Special Issues in Religious Education

REGR 7230
Summer 2015
Dr. Kieran Scott
Fordham University, GSRRE
Monday June 15 – Friday June 19: 10am – 4:30.
Class starts Monday, June 15, 2015, 10am.
kieranscott@yahoo.com

Course Description

This course is an in-depth but selective study of three key issues in the field of religious education. Its focus is the systematic treatment of: 1. An exploration of teacher-learning as the practice of revelation; 2. The nature, direction and scope of (religious) development; and, 3. The meaning of professional and its link to the professional identity of the religious educator. The three themes will be examined within the context of the current challenges facing church and culture.

Objectives

• To investigate three distinct and inter-related categories central to the field of religious education, namely, revelation, development and professional.
• To explore revelation as a foundational category for contemporary religious and inter-religious discourse.
• To identify revelation in the practice of teaching-learning.
• To acquire a historical understanding of the modern idea of development.
• To re-situate the meaning of development in context of philosophy, religion, ecology and (home) economics.
• To develop a grammar, pattern and stages of religious development.
• To explore how the meaning(s) of professional has shifted over the centuries.
• To investigate the nature, function and professional identity of co-workers in the practice of church education.
• To unveil the meaning of “Religious Education Profession”.

Course Text

A comprehensive course pack of required readings will be distributed in the first class. The course pack of readings will also be placed on e-reserve. Password access is: specialq.
A selective but extensive set of readings in the bibliography will also be required and proposed for research.

Pedagogical Process

1. Students are expected to attend all classes. This is especially important in light of the intensive nature of the course. 2. The educative design is a dialectical
conversation, structured to actively engage the contribution of each participant. It is a lecture/ seminar format.

Course Requirements and Assignments

1. The expectation for this intensive summer course is that students do extensive readings of the required readings (course pack) before class begins and some elective readings in the Bibliography.

2. Class attendance, participation and readings: thoroughly engage the assigned readings for each session and actively participate in class.

3. Course Project: Select one of the course themes and complete a 15-18 page research project on it. Project is due July 22, 2015. Please include a stamped self-addressed envelope with your project. Assignments submitted after July 22 will be reduced ½ a letter grade.

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

Contact Information

Home Phone: (973)(310 -3621) (M-F: 9am-5pm); Office Phone (718)(817-4817) Keating 303M
E-mail: kieranscott@yahoo.com
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>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>
Themes and Course Readings

A. Teaching – Learning as the Practice of Revelation

B. The Nature, Direction and Scope of Religious Development

11. Harris, Maria, “Development and Gender”, in Maria Harris and Gabriel Moran, Reshaping Religious Education, 74-88 ® (req) (CP).

C. **Profession, Professionalism and Church Education**

1. Bledstein, Burton. The Culture of Professionalism. Chap.3
22. Moran, Gabriel. Professionalism, Friend or Foe”, Education Toward Adulthood, chap.7 ® (req) (CP).