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EML102 History & Philosophy of Christian Education
Spring 2020, Dallas Campus, Todd 317
Dallas Theological Seminary
Wednesday/Friday, 0910–1025

PROVISIONARY SYLLABUS

EML102 HISTORY & PHILOSOPHY OF CHRISTIAN EDUCATION

I. COURSE DESCRIPTION

A survey of the history of religious education from the Old Testament period to the present within the context of predominant philosophical perspectives and a study of theories of Christian Education with an emphasis on developing a Trinitarian philosophy of Christian education.

NOTE: This section is designed for students toward the end of their degree. It is assumed most, if not all, BE and ST courses have been completed.

II. COURSE OBJECTIVES

- A. The student will review the basic eras of thought in the history of education, including key names, dates and ideas.
- B. The student will examine the basic schools of thought, their underlying assumptions and consequent conclusions, and their correlation (positive or negative) with biblical principles.
- C. The student will demonstrate the ability to harmonize biblical truth and the discipline of education.
- D. The student will begin to synthesize and articulate a distinctly evangelical philosophy of Christian education.
- E. The student will evaluate their basic attitudes about Christian education through biblical, theological, philosophical, and historical lenses.

Rationale: This course purposes to use Biblical and Theological tools to evaluate comprehensive strategies for teaching and learning. The student will lay a foundation for leading educational endeavors by developing and improving a sound philosophy of Christian education.

III. COURSE TEXTBOOKS

A. Required

Augustine. *On Christian Doctrine (De Doctrina Christiana)*. Boston: MobileReference.com, 2010.

OR

Augustine. *Teaching Christianity*. Translated by Edmund Hill. Edited by John E. Rotelle and Boniface Ramsey. Vol. 1. *The Works of Saint Augustine: a Translation for the 21st Century*. Brooklyn, NY: New City Press, 1990.

Dockery, David S. and Christopher W. Morgan (eds). *Christian Higher Education: Faith, Teaching, and Learning in the Evangelical Tradition*. Wheaton, IL: Crossway, 2018

Knight, George R. *Philosophy & Education: An Introduction in Christian Perspective*. Berrien Springs, MI: Andrews University Press, 1998.

Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*. Grand Rapids, MI: Baker Books, 2001.

Reading Packet of primary source reading found in the files section of Canvas.

B. Suggested (See supplemental bibliography for additional titles.)

Green, Bradley G., ed. *Shapers of Christian Orthodoxy: Engaging with Early and Medieval Theologians*. Downers Grove, IL: IVP Academic, 2010.

Hill, Jonathan. *The History of Christian Thought: The Fascinating Story of the Great Christian Thinkers and How They Helped Shape the World as We Know It Today*. Downers Grove, IL: IVP Academic, 2007.

Kant, Immanuel. *Education*. Translated by A. Churton. Ann Arbor, MI: University of Michigan Press, 1960.

Lockerbie, D. Bruce. *A Passion for Learning: A History of Christian Thought in Education*.

Meredith, Anthony. *Christian Philosophy in the Early Church*. London: T & T Clark, 2012.

Pazmiño, Robert W. *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective*. 3rd ed. Grand Rapids, MI: Baker Books, 1997.

Smith, David, and James K. A. Smith. *Teaching and Christian Practices: Reshaping Faith and Learning*. Grand Rapids, MI: W.B. Eerdmans Pub., 2011.

IV. COURSE REQUIREMENTS

A. Reading Assignments

Students will read the required texts and reading packet according to the schedule below, documenting this by means of a reading report (to be submitted via Canvas). Reading selections must be completed *by the beginning of the class for which they have been scheduled* in order to count toward this part of the final grade. Please note entries 2 and 3 under heading VI. *Course Supplemental Information* as it applies to reading assignments and text selection.

B. Written Assignments

A title page is necessary for each assignment. **The Turabian style manual and Seminary addendum should be followed for citations and bibliography.** When any text—assigned or otherwise—is quoted or paraphrased it must be cited. Wikipedia and similar “reference” websites or blogs are not acceptable research sources.

1. Critique Assignment: (Due: Proposal TBD, Project TBD)

- a. Critique a curriculum (DTS, Sunday School, Midweek [Awana, Pioneer Clubs, etc.], Secondary [public or private], elementary [public or private], etc. The critique must be from an **Essentialist** perspective. Use the *Philosophical Values for Educational Theory Matrix* for your criteria.
- b. Critique a curriculum (DTS, Sunday School, Midweek [Awana, Pioneer Clubs, etc.], Secondary [public or private], elementary [public or private], etc. The critique must be from a **Progressivist** perspective. Use the *Philosophical Values for Educational Theory Matrix* for your criteria.
- c. Critique at least one popular movie, docudrama or television series from an Idealist, Realist, and Postmodern perspective (**must include all three**).
- d. Design your own course or curriculum from a Perennialist, Idealist, or Realist perspective.
- e. Interview a faculty member at DTS, an educator at a private or public school, or an educator at a church for his/her philosophy of Christian education. Capture the

- essence of his/her philosophy through a creative art form. With the final product, include an explanation of the piece as well as your notes from the interview.
- f. Choose two essays from Smith & Smith's *Teaching and Christian Practices* and evaluate the essay by identifying the educational perspective represented and through a critique of their argument.

Creativity is encouraged! If you can compellingly accomplish any/all of the above assignments through charts, matrixes, diagrams, short movies, power point presentations, tables, drawings, interviews, artistic renderings, dramas, songs, skits, etc., please do so! That said, creative execution requires consultation with the professor to ensure the concept satisfies the effort required for the assignment.

2. MANDATORY ASSIGNMENT Personal Philosophy of Education Paper: (Due TBD)

The Turabian Style Manual and Seminary addendum should be followed for citations and the bibliography. Whenever the assigned text is quoted or paraphrased it must be cited. Wikipedia and similar "reference" websites or blogs are not acceptable research sources. Course videos, reading, discussions will contribute to the evaluation and formal development of your philosophy of education. It is expected that you will read additional resources throughout the semester to help you create your philosophy.

Failure to submit this assignment will result in a failing grade for the course. There will be NO extensions for this paper.

Everyone has a philosophy of education; beliefs about central issues in education. As a result of this course, you will be able to construct a theologically informed philosophy of education. Ultimately, this philosophy should guide decisions you make as an administrator or teacher.

You are writing this 1-page (single-spaced) philosophy of education for your next job interview. The page will be accompanied by endnotes. The page must be:

- Biblically and theologically sound (pull out your doctrinal statements from ST101-ST106),
- professionally written (no errors),
- addresses key philosophical issues,
- addresses key theological issues,
- addresses key educational issues,
- free of plagiarism,
- concise (this is a highly synthetic assignment that requires many edits),
- technical but accessible (for an elder board or dean),
- well thought out (edited multiple times),
- consistent (if you believe in community, but don't allow for students to learn from one another this lacks consistency),
- no longer than 1 single spaced page with standard font, margins, etc. and
- appropriate end notes.

In your endnotes:

- Sources for your thoughts such as classmates, course videos, Scripture, textbooks and additional reading.
- Include brief, but concrete, examples or illustrations from your ministry context.
- Unfold your statements briefly explaining your philosophical, psychological, sociological, and theological perspectives and commitments.
- Follow the latest edition of Turabian when formatting end notes.
- Use these to make sure you are avoiding plagiarism. **Failure to supply citations will result in a failing grade.**

See the sample paper and the grading rubric in CANVAS for more guidance.

In order to help you formulate your philosophy, do some analytical and reflective thinking before you begin to write. The list below contains some questions to guide your thinking. You will not write about these specific questions, they are just here to help you think about the areas your philosophy of education will address or impact.

What would Christian education look like to you if you were the design artist? Use the information you have from your personal experience, what you've seen practiced in church/and or in other formal education settings, what you've *learned from class notes, lectures, and reading, what you've discovered from research from other outside sources (scriptural, theological, and general education), and what you learned from your classmates (colleagues) to consider how your philosophy would address these areas:*

- What is the goal of Christian education?
- Develop a metaphor for Christian education that highlights the roles of the student and teacher.
- What role(s) might the Holy Spirit play in education?
- What methodologies are appropriate?
- How have the philosophies (those listed for Paper 2) affected your view of Christian education?
- Would evaluations and assessments be included in your philosophy? Why and what kind? If not, why not?
- What role might discipline and grace play in your philosophy of education?
- What would the curriculum look like? What topics would you include?
- How do the theological truths about God impact the aspects of Christian education: teacher, student, methods, materials, etc.?
- What is your view of Christian education in an online context?

3. **Discussion** – This is a discussion-oriented class. Participation in discussion is expected of ALL students. Satisfactorily completion presupposes that you have also satisfactorily participated in classroom discussions and exercises. Your participation may affect your final grade up to 5% positively or negatively.

4. **Canvas Interactions: (6 x 5pts each)**

There are a total of five interactions in Canvas throughout the semester. Learning in community is an essential part of being a member in the body of Christ. As educators, you will have opportunities this semester to learn from one another as you wrestle with material presented in lectures and reading. As a result of these interactions, you should produce a better philosophy of education.

You will be asked to answer questions or express opinions in a post. You must also read or view the posts written by **each of your colleagues** and discuss their work. Students are expected to submit each post according to the schedule stated on the CANVAS module home page. Work ahead because *your initial post and your replies to classmates must all be posted in advance of the due date in order to complete the required interactions by the due date listed in CANVAS.*

Posts will be graded according to **timeliness** (on time submission and responses to classmates); **clarity of expression** in both your original post and replies to classmates; **quality of interaction** with the course materials (lectures and reading) in the original post and replies to classmates; **accuracy** of information in both your original posts and replies to classmates; **citations** of sources used; and interaction with **all of your classmates**. Think of these posts as thoughtful interactions with colleagues on an area of mutual interests with the intent of learning more as a result of the conversation. What you learn should from one another should be reflected in your philosophy of education.

- a. **Post Class Day One Interaction TBD**
- b. **Sense Realism & European Rationalism Discussion TBD**
- c. **Raikes & German Pietism Discussion TBD**
- d. **Post Class Day Two Interaction TBD**
- e. **Christian Higher Education Chapter Response Discussion TBD**
- f. **Post Class Day Three Interaction TBD**

V. COURSE POLICIES

A. Late Assignments

Late assignments are not accepted except in the case of an unforeseeable emergency. Please note that all work must in all cases be completed by the last day of the semester (Spring/Summer grads' work is due earlier). Extensions beyond that can only be granted for unforeseen extenuating circumstances by the Credits Committee and should be applied for before the end of the session. See the *Student Handbook* for further details.

B. Absences

Absences beyond the limit set in the *Student Handbook* could result in a 9% reduction of the final grade per "class day" missed. Note: Due to the nature of Monday block classes, each evening of class consists of 2 "class days."

C. Grade Scale

A+ 99-100	B+ 91-93	C+ 83-85	D+ 75-77	F 0-69
A 96-98	B 88-90	C 80-82	D 72-74	
A- 94-95	B- 86-87	C- 78-79	D- 70-71	

VI. COURSE SUPPLEMENTAL INFORMATION

1. DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.
2. Students will also be responsible for any additions or corrections to this syllabus at the discretion of the professor and announced in class.
3. **The selection of textbooks should not be interpreted as implying the professor's endorsement of any of the views of the authors. Textbooks are selected for their perceived value in helping to meet the course goals and objectives. As graduate students you are expected to be able to read and interact with texts critically and learn from both those with whom you agree and those with whom you do not.**
4. Work that has been done for other classes may not be used to earn credit in this class. Submission of work for this class is presumed to include an affirmation that it is the student's own work and has not previously been submitted in another course. Further, the student is reminded that "plagiarism is defined as 'passing off as one's own the ideas, writings, etc., of another.' Plagiarism is academically dishonest and is contrary to biblical standards. Any work involving dishonest practices will be graded as zero without any resubmission permitted. In each case, the Dean of Students' Office will be notified" (*Handbook*, 11).

VII. COURSE SCHEDULE This Area Under Revision based on course pacing and Lockerbie evaluation

Date	Topic (Subject to Change)	Assignment(s) Due
HISTORY		
	Syllabus, Introductions, Course overview, Old Testament Foundations New Testament Foundations, The Early Church	Pazmiño §1 Lockerbie 3–24, 27–42
	Jesus Master Teacher Colossians I	Augustine Book I, Lockerbie 43–48, 64–66, Pazmiño §4
	Colossians II Early Church	Aquinas <i>Summa Theologica</i> (sel) Lockerbie 74, 75, 83–107
	Augustine Medievalism	Descartes <i>Meditations</i> (sel)
	Renaissance to Rationalism Rationalism to Enlightenment(s)	Kant <i>Lectures on Pedagogy</i> (sel)
	Reformation 19 th Century Education	
	Overview of Modern Christian Education Overview of Contemporary Christian Education	Knight I.1, 2 Pazmiño §3
		Read Augustine Book IV Kierkegaard <i>Philosophical Fragments</i>
		Read Knight III.8–9 Pazmiño §5–6 DUE – Critique Proposal Augustine Book III
PHILOSOPHY		
	Introduction to Philosophy	DUE – Suggestion, give rough draft of personal position paper to two readers for feedback.
	Plato Perennialism	Knight II.3–7 Plato <i>Meno, Protagoras</i> (sel)
	Aristotle Essentialism	Aristotle <i>Nicomachean Ethics</i> (sel) <i>Politics</i> (sel)
	Dewey/Pierce/James Progressivism	Read Augustine Book II Dewey <i>Experience & Education</i> DUE – Timeline
	Sartre/Kierkegaard Reconstructionism/Critical Theory	Paulo Freire <i>Pedagogy of the Oppressed</i> (sel)
TRINITARIAN FOUNDATIONS		
	The Nature of God I (Triunity) The Nature of God II (Divine Simplicity)	Augustine <i>De Trinitate</i> (sel) Aquinas <i>Summa Theologica</i> (sel) DUE – Critique
	<i>Imago Dei</i> Trinitarian Philosophy of Ministry	Pazmiño §2 Thomas H. Groome <i>Shared Praxis in Praxis</i> Sharon Parks <i>Imagination: The Power of Adult Faith</i>
	<i>Course Cushion to be used as needed</i>	Pazmiño §7, Knight III.8, 10, LeBar <i>The Teaching-Learning Process</i> DUE – Personal Position Paper All reading complete and reported