



**ED 645/TH 645 FAITH, LEARNING & CULTURE**  
**SYLLABUS – Fall 2006**

**Instructor:** Joseph C. Hassey, PhD

**Class Times:** Thursday, 6:30 – 9:30 pm

**Class Location:**

**Email:** [jhassey@auc-nuc.ca](mailto:jhassey@auc-nuc.ca)

**Office Phone:** 410-2918

**Office Hours:** I am regularly in the office (Room 719) from 8:30 am 4:00 pm every day.  
 It is generally best to make an appointment with Shelly Sylvester, my assistant, if I am not in the office.

**Home Phone:** 232-6695 (Please do not call after 9:00 pm)

**I. COURSE DESCRIPTION:**

This course is considered a “Special Topics” course and is intended to be an upper level seminar for students with some background in the areas of education and theology. The “integration of faith and learning” is a phrase frequently used to describe the distinctiveness of Christian higher education though the concept has relevance to a much broader range of formal and non-formal educational settings. This course will evaluate the validity and criticisms of this concept and will seek to address a number of the related philosophical, theological, and historical issues discussions of education and educational practice. As a result, the course seeks to focus on the intersection of issues related to faith, learning and culture.

As a seminar course, the agenda will be determined largely by the needs and interests of the students. The potential topics to be addressed are as follows:

Theological, Philosophical, and Historical Issues

The role of religion in education

The role of religion in culture

The nature of theological thinking and education

Is the integration of faith and learning possible?

Current issues and tensions with faith, learning and culture

Is it Christian education or baptized paganism?

To what extent is schooling a form of religious schooling?

## II. COURSE TEXTBOOKS

*There are no required textbooks for this course. Individual books will be recommended for purchase and/or study based on your specific areas of interest.*

## II. COURSE LEARNING OUTCOMES:

AT THE COMPLETION OF THIS COURSE,

1. you are expected to possess a broader and deeper understanding and appreciation of how religion and theology has shaped education throughout history;
2. you are expected to possess a broader and deeper understanding of how educational assumptions and practices are shaped by theological and/or philosophical understandings as well as contemporary culture;
3. you are expected to be able to engage in significant theological reflection and to exercise informed judgment in the evaluation and assessment of educational ideas, methods and programs.

In addition to these three course learning outcomes you will be required to develop two additional learning outcomes that relate to your personal interests. These are to be identified and approved by the instructor prior to the third class session.

## III. HOW THESE LEARNING OUTCOMES WILL BE ASSESSED:

Students will be expected to do the following:

1. *Attend class* and be prepared to engage in relevant participation individually and collectively. Participation will be monitored by the instructor and is factored into the final course grade.
2. *Complete "supplemental" reading assignments.* Since there is not a required text for this course, the reading will include materials handed out by the instructor and relevant materials of your choice. In this course you are expected to read at least 1500 pages. At the end of the semester you will need to provide a bibliography indicating all of the readings done as a part of this course and exclusive of readings done for other courses. *Due date: Thursday,*
3. *Verbal Presentation on a specific book(s) or research interest.* Every student in class is responsible for a substantive presentation in class, a presentation on your specific area of research or on books of particular relevance to this course. The schedule for these presentations and the length of time to be allocated for this presentation will depend on total course enrollment. *Due date: tba*

4. *Prepare and produce a research paper* of 12 to 15 pages in length (exclusive of title page and bibliography) on a topic of your choice and approved by the instructor relating to the issue of faith, learning and culture. Research papers for this course are to be submitted using the guidelines outlined by Turabian 6<sup>th</sup> Edition using the parenthetical reference (PR) style as outlined in Turabian (10:1 to 10:18). *Due date: December 20e*

#### IV. INSTRUCTOR'S EXPECTATIONS AND ACADEMIC POLICIES:

- A. *Course grades.* The final course grade will reflect the assignments weighted roughly in following manner: *attendance and participation* (15%); *reading assignments* (20%); *verbal presentation* (25%); *research paper* (40%). Each of these assignments will receive a letter grade. The *grading scale* used for all CTS courses is as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	Excellent
A	
A-	Good
B+	
B	
B-	Satisfactory
C+	
C	
C-	
D+	Minimal Pass
D	
F	Failure

- B. *Assignment due dates* are noted in the course schedule. As the course proceeds we may make adjustments based on the needs of the students.
- C. *Written assignments* may be submitted electronically but only those turned in on paper will be returned with comments.
- D. *Extensions* of time needed for individual assignments can be arranged with the instructor. Extensions of time needed to complete all course work after final examination week require approval by a faculty committee and can only be obtained prior to
- E. There are no *examinations* in this course.
- F. It is the responsibility of all students to become familiar with and adhere to *academic policies* of CTS as are stated in the Student Handbook and Academic Calendar.
- G. *Plagiarism and Academic Dishonesty Policy.* The seminary is committed to fostering personal integrity and will not overlook breeches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the seminary. Even unintentional plagiarism is to be avoided at all costs. Students are expected to be

familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Office of the Academic Dean.

## VI. CLASS SCHEDULE:

1. September 7 - Course Introduction
2. September 14 - History, Theology, Culture and Education Part 1
3. September 21 - History, Theology, Culture and Education Part 2
4. September 28 - Education as an Influencer of Culture and Society Part 1
5. October 5 - Education as an Influencer of Culture and Society Part 2 (GD)
6. October 12 - The Integration of Faith and Learning Movement
7. October 19 - The Integration of Faith and Learning Realities
8. October 26 - Theological Reflection on Education and Culture
9. November 7 - Doing Theological Reflection on Education and Culture  
November 9 - —No Class (Mid-Semester Break)
10. November 16 - Student Presentations
11. November 23 - Student Presentations
- ~~12.~~ November 30 - Student Presentations Presentations  
12.
13. December 7 - Student Presentations
14. December 14 - Class evaluation, Concluding comments

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