

Garrett-Evangelical Theological Seminary
CE-835
History and Theories of Christian
Religious Education and Leadership
Dr. Virginia A. Lee
Fall 2024
Tuesday
1:00 – 4:00pm
Classroom ____
DRAFT (as of March 2024)

Instructor: Dr. Virginia A. Lee

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Email is the best way to reach me. I am available via email from 8am Monday morning through 5pm on Friday evening. I will try to respond to your emails within a few hours, but no later than 24 hours. I will not respond to emails on the weekends.

Description – An examination of key leaders, perspectives, and practices in the history of Christian religious education.

Course Goals

1. To read and interpret shifting cultural and religious landscapes locally and globally;
2. To identify and evaluate Christian religious education (CRE) theories, approaches, and practices;

Course Outcomes

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

- Understand one's own social location
- recognize that there are multiple ways to map the history of Christian religious education
- be familiar with some of the persons and writings in the field and in the history of CRE
- be able to articulate one's own theory of Christian education
- be able to describe one particular educator or a particular topic in the history of the field in some depth

Required Texts

Boys, Mary C. *Educating in Faith: Maps and Vision*. Academic Renewal Press, 2001.
\$17.76 paperback at Amazon. <https://a.co/d/6YGZXmE>

Keely, Barbara Anne. *Faith of Our Foremothers: Women Changing Religious Education*.
Westminster John Knox, 1997
\$30.04 at paperback at Amazon. <https://a.co/d/7qkBQkO>

Kim, Grace Ji-Sun. *Invisible: Theology and the Experience of Asian American Women*.
Minneapolis: Fortress Press. 2021.
\$20.83 paperback at Amazon. <https://a.co/d/atBBnWp>
This book can be accessed through the Styberg library and can be read online
at: <https://www-jstor-org.turing.library.northwestern.edu/stable/j.ctv1khdjc1>

Hill, Kenneth H. *Religious Education in the African American Tradition*. St. Louis,
Missouri: Chalice Press, 2007.
\$21.80 paperback at Amazon. <https://a.co/d/4SoCjhm>

Pazmino, Robert W. *Foundational Issues in Christian Education: An Introduction in
Evangelical Perspective*. Grand Rapids, Michigan: Baker Academic, 2008.
\$26.04 paperback at Amazon <https://a.co/d/4SoCjhm>

Almeda M. Wright. *Teaching to Live: Black Religion, Activist-Educators, and Radical
Social Action*. New York: Oxford University Press, 2024.
\$29.95 at Amazon hardback <https://a.co/d/4SoCjhm>

*When ordering texts, please feel free to purchase used versions or to buy from other
suppliers. (Note: The Wright text is very new so it will probably not be available as a
used book.)*

Selected readings found on Moodle

Course Requirements

1. Active class participation and reading of assigned literature. (20% of grade)

This class is a learning community that requires your full attention. All of us will
teach all of us. Each of us depends on all the rest of us.

All students should read all the assigned texts.

The purpose of class participation is to demonstrate comprehension and integration of assigned material. Participation includes preparation for class, constructive verbal contributions to class discussions, attentive listening, and facilitating the participation of others. The purpose of the reading assignments is to provide a range of theoretical grounding for the students' work. Class members are expected to have completed all readings by the class session for which they are assigned.

Participation in class discussion is based on having read the assigned texts for the session.

2. Social Location assignment (20% of grade)

(More information will be on Moodle.)

3. Class presentation on a person (or topic) related to the history of Christian education (30% of grade)

Class presentation should be 20-30 minutes long and include a handout for the class. (The time limit may change based on the number of persons who register for the class.)

(More information will be on Moodle.)

- **For doctoral students:**

- a. A 15-20 page paper related to your area of interest/study and the history of religious education. (This should be the foundation for questions on your qualifying exams). See Dr. Lee for more information.

4. Theory of CRE Paper articulating your theory of Christian religious education and where can you see connections to historical movements. (More information will be on Moodle.) (30% of grade)

Grade Scales (100 pts)	
	100
A	94-100
A-	90-93 (91.5)
B+	87-89 (88)
B	84-86 (85)
B-	80-83 (81.5)
C+	77-79 (78)
C	74-76 (75)
C-	70-73 (71.5)
D	60-69 (65)

Rubrics for all assignments will be available on Moodle.

Academic Policies

All students are required to abide by the academic policies detailed in the [Academic Handbook](#) for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

Writing

- Academic integrity and [plagiarism](#): (See 20-21 Handbook, 12, 76-82). Instructors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- Writing and citations: The *Turabian Manual for Writers* and the *Chicago Manual of Style* footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online [here](#). In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/student-life/student-services> "Writing Center" for more detailed information.

Attendance and Class Participation

- Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed. All participants in the teaching- learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 20-21 Handbook, 9)
- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (20-21 Handbook, 20)
- Some faculty may limit the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

Academic Accommodations

- Garrett's *Accessibility, Special Needs, and Disabilities* policy and process is set out in the Academic Handbook (20-21 Handbook, 12) and the Academic Accommodations section on <https://www.garrett.edu/student-life/student-services>.
- Garrett-Evangelical Theological Seminary is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact Student Access (email: student.access@garrett.edu / phone: 847-

467-5530) to move forward with the established accommodation process. If you already have established accommodations with Student Access, please contact the instructor prior to the first class session so the instructor can work with you to implement your disability accommodations. Disability information, including academic accommodations as part of a student's educational record, is confidential under FERPA regulations.

- *Extensions:* For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (20- 21 Handbook, 20)

Course Schedule

Assignments for each session are not complete and the order of reading may change – this is a draft only

Sept. 3 Session 1 Introduction to the Course

Introduction to each other

Introduction to the course and syllabus

No readings for the 1st session, but you may want to begin reading for week 2.

Please complete the Community Members Directory on Moodle (instructions are on Moodle)

Sept. 10 Session 2 Biblical Foundations

Readings for Session 2:

Pazmino – Introduction, Chapters 1 and 2

Hill – Introduction and Chapters 1, 2, and 3

Articles (found on Moodle)

Kennedy, William Bean. "Christian Education through History." In *An Introduction to Christian Education*, edited by Marvin J. Taylor, 21-31. Nashville: Abingdon Press, 1966.

Be prepared for class by completing the following 2 assignments:

- After reading the William Bean Kennedy article, see the "Historical Survey Reading Assignment" and the "Historical Survey Chart – blank"
- See the Self-Inventory on Biblical Hermeneutics Assignment sheet and complete

These assignment will not be turned in, but you will need to have completed them for the class discussion.

Sept. 17 Session 3 Theological Foundations

Readings for Session 3:

Pazmino – Chapter 2

Hill – Chapters 4, 5 and 6

Kim – Introduction and Chapters 1 and 2

The Kim book can be accessed through the Styberg library and can be read online at:

<https://www-jstor-org.turing.library.northwestern.edu/stable/j.ctv1khdjc1>

Articles (found on Moodle)

Little, Sara. "Theology and Education." in *Harper's Encyclopedia of Religious Education*, editors Iris V. Cully and Kendig Brubaker Cully, 649-655. San Francisco: Harper & Row, 1990.

Antone, Hope S. "The Shape of Christian Religious Education in Asia." *Religious Education*, 99:1, (2004) 79-85.

Kim, Heeja. "Korean Christian Education: Past, Present, Future." *Christian Education Journal*, Series 3, Vol. 10, Supplement (2013) 220-232.

Prabhakar, Samson. "Religious Education in Indian Contexts." *Studies in World Christianity*, Vol. 12, Number 1 (2006) 50-58.

Sept. 24 Session 4 Philosophical and Historical Foundations

Readings for Session 4:

Pazmino – Chapters 3 and 4

Hill – Chapters 7, 8, and 9

Kim – Chapter 3

Articles (found on Moodle)

Oct. 1 Session 5 Sociological and Psychological

Reading for Session 5:

Pazmino – Chapters 5 and 6
Kim – Chapters 4 and 5 and Conclusion

Articles (found on Moodle)

Oct. 8 Session 6 Evangelism and Foremothers

Reading for Session 6:

Boys – Introduction and Chapters 1 and 2
Keeley – Introduction and the chapters on Fahs, Niebuhr, Morton, and
Henderlite

Articles (found on Moodle)

Oct. 15 Session 7 Religious Education and Foremothers

Reading for Session 7:

Boys – Chapter 3
Keely – Cully, Thompson, Stokes, and Little

Articles (found on Moodle)

Oct. 22 Session 8 Christian Education and Foremothers

Reading for Module 8:

Boys – Chapter 4
Keely – Furnish, Gardner, Russell, and Harris

Oct 29 Session 9 From Sabbath Schools to Freedom Schools

Reading for Session 10:

Boys – Chapters 7 and 8

Articles (on Moodle)

Blount, Reginald. “From Sabbath Schools to Freedom Schools: Christian Vocation and the Power of Voice”

Lee, Virginia A. “Something Inside So Strong: Learning from the Freedom Schools Movement.”

Nov. 5 Session 10 Teaching to Live

Reading for Session10:
Wright, Almeda: Teaching to Live

Nov. 12 Session 11 Class Presentations

Nov. 19 Session 12 Class Presentations

Thanksgiving Break Week of Nov. 25-29

Dec. 3 Session 13 Pulling it all together

Final Paper due