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CE / YM 602 Professional Foundations

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CE/YM 602 "Professional Foundations"
Harold W. Burgess #2304
Change Dates and Calendar
Will be offered in similar format for Spring 2001

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

Models of Religious Education: Theory and Practice in Historical and Contemporary Perspective, Harold W. Burgess

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)

February 15 (seminar presentations)

- 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

Sophia Fahs

William Clayton Bower

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 Gaebelin

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

