

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	HISTORIAL & PHILOSOPHICAL FOUNDATIONS FOR CHRISTIAN EDUCATION CHED 0551 1S (SEM “PARENT”) TYNDALE UNDERGRADUATE STUDENTS MAY ENROLL IN THIS COURSE UNDER THE FOLLOWING COURSE CODES: CHRI 2213 BS: EDUCATIONAL HISTORY & PHILOSOPHY CHRI 2213: EDUCATIONAL HISTORY & PHILOSOPHY
Date and Time	NOV. 21, 28; DEC. 5, 12, 19 5-THURSDAYS, 6:00 – 10:00pm SYNCHRONOUS ONLINE
Instructor	YAU MAN SIEW, PHD Telephone/voice mail: (416) 226-6620 Ext. 6750 Email: ysiew@tyndale.ca
Class Information	The classes will be livestreamed on five Thursdays from 6 – 10 PM. Office Hours: Thursdays 5:30-5:55 PM by appointment (email instructor).
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

This course provides an overview of the history of education from the classical Greek and Roman periods to postcolonial times. While the focus is on educational developments within Western civilization, prominent educators from the East (India and China) as well as Latin America (Brazil) will be studied. Students will be introduced to significant figures and some of their important ideas (and writings) that influenced the field of education. In addition, students will reflect upon selected biblical texts to establish a strong theological foundation for education. A major aim of this course is to develop a personal “pedagogical creed,” a Christian

philosophy of education that will serve as a framework for teaching and a seedbed for ongoing reflective praxis.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

- Identify the significance of the three branches of philosophy that impact education: metaphysics (study of fundamental nature of reality), epistemology (study of nature, origin, and limits of human knowledge) and axiology (study of the nature of value and valuation). Definitions from “leverageedu.com”
- Explain important core values related to:
 - (a) Educational philosophy: Idealism (Plato), Realism (Aristotle), Theistic realism (Aquinas), Pragmatism (Dewey), and Critical theory (Freire).
 - (b) Educational theory: Perennialism (Hutchins, Adler), Essentialism (Bagley, Ravitch), Romanticism (Rousseau), Progressivism (Kilpatrick, Dewey) and Critical Pedagogy (Freire).
 - Recognize a broad selection of the major historical figures that impacted the field of education, list their major ideas, and critique them from a biblical perspective.
 - Outline important passages in the Bible with important bearings on education.
 - Develop a personal philosophy of education, which serves as a beginning framework for teaching ministry.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Murphy, Madonna, *History and Philosophy of Education: The Voices of Educational Pioneers*. New York, NY: Pearson, 2006.

This book is out of print (Tyndale Library has a copy). I appreciate this book for the diversity of voices across a vast period of human history, with good introductions, and selections of primary sources.

Prof. Emerita Murphy, University of St. Francis, has generously offered the galley proofs of her book free of charge for this course. Selected chapters would be read.

Jessica Hooten Wilson and Jacob Stratman, [*Learning the Good Life: Wisdom from the Great Hearts and Minds That Came Before*](#). Zondervan Academic, 2022. Selected sections would be read.

Selection of articles, posted on course page.

B. SUPPLEMENTARY / RECOMMENDED READINGS

As you research for Assignments 2 & 3, along with Murphy (2006), you can also use these resources:

[Christian Educators of the 20th Century](#) (database of Talbot School of Theology, Biola University)
Palmer-Cooper, Joy A. and David E. Cooper. [The Routledge Encyclopedia of Educational Thinkers](#). New York, NY: Routledge, 2016.

[Infed.org](#) (the encyclopedia of pedagogy and informal education).

Philips, D. C. (Editor). [Encyclopedia of Educational Theory & Philosophy](#). Sage Publications, 2014.

Kurian, George Thomas and Mark A. Lampert (Editors). [Encyclopedia of Christian Education](#). Lanham, MD. Rowan & Littlefield, 2015.

Topping, Ryan N.S. (Editor), [Renewing the Mind: A Reader in the Philosophy of Catholic Education](#). Catholic University of America Press, 2015.

Guttek, Gerald L. *Historical and Philosophical Foundations of Education: A Biographical Approach*, 5th edition. New York, NY: Pearson, 2010.

Knight, George R. *Philosophy & Education: An introduction in Christian Perspective*, 4th Edition. Berrien Springs, MI: Andrews University Press, 2006.

_____. *Issues and Alternatives in Educational Philosophy*, 4th edition. Berrien Springs, MI.: Andrews University Press, 2008.

Keely, Barbara Anne. *Faith of our Foremothers: Women Changing Religious Education*. Louisville, KY: Westminster/John Knox Press, 1997.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

*exceptions with permission from professor

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community.

Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

1. Group Discussions of Primary Source Readings (grade percentage depends on Course code, p8)

You will complete assigned required readings and be prepared to engage meaningfully with fellow students in your group at each class. Students will take turns to lead, keep time, and another will take notes and report back. Group leaders will email a grade for each member of your group at the end of the discussion directly to the instructor, following the “grading rubric” below. These grades will be kept confidential. Your grade for this assignment is an average of your scores.

Grading Rubric¹

The weekly breakout discussion groups will be approximately 30-40 minutes long. The discussions have five purposes:

- To challenge students to develop their critical, thinking skills.
- To enable students to improve their skills in understanding, expressing and engaging with the key ideas in the readings.
- To empower students to foster ability in leading fellow students in discussion.
- To have students take responsibility for their fellow students' education by mutually supporting one another.
- To encourage students to listen respectfully, and to engage with views not their own.

Responsibilities of the student as group participant:

Having read the assigned readings, each student in the group should come prepared to discuss. For primary source readings, the questions are at the end of the readings. Come prepared to share on two questions.

For articles, possible questions to ponder are:

What struck you about the reading? What new and helpful insights did you find in the reading? Do you agree with the authors' views and arguments, why or why not? Having reflected on the readings, what have you learned about the specific topic in the discussion?

The student can also come up with his or her own questions.

¹ Adapted from John Kessler and Rebecca Idestrom; used with permission.

Before each discussion, each student needs to report to the group whether they have read all or only some of the assigned readings for that day. Their answer needs to be taken into consideration when assigning a grade.

After the discussion, the group leader will assign a participation grade for each member of the group and submit the grade by email to the professor (grade from 0 to 5, with 5 being highest). Email: ysiew@tyndale.ca.

Grade on the following criteria:

If the student's comments during the discussion reflected an informed reading of the assigned material, allocate a higher grade.

If the student has contributed their fair share (not too much, not too little), allocate a higher grade.

Consider a grade of 4.5-4.7 if the individual has excelled with respect to the above two criteria. Consider giving a grade of 3.7-4.0 if the individual has contributed capably with respect to the above two criteria.

If the student has dominated discussion in inappropriate ways, reduce their grade.

If the student has not contributed or contributed only minimally, reduce their grade.

If a student has contributed but their contributions were not informed by a careful reading of the material, reduce their grade.

Has the discussion led to a better understanding of the topic and readings and to a critical interaction with it? If not, reduce the grade.

If the student has not completed all the readings, reduce their grade.

The average grade should be between 3.0-4.3. If the student has excelled, give a 4.7. If their contribution is outstanding, give a 5. If the student's contribution is less than adequate, give a grade of 2.5 or below.

All grades are confidential (you may give fraction grades: e.g., 3.7).

2. Critical Responses (grade percentage depends on Course code)

You will prepare critical responses to TWO educational philosophers (not covered in lectures). These critical responses should include the following:

- (a) The philosopher's central themes (use these sub-headings: "metaphysics, epistemology, axiology")
- (b) A thoughtful critique from a biblical-theological perspective and/or insights, questions sparked by philosopher's themes
- (c) Two applications to your present or future ministry context

For guidelines in selection of educational philosophers for this assignment, see “note” below.

Length: 1-1.5 pages, single-spaced.

Due:

Critical Response 1: Dec. 5

Critical Response 2: Dec. 12

Grading criteria: Clarity of philosopher’s central themes, thoughtful critique and/or engagement (ideas, issues, questions sparked by themes) and meaningful applications to your context (as stated above).

3. Major Educator Project (grade percentage depends on Course code)

Write a paper on a major figure who has influenced the field of education. This person could be an educator, leader or philosopher from your home country, but not someone covered in lectures (see “note” below).

Read about this person to get an overview of major themes in his/her philosophy. Expand on this with one additional primary source (book) OR 4-5 journal articles. You can use one of the philosophers you selected in Assignment 2, and expand on what you did.

This paper should include the following:

- (a) Short biographical sketch.
- (b) An in-depth analysis of the person’s vision of human flourishing and educational philosophy (use sub-headings “metaphysics, epistemology, axiology”), with a thoughtful biblical-theological critique and engagement (ideas, issues, questions sparked by person).
- (c) Applications to your current or future teaching ministry.
- (d) Bibliography of cited works.

Length: 7-8 pages, single-spaced.

Due: Jan. 2, 2025

Grading criteria: posted on Moodle.

Note:

I focused on a few key philosophers in Murphy (2006) due to time constraints.

For your “Critical Responses” and “Major Educator Project,” select philosophers in Murphy (2006) we did not cover in the lectures.

Review “Contents” in Murphy (2006) and compare to philosophers covered in this course in “Course Schedule/Content” (pp. 9-10).

Suggestions (select philosophers related to your interest):

Confucius (552-479 BC, Chinese); Marcus Tullius Cicero (106-43 BC, Roman); Aurelius Augustine (354-430 AD, Christian); Hildegard of Bingen (1098-1179 AD, Medieval, Women); Christine De Pizan (1364-1430?, Renaissance, Women); Joahan Heinrich Pestalozzi (1746-1827, Enlightenment, Children); Friedrich Froebel (1782-1852; Children); Charles Eastman (Hakadah, 1858-1939) & Elaine Goodale Eastman (1863-1953, Native American-Indian); Benjamin Franklin (1706-1790, New World); Catharine Beecher (1800-1878, Women); Elizabeth Seton (1774-1842, Children); W.E.B. DuBois (1868-1964, Black); Mary McLeod Bethune (1875-1955, Black, Women); George Counts (1889-1974, Democracy); Ralph W. Tyler (1902-1944, Instructional Objectives, Educational Evaluation).

You can also select philosophers in the texts or weblinks in the “Supplementary-Recommended Readings” (p3).

4. Pedagogic Creed (30%, for CHED 0551 only)

Write a personal “pedagogic creed” (your “statement of beliefs-values in teaching”). This paper should have three sections:

- (1) Description of learners in your current ministry context (ages, needs, issues).
- (2) Outline educational and biblical values that undergird your “pedagogic creed” (use subheadings, “metaphysics, epistemology, axiology”). You should include insights from 3 philosophers and biblical foundations encountered in this course.
- (3) Applications to your ministry context (impact on learning outcomes, subject matter, instructional methods, learning environment, assessment).

Length: 5-6 pages, single-spaced.

Due: Dec. 19

Grading criteria: posted on Moodle.

Turnitin Text-Matching Software

Tyndale has a subscription to text-matching software called Turnitin. This software is used to ensure the originality of academic writing and to check that all of the sources used have been cited correctly. The instructor for this course will be using this software for the assignments that are submitted through your course resource page at classes.tyndale.ca. When you submit your assignment, you will see a summary of your submission, which includes the file(s) that you submitted as well as a similarity report generated by Turnitin.

Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based on completion of the following assignments (note your Course code)

Assignment/Course Code	CHRI 2213 BS CHRI 2213	CHED 0551
Small Group Discussions	20 %	15 %
Critical Responses	2X17.5 = 35 %	2X12.5 = 25 %
Major Educator Project	45 %	30 %
Pedagogic Creed (Educational Philosophy)	N/A	30 %
Total Grade	100 %	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

All assignments are to be submitted via the course page on classes.tyndale.ca by 11:55PM on the due dates. Late assignments will be penalized, with the reduction of 1 mark for each day late, inclusive of Saturdays and Sundays. Late work will be graded but will not receive any comments from the instructor. Your major project will adopt the Chicago or APA style (footnotes preferred), submitted in MS Word (preferred; PDF acceptable), with font size 12.

Students should also consult the current [Academic Calendar](#) for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aau@tyndale.ca) before proceeding.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

Nov.		
21	<p>Introductions, Syllabus & Assignments Covenant, community & culture of learning Why educational history & philosophy? “Metaphysics, Epistemology, Axiology”</p> <p>Teaching for redeemed Israel (Ex. 19: 1-6) Plato & Idealism (Ancient Greece) Discuss: Plato, Primary</p>	<p>Siew & Perlusio-Verdend (2005); Setran (2014) article</p> <p>Murphy, ch. 2, 13-16, 24-26; 31-33² Primary: Wilson & Stratman (2022), xii – xix; 26-31</p>
Nov.		
28	<p>Teaching in the new land (Deut. 6: 1-9) Aristotle & Realism (Ancient Greece) Discuss: Aristotle, Primary & Tozer in Philips (2014)</p> <p>Teaching in the kingdom (2 Chron. 17) Jesus, Master Teacher-Philosopher (Christian) Discuss: Jesus, Primary & Fredinando</p> <p>Siew, “My Pedagogic Creed”</p>	<p>Murphy, ch. 2, 39-41 Primary: Murphy, ch. 2, 42-46 Steven Tozer, “Essentialism, Perennialism, and the ‘Isms’ Approach” in Philips (2014), see p.3</p> <p>Murphy, ch. 4, 1-7 Primary: Murphy, ch. 4, 8-10; Ferdinando (2013) article</p> <p>Pyun (2017) article; Siew (2024), Wabash Center Blog Post</p>
Dec.		
5	<p>Teaching in the Prophets (Isa. 5) Thomas Aquinas & Theistic Realism (Medieval) Guest: Prof. Emerita Murphy (online) Discuss: Aquinas, Primary</p> <p>Teaching in Post-Exilic Israel (Neh. 8) Erasmus & Martin Luther (Renaissance/Reformation) Guest: Prof. Emeritus Victor Shepherd (online) Discuss: Erasmus, Luther, Primary</p>	<p>Murphy, ch. 5, 1-9, 24-28 Primary: Murphy, ch. 5, 28- 30 <u>Due</u>: Critical Response 1, Dec. 5</p> <p>Murphy, ch. 6, 1-7, 17-19, 23-26 Primary: Murphy, ch. 6, 20-22, 27-29</p>

² Numbers after the author refer to the pages to be read.

Dec.

- 12 Teaching in Early Church (Acts 2:42-47; Eph. 4:11-16)
Johann Amos Comenius (Post-Reformation) Murphy, ch. 6, 30-33
Primary: Wilson & Stratman (2022), 103-111
- Jean-Jacques Rousseau (Enlightenment)
Discuss: Rousseau & Comenius, Primary Murphy ch. 7, 159-167, 171-175
Primary: Murphy, ch. 7, 175-177
Due: Critical Response 2, Dec. 12
- Thomas Jefferson, Statesman-President-Scholar
(New World/Republic)-study on your own³ (Murphy, ch. 8, 216-218, 235-238,
Primary: Murphy, ch. 8, 239-241)-
read on your own
- Horace Mann (Republic)
Lawyer, Legislator, Common School
Discuss: Mann, Primary Murphy, ch. 9, 252-258, 259-262
Primary: Murphy, ch. 9, 263-265

Dec.

- 19 Teaching in the Early Church (Acts 20:17-38)
Booker T. Washington (Education for African-Americans)
Murphy, ch. 10, 4-11, 21-25
Primary: Murphy, ch. 10, 25-27
- John Dewey & Progressivism
(Education for Democracy)
Discuss: Dewey & Washington, Primary Murphy, ch. 11, 1-6, 8-12
Primary: Murphy, ch. 11, 13-15
- Paulo Freire & Critical Pedagogy
(Education for Global World & Social Reconstruction)
Discuss: Freire, Primary Murphy, ch. 12, 1-5, 21-26
Primary: Murphy, ch. 12, 26-28
- Review of Learning Journey
Due: Pedagogic Creed, Dec. 19
Due: Major Educator, Jan. 2, 2025

V. SELECT BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

³ To better understand Horace Mann, a knowledge of Thomas Jefferson is important. I do not have time to deal with Jefferson, a significant figure.

I have included some “classics” in the field.

- Adler, Mortimer J. *The Paideia Proposal: An Educational Manifesto*. Macmillan Publishing Company, 1982.
- Ambury, James M., Tushar Irani and Kathleen Wallace. [*Philosophy As a Way of Life: Historical, Contemporary, and Pedagogical Perspectives*](#). Newark: John Wiley & Sons, Inc., 2020.
- Anthony, Michael J., Estep, James R. and Greg Allison. *A Theology for Christian Education*. Nashville, TN: B&H Academic, 2008.
- Arzola, Jr., Fernando. [*Evangelical Christian Education: Mid-Twentieth-Century Foundational Texts*](#). Eugene, OR: Wipf & Stock Publishers, 2014.
- Astley, Jeff and Leslie J. Francis. *Diversity and Intersectionality: Studies in Religion, Education & Values*. Peter Lang Ltd., 2018.
- Astley, Jeff. *Teaching Religion, Teaching Truth: Theoretical & Empirical Perspectives*. Peter Lang Ltd., 2012.
- Bloom, Alan. *The Closing of the American Mind*. Toronto, ON: Simon & Schuster, 1987.
- Bruno-Jofrē, Rosa del Carmen. [*Democracy and the Intersection of Religion and Traditions: The Reading of John Dewey's Understanding of Democracy and Education*](#). McGill-Queen's University Press, 2010.
- Conyers, James L., Crystal L. Edwards and Kevin B. Thompson (Editors). [*African Americans in Higher Education: A Critical Study of Social and Philosophical Foundations of African Culture*](#). Gorham, Maine: Myers Education Press, 2020.
- Dewey, John. *Experience and Education*. Free Press, Reprint Edition, 1997.
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- Dunn, Sheila G. *Philosophical Foundations of Education: Connecting Philosophy to Theory & Practice*. Pearson/Merrill Prentice Hall (2005).
- Errante, Antoinette, Jackie M. Blount and Bruce A. Kimball (Editors). [*Philosophy and History of Education: Diverse Perspectives on Their Value and Relationship*](#). Lanham, MD: Rowman & Littlefield, 2017.
- Ferdinando, Keith. “Jesus, The Theological Teacher.” *Themelios*, v38n3 (2013), 360-374.
- Ford, Derek. [*Keywords in Radical Philosophy and Education: Common Concepts for Contemporary Movements*](#). Leiden; Boston: Brill Sense, 2019.
- Freire, Paulo. [*Pedagogy of the Oppressed*](#), 30th anniversary edition. Bloomsbury Academic, 2014. The 50th anniversary edition (2018) has been published.
- Gabelein, Frank E. *The Pattern of God's Truth*. Oxford, UK: Oxford University Press, 1954.
- _____. "Toward a philosophy of Christian education." In *Rethinking Education: Selected Readings in the Educational Ideologies*, ed. William F. O'Neill, 173-81. Dubuque, IA: Kendall/Hunt Publishing, 1983.
- _____. *The Christian, the Arts, and the Truth: Regaining the Vision of Greatness*. In Gutek, Gerald L. (Editor). *Philosophical, Ideological and Theoretical Perspectives on Education*, Second edition. New York, NY: Pearson, 2014.

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- _____. [*What Makes Education Catholic: Spiritual Foundations*](#). Maryknoll, NY: Orbis, 2021.
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- Hill, Brian V. *That We May Learn: Towards a Christian View of Education*. Paternoster Press, 1990.
- Hickman, Larry A. and Giuseppe Spadafora. [*John Dewey's Educational Philosophy in International Perspective: A New Democracy for the 21st Century*](#). Carbondale, IL.: Southern Illinois University Press, 2009.
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- Hodgson, Peter C. [*God's Wisdom: Toward a Theology of Education*](#). Louisville, KY: Westminster/John Knox, 1999.
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- Swanson, Judith A. [*The Public and the Private in Aristotle's Political Philosophy*](#). Ithaca, NY: Cornell University Press, 2019.
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