**Curriculum and Religious Education**

REGR 6140       Professor: Dr. Kieran Scott  
Spring 2016       973-310-3621 (H)  
Tuesday 5:00pm -6:50pm       718-817-4817 (W)  
Class begins January 19th 2016 
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**Course Description**

The course is an exploration of the what, who, where, when, why, and how of curriculum design in religious education. The various philosophies, principles and processes of curriculum formation are critically examined. It addresses the central question and activities of curriculum designers, namely, what educative content do we make accessible to what learners under what governing structure? This highlights the impact on the religious education curriculum of the nature of content, the teaching processes, the readiness of learners, and the social-political arrangements in the diverse educational settings.

**Objectives**

- To critically examine and problematize the current reductionist meaning of the curriculum.
- To constructively develop a wider and deeper meaning of curriculum, and in particular the curriculum of religious education.
- To uncover the three curricular operative in all educative settings, with particular attention to issues of race, sex, class, multi-cultural, multi-religiousness.
- To develop principles for curriculum and design.
- To critically examine an array of curricular ideologies.
- To reground and develop a comprehensive meaning of teaching.
- To explore multiple languages of teaching, multiple teaching forms and their appropriate educative setting.
- To identity and critically reflect on an array of educational forms and curricular designs in formal religious settings.
- To explore the form and function of evaluation in curriculum design in a plurality of educative life-forms.

**Required Readings**


Recommended Readings


Course Requirements and Assignments

1. Class attendance, participation and readings. Assigned readings, texts and bibliographical resources will facilitate, strengthen and enrich class discussion. Students are expected to come to class prepared to share insights, critical reflections, engage in group discussion and offer personal experience as they relate to the course topics. (10% of grade)
   Students with three (3) unexcused absences will forfeit the 10%.

2. Mid-Term paper.
   Do an in depth study of one of the (major) published (print or visual) curriculum materials. Address a selection of the following issues: religious/ theological foundations, vision of the aims of education, ideological presuppositions (gender, race, class, sexual orientation, ecology), view of the teacher and learner, and the teaching and learning processes etc. Materials can be church or non-church sources. Paper should be 10 pages.(40% of grade) Due March 08, 2016.

2. Final Paper.
   Write a research paper on a topic relating to curriculum theory with application to and showing implications for the work of religious education in a church or non-church setting. Paper should be 12-15 pages. Prior approval needed. Complete project proposal: due April 19, 2016. Paper due May 10, 2016 (50% of grade).

Include a stamped self-addressed envelope with your final paper.

All work should demonstrate clear organization structuring of ideas, thoughtful engagement with reading materials, incorporation of own convictions, and attention to basic grammar, spelling, style etc.

Hard copies of all assignments are required.
Grades
Letter   Numerical Equivalent
A       4.0 Excellent. Honors-level work
A-      3.7 Still excellent
B+      3.3 Very good. High level of performance
B       3.0 Good. Solid and above average performance
B-      2.7 Good. Still above average
C+      2.3 Average level of performance
C       2.0 Satisfactory, acceptable performance
C-      1.7 Minimally acceptable
F       0.0 Failure. Inferior performance

Plagiarism: See, A Student Guide book(GSRRE)

Notice: Please turn off all electronic devices (cell phones, pagers, tape recorders) during class.

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Course Outline

Each section contains selective, targeted readings. Full references are in the Bibliography.

1. **Introduction**
   
   **Conceptual Problem – reductionism**
   
   G. Moran, 2007, Fashioning A People Today, Chap.2; M. Harris, 1989, Fashion Me A People, Chapter 2, and “Isms and Religious Education” (CP#1);
   

2. **Meanings, Concepts and Types of Curricula**
   
   a) The meanings of curriculum
   
   b) A definition of curriculum
   
   c) Normative and descriptive curriculum theory
d) **Curriculum and Teaching: Distinguish and Relate**
Dwayne Hubner, “Curriculum…with Liberty and Justice for All” (CP#3).

3. **Curricular Orientations**
   a) *The three curricula* - explicit, implicit, null.

Elliot Eisner, Chapter 4; Maria Harris, British Journal of Religious Education, 1989 (CP#6); Russell Moy, 2000 (CP#4); Gary Chamberlain, 2000 (CP#5); 17 Pope Francis, *On Care for Our Common Home* (USCCB, 2015); Howard French, 2002 (CP#7); Richard Rothstein, 2001 (CP#8); Mary Hess, 1998; Hosffman Ospino, 2011; Elizabeth Vaillance, “Hiding the Hidden Curriculum”, Curriculum Theory Network; Patrick Slattery, Curriculum Development, Ch. 6.


b) **Metaphorical Roots of Curriculum design**

Herbert Kliebard (CP#9); Dwayne Huebner, 1985 (CP#10); Neil Postman, 1979, *Teaching as a Subversive Activity*, Chap. 8; George Lakoff, *Metaphors We Live By*; Henry Perkinson, “The Three Metaphors for Education”, in *Learning from Our Mistakes*.

c) **The Tyler Rationale- reappraised**

Elliot Eisner, Chapter 5; Decker Walker and Jonas Soltis, Chaps. 5&6.
d) Curriculum Ideologies

Elliot Eisner, Chapter 3; Michael Apple (CP#11); William B. Kennedy (CP#12), William Pinar; Cindy Kissal –Ito (CP#15); and Gabriel Moran, “Religious Education Towards America” (CP#14); Michael Winderip (CP#13).

4. Principles of Curriculum and Design

a) Central organizing principle: Education and Religious

Gabriel Moran; D. Campbell; Wyckoff (CP#16) and Nicholas Burbules, “The Tragic Sense of Education”, 1990; Cullen Murphy, “The Certainty of Doubt”. (CP#34); Julia Beard, “Doubt as a Sign of Faith”.

b) Dimensions of Curriculum Design

Elliot Eisner, Chapter 6; Gabriel Moran, Fashioning A People Today, Chap.2.

c) Percolating: Aesthetic and Justice

Barbara Withers (CP#17); & Elliot Eisner; Gabriel Moran, Fashioning A People Today, Introduction.

5. Teaching as Showing How

a) Regrounding “to teach” in everyday and everyone.

Gabriel Moran. Showing How, Chapter 2.

b) Multiple languages of teaching; multiple teaching forms and approaches

Gabriel Moran, Chapters 4-8; Lucia Perillo (CP#26), Mark Taylor (CP#29) and Neela Banerjee (CP#27); Nicholas Lash, “Teaching or Commanding?” (CP#28); Congregation for Catholic Education: Letter (CP#33). Cullen Murphy, “The Certainty of Doubt” (CP#34), and “Inquisitions”; Brendan Hyde; Kieran Scott, “Problem of Paradox: Teaching the Catholic Religion in Catholic Schools.” (CP#36)

c) Teaching artfully, morally, revelationally.
Gabriel Moran. “Teaching Morally, Teaching Morality”, Showing How, Chapter 9 and “Revelation as Teaching – Learning” (CP#30) and “Revealing - Believing As Teaching – Learning”, in Believing in a Revealing God, 151-172 (CP#31).

6. **Curricular Sources and Influences**

a) *The traditions – to inherit and reform: The world of wisdom*

Dwayne Huebner, “Toward a Remaking of Curricular Language,” and “Curricular Language and Classroom Meanings” (CP#19). William O’Malley (CP#32); Gabriel Moran; Mary Boys (CP#22); Mary Jo Osterman. (CP#23); Michael Whalen (CP#24); and USCCB (CP#25).

b) *The educatee – to transform: The world of the learner*

c) *The social – public world – to mend: The world of the public*

7. **Educational Forms and Curricular Designs**

   a) *Forms of Community – Koinonia:* Moran, Fashioning A People Today, Chapter 3; Harris, Fashion Me A People, Chapter 4.

   b) *Liturgy and Work – Leiturgia:* Moran, FPT, Chapter 4; Harris, FMP, Chapter 5; Groome, Sharing Faith, Chapter 12; Pico Iyer, “The Joy of Quiet”.(CP#35); Robert Starrett.

   c) *Proclamation and Witness – Kergyma:* Moran, FPT, Chapter 5; DeBona, Brueggemann.

   d) *Teaching and Doctrine – Didache:* Moran, FPT, Chapter 6; Harris, FMP Chapter 6.

   e) *Compassion and Service – Diaconia:* Moran, FPT, Chapter 7; Groome, Chapter 13, and; Harris, Chapter 8; Butkus
8. **Evaluation of Curriculum Design** The form and function of evaluation
   Elliot Eisner, Chaps.9 &10, Educational connoisseurship and criticism
   Dwayne Huebner, “Curricular Language and Classroom Meanings”(CP#19), and
   “The Leadership Role In Curriculum Change.”

   **Bibliography**

   1. **Curriculum: Public Education**


2. *Curriculum: Church Education*

35. Moran G. “Revelation as Teaching –Learning”, BothSides, Chapter 8. (CP)
40. USCCB, Welcoming the Stranger Among Us, Unity and Diversity, 2000.
52. Tilley, Terrence W., Inventing Catholic Tradition (Orbis, 2000).
60. Parett, Gary and S. Steven Kang. Teaching the Faith, Forming the Faithful for Education in the Church (Downers Grove, Il.: Intervarsity, 2009).  
62. Scott, Kieran. “Problem or Paradox: Teaching the Catholic Religion in Catholic Schools”. In Global Perspectives on Catholic Religious Education in Schools, (eds.) Michael Buchanan and Adrian-Mario Gellel (Springer, 2015).  
64. Pope Francis. On Care for Our Common Home (USCCB, 2015)
Project Proposal

Name______________________________________ Date______________

Title of Project:

Rational for the Project:

Description for the Project:

Initial resources for the Project:

Professor___________________________________ Date______________

Accept_____________ Revise________________ Reject_______________