

**Garrett-Evangelical Theological Seminary**  
**CE-520 Educating Christians for Social Change**  
**Dr. Virginia A. Lee**  
**Fall 2020 Online**  
**DRAFT**

**Instructor:** Dr. Virginia A. Lee

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Contact me via email to schedule a phone conversation or a Zoom video meeting.

I am available via email from 8am Monday morning through 5pm on Friday evening. I will try to respond to your emails within a few hours, but no later than 24 hours. I will not respond to emails on the weekends.

**Teaching Assistants**

Ms. Garam Han

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Rev. Jana Howson

[jana.howson@Garrett.edu](mailto:jana.howson@Garrett.edu)

**Course Description**

This course in Christian Education considers the relationship between the church's educational ministry and the ministries of social transformation. The course will examine personal commitments to social transformation, theologies of change, and educational skills for transformation.

**Course Delivery Methods**

This course will be taught online using Moodle. The class will primarily be asynchronous (meaning that you work on the course at the times you choose – but within the rhythm of the course and completing the required work weekly), but there will be two synchronous sessions (where we will meet together via Zoom in small groups) related to the peer teaching sessions.

For Module 11 and Module 12, you will choose **ONE** of the following options:

Monday: Nov. 16 (Mod. 11) AND Nov. 30 (Mod.12) 6:30-9:30pm (Central time)

**OR**

Tuesday: Nov. 17(Mod.11) and Dec. 1(Mod.12) 1:00-3:30pm (Central time)

**OR**

Wed: Nov. 18 (Mod.11) and Dec. 2 (Mod. 12) 10:00am-12:30pm (Central time)

## **Course Goals:**

In this course students will:

- Be able to identify where and how systems of oppression operate to perpetuate injustice
- Become more aware of one's own social location and how it impacts one's reading and interpretation of all "texts"
- Learn concepts and principles of teaching and have an opportunity to "practice" teaching

## **Course Outcomes:**

At the end of this courses, students will be able to:

- Articulate their reasons for and foundation for social justice / social change
- Describe how to maintain their connection to God and how to nourish their own soul in the midst of social justice work
- Locate and identify and name their social location, especially as it related to race, and recognize how it influences the way they interpret texts and how they teach
- Define social justice / social change and its biblical, theological, and sociological foundations
- Understand what makes a good learning environment and be able to write a lesson plan and successfully teach from it

## **Required Texts**

Stephen Preskill and Stephen D. Brookfield. *Learning as a Way of Leading: Lessons from the Struggle for Social Justice*. (San Francisco: Jossey-Bass, 2009). Hardcover, 978-0787978075, \$41.40 Amazon (This book was \$23 the last time I used it. See if you can find used copies)

Patrick B. Reyes. *Nobody Cries When We Die: God, Community, and Surviving to Adulthood*. (Saint Louis, Missouri: Chalice Press, 2016). Paperback 978-0827225312, \$13.49 Amazon.

Wimberly, Anne E. Streaty, Annie Lockhart-Gilroy, Nathaniel D. West (editors). *From Lament to Advocacy: Black Religious Education and Public Ministry* (Wesley's Foundery Books, 2020) Paperback, 978-1945935749. (\$39.00 Amazon; \$30.99 Cokesbury -- which currently has a \$5 off coupon and free shipping. This offer was still available when I checked at the end of June.)

## Course Requirements

1. **Response Paper** to Reyes book 5% of final grade (Due by Oct. 24)
2. **Weekly online discussions** (weeks 1-10 – weekly grade / lowest two grades will be dropped) 40% of final grade

### Online Discussion Guidelines

Throughout the semester, we will have discussions which will compose a large part of our engagement with each other in this online learning space. For these discussions to be meaningful conversation spaces, we all need to take responsibility for consistent and substantial participation. Instead of grading discussions based on number of words posted or on frequency, we will assess discussions based on the degree to which you substantially engage in the conversation each week. Over the course of a conversation, **substantial engagement** means:

- A. **Extend the conversation** - creatively and critically push the conversation forward, do not just regurgitate what has already been said. If 1 or 2 other students have already responded directly to instructor provided prompts for the week, **do not** simply write another response to the prompts unless it adds something new to the conversation. You need to extend the conversation by adding an additional or different insight from the course materials, by asking a new question that stems from one of the posts already offered, by offering a related and contextualized example of the issue being discussed from your own experience, or by creatively integrating your own perspective with what has already been posted.
- B. **Ask contextualized questions** - situate your questions within the discussion by referencing the course materials and other parts of the conversation thread that inform your inquiry. Give us a little background as to why this question matters to you and how it relates to the course.
- C. **Engage others in the course** - thoughtful engagement with other students in the course and with the instructional team.
- D. **Engage the course materials** - thoughtful engagement with readings, lectures, student presentations, and any other materials related to the course. Referencing and citing course materials in your posts where appropriate is encouraged.

Each post need not do all of these things, but your overall participation in each conversation should demonstrate all of these components. You might have several short posts and a handful of longer posts in a week or you might have only a few strategic substantial posts. Either way, your overall participation in each conversation will be evaluated for substantial engagement. The goal of this discussion design is to encourage and reward interchange, so post often and engage each other with meaningful questions that open to other questions. (Adapted from Dr. Michael Hemenway's "Translating the Classroom Online" course.)

3. **Lesson Plans and Online Teaching Session:** Due Nov. 13 10% of final grade
4. **“What I Learned” reflection paper:** due one week after your teaching session is discussed (during the week of Module 12 or 13) 15% of final grade
5. **Final assignment:** Due Dec. 16 30% of final grade  
Using all that you have learned in this class, how will you educate for social change? What foundations will you use? How does your social location influence what and how you will teach? What are the major concerns that need to be addressed in your particular context?

Options: You may write an academic paper, you may create a photo collage with annotations, you may write a musical, etc. Answer the question in whatever creative way you wish, after consultation with Dr. Lee, or Ms. Han, or Rev. Howson.

### Academic Policies

All students are required to abide by the academic policies detailed in the [Academic Handbook](#) for the current academic year. The following policies are of particular importance to the successful completion of one’s coursework:

#### Writing

- Academic integrity and [plagiarism](#): (See 19-20 Handbook, 12, 78-83) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- Writing and citations: The *Turabian Manual for Writers* and the *Chicago Manual of Style* footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online [here](#). In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students’ theological research and writing. See <https://www.garrett.edu/student-life/student-services> “Writing Center” for more detailed information.

## Attendance and Class Participation

- Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed.... All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues.  
(See 19-20 Handbook, 9)
- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (19-20 Handbook, 19) **[This will be different in an online format. Your attendance/participation will be determined by your participation in the weekly activities.]**
- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session. **[This section is not relevant for this class.]**

## Academic Accommodations

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the *Accessibility, Special Needs, and Disabilities* policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.
- Extensions: For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (19-20 Handbook, 20)

## **Course Schedule**

Except for the first Module, each Module will be available on Monday morning at 5am central time and all assignments for that week will be due / must be completed by 11:59pm on Saturday night.

Sunday is sabbath time. Find time for worship, rest, and renewal.

### **Module 1 Introduction to the Course**

Begins Tuesday, Sept 8 and ends Saturday, Sept 12

Reading for Module 1:

- Alabama Clergy Letter to Dr. King (Moodle)
- Letter from Birmingham Jail (Moodle)
- Chapter 1 “The Essence of Learning Leadership” in *Learning as a Way of Leading: Lessons from the Struggle for Social Justice* (Preskill and Brookfield)
- “Introduction” in *From Lament to Advocacy: Black Religious Education and Public Ministry* (Wimberly, West, and Lockhart-Gilroy)

Weekly activities on Moodle

### **Module 2 Learning to be Open to the Contributions of Others**

Begins Monday, Sept 14 and end Saturday, Sept 19

Reading for Module 2:

- Chapter 2 “Learning to be Open to the Contributions of Others” in *Learning as a Way of Leading: Lessons from the Struggle for Social Justice* (Preskill and Brookfield)
- Chapter 1 “Religious Education and Lament: Inviting Cries from the Heart, Guiding the Way” in *From Lament to Advocacy: Black Religious Education and Public Ministry* (Wimberly, West, and Lockhart-Gilroy)
- “The Need for Inclusive Biblical Interpretation” and “The Need for an Inclusive Approach Continues” from *Ancient Laws and Contemporary Controversies: The Need for Inclusive Biblical Interpretation* by Cheryl Anderson (On Moodle)

Weekly activities on Moodle

### **Module 3 Learning Critical Reflection**

Begins Monday, Sept 21 and ends Saturday, Sept 26

Reading for Module 3:

- Chapter 3 “Learning Critical Reflection,” in *Learning as a Way of Leading: Lessons from the Struggle for Social Justice* (Preskill and Brookfield)
- Chapter 2 “Religious Educators as Public Ministry Leaders,” in *From Lament to Advocacy: Black Religious Education and Public Ministry* (Wimberly, West, and Lockhart-Gilroy)
- Introduction, Chapter 1 “Called to Live,” and Chapter 2 “Valley of Death” in *Nobody Cries When We Die: God, Community, and Surviving to Adulthood* by Patrick B. Reyes

Weekly activities on Moodle

### **Module 4 Learning to Support the Growth of Others**

Begins Monday, Sept 28 and end Saturday, Oct 3

Reading for Module 4:

- Chapter 4 “Learning to Support the Growth of Others” in *Learning as a Way of Leading: Lessons from the Struggle for Social Justice* (Preskill and Brookfield)
- Chapter 3 “Religious Education and Communities of Learning and Practice: Inspiring Advocacy in Public Ministry,” in *From Lament to Advocacy: Black Religious Education and Public Ministry* (Wimberly, West, and Lockhart-Gilroy)
- Chapter 3 “The Game is Rigged” and Chapter 4 “In the Wilderness” in *Nobody Cries When We Die: God, Community, and Surviving to Adulthood* by Patrick B. Reyes

Weekly activities on Moodle

## **Module 5 Learning Collective Leadership**

Begins Monday, Oct 5 and ends Saturday, Oct 10

Reading for Module 5:

- Chapter 5 “Learning Collective Leadership” in *Learning as a Way of Leading: Lessons from the Struggle for Social Justice* (Preskill and Brookfield)
- Chapter 4 “Religious Education in Response to Black Lives Matter: A Case for Critical Pedagogy” in *From Lament to Advocacy: Black Religious Education and Public Ministry* (Wimberly, West, and Lockhart-Gilroy)
- Chapter 5 “Grounded in New Life” and Chapter 6 “Sources of Inspiration and New Life” in *Nobody Cries When We Die: God, Community, and Surviving to Adulthood* by Patrick B. Reyes

Weekly activities on Moodle

## **Module 6 Learning to Analyze Experience**

Begins Monday, Oct 12 and end Saturday, Oct 17

Reading for Module 6:

- Chapter 6 “Learning to Analyze Experience” in *Learning as a Way of Leading: Lessons from the Struggle for Social Justice* (Preskill and Brookfield)
- Chapter 5 “Religious Education and Womanist Formation: Mothering and the Reinterpretation of Body Politics,” in *From Lament to Advocacy: Black Religious Education and Public Ministry* (Wimberly, West, and Lockhart-Gilroy)
- Chapter 7 “Calling Other to New Life” and Chapter 8 “Living into the Christian Narrative” in *Nobody Cries When We Die: God, Community, and Surviving to Adulthood* by Patrick B. Reyes

Weekly activities on Moodle

## **Module 7 Teaching 101**

Begins Monday, Oct 19 and ends Saturday, Oct 24

Weekly activities on Moodle

Reyes response paper due by Oct. 24

## **Module 8 Learning to Question**

Begins Monday, Oct 26 and end Saturday, Oct 31

Reading for Module 8:

- Chapter 7 “Learning to Question” in *Learning as a Way of Leading: Lessons from the Struggle for Social Justice* (Preskill and Brookfield)
- Chapter 8 “Learning Democracy” in *Learning as a Way of Leading: Lessons from the Struggle for Social Justice* (Preskill and Brookfield)
- Chapter 6 “Religious Education and Prison Ministry: Where Public Theology and Public Pedagogy Meet,” in *From Lament to Advocacy: Black Religious Education and Public Ministry* (Wimberly, West, and Lockhart-Gilroy)

Weekly activities on Moodle

## **Module 9 Learning to Sustain Hope in the Midst of Struggle and Learning to Create Community**

Begins Monday, Nov 2 and ends Saturday, Nov 7

Reading for Module 9:

- Chapter 9 “Learning to Sustain Hope in the Midst of Struggle” in *Learning as a Way of Leading: Lessons from the Struggle for Social Justice* (Preskill and Brookfield)

\*READING FOR MODULE 9 CONTINUES ON THE NEXT PAGE\*

- Chapter 10 “Learning to Create Community” in *Learning as a Way of Leading: Lessons from the Struggle for Social Justice* (Preskill and Brookfield)
- Chapter 7 “Religious Education and the Public Role of the Sister’s Keeper: A Historical Correlational Method” in *From Lament to Advocacy: Black Religious Education and Public Ministry* (Wimberly, West, and Lockhart-Gilroy)

Weekly activities on Moodle

## Module 10 Religious Education and Public Ministry

Begins Monday, Nov 9 and end Saturday, Nov 14

Lesson plans and Teaching Session materials due by Nov. 14

Reading for Module 10:

- Chapter 8: “Religious Education for Making it Out of ‘Da Hood’: Spiritual Retreat Encounters for Youth and Young Adult Resilience and Spiritual Formation” in *From Lament to Advocacy: Black Religious Education and Public Ministry* (Wimberly, West, and Lockhart-Gilroy)
- Epilogue: “Religious Education, the Black Church, and the Future of Public Ministry: A Village Encounter” in *From Lament to Advocacy: Black Religious Education and Public Ministry* (Wimberly, West, and Lockhart-Gilroy)

Weekly activities on Moodle

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**OR**

Tuesday: Nov. 17(Mod.11) and Dec. 1(Mod.12) 1:00-3:30pm (Central time)

**OR**

Wed: Nov. 18 (Mod.11) and Dec. 2 (Mod. 12) 10:00am-12:30pm (Central time)

**Module 11 Teaching Sessions**

Begins Monday, Nov 16 and ends Saturday, Nov 21

Teaching Session 1 this week

**Thanksgiving Break Week of Nov. 23-27**

**Module 12 Teaching Sessions**

Begins Monday, Nov. 30 and end Saturday, Dec. 5

Teaching Session 2 this week

**Module 13 Integration**

Begins Monday, Dec. 7 and end Saturday, Dec. 12

Weekly activities on Moodle

Final Paper due – Dec. 16