



ERSKINE
THEOLOGICAL SEMINARY

For Christ and His Church

**CE565: HISTORY AND PHILOSOPHY OF CHRISTIAN EDUCATION
SPRING SEMESTER 2012**

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 31 January 2012

Professor: M. Jerdone Davis, Ed.D.
Office: 864-379-6554
P. O. Box 668
Due West, SC 29639



jdavis@erskine.edu

Fax: 864-379-3171

OFFICE HOURS: Tuesdays: 1:00 p.m. – 5:00 p.m. Bowie Divinity Hall #10

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.

SEMINARY POLICIES LINK

Click on this link for information concerning your contract with the seminary regarding registration and your responsibilities for this course.

http://seminary.erskine.edu/content_policies/SeminaryPoliciesforETSSStudents.pdf

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 for M.A.E.M. students. Three hours.*

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:

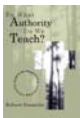
1. Articulate with understanding essential philosophical questions to use in appraising or reappraising educational ministry theory and practice.
2. Outline broadly the history of Christian education, including key markers (movements, individuals) and their theological and historical prompts and influences.
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 Textbooks

Students are expected to secure their own copies of all required textbooks. As a convenience, the seminary has a bookstore portal of the website at <http://www.erskineseminary.org/bookstore.html>. There you will find links to familiar vendors (CBD, Amazon, B&N, and Books-A-Million) and can check availability of texts, compare prices, and place orders. The ETS SBA will receive a modest percentage of the profits from students' and professors' purchases through this portal. The Erskine Campus Bookstore will carry a limited number of copies of every required text and orders for books can be placed through the Campus Bookstore.





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.

Required Reading (Non-Purchase) Articles 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 in the HYBRID classroom.

POWERPOINTS AND OTHER MATERIALS WILL BE AVAILABLE AT A LATER DATE ON THE EVC HYBRID CLASSROOM SITE.

CE-565 is a HYBRID COURSE

This course utilizes Erskine's Virtual Campus learning management system as a place to make a number of required class resources available to you. Thus, you will need frequent access to a computer with a reliable internet connection. After you are officially registered for the course, you will be provided information necessary to access the online course or portion of the course. Information will be sent to the student's Erskine email address and access to the online course site should be done in a timely manner.

COURSE REQUIREMENTS AND EXPECTATIONS

1. Attendance: 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 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.

3. Deposit and Return of Papers/Projects: Uploading your work to the CE-565 Hybrid classroom is the most efficient way to deposit your papers and projects in the professor's hands. E-mail attachments to the professor (jdavis@erskine.edu) are the

next most efficient way. The professor is able to read and grade your work quickly and return it to you promptly.

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 the various individual assignments for each listed below. 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 2/7.**
 - 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 2/28.**
 - c. **Estep article**: Using this article as a springboard, students will respond to questions posed by the professor in the Hybrid classroom. 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 2/7/2012 until 3/7/2012.**
 - d. **Journal Article Resources**: Filed in the hybrid classroom 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 and 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 4/10.**
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 the following: 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 **13 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 the following: 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 **24 April** and **1 May**.

This paper is due 17 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 **8 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 the following:

- 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 the following: originality of work, evidence of careful and thoughtful research – at least FIVE OUTSIDE references, focus on topic, critical thinking, correct use of Turabian 7th 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

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 2012**

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

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT DUE</u>
31 January	Introduction: Syllabus Developing Phil. of Ministry	
7 February	Biblical Foundations Integrated Model (Text) Spiritual Gift/Experience	Denom. Mat'l Due Pazmiño, Chs. 1-3. Estep Article-Posting Begins on EDEN
14 February	Theological Foundations	Pazmiño Chs. 4-5.
21 February	Philosophical Foundations	Pazmiño Ch. 6.
28 February	Philosophical Foundations (Con.); Historical Foundations	Pazmiño Journal Due
6 March	Historical Foundations (Con.): O.T. & Greek Heritage N.T. & Early Christianity Middle Ages & Renaissance	Estep Article-Posting Ends on EDEN
13 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>
20 March	Historical & USA Foundations Recent Educators	Careaga Chs. 1-6. Journal Article Presentation Due
27 March	Sociological Foundations	Careaga Chs. 7-9
3 April	SPRING BREAK	NO CLASS
10 April	Psychological Foundations	Careaga Chs. 10-12. Careaga Notebook Due
17 April	Curricular Foundations	PAPER #2 DUE IN CLASS
24 April	VERBAL REPORTS OF PAPERS ON EDUCATORS BEGIN	COURSE EVALUATION
1 May	REPORTS CONTINUE	
8 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.
- Gutek, 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.
- Mazzeo, Joseph Anthony. *Renaissance and Revolution: The Remaking of European Thought*. New York, NY: Pantheon Books, 1965.
- Morris, Van Cleve, and Young Pai. *Philosophy and the American School: An Introduction to the Philosophy of Education*. 2nd ed. Boston, MA: Houghton Mifflin, 1976.
- Noll, James William, and Sam P. Kelly. *Foundations of Education in America: An Anthology of Major Thoughts and Significant Actions*. New York, NY: Harper & Row, 1970.
- Pazmiño, Robert W. *Basics of Teaching for Christians: Preparation, Instruction, Evaluation*. Grand Rapids, MI: Baker Book House, 1998.
- _____. *By What Authority Do We Teach? Sources for Empowering Christian Educators*. Eugene, OR: Wipf & Stock Publishers, 2002.
- _____. *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.
- Westerhoff, John H., III., and O. C. Edwards, Jr. *A Faithful Church: Issues in the History of Catechesis*. Wilton, CT: Morehouse-Barlow Company, 1981.
- Wilhoit, Jim. *Christian Education and the Search for Meaning*. 2nd ed. Grand Rapids, MI: Baker Book House, 1991.
- Williamson, Clark M., and Ronald J. Allen. *The Teaching Minister*. Louisville, KY: Westminster/John Knox Press, 1991.