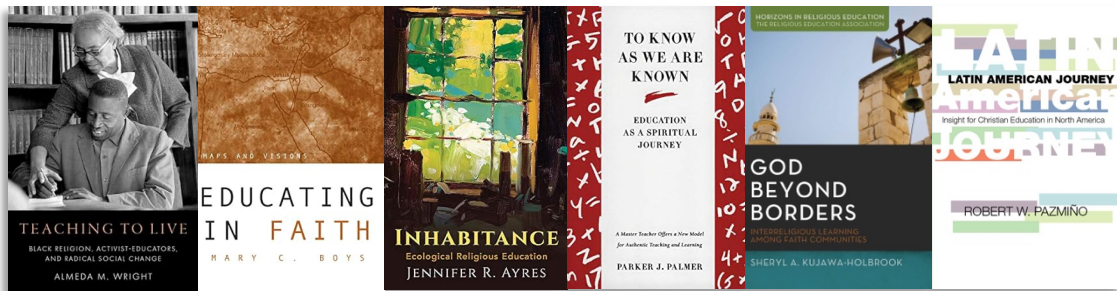


Garrett-Evangelical Theological Seminary
CE-835 (3.0 credits)
History and Theories of Christian Religious Education and Leadership



Fall 2024 (Sept. 3 – Dec. 3)
Tuesdays, 1:00-4:00PM US-Central Time
Blended Synchronous

Instructor: Mai-Anh L. Tran, PhD
Phone: 847-866-3863 (office)
Email: Maianh.Tran@Garrett.edu
Appointments by email

SYLLABUS
(Draft as of August 9, 2024)

Description

This seminar invites participants to survey key leaders, perspectives, and theories of practice in contemporary histories of Christian religious education. While the examination will be influenced by the issues and concerns of US-North American religious education movements, efforts will be made to broaden the query toward transnational and intersectional cultural-religious landscapes, for an attempt at a “geocolonial material historical”¹ framework for understanding and analyzing the histories and theories of Christian religious educational leadership across times and contexts.

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.

¹ This “geocolonial material historical” framework follows the analyses of cultural theorist Kuan-Hsing Chen, in *Asia as Method: Toward Deimperialization* (Durham: Duke University Press, 2010). Its basic tenets call for cultural and historical studies to 1) be intersectional, multidimensional, inter-subjective; 2) foreground subaltern histories; and 3) probe local and colonial encounters in geographies marked by social, political, and geological space-time. We will test out these foundational tenets together in class.

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

N.B.: Feel free to purchase used copies, paperback/hardcover or digital formats, or to buy from publishers or other suppliers.

Required for Master's

1. Almeda M. Wright. *Teaching to Live: Black Religion, Activist-Educators, and Radical Social Action*. New York: Oxford University Press, 2024. (Amazon \$29.95 hardback <https://a.co/d/4SoCjhm>)
2. Ayres, Jennifer R. *Inhabittance: Ecological Religious Education*. Waco: Baylor University Press, 2019. (Amazon \$39.95 hardback <https://a.co/d/05BrM81X>)
3. Boys, Mary C. *Educating in Faith: Maps and Vision*. Academic Renewal Press, 2001. (\$19.38 paperback <https://a.co/d/6YGZXmE>)
4. Kujawa-Holbrook, Sheryl. *God beyond Borders: Interreligious Learning among Congregations*. Horizons in Religious Education Series. Eugene: Pickwick Publications, 2014. (Amazon \$24.85 <https://a.co/d/4NnKx8t>)
5. Palmer, Parker J. *To Know as We Are Known: Education as a Spiritual Journey*. 1st HarperCollins pbk. ed. San Francisco: HarperSanFrancisco, 1993. (Amazon \$7.96 <https://a.co/d/0460xEYV>)
6. Pazmiño, Robert W. *Latin American Journey: Insights for Christian Education in North America*. Eugene: Wipf and Stock Publishers, 1994. (Amazon \$28.00 <https://a.co/d/jeWY752>)

Required texts for PhDs: All the above texts (or approved alternatives) plus the following:

1. Dewey, John. *Experience and Education*. New York: Macmillan, 1938. (Amazon \$9.99 <https://a.co/d/09cS6Xtc>)
2. Hong, Christine J. *Decolonial Futures: Intercultural and Interreligious Intelligence for Theological Education*. Lanham: Lexington Books, 2021. (Amazon \$33.80 <https://a.co/d/05gFcOYI>)
3. Harris, Maria. *Teaching and Religious Imagination*. 1st ed. San Francisco: Harper & Row, 1987. ISBN 0060638400. (Amazon \$6.98 <https://a.co/d/0axupBNY>)
4. Westerhoff, John H. *Who Are We? The Quest for a Religious Education*. Birmingham: Religious Education Press, 1978. (eBay \$11.59 <https://www.ebay.com/itm/375399367205>)

Supplemental Essays | Articles | Book Chapters (to be available on Moodle)

1. Antone, Hope S. "The Shape of Christian Religious Education in Asia." *Religious Education* 99, no. 1 (2004): 79–85. <https://doi.org/10.1080/00344080490269344>.
2. Blount, Reginald. "From Sabbath Schools to Freedom Schools: Christian Vocation and the Power of Voice." In *Let Your Light Shine: Mobilizing for Justice with Children and Youth*, edited by Reginald Blount and Virginia A. Lee. Chester Heights, Pennsylvania: Friendship Press, 2019.
https://search.library.northwestern.edu/permalink/01NWU_INST/uoei1r/alma9980791181902441
3. Horell, Harold D, and Mai-Anh Le Tran. "Religious Formation / Educating / Religious Knowledge." In *De Gruyter eBooks*, 467–80. Germany: Walter de Gruyter GmbH, 2022.
<https://doi.org/10.1515/9783110618150-036>.
4. Kennedy, William Bean. "Christian Education through History." In *An Introduction to Christian Education*, edited by Marvin J. Taylor, 21–31. Nashville: Abingdon Press, 1966.
https://search.library.northwestern.edu/permalink/01NWU_INST/uoei1r/alma99491614202441
5. Kim, Hyun-Sook. "Review Essay: Moving Beyond Global Encounters Toward Global Reciprocity: Christian Education in East Asian Perspectives." *Religious Education* 110, no. 2 (2015): 181–97. <https://doi.org/10.1080/00344087.2015.1013907>.
6. Lee, Virginia. "Something Inside So Strong: Learning from the Freedom Schools Movement." In *Let Your Light Shine: Mobilizing for Justice with Children and Youth*, edited by Reginald Blount and Virginia A. Lee. Chester Heights, Pennsylvania: Friendship Press, 2019.
https://search.library.northwestern.edu/permalink/01NWU_INST/uoei1r/alma9980791181902441
7. Lee, Yoonmi. "A Critical Dialogue with 'Asia as Method': A Response from Korean Education." *Educational Philosophy and Theory* 51, no. 9 (2019): 958–69.
<https://doi.org/10.1080/00131857.2018.1427579>.
8. Little, Sara. "Theology and Education." In *Harper's Encyclopedia of Religious Education*, edited by Iris V. Cully and Kendig Brubaker Cully, 649–655. San Francisco: Harper & Row, 1990.
https://search.library.northwestern.edu/permalink/01NWU_INST/uoei1r/alma99755354202441
9. Ng, Greer Anne Wenh-In. "My Religious Education Sangha and Dharma: Learning-Teaching as an Asian in the North American Diaspora." *Religious Education* 113, no. 2 (2018): 165–72. <https://doi.org/10.1080/00344087.2018.1432997>.
10. Prabhakar, Samson. "Religious Education in Indian Contexts." *Studies in World Christianity* 12, no. 1 (2006): 50–58. <https://doi.org/10.3366/swc.2006.0005>.
11. Selçuk, Mualla. "Learning in Encounter: Crossroads, Connections, Collaborations." *Religious Education* 113, no. 3 (2018): 233–43.
<https://doi.org/10.1080/00344087.2018.1450609>.
12. Seymour, Jack L. "Power and History: History As 'Critical' Analysis." *Religious Education* 82, no. 3 (1987): 349–59. <https://doi.org/10.1080/0034408870820304>.

13. Seymour, Jack L. "The Future of the Past: History and Policy-Making in Religious Education." *Religious Education* 81, no. 1 (1986): 113–33.
<https://doi.org/10.1080/0034408600810111>.
14. Tran, Mai-Anh Le. "Educational Law and Policies." In *Encyclopedia of Christian Education*, edited by George Thomas Kurian and Mark A. Lampert, 1494-1498. Lanham: Rowman & Littlefield, 2015.
https://search.library.northwestern.edu/permalink/01NWU_INST/uoei1r/alma9980808662402441

Supplemental options for research topics: Refer to the bibliography at the end of the syllabus for titles which you may select for specific assignments throughout the semester. You are not required to purchase any of these books. You may also propose a title not on this list in consultation with instructor.

COURSE REQUIREMENTS

1. *Active class participation, reading of assigned literature, and facilitation of discussion* (20%)

Participation: This seminar invites participants into a particular learning community. As such, each member is asked to contribute through conscientious participation in class sessions; engagement with readings, course materials, additional research; self-initiative and accountability in peer-to-peer collaboration and support.

Discussion questions: Each week, participants will bring to class three (3) or more open-ended questions based on readings to contribute to class discussion, and take turns facilitating discussions based on sign-ups on the first day of class.

Attendance: Missing more than one class session will have adverse effect on attendance grade. According to Seminary policy, students should not expect to pass a course with more than two absences.

2. *“Autobio-geocolonial-historical-mythographical” essay* (20%; 1000-1500 words, double spaced)

Inspired by genres of autobio-mytho-spiritual-politico-graphical storytelling (*à la* Audre Lorde, Sandra Cisneros, Claudia Rankine, Amy Tan, etc.), write a short creative non-fiction essay on an issue or question that is germane to “religious education” and situate the issue or question within three different settings to expand the horizons of interpretation for the issue or question at hand: 1) an autobiographical setting; 2) a transnational setting; 3) a local setting (such as neighborhood, town, village, or city).

For example, I (Tran) could write an essay on autobiomythographical memories of a spiritually defining Easter sunrise service just outside of a refugee processing center in the Philippines, where my family stayed for over five months in our resettlement from Vietnam to the U.S.

(*autobiographical setting*). What I didn't realize until much later is that sites like the Philippines or Guam had been staging areas for U.S. military involvement in the Pacific before they were converted into refugee transition centers (*transnational setting*); and surplus military weaponry often end up being redistributed to local law enforcements in cities across the U.S., including the one where I ended up living and teaching in nearly 30 years after arriving in the country (*local setting*).

Such a story would weave issues and perspectives that are personal, historical, political, spiritual—they are what US-American author Audre Lorde would describe as “autobiomythographical.” It would invite readers to look at the local as well as transborder, and its undercurrents would be elements of transnational militarized geo-colonial entanglements. The narrative thread germane to “religious education” would be my evolution from being “Sunday-Schooled” in Vietnam, to experiencing transformative spiritual experiences in a refugee camp, to undergoing slow internal decolonization and conscientization as scholar of religious educational theory and practice.

3. ***TEDTalk on a “theory of religious education”*** (30%; 20-min talk plus handout)

Working individually or in groups of two or more (in consultation with instructor), participants will give a 20-minute TEDTalk on a “theory of religious education” (beyond assigned class readings). The TEDTalk must follow the typical format of a presentation that is made accessible and engaging for a public audience and must be accompanied by a teaching Handout. Hook your audience with a talk on key ideas by a leader/thinker/shaper of a religious educational model or movement. Multimedia aids a must; creative use of social media tools (e.g., a viral video reel) is encouraged. Your talk must introduce the foundational dimensions of the theory's or theorist's PCPCP: person(s), context, purpose, content, practice. More information will be discussed in class and posted on Moodle.

Written component for doctoral students:

- a. Your TEDTalk will be accompanied by a paper of roughly 2000 words (double spaced), in which you articulate how the selected theory serves as broad grounding for your advanced inquiry in the field of CRE. This preliminary research should serve as a foundation for questions on your future qualifying exams. Your research for this paper should include selections from the additional required literature listed under “required texts for PhDs” and beyond.
 - b. Alternatively, you may write 3 book reviews of 500-750 words each for 3 course required texts of your own choosing. Please confirm your choice with instructor in advance.
- ### 4. ***“On Writing History in Education” final paper*** (30%; approx. 3500 words for Master's; approx 5000 words for PhDs; Turabian format)

Use the assignment prompt (on Moodle) to write a well-researched and properly cited paper on a policy area or issue which intersects religion and education.

Grading

Rubrics for all assignments will be available on Moodle.

All assignments must be submitted to receive a passing grade.

Grade Scales (100 pts)

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)

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: 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: https://www.chicagomanualofstyle.org/tools_citationguide.html
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. The Writing Center's Moodle "course" is open for self-enrollment: <https://courses.garrett.edu/enrol/index.php?id=1137>

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.

- 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.
- Multimedia engagement: Participants are welcome to use electronic devices for the purposes of engaging with one another and with class materials during our blended synchronous sessions. Please be respectful of our experience by not conducting personal business during class meeting times.
- Online etiquette: Virtual attendees should be present with their videos “on” whenever possible, and microphones “off” when not speaking to avoid audio feedback. Should there be urgent matters on your end which require you to go off camera, please let instructor know of your situation. Participants should not remain off camera for an entire class session or join the virtual class only on their mobile phone.

Academic Accommodations

- Garrett’s Accessibility, Special Needs, and Disabilities policy and process is set out in the Academic Handbook and the Academic Accommodations section on <https://www.garrett.edu/life-at-garrett/student-services/access-for-students-with-disabilities/>.
- 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) 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 Master’s students, extensions, if granted by instructor, 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. Doctoral students should consult with instructor.

COURSE SCHEDULE (DRAFT – final version to be provided on first day of class)

Week	Focusing Theme(s)	Readings	DUE
Wk1 9/3	Geocolonial, material, historical horizons Introductions to course, syllabus, and each other	<input type="checkbox"/> Lee, “A Critical Dialogue with ‘Asia as Method’: A Response from Korean Education” <u>Guiding question:</u> What does it mean to probe the geocolonial material histories of Christian religious education as academic discipline, as ecclesial and educational practice, and as co-constitutive of (Christian) religious histories?	
Wk2 9/10	Writing/Righting Histories	<input type="checkbox"/> Seymour, “Power and History” <input type="checkbox"/> Seymour, “The Future of the Past” <input type="checkbox"/> Horell & Tran, “Religious Formation / Educating / Religious Knowledge” <input type="checkbox"/> Kennedy, “Christian Education through History” <input type="checkbox"/> Little, “Theology and Education” * Virtual Conversation with Guest Speaker	
Wk3 9/17	PCPCP: Persons, Context, Purpose, Content, Practice and their foundations Discussion questions: _____	<input type="checkbox"/> Pazmiño, <i>Latin American Journey</i> , Introduction <input type="checkbox"/> Selçuk, “Learning in Encounter: Crossroads, Connections, Collaborations” <input type="checkbox"/> Ng, “My Religious Education Sangha and Dharma: Learning-Teaching as an Asian in the North American Diaspora” <input type="checkbox"/> Kim, “Review Essay: Moving Beyond Global Encounters Toward Global Reciprocity: Christian Education in East Asian Perspectives” <input type="checkbox"/> Prabhakar, “Religious Education in Indian Contexts” <input type="checkbox"/> Antone, “The Shape of Christian Religious Education in Asia”	Autobio-geocolonial-historical-mythographical essay
Wk4 9/24	C/RE for spiritual sojourning Discussion questions: _____	<input type="checkbox"/> Palmer, <i>To Know as We Are Known</i>	*Additional mtg for PhD participants: TBD _____
Wk5 10/1	C/RE for transformation Discussion questions: _____	<input type="checkbox"/> Pazmiño, <i>Latin American Journey</i>	

Wk6 10/8	C/RE for planetary inhabitation Discussion questions: _____	<input type="checkbox"/> Ayres, <i>Inhabitation</i> *Virtual conversation with Guest Speaker	1-page initial proposal of topics for TEDTalk and final paper
Wk7 10/15	C/RE for interreligious co-existence Discussion questions: _____	<input type="checkbox"/> Kujawa-Holbrook, <i>God Beyond Borders</i>	*Additional mtg for PhD participants: TBD _____
Wk8 10/22	C/RE for social change Discussion questions: _____	<input type="checkbox"/> Wright, <i>Teaching to Live</i> *Virtual conversation with Guest Speaker	In-class mid-range reflections: “Critical Incident Questionnaire” (CIQ)
Wk9 10/29	C/RE maps & visions Discussion questions: _____	<input type="checkbox"/> Boys, <i>Educating in Faith</i>	Refined precis of topics for TEDTalk and final paper based on feedback
Wk10 11/5	Putting into practice Discussion questions: _____	<input type="checkbox"/> Blount, “From Sabbath Schools to Freedom Schools: Christian Vocation and the Power of Voice” <input type="checkbox"/> Lee, Virginia, “Something Inside So Strong: Learning from the Freedom Schools Movement” <input type="checkbox"/> Tran, “Educational Law and Policies” <input type="checkbox"/> Selections of your choice from REA 2024 Conference Proceedings, “Dear Earth”	*Additional mtg for PhD participants: TBD _____
Wk11 11/12	TEDTalk Presentations _____ _____		Handouts and materials are due on day of presentation.
Wk12 11/19	TEDTalk Presentations _____ _____		Handouts and materials are due on day of presentation. *PhD “theory of RE” papers due no later than this week.
11/25-29: Thanksgiving Week – No Class			

Wk13 12/3	TEDTalk Presentations <hr/> Synthesis End-of-semester reflections (CIQ)	Handouts and materials are due on day of presentation.
<div data-bbox="565 432 1084 497"> 12/10: “On Writing History” papers DUE (one week after last day of class) </div>		

Supplemental options for research topics

(You will be asked to select titles from this list for class assignments. You are not required to purchase any of these. You may also propose a title outside of this list in consultation with instructor.)

Christian Educators of the 20th Century Database, <https://www.biola.edu/talbot/ce20>
Encyclopedia of Christian Education, edited by George Thomas Kurian and Mark A. Lamport.
Lanham: Rowman & Littlefield, 2015.
https://search.library.northwestern.edu/permalink/01NWU_INST/uoelr/alma9980808662402441
International Handbook of Inter-Religious Education, 1st ed, edited by Kath Engebretson, Marian de Souza, Gloria Durka, and Liam Gearon. Dordrecht: Springer Netherlands, 2010. <https://doi.org/10.1007/978-1-4020-9260-2>.

1. Alexander, Hanan A. *Reclaiming Goodness: Education and the Spiritual Quest*. Notre Dame, Ind: University of Notre Dame Press, 2001.
2. Conde-Frazier, Elizabeth, S. Steve Kang, and Gary A. Parrett. *A Many-Colored Kingdom: Multicultural Dynamics for Spiritual Formation*. Grand Rapids: Baker Academic, 2004.
3. Drescher, Elizabeth. *Tweet if you heart Jesus: Practicing church in the digital reformation*. Harrisburg: Morehouse Publishing, 2011.
4. Fernandez, Eleazar S. *Teaching for a Multifaith World*. Eugene, OR: Pickwick Publications, 2017.
5. Foster Foster, Charles. *From Generation to Generation: The Adaptive Challenge of Mainline Protestant Education in Forming Faith*. Eugene: Cascade Books, 2012.
6. Groome, Thomas H. *Will There Be Faith? A New Vision for Educating and Growing Disciples*. 1st ed. New York: HarperOne, 2011.
7. Harris, Maria. *Fashion Me a People: Curriculum in the Church*. 1st ed. Louisville: Westminster/John Knox Press, 1989.
8. Hill, Kenneth H. *Religious Education in the African American Tradition: A Comprehensive Introduction*. St. Louis: Chalice Press, 2007.
9. Horsfield, Peter G, Mary E Hess, and Adán M Medrano. *Belief in Media: Cultural Perspectives on Media and Christianity*. Aldershot, Hants: Ashgate, 2004.
10. Kim-Cragg, HyeRan. *Story and Song a Postcolonial Interplay between Christian Education and Worship*. New York: Peter Lang, 2012.
11. Kim, Hyun-Sook. "Christian Education for Postconventionality: Modernization, Trinitarian Ethics, and Christian Identity." Kangnam Publishers, 2002.
12. Moore, Mary Elizabeth Mullino. *Teaching as a Sacramental Act*. Cleveland: Pilgrim Press, 2004.
13. Ng, David. *People on the Way: Asian North Americans Discovering Christ, Culture, and Community*. Valley Forge, PA: Judson Press, 1996.
14. Osmer, Richard Robert. *A Teachable Spirit: Recovering the Teaching Office in the Church*. 1st ed. Louisville: Westminster/John Knox Press, 1990.
15. Pak, Su Yon. *Singing the Lord's Song in a New Land: Korean American Practices of Faith*. Louisville, Ky.: Westminster John Knox Press, 2005.

16. Patel, Eboo. *Acts of Faith: The Story of an American Muslim, the Struggle for the Soul of a Generation*. Boston: Beacon Press, 2010.
17. Pazmino, Robert W. *God Our Teacher: Theological Basics in Christian Education*. Grand Rapids, Mich.: Baker Academic, 2001.
18. Seymour, Jack L., Margaret Ann Crain, and Joseph V. Crockett. *Educating Christians: The Intersection of Meaning, Learning, and Vocation*. Nashville: Abingdon Press, 1993.
19. Smith, Yolanda. *Reclaiming the Spirituals: New Possibilities for African American Christian Education*. Cleveland: Pilgrim Press, 2004.
20. Tauber, Sarah M. *Open Minds, Devoted Hearts: Portraits of Adult Religious Educators*. Eugene: Pickwick Publications, 2015.
21. Tye, Karen B. *Basics of Christian Education*. St. Louis, Mo.: Chalice Press, 2000.
22. Valk, John, Halis Albayrak, and Muallâ Selçuk. *An Islamic Worldview from Turkey: Religion in a Modern, Secular and Democratic State*. Cham, Switzerland: Palgrave Macmillan, 2017.
23. Vogel, Linda Jane. *Teaching and Learning in Communities of Faith: Empowering Adults through Religious Education*. 1st ed, *The Jossey-Bass Higher and Adult Education Series*. San Francisco: Jossey-Bass, 1991.
24. Webb-Mitchell, Brett P. *Christly Gestures: Learning to Be Members of the Body of Christ*. Grand Rapids: Wm. B. Eerdmans Publishing Company, 2004.
25. Westfield, N. Lynne. *Dear Sisters: A Womanist Practice of Hospitality*. Cleveland: Pilgrim Press, 2001.
26. Wimberly, Anne E. Streaty. *Soul Stories: African American Christian Education*. Rev. ed. Nashville: Abingdon, 2005.

Additional primers for PhDs

1. Alexander, Hanan A, Ayman K Agbaria, and Jack L. (Jack Lee) Seymour. *Commitment, Character, and Citizenship: Religious Education in Liberal Democracy*. New York: Routledge, 2012.
2. Boys, Mary C. "Education for Citizenship and Discipleship." New York: Pilgrim Press, 1989. (published conference proceedings)
3. Elias, John L. *A History of Christian Education: Protestant, Catholic, and Orthodox Perspectives*. Malabar, Fla.: Krieger Pub. Co., 2002.
4. Groome, Thomas H. *Christian Religious Education: Sharing Our Story and Vision*. 1st ed. San Francisco: Jossey-Bass, 1999.
5. Harris, Maria, and Gabriel Moran. *Reshaping Religious Education: Conversations on Contemporary Practice*. 1st ed. Louisville, Ky.: Westminster John Knox Press, 1998.
6. Keely, Barbara Anne. *Faith of Our Foremothers: Women Changing Religious Education*. Westminster John Knox, 1997.
7. Little, Sara. *To Set One's Heart: Belief and Teaching in the Church*. Atlanta: John Knox Press, 1983.
8. Mayr, Marlene. *Modern Masters of Religious Education*. Birmingham, Ala: Religious Education Press, 1983.
9. Moore, Allen J. *Religious Education as Social Transformation*. Religious Education Press, 1989.

10. Moran, Gabriel. *Religious Education as a Second Language*. Birmingham: Religious Education Press, 1989.
11. Osmer, Richard Robert, and Friedrich Schweitzer. *Religious Education between Modernization and Globalization: New Perspectives on the United States and Germany, Studies in Practical Theology*. Grand Rapids, Mich.: W.B. Eerdmans Pub., 2003.
12. Pazmino, Robert W. *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective*. Grand Rapids, Michigan: Baker Academic, 2008.
13. Phan, Peter C, and Alexandre de Rhodes. *Mission and Catechesis: Alexandre de Rhodes and Inculturation in Seventeenth-Century Vietnam*. Maryknoll, N.Y: Orbis Books, 1998.
14. Reed, James E., and Ronnie Prevost. *A History of Christian Education*. Nashville, Tenn.: Broadman & Holman, 1993.
15. Russell, Letty M. *Christian Education in Mission*. Philadelphia: Westminster Press, 1967.
16. Seymour, Jack L. *From Sunday School to Church School: Continuities in Protestant Church Education in the United States, 1860-1929*. Washington, D.C.: University Press of America, 1982.