



TYNDALE
Seminary

**Course Syllabus
Winter Semester 2012**

**HISTORICAL & PHILOSOPHICAL
FOUNDATIONS FOR CHRISTIAN EDUCATION**

CHED 0551

**January 9 – April 10, 2012
THURSDAYS, 1:00-3:50 PM**

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

Course Resource Page: <http://class.tyndale.ca>

I. COURSE DESCRIPTION

This course provides an overview of the history of education from the classical Greek & Roman periods to postcolonial times. While the focus is on educational developments within western civilization, prominent educators from the east (India, China) as well as Latin America (Brazil) will be studied. Students will be introduced to significant figures and some of their important ideas (& 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 as well as a seedbed for ongoing reflection and thinking.

II. LEARNING OUTCOMES

At the end of the course, the student will:

- Understand the significance of the three major issues in philosophy that impact education: metaphysics (ontology), epistemology (how do we know what we know) and axiology (ethics and aesthetics).
- Be conversant with important core values in the field of education:
 - (a) Educational philosophies: idealism, realism, theistic realism, pragmatism, and critical pedagogy.
 - (b) Educational theories: perennialism, essentialism, romanticism, progressivism and social reconstructionism.

- Familiar with a broad selection of major historical figures that impacted the field of education.
- Evaluate and critique educational practice with greater precision and depth.
- Develop a personal philosophy of education (pedagogical creed), which serves as a beginning framework for teaching praxis.
- Familiar with important passages in the biblical text to establish a theological foundation for education.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Gutek, Gerald L. *Historical and Philosophical Foundations of Education: A Biographical Introduction*. 5th edition. Merrill Prentice-Hall, 2011.

Primary Source Readings

A selection of readings will be available in Library Reserve or posted on the Moodle course resource page.

You will complete these readings as well as the relevant chapter in Gutek and participate in discussion learning each week.

NOTE:

You can contribute to the discussions only if you completed the readings, otherwise you will just listen. You are expected to share in the leadership and reporting for your group each week. Readings and participation will be 10% of final grade; see criteria on Moodle.

B. SUPPLEMENTARY / RECOMMENDED READING:

Anthony, Michael J. and Warren Benson. [Exploring the History and Philosophy of Christian Education](#). Kregel Publishers, 2003.

Dockery, David S. [Renewing Minds: Serving Society and Church through Christian Higher Education](#). Holman Academic Press, 2008.

Dunn, Sheila G. *Philosophical Foundations of Education*. Merrill/Prentice Hall, 2005.

Hirsch, Jr., E.D. [Cultural Literacy: What every American needs to know](#). Houghton Mifflin, 1988.

Hutchins, Robert. *A Conversation in Education*. The Fund for the Republic, 1963.

Keely, Barbara Anne. [Faith of our Foremothers: Women Changing Religious Education](#). Westminster/John Knox Press, 1997.

Knight, George R. [Philosophy & education: An introduction in Christian perspective](#). 4th. Edition. Andrews University Press, 2006.

Lockerbie, Bruce D. *A Passion for Learning: A History of Christian Thought on Education*. 2nd. Edition. Purposeful Design Publications, 2007.

Newman, John Henry. *The Idea of a University*. University of Notre Dame Press, 1982.

C. ASSIGNMENTS AND GRADING

1. Critical Responses (Due: Feb. 2, Feb. 23 and Mar. 22; 20 % of final grade)

You will prepare critical responses to THREE educational philosophers of your choice. These critical responses should include:

- (a) SUMMARY of the philosopher (use headings, “metaphysics,” “epistemology” and “axiology”). You can do this in point form, but ensure you have relevant citations from Gutek and the primary source readings.
- (b) Thoughtful CRITIQUE, drawing liberally from your courses in Theology and Bible to evaluate the philosophical concepts.
- (c) APPLICATIONS to your ministry-teaching context.

Length and Due date:

2.5-3 pages, single-spaced, submitted to me via Moodle by 10PM on due dates.

Criteria: Clear and well-researched summary with references to readings, thoughtful critique and relevant applications (not just replicate lectures).

2. Pedagogical Creed (Due: April 12; 30 % of final grade)

Drawing on resources from this course, you will develop a Christian philosophy of education for your ministry contexts. This will be your personal “pedagogic creed,” a clear and concise outline of the biblical and theological values that undergird your educational practice (use headings, “metaphysics, epistemology, axiology” and “implications”), and implications for ministry, with relevant examples (e.g. curriculum, instruction, outcomes, evaluation).

Length: 10-12 pages, double-spaced, submitted to me via Moodle by 10PM on due date.

Criteria: Evaluation criteria posted on Moodle.

3. Major Educator Project (Due: April 21; 40 % of final grade)

Select one major figure that has influenced the field of education. You can select a philosopher/educator we did not cover in Gutek (chapters 2, 5, 9, 21, 23, 24) or someone who has been influential from your home country, or someone listed in the [Christian Educators of the 20th Century](http://www2.talbot.edu/ce20/) project (www2.talbot.edu/ce20/), or on “Infed” website (www.infed.org) but you are not limited to these.

Read this philosopher/educator in an educational encyclopedia or website (overview) and explore further with one additional primary source (book) and 6-8 journal articles.

Length: 12-15 pages, double-spaced, submitted to me via Moodle by 10PM on due date.

Criteria: Evaluation criteria posted on Moodle.

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

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 the 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.

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 10.46 to 10.51 and 14.253 to 14.254.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments.

Critical responses	20 %
Major educator project	40 %
Pedagogical Creed	30 %
Readings and discussion learning	10 %
Total Grade	100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

January

12	Introductions and course overview Learning Covenant	Guttek 1 ¹ Siew, Griffiths ²
19	Teaching for redeemed Israel (Ex. 19: 1-6) Metaphysics, Epistemology, Axiology Educational philosophy: Plato & Idealism Discussion (Griffiths, Plato primary source)	EDCE entries ³ Guttek 3
26	Teaching in the new land (Deut. 6: 1-9) Educational philosophy: Aristotle & Realism Discussion (Aristotle)	Guttek 4

¹ Number after author refers to chapter of book.

² Articles will be uploaded onto Moodle page.

³ Review entries of these terms in Michael J. Anthony (ed.) *Evangelical Dictionary of Christian Education* (Baker Academic: 2001) and make appropriate notes before this class.

February		
2	Teaching in the kingdom (2 Chron. 17) Middle Ages (Thomas Aquinas & Theistic Realism) Discussion (Aquinas)	Gutek 6 <u>Due:</u> Plato OR Aristotle
9	Teaching in the prophets (Isaiah 5) Renaissance & Protestant Reformation (John Calvin & Desiderius Erasmus) Discussion (Calvin)	Gutek 7-8
16	Teaching in postexilic Israel (Nehemiah 8) Enlightenment & Post-enlightenment (Jean-Jacques Rousseau & Johann Heinrich Pestalozzi) Discussion (Rousseau) Developing a philosophy of education	Gutek 10-11
23	(Community meal and class at Siew's) Teaching in the Gospels (selection) Age of Revolution (Thomas Jefferson & Mary Wollstonecraft) Discussion (Jefferson)	Gutek 12-13 <u>Due:</u> Aquinas, Rousseau, Jefferson OR Wollstonecraft
March		
1	Teaching in the Gospels (Mt. 4: 12-25) Foundations of American Republic (Horace Mann) Review progress pedagogic creed Discussion (Mann)	Gutek 14
8	Teaching in the early church (Mk. 12: 28-44) Industrial revolution & rise of ideologies (Robert Owen, John Stuart Mill & Herbert Spencer) Review progress pedagogic creed. Discussion (John Stuart Mill)	Gutek 15, 17, 18
12-16	Reading Week	
22	Teaching in early church (Acts 20) Early childhood education Friedrich Frobel Maria Montessori Discussion group	Gutek 16, 22 <u>Due:</u> Mann, Mill OR Montessori
29	Teaching in the early church (Eph. 4: 7-16)	

	Progressive movement (John Dewey & William Chandler Bagley) Discussion (Dewey)	Guttek 20, 21
April 5	Teaching in the early church (1 Th. 2; Jas. 3) Paulo Freire & liberation pedagogy (Discussion: Freire)	Guttek 25 ⁴
12	Summary of lessons Course evaluation	<u>Due</u> : Pedagogical Creed <u>Due: April 21</u> , Major Educator Project

V. SELECTED BIBLIOGRAPHY

Anthony, Michael J. and Warren S. Benson. *Exploring the History and Philosophy of Christian Education: Principles for the 21st Century*. Kregel Publications, 2003.

Astley, Jeff. *The philosophy of Christian religious education*. Religious Education Press, 1994.

Brumbaugh, Robert. *Philosophers on education: Six essays on the foundations of Western thought*. University Press of America, 1986.

Bloom, Alan. *The closing of the American mind*. Simon & Schuster, 1987.

Burgess, Harold W. *Models of religious education*. Evangel Publishing House, 2001.

Clark, Robert E. *Christian education: Foundations for the future*. Moody Press, 1991.

Dewey, John. *Experience and education*. Macmillan Publishing Company, 1938.

Eisner, Elliot W. *The educational imagination: On the design and evaluation of school programs*. Third edition. Merrill/Prentice Hall, 2002.

Francis, Leslie and Adrian Thatcher, eds. *Christian Perspectives for Education*. Gracewing Books, 1990.

Freire, Paulo. *Pedagogy of the Oppressed*. Continuum Publishing Company, 1990.

Gabelein, Frank E. *The pattern of God's truth*. 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. Kendall/Hunt Publishing, 1983.

⁴ While we will not cover these figures in class, you are strongly encouraged to read Guttek chapters 19, 23-24 as they cover major educators in the post-colonial era.

_____. *The Christian, the Arts, and the Truth: Regaining the Vision of Greatness*. Edited by D. Bruce Lockerbie. Multnomah Press, 1985.

Groome, Thomas H. *Christian religious education: Sharing our story and vision*. Jossey-Bass, 1980/1999.

Heie, Harold and David Wolfe. *The reality of Christian learning: Strategies for faith-discipline integration*. Wm. B. Eerdmans Publishing Company, 1987.

Hendley, Brian. *Dewey, Russell, Whitehead: philosophers as educators*. Southern Illinois University Press, 1986.

Hill, Brian V. *That we may learn: Towards a Christian view of education*. Paternoster Press, 1990.

Hodgson, Peter C. *God's Wisdom: Toward a Theology of Education*. Westminster/John Knox, 1999 [[Full text available as NetLibrary ebook](#)].

Holmes, Arthur F. *Building the Christian academy*. William B. Eerdmans Publishing Company, 2001.

Jacobsen, David A. *Philosophy in classroom teaching*. 2 ed. Merrill/Prentice Hall, 2003.

Kienel, Paul A. ed. *The philosophy of Christian school education*. ACSI 1995.

Lawson, Kevin E. *Theology and Christian Education: Dialogue on Theological Foundations and Issues Since 1940: An Annotated Bibliography*. Louisville: North American Professors of Christian Education; Colorado Springs: Cook, 1998.

LeBar, Lois. *Education that is Christian*. Victor Books, 1989.

Lockerbie, D. Bruce. *A Passion for Learning: A History of Christian Thought on Education*. 2nd edition. Purposeful Design Publications, 2007.

Loder, James. *The Transforming Moment*. Helmers and Howard, 1989.

Lynn, Robert W., and Elliott Wright. *The Big Little School: Two Hundred Years of Sunday School*. Rev. ed. Religious Education Press, 1980.

Miller, Randolph Crump, editor. *Theologies of Religious Education*. Religious Education Press. 1995.

Oppewal, Donald. editor. *Voices from the Past: Reformed Educators*. University Press of America, 1997.

Ozmon, Howard A. and Samuel M. Craver. *Philosophical Foundations of Education*. 7th. Edition. Pearson Education, Inc., 2003.

Palmer, Parker. *To Know as We are Known: A Spirituality of Education*. Harper and Row, 1983.

_____. *The Courage to Teach*. Jossey-Bass, 2000.

Pazmino, Robert W. *God our Teacher: Theological Basics in Christian Education*. Baker Academic Press, 2002.

_____. *Foundational issues in Christian education: An Introduction in Evangelical Perspective*. 3rd edition. Baker Academic Press, 2008.

Richards, Lawrence O. [*A Theology of Christian Education*](#). Zondervan, 1975.

Reed James E, and Ronnie Prevost. *A history of Christian education*. Broadman & Holman Academic, 1998.

Schipani, Daniel S. *Religious Education Encounters Liberation Theology*. Religious Education Press, 1988.

Smith, James. *Desiring the Kingdom: Worship, Worldview, and Cultural Formation*. Baker Academic & Brazos Press, 2009.

Thiessen, Elmer J. *Teaching for commitment*. McGill-Queens Press, 1993.

Westerhoff, John Jr., John H. *Will our children have faith?* Seabury Press, 1976.

Wolterstorff, Nicholas P. *Educating for Life: Reflections on Christian Teaching and Learning*. Edited by Gloria Goris Stronks and Clarence W. Joldersma. Baker Academic, 2002.



Academic Policy Attachment to All Syllabi

The Academic Policies of Tyndale Seminary are outlined in the Academic Calendar, available on the Tyndale Website: www.tyndale.ca/seminary/calendar. Students are responsible for reading and adhering to the academic policies governing all aspects of academic life. As a service to students, selected policies are summarized below, but the full policy statements as printed in the Academic Calendar are the standards to which students will be held.

1. Attendance Policy
2. Policy on Gender Inclusive Language
3. Policy on Academic Honesty
4. Guidelines for Written Work
5. Academic Grading System
6. Policy on Late Papers and Extensions
7. Application for an Extension Due to Extreme Circumstances

Attendance Policy

- 1) Three or more unexcused absences from a Fall or Winter semester course will constitute grounds for failing that course. Excused absences include the following: death in the family, hospitalization of yourself or a member of your immediate family, or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.
- 2) An unexcused absence of one day or more of any course taught in an intensive format (e.g., Intersession, Spring/Summer School) will constitute grounds for failing that course. Excused absences include the following: death in the family, hospitalization of yourself or a member of your immediate family, or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.
- 3) As a matter of basic courtesy, Tyndale students need to make a serious commitment to arriving on class on time, and returning from class breaks on time. Students who manifest disrespect for the classroom evidenced by chronic lateness or failure to return from break, will be considered in breach of the attendance policy and may be referred to the Dean of Students.
- 4) If a student knows in advance that he/she will miss a class, the student is obligated to notify the Professor prior to that class.
- 5) Faculty members are under no obligation to provide handouts or other classroom materials to those students who are absent from class.

Policy on Gender Inclusive Language

The use of gender-inclusive language is an expectation in all written assignments and course requirements at Tyndale Seminary. The motivation behind the use of gender-inclusive language is clarity of communication and the avoidance of terms that are, or could be perceived as, exclusive or pejorative. Inclusive language is relevant not only to issues of gender but to all individuals and groups.

The decision at Tyndale Seminary to use gender-inclusive language carries with it the responsibility to be creative in writing without compromising religious faith or grammatical accuracy. Resources and guidelines for gender-inclusive and nondiscriminatory language are widely available.

Academic Honesty

Tyndale expects students to conform to the highest standard of ethics in the completion of all assignments. Academic dishonesty is a serious matter. **Students are responsible for reading and adhering the full policy on academic honesty as found in the Seminary Academic Calendar.**

- 1) Honesty in written and verbal assignments requires a balance between using words and ideas that are part of the common domain and careful ascription of borrowed ideas and words. Ideas and words of others may be used only with acknowledgment. Failure to do so is plagiarism – the literary version of stealing.
- 2) The most obvious form of plagiarism is the direct quotation of words without quotation marks, parenthetical ascription, footnotes or endnotes. Less obvious forms of plagiarism consist of paraphrases of another's words and the use of an opinion with no reference to the source.
- 3) Academic dishonesty also includes the submission of work for which previous credit was given, the submission of work under one's own name which is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc.
- 4) The submission of one paper for two courses is not permitted. Approval of faculty is required for an expanded paper, on a project common to two courses of study, to be acceptable.

Consequences of Academic Dishonesty

If a student is suspected of plagiarism or other forms of academic dishonesty, the instructor is obligated to follow the steps outlined in the Academic Calendar.

Guidelines for Written Work

- 1) The following information must be included on the title page of all assignments: your full name, student ID, your MAILBOX NUMBER, course title, title of the paper, name of the professor, and date submitted.
- 2) All papers should be characterized by the following:
 - *Accuracy* (Is what I say correct? Is it true to the case?)
 - *Comprehensiveness* (Have I covered all the points that need to be covered?)
 - *Clarity in structure* (Is there a self-evident and meaningful order to the paper?)
 - *Clarity in content* (Will the reader correctly understand what I have tried to say?)
 - *Specificity* (Have I moved beyond generalities and made specific statements?)
 - *Thorough and accurate documentation* (At every point where I have consciously drawn upon the ideas of others, have I provided the information necessary for the reader also to consult the sources I have used?)
- 3) Written assignments must adhere to academic standards for style, format, citations and references as found in the most recent edition of a recognized style manual (e.g., *The Chicago Manual of Style*, the *Turabian Manual for Writers of Term Papers, Theses, and Dissertation*, *The SBL Handbook of Style*, *The Publication Manual of the American Psychological Association*). The course instructor will advise students as to the preferred academic style format for the course.
- 4) All written assignments must adhere to the Standards on Academic Honesty. Plagiarism is a serious offence. Students will be held accountable to the policy on academic honesty as found in the Academic Calendar.
- 5) Graded papers will normally be returned in class. In some circumstances they will be returned to your student mailbox. Students who are not returning to Tyndale and would like the paper returned by post must include a self-addressed envelope with sufficient Canadian postage. Unclaimed papers will be held in the Seminary Office for 6 months, then destroyed.
- 6) All students are required to keep a back-up copy of their papers.
- 7) Students who display difficulties with English language skills in their assignments may be referred by the instructor to the Tyndale Writing Centre. Students will be assessed may be required to take the *English for Academic Purposes* course in conjunction with current courses.
- 8) Students may seek assistance on their own initiative by contacting the Tyndale Writing Centre.

Academic Grading System

The standards and definitions used by Tyndale Seminary in the assignment of letter grades and percentage grades are outlined in the Academic Calendar.

Policy on Late Papers and Extensions

All papers and course assignments must be submitted by the due dates indicated by the instructor or in the course outline. Unless the instructor already has a policy on grading late papers in the course outline, grades for papers submitted late without advance permission will be lowered at the rate of 1/3 of a grade per week or part thereof (e.g., from A+ to A, from B to B-). Students who have not completed course requirements by the end of the semester (or Registrar approved extension date) will be assigned a grade of F.

Faculty may grant an extension only up until the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar and will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays and technology related difficulties or malfunctions are all insufficient grounds for requesting an extension.

Application for an Extension Due to Extreme Circumstances

Requests for extensions will only be considered in the circumstances noted above and only upon submission of a completed application form to the Registrar. Application forms are available from the Registrar's office or online at www.tyndale.ca/registrar

Student Medical Certificate

Applications for extensions for medical reasons must be accompanied by a Medical Certificate signed by a physician. The Student Medical Certificate form is available from the Registrar's office or online at www.tyndale.ca/registrar