Foundations of Religious Education

REGR 6424  Dr. Kieran Scott
Fall 2017  Fordham University
Thursday 5pm-6:50pm  GSRRE
3 credits

First day of class is Thursday, August 31.

Description

This course probes and provides foundational categories for analyzing the practice of religious education. The historical origins and contemporary foundations of the field are explored and uncovered. The philosophical, psychological, religious and educational underpinnings of the enterprise are examined. Classical and contemporary models of religious education are compared and contrasted in terms of their conceptual framework, nature, forms and developmental patterns.

Objectives

- To critically examine and problematize the domesticated meaning of religious education across the globe.
- To trace the historical origins of the field of religious education and the pivotal turning points in the movement.
- To explore the educational foundations and framework of religious education and patterns of educational development.
- To explore the religious foundations of religious education and patterns of religious development.
- To examine major twentieth century philosophical currents that have impacted the identity and the development of religious education.
- To critically examine contemporary forms/models of religious education and their inter-relationship.
- To explore patterns of religious education development.

Required Texts


USCC, National Directory for Catechesis (USCC) (R)[ISBN: 1574554433]
A series of required articles are on Ares in Walsh library: password: guinness [http://reserves-ares.library.fordham.edu/ares/]
See under (R) throughout course outline.

Additional resource readings are included in each section of the course outline and in the selective bibliography. In light of the intensive time-frame of this course, students are strongly encouraged to read the required texts, before class begins.

Course Requirements

1. Engage texts and assigned readings, active participation in class, with group presentations (10% of grade).

2. An (8) page reflective essay (double-spaced) (40% of grade).
The essay is written in response to topic questions assigned in conjunction with themes of the course.

   The essay should demonstrate careful reading and appropriation of required texts and incorporation of insights that have emerged as a result of class presentations and discussions. Student viewpoints are welcome but they must be informed by the assigned texts / readings.

3. a) A twelve (12) page paper (double spaced) to be submitted no later than, December 7, 2017, (50%).

   Choose one of the following texts (or one in consultation with the professor) and address its accompanying question:
   a) Osmer, Richard R. The Teaching Ministry of Congregations. Louisville: Westminster John Knox, 2005. Osmer proposes four frames for understanding the teaching ministry. How would these frames be insightful for understanding your educational ministry?
   What is Foster’s understanding of religious education (its scope, purpose, foundations, forms), and how would this understanding be insightful for your educational ministry?
   Brueggemann see in the (Biblical) Canon a model for biblical education. How would this model be insightful for the church’s educational work?
   What model and understanding of (Christian) religious education do you find in Moore's book, and how is it insightful for your life and ministry?
   f) Melchert, Charles F. Wise Teaching: Biblical Wisdom and Educational Ministry. Harrisburg: Trinity Press 1998. Melchert brings together the biblical wisdom tradition and modern educational theory in this text. Describe and analyze how his efforts can be insightful for the practice of your educational ministry.
Describe and analyze how Mongoven lays out the symbolic and prophetic process of catechesis, and how these insights would enable your educational work.


Describe Groome’s vision for educating and growing disciples and how those insights would be insightful for your educational ministry.


or

b) A fourteen to fifteen (14-15) page research paper (double spaced) on a particular aspect of the course. (50%) Consultation with professor required. **Submitted no later than December 7, 2017**

Work submitted after the due date will be reduced ½ a grade.

Please attach a stamped, self-addressed envelope for return of final paper.

All written work for the course should demonstrate clear organizational structuring of ideas, thoughtful engagement with assigned and recommended reading materials, incorporation of one's own new learnings, and attention to basic grammar, spelling, punctuation, and style.

**Office Hours:** Tuesday: 3:30pm-5:00pm; Thursday: 3:30pm – 5:00pm; and by appointment.

**Home Phone:** (973) (310 -3621) (M-Th. 9:00am – 5:00pm); Office Phone (718)(817-4817) Keating 303K

**E-mail:** kieranscott@yahoo.com

**Address:** 115 Cornell Avenue, Hawthorne, NJ. 07506-1120.

**Notice:** Please turn off all cell phones, pagers and tape recorders during class.

**Grades**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Numerical Equivalent</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0 Excellent. Honors-level work</td>
</tr>
<tr>
<td>A-</td>
<td>3.7 Still excellent</td>
</tr>
<tr>
<td>B+</td>
<td>3.3 Very good. High level of performance</td>
</tr>
<tr>
<td>B</td>
<td>3.0 Good. Solid and above average performance</td>
</tr>
<tr>
<td>B-</td>
<td>2.7 Good Still above average</td>
</tr>
<tr>
<td>C+</td>
<td>2.3 Average level of performance</td>
</tr>
<tr>
<td>C</td>
<td>2.0 Satisfactory, acceptable performance</td>
</tr>
<tr>
<td>C-</td>
<td>1.7 Minimally acceptable</td>
</tr>
<tr>
<td>F</td>
<td>0.0 Failure. Inferior performance</td>
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**Course Outline and Readings**
1. **Introduction**
   a) Overview of the course, aims, requirements
   b) Questions and theses to begin
   c) Shifting paradigm - method, process, framework, aim, languages.
   d) Context of Reflection - time (postmodern) and place (international)


Gabriel Moran, Religious Education as a Second Language, chapt. 1 (req)

John Westerhoff, ed. *Who Are We? The Quest for a Religious Education* chapt. 1,13,17.

Thomas Groome, “Religious Education and Catechesis – No Divorce, for the Children’s Sake”, *The Furrow* Nov. 53, 2002:587-598. (R)

Dwayne Huebner. ”The Language of Religious Education”, in Padraic O'Hare, ed. Transformations and Tradition in Religious Education, pp87-111.

Walter Brueggemann, "The Legitimacy of a Sectarian Hermeneutic: 2 Kings 18-19", in Education for Citizenship and Discipleship, ed. M.C. Boys, Chap. 1 (handout)

Cecelia P. Regan,”What’s in a Name?” Church, Winter 2008:51-53. (R)


Kieran Scott, “A Middle Way: The Road Not Traveled”, The Living Light 37,4,2001: 37-44. (R)


2. Historical Origins and Contemporary Quest for Religious Education

   a) The birth of the movement (1903)
   b) The Inward Turn: Christian Education (1935-40)
   c) The Search for a Second Language and International Conversation (1975-2013)

Maria Harris and Gabriel Moran, Reshaping Religious Education, Chap. 11 (req)
Mary C. Boys Educating in Faith, Chapts.3 and 4 (req)
Mary C. Boys, "Religious Education: A Map of the Field", in Education for Citizenship and Discipleship, ed. M.C. Boys, Chap.4 (R)
Harold Burgess, An Invitation to Religious Education, Chaps. 2-5.
Gabriel Moran, Interplay, Chapts 2 and 3.
Gabriel Moran, Religious Education as Second Language, Chap. 9. (req)

3. Educational Foundations of Religious Education

   a) The nature of Education: The Search for a Contemporary language of education.
   b) Education's Problems: Excluding Women, Adults and the Religious.
   c) Forms of Education: Configurations and Contexts
   d) Teaching: Types and Forms of Speech
e) Patterns of Educational Development.

Mary C. Boys, Educating in Faith, pp. 158-165 (req)


Kieran Egan, Educational Development


Maria Harris and Gabriel Moran, Reshaping Religious Education, Chap. 1. (req).

Gabriel Moran, Showing How, Chapters 4,5,6,7.


4. Religious Foundations of Religious Education

   a) Theology and Religious Education: Obstacle or Contribution?; Mono or Multiple Religious Languages?
   b) Nature of the Religious: Plurality and Inter-religious
   c) Patterns of Religious Development.

Mary C. Boys, Educating in Faith, pp.200-201(req).


5. **Philosophical Foundations of Religious Education**

   a) Roman Catholic and Protestant Philosophies of Religious Education.
   b) Three themes in twentieth century philosophy - meaning, liberation and relation.
   c) Three themes in postmodern philosophy - ambiguity, plurality / the other, imagination.


6. **Contemporary Meanings and Models of Religious Education**

   a) The Catechetical Form: Religious Socialization / Christian Nurture: Model One
   b) The Revisionist Form: (critical) Theology and (critical) Education Intersect: Model Two.
   c) The Integrationist Form: Two Faces of Religious Education and its various languages of teaching: Model Three.
   d) Patterns of Religious Education Development.

a) **The Catechetical / Christian Nurture Form**

   Avery Cardinal Dulles, “Historical Models of Catechesis”, Origins 37, 22, Nov 8, 2007. (R)
   The Catechetical Documents : A Parish Resource - selective chapters, especially 4,5, 6 and 13.
   Congregation for the Clergy, General Directory for Catechesis
Mary C. Boys, Educating in Faith, pp. 80-106; 131-138.(req).
Berard Marthaler, "The Modern Catechetical Movement in Roman Catholicism", Religious Education 73,5 - s, 1978:77-91.
Kieran Scott, "a Middle Way: The Road Not Traveled", The Living Light 37,4, 2001:37-44.
Maria Harris and Gabriel Moran, "Teaching the Way", in Reshaping Religious Education, Chap. 3(req).
Thomas H. Groome, “Total Catechesis/ Religious Education: A Vision for Now and Always”, in Thomas H. Groome and Harold D. Horell (eds), Horizons and Hopes,1-29
Horace Bushnell, Christian Nurture
Jack Seymour and Donald E. Miller, Contemporary Approaches to Christian Education
John Westerhoff, Will Our Children Have Faith?
Kendig Cully, “Two Decades of Thinking Concerning Christian Nurture, Religious Education 54,6,1959:481-489

b) The Revisionist Form

Mary C. Boys, Educating in Faith, Chap.8 (req).
Thomas Groome, Sharing Faith, Chap.4 (req)(R).
Thomas Groome, Will There Be Faith?
Mary Elizabeth Moore," A Traditioning Model of Education", in Education for Continuity and Change, pp.121-146.
Jack Seymour and Donald E. Miller, "Faith Seeking Understanding", in Contemporary Approaches to Christian Education, Chap.6.
Owen F. Cummings," Toward a Post liberal Religious Education", The Living Light, Spring,1992: 315-324.(req)

**c) The Integrationist Form**

Gabriel Moran, Religious Education as a Second Language, Chaps. 6 and 9 (req).
Gabriel Moran, "Religious Education after Vatican II", in David Efroymson and John Raines, eds., Open Catholicism, pp.151-166.
Gabriel Moran, “Revealing - Believing as Teaching – Learning”, Believing in a Revealing God, Chapter 7
Maria Harris and Gabriel Moran, "The Aims of Religious Education", in Reshaping Religious Education, Chap. 2 (req).
Kieran Scott, "Continuity and Change in Religious Education: Building on the Past, Re-imagining the Future", in Oliver Brennan (ed), Critical Issues in Religious Education (Veritas, 2005):79-98. (Req.)

**d) Patterns of Religious Education Development**

Selective Bibliography

Astley, Jeff and Leslie Francis.eds., 


Brennan, Oliver (ed) 


Bushnell, Horace. 


Egan, Kieran. 

Foster, Charles. 

Foster, Charles. 
From Generation to Generation, Cascade, 2012.

Heft, James L. (eds ) 

Lane, Dermot. ed., 


Moran, Gabriel. 

Nelson, C. Ellis. 

Miller, Randolph C. 

Pazmino, Robert W. 
Principles and Practices of Christian Education: An Evangelical Perspective, 

Sawicki, Marianne. 

Seymour, Jack.ed., 


