1-1-2001

CE / YM 602 Professional Foundations

Harold W. Burgess

Follow this and additional works at: http://place.asburyseminary.edu/syllabi

Recommended Citation
http://place.asburyseminary.edu/syllabi/684

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.
Beginning with a survey of 16 important thinkers from the first 19 centuries of the church, the course gives major attention to the writings of more than 35 19th century contributors to Christian education as a field of study.

**OBJECTIVES:**
1. To provide an historical, theological, and philosophical base for a professional understanding of Christian education and youth ministry.
2. To foster the development of a conscious attention to the linkage between theory and practice.
3. To enable an integration of the major streams of thought into a conscious and consistent philosophy of C.E. and Youth Ministry.
4. By focusing on the theory/practice relationship, to provide a reasonable basis for evaluating and improving a range of pastoral ministries.

**TEXTS:**
- *A History of Christian Education*, James E. Reed and Ronnie Prevost

**REQUIREMENTS:**
1. Regular attendance and participation.
2. Completion of all readings, projects, reports, seminars, tests, etc. by the date assigned in the course calendar.
3. Complete reading of both texts and 500 pages of collateral reading. Two collateral reports are due March 9 and May 11. Report about 1/2 of reading for each report. Collateral reading should support and enrich your seminar assignments and contribute to your probable focus of ministry.
4. Two seminar-type reports will be assigned. Report #1 will focus on a figure, or figures, from the first 19 centuries of the church. Report #2 will be the major seminar project of the semester. It will focus on the contributions of a major 20th century thinker in the field of Christian religious education.

**GRADES:**
"C" assumes timely fulfillment of basic requirements. "B" assumes strong contributions to the class process with oral and written work demonstrating a professional level of performance. Students working at the "B" level may earn a grade of "A" by submitting a high quality research paper (12-15 pages) that makes a meaningful application of some aspect of the course to either local church C. E. or Youth Ministry. Plus-and-minus (+ / -) signs may be employed to reflect the judgment of the professor in assigning final grades.

CALENDAR:
A Calendar for the course including dates of seminar presentations will be developed with classmembers on February 8 and 10.

Collateral readings are an essential part of this course. Students will be expected to submit a personal reading plan supportive of their professional goals on February 17. In particular, Youth ministry students will be expected to include a significant percentage of readings supportive of ministry to youth in the church.

The outline of the course will follow Burgess, Models. The Reed and Prevost text will be read along with assignments, with specific days set aside for discussion and application.

CALENDAR
February 8
  Introductions
  First Seminar (First 19 Centuries) assignments
  Second Seminar (20th Century) assignments
  Review Readings

February 10
  Christian Education as a Professional Field of Study (Burgess)

  First 19 Centuries (Historical Model)
  Roots of C. E. in Old Testament
  ____________________
  Jesus as a Model Teacher
  ____________________
  Contributions of Paul and the Apostolic Church
  ____________________
  The Catechumenate
  ____________________
Catechetical Schools

February 17
Cyril and His Lectures

Chrysostom’s Educational Legacy

Augustine’s Educational Contributions

St. Benedict and Christian Education

Christian Education in the Middle Ages

February 22
St. Thomas Aquinas and C. E.

John Gerson’s Model for Pastors and Professors

Martin Luther

John Calvin

Ignatius of Loyola

February 24
John Comenius

The Impact of the Enlightenment on C. E.
John Wesley’s Legacy in C. E.

_____________________

Robert Raikes and The Rise of the Sunday School

_____________________

Stephen Paxon

_____________________

February 29

John Henry Newman

_____________________

Influence of Women Prior to 20th Century

_____________________

Syllabus p. 4

Bishop Vincent

_____________________

Horace Bushnell

_____________________

March 2 and 7

Catch-up if needed

Historical wrap-up (Burgess)

World-View Issues at Beginning of 20th Century

Educational Shape of 20th Century

Textbook Reading Report: (March 7)   Reed/Prevost Text to p. 330
Burgess to p. 74

March 9

Preparation for Major Seminar Presentations. First Collateral Report

Liberal Theological Model of C. E.

March 14

Characteristics of Liberal Theology

_____________________

George Coe

_____________________

March 16
Mainline Theological Model of C. E.

March 21
NeoOrthodoxy and C. E.

Randolph Crump Miller

March 23
Lewis Sherrill

James Smart

March 28
Sara Little

Iris Cully

March 30
John Westerhoff

Maria Harris

Social-Science Model

April 11
James Michael Lee
The Evangelical Theological Model

April 13
Characteristics of Evangelical Theology
________________
Frank Gaebelein
________________

April 18
Lois LeBar
________________
Larry Richards
________________

April 20
Henrietta Mears
________________
Kenneth Gangel
________________

Asbury Seminary Writers

April 25
Harold Mason
________________
Herbert Byrne
________________

April 27
Donald Joy
________________

Examples of Current Writers in C. E.

May 2
Richard Osmer
________________
Robert Pasmino
________________

May 4 (report completed reading of Reed/Prevost and Burgess texts)
May 9-11 (Catch-up and wrap-up) (report collateral reading on 11th)
Final Paper due exam date