.D.
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Due West SC 29639



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[Erskine Faculty Web](#)

OFFICE HOURS (Erskine Campus):

Tuesdays: 2:00 p.m. – 5:00 p.m.
Thursdays: 2:00 p.m. – 5:00 p.m.

However, due to meetings and unforeseen circumstances that may arise, my schedule may change. If you need to see me, I strongly recommend that you call or e-mail to schedule an appointment. I welcome your telephone calls to my home phone (no later than 9:30 p.m. in the evening) if you do not make contact with me by my office telephone. When not in the office, I do check office voice mail messages once or twice a day.

**BOLD PRINT BELOW IS THE STUDENT'S UNDERSTANDING
REGARDING THIS COURSE:**

I understand that once I have completed, signed, and submitted my registration to the Registrar for this class, it is a **BINDING CONTRACT**, and my billing will be based on this registration. I further understand if I decide not to take this class, a "drop/add" form must be completed, including securing the appropriate signatures. Failure to properly withdraw from the class will result in receiving a grade of "F" for the course and full tuition charges will apply. **NO EXCEPTIONS WILL BE MADE TO THIS POLICY.**

COURSE DESCRIPTION

This course surveys the history of Christian education from Biblical times to the present day. The course identifies and examines individuals and movements whose contributions to the theology and philosophy of Christian education continue to shape Christian education practice.

Required. *3hours.*

COURSE OBJECTIVES

As a part of the overall mission of Erskine Seminary to educate persons for service in the Christian Church, the Seminary offers courses to equip persons for competent leadership in the educational ministries of the Church. One goal of such courses is that students gain or develop an understanding of educational ministry within the context of the total mission of the local church or other ministry setting. This course is intended to provide historical and philosophical foundations for such an understanding of educational ministry, as well as to assist students in developing a philosophy of educational ministry.

It is the teacher's intention that by the end of the term, students will be able to:


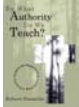
1. Articulate with understanding essential philosophical questions to use in appraising or reappraising educational ministry theory and practice.
2. Outline broadly the history of Christian education, including key markers (movements, individuals) and their theological and historical prompts and influences.
3. Reflect critically on educational ministry movements of the past and present in order to construct a personal philosophy of education for Christian ministry with the student's own faith tradition in mind.
4. Construct a Biblical and philosophical foundation that undergirds a specific ministry envisioned by the student (e.g.: worship, youth ministry, children's ministry, etc.).
5. Rank in order of positive influence historical movements and philosophies might have on current ministry standards for a particular ministry as envisioned by the individual student.

REQUIRED READING [4 requirements]


Utilize the McCain Library ILL librarian if necessary, making your requests for materials early in the term.


The required texts listed below are available for purchase in the Erskine College and Seminary Bookstore (379-8846). Click on this icon for details:




1.  Careaga, Andrew. *E-Ministry: Connecting with the Net Generation*. Grand Rapids, MI: Kregel Publications, 2001.
2.  Pazmiño, Robert W. *By What Authority Do We Teach?* Eugene, OR: WIPF and Stock, 2002.

B. The Required Reading (Non-Purchase) Items listed below are the student's responsibility to acquire:

3.  Estep, James Riley. 2005. "Philosophers, Scribes, Rhetors . . . and Paul? The Educational Background of the New Testament" in *Christian Education Journal*: Spring 2005.

4.  DENOMINATIONAL HISTORY AND PHILOSOPHY: It is the student's responsibility to research, read, and relate to the class, the history and philosophy of Christian education of his/her own faith tradition.

5.  JOURNAL ARTICLE RESOURCES filed on EDEN classroom site.

COURSE REQUIREMENTS AND EXPECTATIONS

1. Students are expected to attend all class meetings and for the entire class period. One class, or the equivalent in late arrival or early departure, may be missed without grade penalty **provided the work is made up through additional reading assignments and reports**. The teacher appreciates being notified in advance if an absence is anticipated or realized.

2. Late Assignments: Assignments are due *in class* on the date indicated in the Course Calendar. Assignments submitted late without permission of the professor earn an automatic drop in letter grade. Additional tardiness in submission of any of the required work will lower the letter grade consecutively week by week.

Only in rare and unusual instances will an incomplete be given for the course.

3. Respect for Divergent Viewpoints: Erskine Theological Seminary is strongly committed to the Biblical and reformed understanding of the Christian faith. Admission is open to students from diverse denominational backgrounds. The teacher of this course respects theological and denominational diversity. As long as a student documents definitively his/her doctrinal persuasions according to his/her denominational standards and according to Scripture, the student will not be penalized if his/her persuasion does not line up with the reformed theological standards of the teacher and institution.

4. Assigned Readings. It is expected that all assigned reading will be completed as assigned prior to each class meeting. In-class activities will assume a working knowledge of assigned reading. Students will interact with the required readings by keeping a notebook “by chapter” of the texts and article, turning in the journal on 2 March, 9 March, and 13 April. Written preparedness and oral participation in class is worth 20% of the final grade.
- a. **DENOMINATIONAL material:** Record the history and philosophy of Christian education or religious education of your faith tradition, being ready to relate this information to the rest of the class. **Journal Due 2/9.**
 - b. **Pazmiño text:** Interact with the principles of authority set forth by Pazmiño. Keep a notebook by chapter, recording your thoughts and/or reactions to Pazmiño’s philosophy regarding authority as it relates to God, the Church, individual persons and their gifts, the realm of experience, and truth in our relativistic age. **Journal Due 3/2.**
 - c. **Estep article:** Using this article as a springboard, students will respond to questions posed by the professor on the EDEN classroom site. Students are required to dialogue (two or more posts) per question and are encouraged to ask questions of each other fostering critical thinking regarding educational ministry for the 21st C Church. **Posting open from 2/9/2010 until 3/9/2010.**
 - d. **Journal Article Resources:** Filed on EDEN in .pdf format are several journal articles referencing history or philosophy of Christian /Religious education. Sign up in class for one article on which to report. Give a brief summary of the article regarding the history of education for the church, its implications for today’s church. Biblically critique the content of the article as to its applicability for 21st Century educational ministries of the Church. **Due in class 3/23.**
 - e. **Careaga text:** Interact with the principles set forth by Careaga regarding the Church’s use of the internet. Keep a handwritten account of agreement and/or disagreement with the author as well as vision for educational ministry this book spurs in your heart and mind. **Journal Due 4/13.**
5. Course Papers. Two shorter papers are required.

- a. The first paper, “My Present Philosophy of Christian Education,” should be a beginning statement. Students should consult resources from their faith tradition, and must rely on biblical passages that constitute the foundation of their philosophy.

This paper should be the student’s own present understanding of a philosophy of Christian education. The paper should be 4-6 pages in length (typed/processed, double-spaced). Since the paper is the student’s own beginning understanding, the only bibliography suggested is that from the student’s own faith tradition.

The criteria for evaluation of this paper include: careful attention to the components of a philosophy of Christian education (structure to be explained in class lectures), clear and thoughtful articulation of the student's present understanding, promptness in assignment submission, use of Turabian for the cover page, and correct spelling, punctuation, and grammar.

This first paper is due on **16 March** and is worth 15% of the final grade.

- b. The second paper, "A 20th Century Christian Educator," will summarize the particular contributions of a 20th Century Christian educator (theoretician and/or practitioner). Students may choose from a list of names provided by the professor on pages 8-10 of the syllabus. There should be only one student per individual name. Students are encouraged to choose a significant Christian educator from their own tradition, if possible.

Dictionaries of Christian education, histories of Christian education, footnotes, the bibliography at the end of this syllabus, and Dictionaries of Christian Biography will provide help for this paper. Since many 20th century Christian educators wrote, and are writing, for publication, a study of the educator's books and/or articles will be fruitful.

It is expected that this paper will be at least 6 pages long. Criteria for grading include: careful use of Turabian for paper style; parenthetical references with reference list; evidence of thoughtful interaction with the chosen educator's work and contributions to the field; clarity of expression; focus on task; and originality of student's work. In addition, students will present a brief verbal report on their chosen educators in class on **27 April** and **4 May**.

This paper is due 20 April and is worth 25% of the final grade.

6. Term Paper. An historical study OR a philosophical/theological paper is the major assignment for this course. Students may choose a topic from the list below, or may seek the teacher's approval of another topic. Anticipated by the professor is a paper of at least 12 pages in length (typed/processed, double-spaced). Cover page and reference list pages bring the paper to a minimal total of 14 pages. This major assignment is due on **11 May** (exam day) and is worth 40% of the final grade. (See next two pages.)

a. Historical Study

Students who choose this option will find it helpful to structure the paper around the questions on page 8 of the syllabus. The historical study examines factors that influenced the development of a particular movement or emphasis, including theological as well as cultural and sociological influences, and the lingering effects and lessons of the movement/emphasis for Christian education today. Possible topics include:

The Catechumenate/catechumenoi
Catechetical schools
Monastic education (to the Carolingian Renaissance)

The Reformation and Education (choose Luther, Calvin,
The Radical Reformers, or Wesley)
Renaissance and Reformation Influences in
Contemporary Christian Education
The Sunday School Movement
Horace Bushnell: Father of Christian Education?
Christian Higher Education (colleges, universities)-Derailed or On
the Rail of Christendom?
Religion in Public Schools (From Founding Principles to Current
Debate)
Christian Schools
Homeschools
Para church Children's or Youth Ministry (e.g., Young
Life, FCA, etc.)
Evolution of and Current Issues with Church-based Educational
Ministries
Christian Education as a Profession
Christian Camping

b. Philosophical/Theological paper

Students who choose this option will find the bibliography at the end of this syllabus helpful. Possible topics include:

My Philosophy (or Theology) of Christian Education (an expansion of the beginning statement, expressing the student's understandings at the conclusion of the course.)
This paper should express a fully developed and comprehensive philosophy or theology for educational ministry, suitable for presentation to a certification body or Search Committee, for example.
My Denomination's Philosophy/Theology of Christian

Education
 Christian Education in the Twenty-First Century
 Philosophies of Education in Contemporary Christian
 Education
 Confirmation as a Rite of Initiation

Criteria for grading the term paper include: originality of work, evidence of careful and thoughtful research – at least FIVE OUTSIDE references, focus on topic, critical thinking, correct use of Turabian 6th ed., length of paper, and correct spelling, grammar, and punctuation.

Summary of Grading

Assigned Readings	20% of final grade
Paper 1	15% of final grade
Paper 2	25% of final grade
Term Paper	40% of final grade

See Erskine Theological Seminary Catalogue for Details Concerning Grading Scale:

Grading Scale:

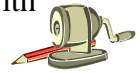
100-95	A	83-80	C
94-93	A-	79-78	C-
92-91	B+	77-76	D+
90-88	B	75-72	D
87-86	B-	71-70	D-
85-84	C+	69-0	F

SEMINARY POLICIES:

1. Students are expected to obtain an Erskine Seminary campus box, and to include the box number on all papers submitted, including all classroom work to be handed in, and written tests. Students who do not have a campus box should provide self-addressed, stamped envelopes for the return of each paper or test. If inadequate postage is applied to the envelope, you will not receive a returned paper. These procedures are required by FERPA (Family Rights to Privacy Act).

2. Students are expected to observe the Erskine Seminary policy of making “use of language, in reference to human beings, that is inclusive rather than needlessly exclusive . . . in all written work and oral presentations.” This expectation is faithful to the new Erskine Seminary statement on Community Life, and is especially important for those students whose denominations expect use of inclusive language for human beings in ordination exams and papers.

3. Students are expected to follow the guidelines in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* 6th ed., for essays, papers, and final term paper. This is the requirement of Erskine Theological Seminary for each student in every class in the seminary.
4. Assignment Formatting: Font requirements for all work are Times New Roman, 12 point, and black ink on white paper. Papers are to be double-spaced unless otherwise stated. Preferred though not required for this class is the use of parenthetical references rather than footnotes. Follow the body of the paper with a reference list. See Turabian for details. (Click on icon for details.)
5. Plagiarism and Cheating: For details refer to the Erskine Seminary Handbook under the Honor Code. (Also refer to handout: "Writing Theological Papers" p.9B.)



Click on icon for details.



NOTE: Under no circumstances will a paper be accepted that contains others' work, either downloaded from internet sites or used from other students' papers that is not documented as such. If such a paper is turned in as final work to the professor, the grade is an automatic "F" or "0". As in scholarly writing, reference work may be quoted with proper citations, and reference to others' work in the student's own wording may be used with proper credit given the original writing.

AN EASY CHECK: If the thought is not your original thought, give credit to the one from whom you borrowed the thought.

HELPFUL QUESTIONS FOR TERM PAPER OPTION a. HISTORICAL STUDY

1. What caused an awakening, renewal, or growth in godliness and how did educational efforts foster this development? (Pazmiño 1995 FICE, 119).
2. How did Christians effectively relate their faith to their cultures and how did they educate for this living faith? (Pazmiño 1995 FICE, 119).
3. How were needs of persons effectively addressed and what biblical demands were formative in this response? How were biblical demands interpreted or applied in this particular setting? (Pazmiño 1995 FICE, 119).
4. What vision, conceptions, and rationale grounded effective educational work and how were these communicated to and owned by others? (Pazmiño 1995 FICE, 119).

A LIST OF 20TH CENTURY EDUCATORS FOR 5. "COURSE PAPERS" OPTION b.

Religious and Christian Educators

Athearn, Walter Scott	Baxter, Edna M.	Benson, Clarence Herbert
Benson, Warren S.	Bethune, Mary McLeod	Betts, George H.
Borgman, Dean	Bower, William C.	Browning, Robert

Burgess, Harold W.	Byrne, Herbert W.	Case, Adelaide Teague
Chamberlin, Gordon J.	Chave, Ernest John	Coe, George A.
Cope, Henry Frederick	Costas, Orlando E.	Cully, Iris V.
Cully, Kendig B.	Daniel, Eleanor	Dawn, Marva
Dobbins, Gaines S.	Dozier, Verna J.	Eakin, Mildred Moody
Eavey, Charles B.	Edge, Findley B.	Elliott, Harrison S.
Evenson, C. Richard	Fahs, Sophia B.	Ford, LeRoy
Freire, Paulo	Furnish, Dorothy J.	Gaebelein, Frank E.
Gangel, Kenneth O.	Gardner, Freda	Getz, Gene A.
Gilbert, Kent	Gobbel, Roger A.	Goodwin, Bennie E.
Grimes, Lewis H.	Groome, Thomas	Harris, Maria
Hartshorne, Hugh	Henderlite, Rachel	Hendricks, Howard G.
Hestenes, Roberta	Homrighausen, Elmer G.	Horne, Herman H.
Huebner, Dwayne E.	Hulbert, Terry C. (CIU)	Irwin, Paul
Isham, Linda R.	Jackson, Jonathan	Joy, Donald M.
Kennedy, William B.	Kieschnick, Melvin M.	Klos, Frank
Knight, George R.	LeBar, Lois E.	LeBar, Mary Evelyn
LeFever, Marlene	Lindberg, Luther	Little, Sara P.
Loder, Jr, James Edwin	Loessner, Ernest J.	Love, Mary
Lynn, Robert W.	Mason, Harold Carlton	McClusky, Evelyn M.
Mc Connell, Taylor and June	Mears, Henrietta Cornelia	Melchert, Charles F.
Miller, Donald E.	Miller, Randolph Crump	Montessori, Maria
Moore, Allen J.	Morton, Nelle Katherine	Murch, James DeForest
Murray, Richard	Nash, Joseph V.	Navias, Eugene
Nelson, Carl Ellis	Ng, David	Ng, Wenh I.
Nichols, Paul	Niebuhr, Hulda Clara A.	Pazmiño, Robert
Price, John Milburn	Rayburn, Jim	Reber, Robert
Reu, Johann M.	Richards, Lawrence O.	Risley, Clate A.
Roloff, Marvin	Rood, Wayne R.	Russell, Letty

Schmidt, Stephen	Sherrill, Lewis Joseph	Shockley, Grant Sneed
Slater, Nelle G.	Smart, James D.	Smith, Shelton H.
Snyder, Ross	Stokes, Olivia Pearl	Strommen, Merton
Thompson, Norma H.	Tidwell, Charles A.	Towns, Elmer Leon
Un, Joon K.	Vieth, Paul H.	Vogel, Linda
Ward, Ted W.	Weigle, Luther Allan	Westerhoff, III, John H.
Winters, Charles	Wyckoff, DeWitte Campbell	
Wyrzten, Jack	Zuck, Roy B.	

**BE CAREFUL THAT YOU ARE LOOKING UP CHRISTIAN
EDUCATORS, NOT OTHERS WHO MIGHT BE LISTED ON THE
WEBSITES.**

**CE 565: HISTORY AND PHILOSOPHY OF
CHRISTIAN EDUCATION COURSE SCHEDULE**

SPRING SEMESTER 2010

**READING ASSIGNMENTS AND OTHER PROJECTS
(POSTED ON DUE DATE)**

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT DUE</u>
2 February	Introduction: Syllabus Developing Phil. of Ministry	
9 February	Biblical Foundations Integrated Model (Text) Spiritual Gift/Experience	Denom. Mat'l Due Pazmiño, Chs. 1-3. Estep Article-Posting Begins on EDEN
16 February	Theological Foundations	Pazmiño Chs. 4-5.
23 February	Philosophical Foundations	Pazmiño Ch. 6.
2 March	Philosophical Foundations (Con.); Historical Foundations	Pazmiño Journal Due
9 March	Historical Foundations (Con.): O.T. & Greek Heritage N.T. & Early Christianity Middle Ages & Renaissance	Estep Article-Posting Ends on EDEN
16 March	Historical Foundations (Con.): Reformation Counter-Reformation S.S. Movement—Europe U.S.A.	PAPER #1 DUE IN CLASS

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT DUE</u>
23 March	Historical & USA Foundations Recent Educators	Careaga Chs. 1-6. Journal Article Presentation Due
30 March	SPRING BREAK	NO CLASS
6 April	Sociological Foundations	Careaga Chs. 7-9.
13 April	Psychological Foundations	Careaga Chs. 10-12. Careaga Notebook Due
20 April	Curricular Foundations	PAPER #2 DUE IN CLASS
27 April	VERBAL REPORTS OF PAPERS ON EDUCATORS BEGIN	COURSE EVALUATION
4 May	REPORTS CONTINUE	
11 May	NO EXAM	FINAL PAPER DUE BEFORE 4:30 P.M. TODAY

CE 565: History and Philosophy of Christian Education

REFERENCE LIST

- Anthony, Michael J., and Warren S. Benson. *Exploring the History and Philosophy of Christian Education: Principles for the 21st Century*. Grand Rapids, MI: Kregel Publications, 2003.
- _____. Christian Humanism. In *The Evangelical Dictionary of Christian Education*. Edited by Michael J. Anthony. Grand Rapids, MI: Baker Books, 2001.
- _____. Synagogue Schools. In *The Evangelical Dictionary of Christian Education*. Edited by Michael J. Anthony. Grand Rapids, MI: Baker Books, 2001.
- Astley, Jeff. *The Philosophy of Christian Religious Education*. Birmingham, AL: Religious Education Press 1994.
- Benson, Clarence H. *A Popular History of Christian Education*. Chicago, IL: Moody Press, 1943.
- Blunner, Hugo. *The Home Life of the Ancient Greeks*. New York, NY: Cooper Square Publishers, 1966.
- Bokser, Ben Zion. *Judaism and the Christian Predicament*. New York, NY: Knopf Publishers, 1967.
- Boyland, Anne M. *Sunday School: The Formation of an American Institution, 1790-1880*. New Haven, CT: Yale University Press, 1988.
- Brookfield, Stephen. *Becoming a Critically Reflective Teacher*. San Francisco, CA: Jossey-Bass, 1995.
- Cairns, Earle E. *Christianity through the Centuries: A History of the Christian Church*, 3rd ed. Grand Rapids, MI: Zondervan, 1996.
- Careaga, Andrew. *e-Ministry: Connecting with the Net Generation*. Grand Rapids, MI: Kregel Publications, 2001.
- Clowney, Edmund P. *The Church: Contours of Christian Theology*. Downers Grove, IL: InterVarsity Press, 1995.
- Crenshaw, James L. *Education in Ancient Israel: Across the Deadening Silence*. New York, NY: Doubleday, 1998.
- Depuis, Adrian M. *Philosophy of Education in Historical Perspective*. Chicago, IL: Rand McNally, 1966.

- Eavey, Charles B. *History of Christian Education*. Chicago, IL: Moody Press, 1964.
- _____. *Principles of Teaching for Christian Teachers*. Grand Rapids, MI: Zondervan Publishing House, 1940, 1968.
- Eby, Frederick, and Charles F. Arrowood. *The History and Philosophy of Education: Ancient and Medieval*. Englewood Cliffs, NJ: Prentice Hall, 1940.
- Edge, Findley B. *A Quest for Vitality in Religion: A Theological Approach to Religious Education*, Rev. ed. Macon, GA: Smyth & Helwys, 1994.
- Gangel, Kenneth O., and Warren S. Benson. *Christian Education: Its History and Philosophy*. Chicago, IL: Moody Press, 1983. (Reprint by Wipf and Stock Publishers, 2002.)
- Graendorf, Werner C. *Introduction to Biblical Christian Education*. Chicago, IL: Moody Press, 1981.
- Graham, Donovan L. *Teaching Redemptively: Bringing Grace and Truth into Your Classroom*. Colorado Springs, CO: Purposeful Design, 2003.
- Groome, Thomas H. *Sharing Faith: A Comprehensive Approach to Religious Education and Pastoral Ministry: The Way of Shared Praxis*. San Francisco, CA: HarperSanFrancisco, 1991.
- Guttek, Gerald L. *Historical and Philosophical Foundations of Education: A Biographical Introduction*. Upper Saddle River, NJ: Merrill Prentice-Hall, 2001.
- Guthrie, William K. C. *The Greeks and Their Gods*. Boston, MA: Beacon Press, 1956.
- Gwynne-Thomas, E. H. *A Concise History of Education to 1900 A.D.* Kansas City, MO: University of Missouri, 1981.
- Johnson-Miller, Beverly. Medieval Education. In *The Evangelical Dictionary of Christian Education*. Edited by Michael J. Anthony. Grand Rapids, MI: Baker Books, 2001.
- Knight, George R. *Issues & Alternatives in Educational Philosophy*. 3rd ed. Berrien Springs, MI: Andrews University Press, 1998.
- _____. *Philosophy & Education: An Introduction in Christian Perspective*. 3rd ed. Berrien Springs, MI: Andrews University Press, 1998.
- LeBar, Lois E. *Education That is Christian*. Old Tappan, NJ: Fleming H. Revell, 1981.
- Lingenfelter, Judith E., and Sherwood G. Lingenfelter. *Teaching Cross-Culturally:*

- An Incarnational Model for Learning and Teaching*. Grand Rapids, MI: Baker Academic, 2003.
- Little, Sara. *To Set One's Heart: Belief and Teaching in the Church*. Atlanta, GA: John Knox Press, 1983.
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- _____. *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective*. Grand Rapids, MI: Baker Book House, 1997.
- _____. *Principles and Practices of Christian Education: An Evangelical Perspective*. Grand Rapids, MI: Baker Book House, 1992.
- Rhodes, Stephen A. *Where the Nations Meet: The Church in a Multicultural World*. Downers Grove, IL: InterVarsity Press, 1998.
- Rogers, William B. *Being a Christian Educator: Discovering Your Identity, Heritage, and Vision*. Macon, GA: Smyth & Helwys Publishing, 1996.
- Ulich, Robert. *Three Thousand Years of Educational Wisdom: Selections from Great Documents*. 2nd ed. Cambridge, MA: Harvard University Press, 1965.
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- Williamson, Clark M., and Ronald J. Allen. *The Teaching Minister*. Louisville, KY: Westminster/John Knox Press, 1991.