



TYNDALE

• UNIVERSITY COLLEGE & SEMINARY •

Course Syllabus

**WINTER 2019
HISTORICAL & PHILOSOPHICAL
FOUNDATIONS FOR CHRISTIAN EDUCATION
CHED 0551**

**JANUARY 17 – APRIL 11, 2019
THURSDAYS, 6:45 – 9:35 PM**

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Office Hours: As posted on door, email for appointments.

Access course material at <http://classes.tyndale.ca/>

Course emails will be sent to your @MyTyndale.ca e-mail account only.

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The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

I. COURSE DESCRIPTION

This course provides an overview of the history of education from the classical Greek and Roman periods to postcolonial times. While the focus is on educational developments within western civilization, prominent educators from the east (India and China) as well as Latin America (Brazil) will be studied. Students will be introduced to significant figures and some of their important ideas (and writings) that influenced the field of education. In addition, students will reflect upon selected biblical texts to establish a strong theological foundation for education. A major aim of this course is to develop a personal “pedagogical creed,” a Christian philosophy of education that will serve as a framework for teaching and a seedbed for ongoing reflective praxis.

This course seeks to meet the Master of Divinity learning outcome #4: “To develop & hone skills for theologically reflective ministry practice in its various forms.”

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

- Identify the significance of three major philosophical issues that impact education: metaphysics (nature of being), epistemology (nature of knowledge) and axiology (theory of values).
- Explain important core values related to:
 - (a) Educational philosophy: idealism (Plato), realism (Aristotle), theistic realism (Aquinas), pragmatism (Dewey), and reconstructionism/critical theory (Freire).
 - (b) Educational theory: perennialism (Hutchins, Adler), essentialism (Bagley, Ravitch, Hirsch), romanticism (Rousseau), progressivism (Kilpatrick, Counts) and critical pedagogy (Freire, Giroux).
- Recognize a broad selection of the major historical figures that impacted the field of education, list their major ideas, and critique them from a biblical perspective.
- Outline important passages in the biblical text with important bearings on education.
- Develop a personal philosophy of education, which serves as a beginning framework for teaching ministry.

III. COURSE REQUIREMENTS

A. REQUIRED TEXT

Murphy, Madonna, *History and Philosophy of Education: The Voices of Educational Pioneers*. New York, NY: Pearson, 2005.

This book is out of print. However, the author has agreed to class use of select chapters of her book for a fee of CDN\$40.00. If you are enrolled in this course, this fee would be charged to your student account, and the total collected would be sent to Dr. Murphy.

Note: I used to use Gutek (2010, see below), but it's become too expensive at \$150!

Primary Source Readings

A selection of primary source readings (along with discussion questions) will be posted on Moodle. You will complete these readings prior to class, in preparation for small group discussions each week.

You will share in the leadership and reporting of your discussion group each week. Your participation will be evaluated and comprises 10% of the final grade. Group leaders are required to ask if group members completed the primary source readings each week (we keep each other accountable; honor system). If you did not complete the reading, it would affect your grade for that week. See “Discussion Grading Guide” (Moodle, reviewed at first class).

B. SUPPLEMENTARY READING AND TOOLS

Astley, Jeff and Leslie J. Francis. *Teaching Religion, Teaching Truth: Theoretical & Empirical Perspectives*. Peter Lang Ltd., 2012.

Guttek, Gerald L. *Historical and Philosophical Foundations of Education: A Biographical Approach*, 5th edition. New York, NY: Pearson, 2010.

Keely, Barbara Anne. *Faith of our Foremothers: Women Changing Religious Education*. Louisville, KY: Westminster/John Knox Press, 1997.

Knight, George R. *Philosophy & education: An introduction in Christian perspective*, 4th Edition. Berrien Springs, MI: Andrews University Press, 2006.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

1. Critical Responses (2 X 10 = 20 %)

You will prepare critical responses to TWO educational philosophers. These critical responses should include the following:

- (a) The philosopher's central themes (metaphysics, epistemology, axiology)
- (b) A thoughtful critique from a biblical perspective
- (c) 1-2 applications to your present or future ministry context

Note:

The educational philosophers you select should NOT be ones we reviewed in class lectures (see "Section IV: Course schedule, content, readings" in Syllabus). Murphy covers many other philosophers in her text, and you are welcomed to select these.

Another resource you should consult is Gerald L. Guttek, *Historical & Philosophical Foundations of Education: A Biographical Approach*, 5th edition (New York, NY: Pearson, 2010), which is on reserved in Tyndale Library.

Length: 1-2 pages, single-spaced.

Due: Jan. 31, Feb. 14 (11:55 PM).

Grading criteria: As listed above.

2. Major Educator Project (40 %)

Write a paper on a major figure (someone we have not reviewed in class) who has influenced the field of education. This person could be an educator, leader or philosopher from your

home country, or someone listed in the [Christian Educators of the 20th Century](#), or listed in “InFed” (www.infed.org). Read about this person in an educational encyclopedia article for an overview for major themes. Expand on this with one additional primary source (book) and 4-5 journal articles.

This paper should include the following:

- (a) Short biographical sketch.
- (b) An in-depth analysis of the person’s vision of human flourishing and/or education (metaphysics, epistemology, axiology), with a biblical critique.
- (c) Application to your current or future ministry.
- (d) Bibliography of cited works.

Length: 7-8 pages, single-spaced.

Due: March 28 (11:55 PM).

Grading criteria: posted on Moodle.

3. Pedagogic Creed (30 % of final grade)

Write up a personal “pedagogic creed” (your “statement of beliefs-values in teaching”). This paper should have three sections:

- (1) Description of learners (needs, concerns, issues) in your current or future ministry context
- (2) Outline of biblical-philosophical foundations that undergird your teaching values (use subheadings, “metaphysics, epistemology, axiology”). You should draw resources from 3-4 philosophers encountered in this course, as well as biblical values reviewed by the instructor.
- (3) Curricular applications suited to your ministry context (brief description of purpose, suggested topics, learning outcomes, instructional methods, learning environment, assessment).

Length: 5-6 pages, single-spaced.

Due: April 15 (11:55 PM)

Grading criteria: posted on Moodle.

D. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

| | |
|----------------------------------|-------|
| Critical responses (2 X 10 %) | 20 % |
| Pedagogic creed | 30 % |
| Major educator project | 40 % |
| Readings and discussion learning | 10 % |
| Total Grade | 100 % |

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK & PENALTY FOR LATE WORK

Assignments are due at 11:55pm on the due dates specified and uploaded onto Moodle. Late work will be penalized at the rate of one mark for each day late, inclusive of Saturdays and Sundays. Late work will be graded but will not receive any comments from the instructor. Please note that this policy is different from what is in the current Academic Calendar.

Students should consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, issues regarding Extensions, Return of Assignments, and Grading System.

Students are encouraged to consult [writing resources](#).

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Research Ethics

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aa@tyndale.ca) before proceeding.

G. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's

learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE AND REQUIRED READINGS

January

| | | |
|----|--|---|
| 17 | <p>Introductions and course overview Covenant, community & culture of learning Why educational history & philosophy? “Metaphysics, Epistemology, Axiology”</p> | <p>Siew (2006) EDCE entries¹</p> |
| 24 | <p>Teaching for redeemed Israel (Ex. 19: 1-6) Educational philosophy: Plato & Idealism Plato & Idealism Discuss (Plato primary source)</p> | <p>Murphy, ch. 2 Plato primary</p> |
| 31 | <p>Teaching in the new land (Deut. 6: 1-9) Educational philosophy: Aristotle & Realism Discuss (Perennialism-Robert Hutchins; Essentialism-Diane Ravitch) Discuss (Aristotle primary source)</p> | <p>Murphy, ch. 2 Aristotle primary Ravitch & Hutchins article <u>Due</u>: Critical response #1</p> |

February

| | | |
|-------|--|--|
| 7 | <p>Teaching in the kingdom (2 Chron. 17) Middle Ages: Thomas Aquinas & Theistic Realism Guest: To be announced (TBA) Discuss (Aquinas primary source)</p> | <p>Murphy, ch. 5 Aquinas primary</p> |
| 14 | <p>Teaching in the prophets (Isaiah 5) Renaissance & Protestant Reformation Guest: TBA Discuss (Comenius primary source)</p> | <p>Murphy, ch. 6 Comenius primary <u>Due</u>: Critical response #2</p> |
| 19-22 | <p>Reading Week (no classes)</p> | |

¹ Read these entries in Michael J. Anthony (editor) *Evangelical Dictionary of Christian Education* (Grand Rapids, MI: Baker Academic: 2001). Understanding them is critical to your progress in the course.

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| 28 | Teaching in postexilic Israel (Nehemiah 8) Enlightenment & Post-enlightenment: Jean-Jacques Rousseau Discuss (Rousseau primary source) “My Pedagogic Creed” (Siew) | Murphy, ch. 7 Rousseau primary |
| March | | |
| 7 | Community Dinner at Siews (bring a dish to share) Age of Revolution: Thomas Jefferson Discuss (Jefferson primary source) | Murphy, ch. 8 Jefferson primary |
| 14 | Jesus, Master Teacher-Philosopher Foundations of American Republic: Horace Mann Discussion (Mann primary source) | Murphy, ch. 4; Willard (2006), ch. 3 Murphy, ch. 9 Mann primary |
| 21 | Teaching in the Gospels (selection) Industrial revolution & rise of ideologies: John Stuart Mill Discuss (John Stuart Mill primary source) | Guttek chapter on Mill John Stuart Mill primary |
| 28 | Teaching in early church (Acts 20) Early childhood education: Maria Montessori Discuss (Maria Montessori primary source) | Murphy, ch. 12 Montessori primary <u>Due</u> : Major educator |
| April | | |
| 4 | Teaching in the early church (Eph. 4: 7-16) Progressive movement: John Dewey Discuss (Dewey primary source) | Murphy, ch. 11 Dewey primary |
| 11 | Teaching in the early church (1 Th. 2; Jas. 3) Paulo Freire & liberation pedagogy Discussion (Freire primary source) | Murphy, ch. 12 Freire primary |
| | Wrap up & course evaluation | <u>Due</u> : April 15, Pedagogic Creed |

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

I have included some “classics” in the field, which explains some of the “dated” texts.

- Adler, Mortimer J. *A Second Look at the Rearview Mirror: Further Autobiographical Reflections of a Philosopher-at-Large* (Macmillan Publishing Company, 1992).
- _____. *The Paideia Proposal: An Educational Manifesto*. Macmillan Publishing Company, 1982.
- Anthony, Michael J., Estep, James R. and Greg Allison. *A Theology for Christian Education*. Nashville, TN: B&H Academic, 2008.
- Astley, Jeff and Leslie J. Francis. *Diversity and Intersectionality: Studies in Religion, Education & Values*. Peter Lang Ltd., 2018.
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- Brumbaugh, Robert. *Philosophers on Education: Six Essays on the Foundations of Western Thought*. Lanham, MD: University Press of America, 1986.
- Bloom, Alan. *The Closing of the American Mind*. Toronto, ON: Simon & Schuster, 1987.
- Burgess, Harold W. *Models of Religious Education*. Nairobi, Kenya: Evangel Publishing House, 2001.
- Clark, Robert E. *Christian Education: Foundations for the Future*. Chicago, IL: Moody Press, 1991.
- Dewey, John. *Experience and Education*. Free Press, Reprint Edition, 1997.
- Dockery, David S. (Editor) *Faith and Learning: A Handbook for Christian Higher Education*. Nashville, TN: B&H Publishing Group, 2012.
- Francis, Leslie and Adrian Thatcher, eds. *Christian Perspectives for Education*. Leominster, UK: Gracewing Books, 1990.
- Freire, Paulo. *Pedagogy of the Oppressed*, 30th anniversary edition. Bloomsbury Academic, 2000.
- Gabelein, Frank E. *The Pattern of God's Truth*. Oxford, UK: Oxford University Press, 1954.
- _____. "Toward a philosophy of Christian education." In *Rethinking Education: Selected Readings in the Educational Ideologies*, ed. William F. O'Neill, 173-81. Dubuque, IA: Kendall/Hunt Publishing, 1983.
- _____. *The Christian, the Arts, and the Truth: Regaining the Vision of Greatness*. Edited by D. Bruce Lockerbie. Colorado Springs, CO: Multnomah Press, 1985.
- Guttek, Gerald L. *Philosophical, Ideological and Theoretical Perspectives on Education*, Second edition. New York, NY: Pearson, 2014.
- Groome, Thomas H. *Christian Religious Education: Sharing our Story and Vision*. Hoboken, NJ: Jossey-Bass, 1980/1999.
- Hare, William and John P. Portelli (editors). *Philosophy of Education: Introductory Readings*, 4th edition. Brush Education, 2013.
- Heie, Harold and David Wolfe. *The Reality of Christian Learning: Strategies for Faith-Discipline Integration*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 1987.
- Hendley, Brian. *Dewey, Russell, Whitehead: Philosophers as Educators*. Carbondale, IL: Southern Illinois University Press, 1986.
- Hill, Brian V. *That We May Learn: Towards a Christian View of Education*. Paternoster Press, 1990.

- Hirsch, Jr., E.D. *Cultural Literacy: What every American needs to know*. Boston, MA: Houghton Mifflin, 1988.
- Hodgson, Peter C. *God's Wisdom: Toward a Theology of Education*. Louisville, KY: Westminster/John Knox, 1999 [[Full text available as NetLibrary ebook](#)].
- Holmes, Arthur F. *Building the Christian Academy*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2001.
- Hutchins, Robert. *A Conversation in Education*. New York: The Fund for the Republic, 1963.
- Kienel, Paul A. ed. *The Philosophy of Christian School Education*. Colorado Springs, CO: ACSI, 1995.
- Lawson, Kevin E. *Theology and Christian Education: Dialogue on Theological Foundations and Issues Since 1940: An Annotated Bibliography*. Louisville, KY: North American Professors of Christian Education; Colorado Springs, CO: Cook, 1998.
- LeBar, Lois. *Education that is Christian*. New edition. Colorado Springs, CO: David C. Cook, 1998.
- Lockerbie, D. Bruce. *A Passion for Learning: A History of Christian Thought on Education*. 2nd edition. Colorado Springs, CO: Purposeful Design Publications, 2007.
- Lynn, Robert W., and Elliott Wright. *The Big Little School: Two Hundred Years of Sunday School*. Rev. ed. Birmingham, AL: Religious Education Press, 1980.
- Miller, Randolph Crump, editor. *Theologies of Religious Education*. Birmingham, AL: Religious Education Press. 1995.
- Newman, John Henry. *The Idea of a University*. Notre Dame, IN: University of Notre Dame Press, 1982.
- Oppewal, Donald. editor. *Voices from the Past: Reformed Educators*. Lanham, MD: University Press of America, 1997.
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- Schipani, Daniel S. *Religious Education Encounters Liberation Theology*. Birmingham, AL: Religious Education Press, 1988.
- Thiessen, Elmer J. *Teaching for Commitment*. McGill-Queens Press, 1993.
- Wolterstorff, Nicholas. [Educating for Shalom: Essays on Christian Higher Education](#). Grand Rapids, MI: Wm. B. Eerdmans, 2004.
- Wolterstorff, Nicholas P. *Educating for Life: Reflections on Christian Teaching and Learning*. Edited by Gloria Goris Stronks and Clarence W. Joldersma. Grand Rapids, MI: Baker Academic, 2002.