

DRAFT

Graduate Intensive

Dale P. Andrews Freedom Seminary at CDF's Proctor Institute

Samuel DeWitt Proctor Institute for Child Advocacy Ministry

July 18-21, 2022 Children's Defense Fund's Alex Haley Farm, Clinton, Tennessee

“Raising Democracy by Resurrecting Hope”

PLEASE READ ALL OF THIS SYLLABUS CAREFULLY

Please note: In order to receive credit for this course, you need to pay tuition to one of the participating seminaries, plus conference registration.

- *For persons attending the Proctor Institute and the Dale Andrews Freedom Seminary **in-person**, the registration cost is **\$125** which includes lunch and dinner from Monday through Wednesday, and only lunch on Thursday prior to departure. If you plan to fly to Knoxville, you can **register for a shuttle** from the airport to Clinton for **\$70 roundtrip**.*
- *After you register, you will receive an email with your confirmation and information about how to make reservations at area hotels that have arrangements with the Proctor Institute. Lodging at area hotels has been averaging about \$50/night if you share a room, and breakfast is usually included. If you make a reservation at the Proctor recommended hotels, there will be transportation (buses) from the hotel to Haley Farm.*
- *For **virtual attendance** at the Proctor Institute and the Dale Andrews Freedom Seminary the registration cost is **\$50**.*
- *You can now register [here](#)*
- *Scholarship grants financial support to seminarians planning to attend the Samuel DeWitt Proctor Institute **in-person**, covering the cost of registration and hotel. Scholarships applications are due by June 1, 2022. Recipients will be notified by June 15, 2022. Apply [here](#)*

Course Description and Core Components:

This course offers an immersion experience (in person or online) for students who wish to engage and cultivate necessary prophetic voices with communities on the margins - communities contending against systemic injustices that directly impact children and youth. Biblical and theological assumptions justifying institutional complicity with oppressive systems will be challenged. Theological education in collaboration with public theology and contextual practice allow for direct engagement in communal struggles for social justice. This course will include contextual learning to facilitate collective organizing of churches and communities for justice-making.

Learning Goal and Learning Objectives:

To reframe and to transform religious leadership in view of the sacrality and integrity of children and youth in our commitments to justice-making. By the end of this immersion experience students will:

1. Be able to articulate theological, biblical, and historical mandates and frameworks for child advocacy ministries.
2. Identify theological foundations for justice and preaching ministries in the effort to build partnerships among faith communities and traditions; including interfaith communities.

3. Demonstrate contextualized learning that includes social analysis, interdisciplinary approaches, (e.g. theological, biblical, historical, political, and experiential studies) and practices of ministry through a final project.

4. Be able to describe models of nonviolent direct action organizing that lead to collective action for the justice of God through congregational praxis and public theology.

Questions we will explore include:

1. Who are we in justice work, God's work, in our communities? How are we advocates for a plumbline of justice in our communities? How do we measure justice?
2. What structures perpetuate poverty, mass incarceration, white supremacy, and other forms of systemic oppression?
3. What theologies perpetuate poverty, mass incarceration, white supremacy, oppression?
4. How can we move faith communities from charity to justice?
5. How can we develop strong and effective interfaith partnerships to seek justice for all of our children?
6. How do we listen to and learn from and with young people? What can we learn from their stories and leadership?
7. How can we work through collective nonviolent direct action organizing to disrupt and dismantle the cradle to prison pipeline?
8. How do we become partners WITH instead of planning programs FOR young people who are wounded by the structural violence of poverty, white supremacy, inadequate public education, zero tolerance discipline policies and the cradle to prison pipeline?
9. How can resilient community be nurtured in light of historical traumas that are meeting present trauma?

Schedule:

The Dale Andrews Freedom Seminary (DAFS) will have students participating in-person and online. Some of the sessions will include all students, and some sessions will have separate in-person and online sections.

The Proctor Institute will have in-person events, many of which will be live-streamed.

Sunday, July 17, 2022

If you are participating in the DAFS in-person:

In order to arrive at the first session on Monday morning at 9am, you may need to arrive on Sunday

Monday, July 18, 2022

9:00am – 4:00pm Dale Andrews Freedom Seminary Sessions
5:00pm Proctor Institute begins

Tuesday, July 19

8:45am – 8:45pm Proctor Institute sessions

Wednesday, July 20

8:45am – 8:45pm Proctor Institute sessions

Thursday, July 21

8:45 – 12noon Proctor Institute session ends

Required Texts and Multimedia Sources:

All seminarians will read and review the required three texts, and become familiar with the Children’s Defense Fund website and additional multimedia sources.

Required Texts

Bold indicates author will be participating in the 2020 Proctor Institute

Douglas, Kelly Brown. (2021) *Resurrection Hope: A Future Where Black Lives Matter*. (Book 1)

Menakem, Resmaa. (2021) *My Grandmother’s Hands: Racialized Trauma and the Pathway to Mending our Hearts and Bodies*. (Book 2)

Wimberly, Ann Streaty, Annie Lockhart-Gilroy and Nathaniel West, editors. (2020) *From Lament to Advocacy: Black Religious Education and Public Ministry*. (Book 3)

Required Multimedia Sources:

CDF website: www.childrensdefense.org including “Keep Moving Forward” video on <https://www.youtube.com/channel/UCBwn9FFR1bZrOkSXYqbmRWA>

“Something Inside So Strong” CDF Freedom Schools <https://www.youtube.com/watch?v=1Sj-fpzT2v4>

Short video about Proctor made by Vanderbilt Divinity School seminarian Quentin Cox: <https://1drv.ms/v/s!AqwJhJz01AoNh5RAony1IHcSeBzO2A>

Course Requirements and Evaluation:

1. Attendance and Participation

Attendance and participation are essential for the success of the student and the course. Students are expected to actively participate in all DAFS sessions and all Proctor Institute sessions. Some professors may require that students keep daily reflection notes in a journal.

2. *Engaging required texts through critical reflection paper (Due by July 11)*
What surprised you? Challenged you? What did you find most helpful? Disturbing? Prophetic? How does the reading push you to change, to redefine ministry, to work in new ways? What questions would you like to ask the author? What questions did the book raise in light of the last two years?
Using the questions above, write a three-page reflection paper on each required book – *Resurrection Hope*; *My Grandmother's Hands*; and *From Lament to Advocacy*. Be prepared to engage content of these books on Monday, July 18 during the DAFS session. (Reflection papers due to your professor before July 11)
3. *Project Proposal and Final Project (Due by August 15)*
- To develop and to present a Final Project Proposal at the discretion and date set by the instructor of record at your institution. Required elements of the plan must be discussed and approved by your instructor and must articulate your distinctive contribution to the children's movement.
 - To produce a Final Project framed by the course core components, learning goals and objectives, questions we explore, and discussions. This can be a collaborative group project or individual. Due on the date set by the instructor of record at your institution.

Final project must emphasize:

- Listening to and learning from and with children and young people on the margins
- Working/partnering **with** those struggling with oppression vs. programs for or to
- Addressing systemic, structural oppression vs. individuals only
- Engaging in justice rather than charity

Examples of past projects include:

- Initiating a listening circle and restorative justice process, including a website, to deal with conflict around race/class bias against youth in neighborhood
- Creating a triptych of paintings with a companion narrative exploring experiences of young people, structures of oppression and possibilities for hope as model for listening to young people and redefining youth ministry
- Creating an ongoing listening circle process for transgender youth in partnership with a community youth center
- Designing partnership for work around gardens, food culture, memories and art with young folks and their families near Latino community center
- Creating booklist, training curriculum and support process for work with parents considering transracial adoptions through local adoption agency
- Omari Booker and Karla McKanders listened to immigrant children and then wrote a children's book about what they heard and saw
- Seminary/Proctor partnership video created for participating seminary

Faculty Design Team:

Victor Anderson, Oberlin Theological Professor of Ethics and Society, Vanderbilt Divinity School; Professor of the Program in African American and Diaspora Studies and Religious Studies, Vanderbilt University; author, *Creative Exchange: A Constructive Theology of African American Religious Experience*; with Lewis Baldwin, editors, *Revives My Soul Again: The Spirituality of Martin Luther King, Jr.*; victor.anderson@vanderbilt.edu

Derek Hicks, Associate Professor of Religion and Culture, Wake Forest University School of Divinity; Director, Center for Research, Engagement and Collaboration in African American Life (RECALL); author, *Reclaiming Spirit in the Black Faith Tradition*; hicksds@wfu.edu

Lorena Parrish, Associate Professor of Urban Ministry and Director of the Institute for Community Engagement, Wesley Theological Seminary, Director, Wesley's Children and Youth Ministry and Advocacy Certificate Program; lparrish@wesleyseminary.edu

Reginald Blount, Murray H. Leiffer Associate Professor of Formation, Leadership and Culture, Garrett-Evangelical Theological Seminary; pastor of Arnett Chapel AME Church, Chicago; author, "From Sabbath Schools to Freedom Schools: Christian Vocation and the Power of Voice" in *Educating for Redemptive Community*; co-editor of *Let Your Light Shine: Mobilizing for Justice with Children and Youth*; reggie.blount@garrett.edu

Virginia A. Lee, Associate Professor of Christian Education and Director of Deacon Studies, Garrett-Evangelical Theological Seminary; co-editor of *Let Your Light Shine: Mobilizing for Justice with Children and Youth*; virginia.lee@garrett.edu

Lakisha Lockhart, Assistant Professor of Christian Education, Union Presbyterian Seminary; She has authored and co-authored numerous publications and book chapters, including [United Against Racism: Churches for Change: Facilitator's Guide](#); "Enfleshing Catechesis Through Embodied Space" in the book [Together Along the Way: Conversations Inspired by the Directory for Catechesis](#)"; "[Let's Dance: Zumba and the Imago Dei of Beautiful Black Bodies](#)" in *The Other Journal: An Intersection of Theology & Culture*; and "[My Wildest Dream: A Letter to My Black Son](#)" in *Religious Education*; lockhart@upsem.edu

APPENDIX – ADDITIONAL RESOURCES

I Am Not Your Negro, <http://www.iamnotyournegrofilm.com/>

James Baldwin's "Letters from a Region in My Mind" in the New Yorker, [file:///C:/Users/Owner/Downloads/Letter%20from%20a%20Region%20in%20My%20Mind,%20by%20James%20Baldwin%20_%20The%20New%20Yorker%20\(1\).pdf](file:///C:/Users/Owner/Downloads/Letter%20from%20a%20Region%20in%20My%20Mind,%20by%20James%20Baldwin%20_%20The%20New%20Yorker%20(1).pdf)

Video: Civil Rights | Watch Makers: Women who Make America on Women in the Civil Rights *Eyes on the Prize* documentary series.

- Andrews, Dale P. (2002). *Practical Theology for Black Churches*.
- Andrews, Dale P. and Robert London Smith Jr., editors. (2015). *Black Practical Theology*.
- Baldwin, Lewis and Victor Anderson, editors. (2018) *Revives My Soul Again: The Spirituality of Martin Luther King, Jr.*
- Barber II, William J. (2016) *The Third Reconstruction: Moral Mondays, Fusion Politics, and the Rise of a New Justice Movement*.
- Blount, Reginald and Virginia Lee, editors. (2019) *Let Your Light Shine: Mobilizing for Justice with Children and Youth*.
- Crutchfield, Carmichael. (2020) *The Formation of a People: Christian Education and the African American Church*.
- Brooks, Adrian. (2015) *The Right Side of History: 100 Years of LGBTQ Activism*.
- De La Torre, Miguel. (2018) *Burying White Privilege: Resurrecting a Badass Christianity*.
- Daley-Harris, Shannon. (2016) *Hope for the Future: Answering God's Call to Justice for Our Children*.
- Douglas, Kelly Brown.** (2021) *Resurrection Hope: A Future Where Black Lives Matter*.
- Edelman, Marian Wright. (1993). *The Measure of Our Success*.
- Ellison, Gregory. (2020) Editor, *Anchored in the Current*; (2017) *Fearless Dialogues*; (2013). *Cut Dead but Still Alive*.
- Enns, Elaine and Ched Myers. (2021) *Healing Haunted Histories*. (2009) *Ambassadors of Reconciliation, Volumes I and II*.
- Fluker, Walter. (2018) *The Ground Has Shifted: The Future of the Black Church in Post-Racial America*.
- Francis, Leah Gunning. ((2015) *Ferguson & Faith: Sparking Leadership & Awakening Community*.
- Conde-Frazier, Elizabeth. (2011) *Listen to the Children: Conversations with Immigrant Families*.
- Garza, Alicia. (2020) *The Purpose of Power: How We Come Together When We Fall Apart*.
- Harding, Vincent. (2010). *Hope and History*. (2008). *Martin Luther King Jr.: The Inconvenient Hero*.
- Harvey, Jennifer. (2019) *Raising White Kids*.
- Heschel, Abraham. (1962, 2001). *The Prophets*.
- Hicks, Derek S. (2012). *Reclaiming Spirit in the Black Faith Tradition*.
- Janssen, Denise, editor. (2015) *Educating for Redemptive Community*

- Kaba, Mariame. (2021) *We Do This 'Til We Free Us: Abolitionist Organizing and Transforming Justice*.
- Khan-Cullors, Patrisse and Asha Bandele. (2017) *When They Call You a Terrorist: A Black Lives Matter Memoir*.
- Lightsey, Pamela R. (2015) *Our Lives Matter: A Womanist Queer Theology*.
- Lindner, Eileen. (2006) *Thus Far on the Way: Toward a Theology of Child Advocacy*.
- Marbury, Herbert. (2015). *Pillars of Cloud and Fire: The Politics of Exodus in the African American Quest for Freedom*.
- Moss III, Otis. (2015) *Blue Note Preaching in a Post-Soul World: Finding Hope in an Age of Despair*
- Myers, Ched. With Matthew Colwell. (2012) *Our God Is Undocumented: Biblical Faith and Immigrant Justice*.
- Parker, Evelyn. (2010). *The Sacred Selves of Adolescent Girls: Hard Stories of Race, Class, and Gender*.
- Pearse, Angie. (2010). *Doing Contextual Theology*.
- Reyes, Patrick. (2021) *The Purpose Gap*. (2016) *Nobody Cries When We Die: God, Community, and Surviving to Adulthood*.
- Ross, Rosetta E. (2003). *Witnessing & Testifying*.
- Secours, Molly. (2020) *White Privilege Pop Quiz: Reflecting on Whiteness*.
- Sheppard, Phillis. (2011). *Self, Culture, and Others in Womanist Practical Theology*.
- Salvatierra, Alexia. (2014) *Faith-Rooted Organizing: Mobilizing the Church in Service to the World*
- Smith, Linda T. (2012, Revised 2nd ed.). *Decolonizing Methodologies: Research and Indigenous Peoples*
- Stevenson, Bryan. (2014). *Just Mercy: A Story of Justice and Redemption*.
- Taylor, Mark Lewis. (2015, Revised and Expanded, 2nd Ed.) *The Executed God: The Way of the Cross in Lockdown America*.
- Thurman, Howard. (reprint, 1949) *Jesus and the Disinherited*.
- Washington, James M. (2001 ed.). *A Testament of Hope*.
- West, Traci (2019) *Solidarity and Defiant Spirituality: Africana Lessons on Religion, Racism, and Ending Gender Violence*. (2006) *Disruptive Christian Ethics: When Racism and Women's Lives Matter*.
- Wimberly, Anne. (2005). *Soul Stories: African American Christian Education*.
- Wolf, Janet. (2019) *Practicing Resurrection: The Gospel of Mark and Radical Discipleship* available from the Children's Defense Fund's store: <https://cdfwebstore.com/>
- Wong, Kent, Ana Luz Gonzalez and James M. Lawson Jr. (2016) *Nonviolence and Social Movements: The Teachings of Rev. James M. Lawson Jr.* (CDF online bookstore)
- Wright, Almeda (2017) *The Spiritual Lives of Young African Americans*