



### Class Objectives

- To experience the educational use of pop-culture and media for critical thinking exercises.
- To distinguish between propositional knowledge and personal knowledge.
- To grow in awareness of the effects of modernism and postmodernism on how people decide what is true.

### Key Terms:

- Epistemology
- Modernism
- Postmodernism
- Propositional and Personal

### Pre-lesson Recommended Reading:

- M. Anthony's *Introducing Christian Education*:
  - i. Benson, W. S. (2001). *Philosophical foundations of Christian education*.

## Human Development, Part 2

### I. "100 Years" by Five for Fighting

#### A. Lyrics

*I'm 15 for a moment  
Caught in between 10 and 20  
And I'm just dreaming  
Counting the ways to where you are*

*I'm 22 for a moment  
And she feels better than ever  
And we're on fire  
Making our way back from Mars*

*15, there's still time for you  
Time to buy and time to lose  
15, there's never a wish better than this  
When you only got 100 years to live*

*I'm 33 for a moment  
Still the man, but you see I am a they  
A kid on the way, babe  
A family on my mind*

*I'm 45 for a moment  
The sea is high  
And I'm heading into a crisis  
Chasing the years of my life*

*15, there's still time for you  
Time to buy and time to lose yourself  
Within a morning star*

*15, I'm all right with you  
15, there's never a wish better than this  
When you've only got 100 years to live*

*Half time goes by  
Suddenly you're wise  
Another blink of an eye  
67 is gone  
The sun is getting high*

*We're moving on...*

*I'm 99 for a moment  
And dying for just another moment  
And I'm just dreaming  
Counting the ways to where you are*

*15, there's still time for you  
22, I feel her too  
33, you're on your way  
Every day is a new day...*

*15, there's still time for you  
Time to buy and time to choose  
Hey 15, there's never a wish better than this  
When you've only got 100 years to live*

B. Discussion of the Song

C. Meta-Class the Use of Media

1. What it might look like in a Sunday school classroom
2. Importance of knowing our learners
3. The art of challenging people's assumptions

Please **PAUSE** the recording and complete the following **Activity** (6.1).

Take a few moments to name two or three recent formal or informal teaching opportunities you have had (Sunday school class, small group, dinner discussion, etc.). Briefly jot down answers to the following questions:

1. What are some of the pro's and con's of using media in each of these settings?
2. What are some styles of media (music, television, magazine, classic literature, etc.) that might be most effective in each of these settings for your learners?
3. What kind of experience might your learners have with the use of media in educational settings?
4. What kind of support and structure might you need to provide for your learners in each of these settings?

**II. Key Developmental Assumptions (Wilhoit & Dettoni, 1995)**

- A. Human beings are more similar to each other than dissimilar
- B. The essence of humanness is genetic, or wholly within our being.
- C. Patterns of human development are part of the nature of humankind.
- D. Patterns of development cannot be significantly altered.
- E. Development can be seen in several aspects of humanness.
- F. All human aspects interrelate and so must be understood holistically.
- G. Environment facilitates or represses development, but growth comes from within.
- H. Development is a matter of losing limitations.
- I. Development is a necessary part of fulfilling our humanness.

**III. Personal and Propositional Truth in Scripture:**

A. John's Gospel

- 1. "You shall know the truth, and the truth shall set you free" (John 8:32)
- 2. "I am the way, the truth, and the life" (John 14:6)
- 3. "He will give you another helper that he may be with you forever, that is the Spirit of Truth whom the world cannot receive" (John 14:16-17)
- 4. "Sanctify them in the truth. They word is truth" (John 17:17)

B. The personal and the propositional

- 1. Jesus does not just have truth, He embodies the truth.
- 2. Some people lean into the Gospel more personally; some lean into it more propositionally. Both must be present because "Jesus Christ has personified the very propositions we proclaim as the message of the Gospel."

**IV. Epistemology - "What is true? How do I know?"**

- A. The belief that there is no absolute truth is rampant in our culture, making epistemological questions and conversations more crucial.
- B. How should we respond to people who disagree or have questions about absolute truth?

**V. The Social Sciences and Educational Ministry:**

A. Quotes about Truth

- 1. "All truth is God's truth wherever it may be found." – Warren Benson (p.27)  
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2. “All knowledge to an experimentalist must be considered temporary and conditional. Indeed the word ‘truth’ is an equivocal term that is hazardous to use in experimental theory.” – Dewey in Benson (p.29)

B. Modernism

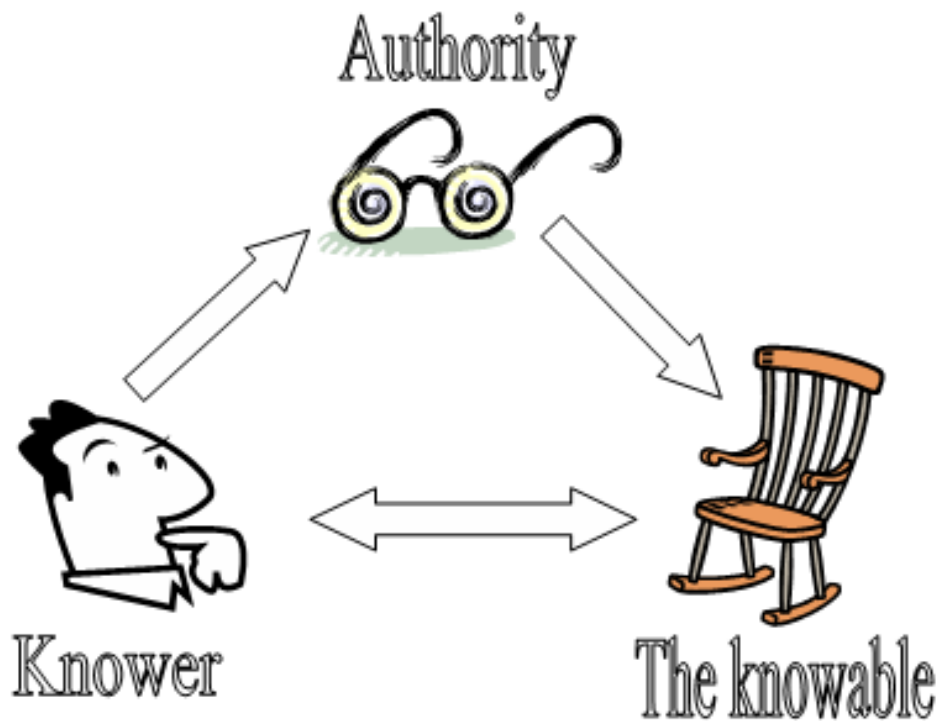
1. Modernists “tend to assume that properly functioning reason is capable of understanding everything and solving all theoretical and practical problems. . . . reason ought to be objective in the sense of being a detached observer.” – Benson (p.33)

C. Postmodernism

1. “The postmodernist believes that one’s identity and beliefs are contextual since they are based upon social and cultural norms. There is . . . no such thing as objective truth, even though some beliefs are more useful than others.” – Benson (p.33)
2. “Truth is not everywhere the same, because language is not everywhere the same and, once again, human existence is essentially linguistic and essentially historical.” – Richard Rorty 1990
3. “We need to think of the goal of inquiry and of life not as getting in touch with something which exists independently of ourselves, but as... self-formation, what Dewey liked simply to call ‘growth.’” – Richard Rorty 1997
4. “In particular, we need to see education not as helping to get us in touch with something non-human called Truth or Reality, but rather in touch with our own potentialities.” – Richard Rorty 1997
5. “If we believe that the Spirit of God is the only foundation of truth, we shall neither reject nor despise the truth wherever it shall appear... they are all superstitious who dare not borrow anything from profane writers.” – John Calvin
6. “All truth is from God, and consequently, if wicked men have said anything that is true and just we ought not to reject it for it has come from God.” – John Calvin

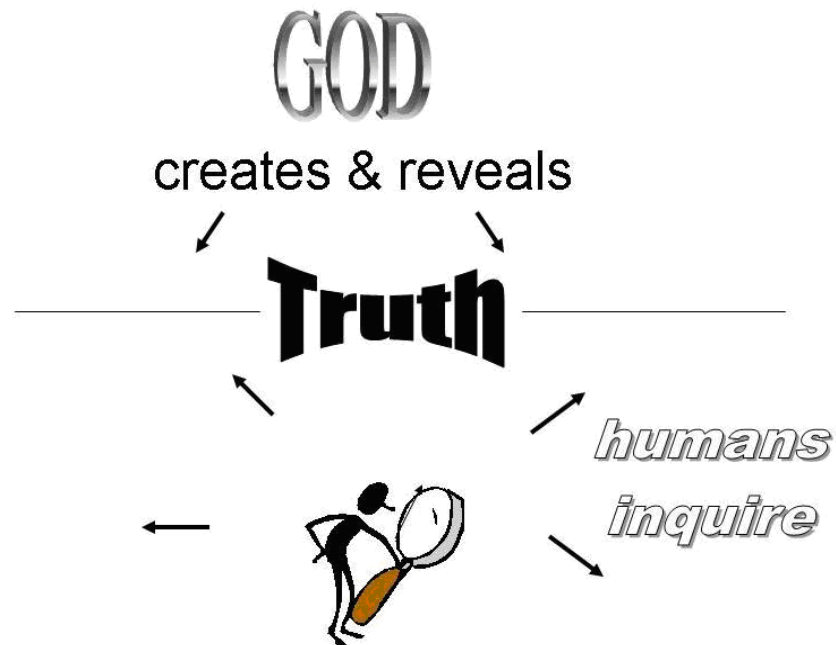
**VI. The Process of Knowing**

A. Knower/Authority/Knowable triangle



B. Epistemology illustration

Epistemology – What is true? How do I know?



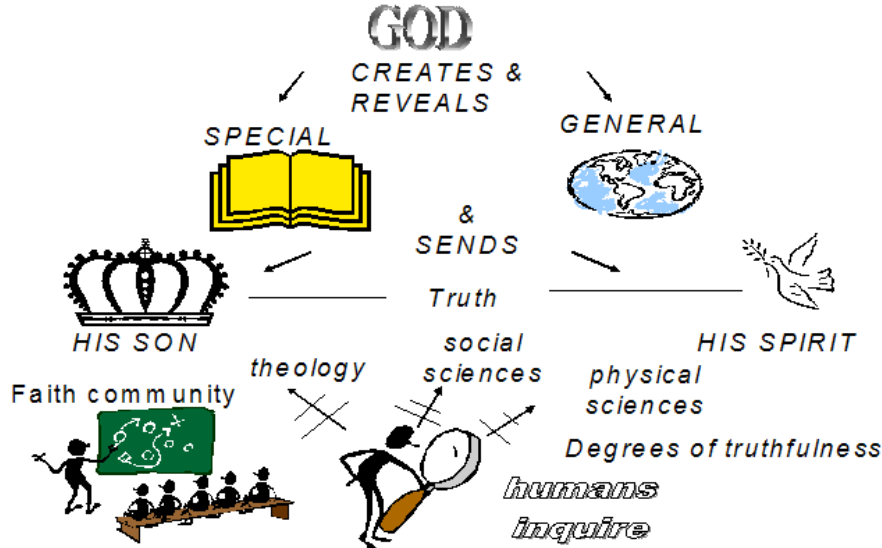
1. Observations about the illustration
2. Educator's role is to help people know truth
3. Assumptions embedded in this illustration:

God is the source of truth.

We can receive truth.

We can pursue truth.

B. Embellished Epistemology illustration



Please complete the following **Activity** (6.2).

List several ideas, concepts, or pieces of information you learned during this lesson, and a corresponding opportunity within which you could immediately apply what you learned.

<u>Ideas, concepts, and information:</u>	<u>Opportunities:</u>

VII. Questions for Consideration:

1. What are the possible differences between seeking to know truth and seeking to know God?

VIII. Bibliography:

1. Benson, Warren S. "Philosophical Foundations of Christian Education" in Anthony, Michael J., (ed.). *Christian Education: Foundations for the Twenty-First Century*. Baker Book House, 2001.
2. Calvin, John. (1509-1564) 1948. Commentaries on the Epistles to Timothy, Titus, and

Philemon; translated from the original Latin by William Pringle. Grand Rapids : Eerdmans.

3. Five for Fighting. "100 Years." *The Battle for Everything*. Columbia. 2004
4. Rorty, Richard. 1990. "The dangers of over-philosophication – reply to Arcilla and Nicholson." *Educational Theory* 40, no. 1. (p. 529)
5. Rorty, Richard. 1997. "Hermeneutics, general studies, and teaching." *Classic and Contemporary Readings in the Philosophy of Education*. ed. Steven M. Cahn. New York: McGraw-Hill. (p.525)
6. Wilhoit, James C., and John M. Dettoni, (eds.). *Nurture That Is Christian: Developmental Perspectives on Christian Education*. Baker Book House, 1995.