

# Historical Foundations of Christian Education

## CEEF6300

New Orleans Baptist  
Theological Seminary  
Church Ministry Division  
May 24-28, 2021 (NOLA2U Live)

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### **Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

### **Course Description**

A study is made of the historical personalities whose thought and work have shaped our understanding of Christian education ministry in the past. An emphasis is given to the emerging concepts which will shape our understanding of Christian education ministry in the future.

### **Student Learning Outcomes**

The student involved in this course should be able to accomplish the following:

1. Trace the general history of education from Biblical times to the present.
2. Appreciate the heritage of Christian education, and the influence of historical philosophies, structures, and methods on their personal ministry.
3. Analyze trends in education and culture that have contributed to the educational ministry of the church.
4. Design a presentation of a major movement or personality in Christian education history.

### **Textbooks**

#### **Required Texts**

Estep, James R. et. al. *Christian Education: The Heritage of Christian Education*.  
Joplin, MO: College Press, 2003. ISBN: 978-0899009049

Gangel, Kenneth O. and Warren S. Benson *Christian Education: Its History and Philosophy*. Eugene, OR: Wipf & Stock Publishers, 2002. **ISBN: 978-1579109011**

### **Optional Text**

Reed, James E. Ronnie Prevost *A History of Christian Education* Nashville: Broadman and Holman 1993. **ISBN 978-0805418675**

## **Course Teaching Methodology**

### **Units of Study**

The topics of study that will be covered in the course are as follows: the why of historical foundations, education in the ancient world, the early church, the medieval church, the renaissance, the reformation, European origins of modern education, Christian education in “modern Europe” and the rise of the Sunday School, Christian education in colonial America and the 19<sup>th</sup> Century, our Baptist heritage-Christian Education in the Southern Baptist Convention, education in 20th century, education in 20th century and today, the future of Christian education

### **Teaching Method**

This course will emphasize a format of teaching and learning including lecture, PowerPoint presentations, peer presentations, group work, and analysis of interaction with the goal of providing balanced instruction to engage the mind, the will and the emotion of the student.

### **Delivery Format**

The course will be delivered in a intensive format with 5 class sessions and assignments due prior to the start of the intensive and following the intensive. In class sessions will include lectures, power point presentations, research, reports and class discussions on assigned readings. Students will engage in collaborative learning groups and submit critical and reflective writing assignments.

## **Course Requirements**

1. **Students will attend class.** Seminary policy states that a student may not miss any class due to the short length of the intensive.
2. **Participate in class discussion.** Students should contribute to the learning process through comments and questions.
3. **Read the assigned textbook.** Students will read Estep’s book *C.E.: The Heritage of Christian Education* prior to the first meeting of the intensive. Each student will submit via Blackboard a document detailing how much (E.g. “I read 100%.”) of Estep’s book before the first meeting of the intensive. (You will be asked to engage with the book in class discussion.) **Due: May 24.**

4. **Presentation.** Each student will create and present to the entire class a biography of an individual and his or her contribution to the field of Christian Education. This presentation should include a **visual presentation** (PowerPoint or Keynote) as well as a **handout** and last **15-20 minutes**.

The presentation should detail the individual's background, where he or she studied, where he or she taught, major achievements, how he or she impacted the field of Christian Education, and a critique of the individual. The presentation and handout will be uploaded to a discussion board on Blackboard prior to the first day of presentations so that each student will have time to download/print the material. The individual you will present on will be assigned to you prior to the intensive. **Due: May 25.**

5. **Annotated "Major Player" List.** Be able to identify each of the following historical characters with regard to their contribution to the field of Christian Education. Individuals should be listed in historical order. Information for each individual should include year of birth and death (e.g. 15xx-16xx) and a minimum of one 3-5 sentence paragraph describing who they were and what their contribution was to the field of Christian education.

Plato, Aristotle, Pantaeus, Clement of Alexandria, Origen, Gregory of Nyssa, Jerome, John Chrysostom, Augustine of Hippo, Charlemagne, Peter Abelard, Peter Lombard, Thomas Aquinas, Gerhard Groote, Desiderius Erasmus, Martin Luther, John Calvin, Ignatius of Loyola, John Amos Comenius, Jean Jacques Rousseau, Johann Heinrich Pestalozzi, Fridrich Wilhelm August Frobel, Robert Raikes, August Hermann Francke, Nikolaus Ludwig Zinzendorf, John Wesley, John Henry Newman, Horace Mann, William Holmes McGuffey, William Rainey Harper, William James, John Dewey, Horace Bushnell, George Albert Coe, William Clayton Bower, J. M. Price, Gaines S. Dobbins, Edna Baxter, Paul Vieth, Rachel Henderlite, Randolph Crump Miller, Findley B. Edge, D. Campbell Wyckoff, Sara Little, Paulo Freire, John H. Westerhoff III, Gabriel Moran, Thomas H. Groome, and Benjamin Bloome. (For help with 20<sup>th</sup> century individuals, go to <https://www.biola.edu/talbot/ce20/database>) **Due: June 30.**

6. **Historical Paper.** The major assignment for this class is a research paper. Students are expected to research a specific movement and write a paper **10-12 pages** in length following NOBTS Style Guide. Students may choose a topic from the list at the end of the syllabus or may seek the teacher's approval of another topic. The historical study examines factors that influenced the development of a particular movement or emphasis, including theological, cultural and sociological influences. The paper should also address lingering effects and lessons of the movement/emphasis for Christian education today. **Due: June 30.**

7. **Annotated Timeline.** Students will submit a timeline of significant events that helped shape Christian Education in the **Southern Baptist Convention**. The timeline should begin during the Colonial period and conclude with a projection of future events. A minimum of 20 events with a brief descriptive paragraph (3-5 sentences) is expected. Sources should be cited as **endnotes**. **Due: June 30.**

All assignments should be submitted to Blackboard according to their specific due dates listed above. Please email Mr. Paul Keating at [pkeatingadjunct@gmail.com](mailto:pkeatingadjunct@gmail.com) with any questions.

### **Course Policies**

The following policies will serve to govern both the student and professor for the duration of this course.

#### **Assignment Submission**

All assignments are to be submitted before the *beginning* of class on the due date. Assignments not submitted *at the beginning of class* are considered *late* and late assignments will incur *an initial 10-point penalty and accumulate a one-point penalty for each additional day*. **Late assignments will not be accepted past June 30.** If all course assignments are not received by **June 30**, a grade of zero is automatically earned for the missing assignments.

#### **Assignment Format**

All assignments are to be typed, double-spaced with 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated. Assignment pages should be stapled together with a Turabian format cover page that includes name, date of submission and assignment title. A Turabian style guide is available in the NOBTS library and located on the NOBTS web site at <http://www.nobts.edu/resources/pdf/Extensions.Old/turabiantutor7thjan08.pdf>.

#### **Absences**

Class attendance is essential for effective learning. Since this is a intensive, there are no permitted absences. Arriving to class late or leaving early is not permitted and detracts from the environment of the class. **Students joining through NOLA2U LIVE should be connected prior to the start of class and should be at location that has strong internet capability. NOLA2U LIVE students must also have the ability to video conference; audio only is not permitted.** A grade of "F" will be assigned to students who fail to be present every meeting of the intensive.

#### **Classroom and On-line Decorum**

Classroom participation is required for *every class session*. A positive attitude can only enhance the learning experience. Therefore, for the purposes of this class, a *positive attitude* and *participation* are defined as productive and interactive engagement with classroom presentations and classroom dialogues throughout a full class session. You

cannot participate effectively if you are not focused on the subject matter while in the classroom. Consequently, the student is expected:

- To come to class with a constructive point of view, prepared to interact with the readings and resources on the course topic in discussion groups and classroom dialogues.
- To dress appropriately and in accordance with the NOBTS Student Handbook (i.e., *no ball caps or flip-flops*).
- To turn off cell phones and not to accept any phone calls during class.
- To use laptops, iPads and other electronic devices appropriately to enhance class participation and abstain from social media (i.e., Face Book, messaging, etc.) and ministry responsibilities (e-mails, web site updates, etc.) during class sessions.

**Netiquette:** Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

### **Help for Writing Papers at “The Write Stuff”**

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

### **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

### **Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System  
NOBTS.Blackboard.com.

3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc](http://www.NOBTS.edu/itc) - General NOBTS technical help information is provided on this website.

### Grading Scale

A 100-93      B 92-85      C 84-77      D 76-70      F 69 and below

### Course Evaluation

The professor will prescribe a grade based upon the student's satisfactorily completion of the following:

Individual Presentation/Handout	20%
CE Major Player Annotated List	15%
Historical Paper	30%
Annotated Timeline	15%
Textbook Reading	10%
Class Participation	10%

### Course Schedule

#### Overview of the Week

- Monday | 2-5pm & 6:30-9pm
- Tuesday-Thursday | 8:30am-11:30am & 1-4pm
- Friday | 8:30-11:30am

#### Day 1

- Syllabus Overview
- Why Historical Foundations?
- Education in the Ancient World
- Education in the Early Church

#### Day 2

- Education in the Medieval Church
- Education in the Renaissance
- Lab Time
- Education in the Reformation
- European Origins of Modern Education

#### Day 3

- Christian Education in "Modern Europe"
- Christian Education in Colonial America and the 19th Century
- Education in 20th Century
- Lab Time
- Presentations

#### Day 4

- Education in 20th Century and Today
- The Future of Christian Education
- Lab Time
- Presentations

#### Day 5

- Presentations

## Research Paper Topics

### **Possible topics include:**

- The Sunday School Movement
- Horace Bushnell: Father of Christian Education?
- Christian Higher Education (colleges, universities)-Derailed or On the Rail of Christendom?
- Religion in Public Schools (From Founding Principles to Current Debate)
- Chautauqua Movement
- Christian Schools
- Homeschools - Past and Future
- Para church Children's or Youth Ministry (e.g., Young Life, FCA, etc.)
- Evolution of and Current Issues with Church-based Educational Ministries
- Christian Education as a Profession

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