

Garrett-Evangelical Theological Seminary
CE-522 (3 credit hours)
Methods and Movements for Social Change
Fall 2025
Tuesday
1:00-3:00pm Classroom TBD
DRAFT (as of March 2025)

Course Details

Course modality: Blended Synchronous
In-Person Location: TBD
Course times: Tuesdays 1:00-3:00pm

Instructor

Dr. Virginia A. Lee

virginia.lee@Garrett.edu

Email is the best way to reach me. 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.

Course Description

This course surveys and evaluates a variety of educational and organizational methods and movements Christians have used to bring about social change from within and outside of existing institutions. The aim is to equip students to be thoughtful, effective, and faithful teachers/leaders in seeking to love God and neighbor, realize justice for the poor and oppressed, and promote the common good. The course is a requirement in the Master of Arts in Public Ministry degree and is open to students from other degree programs if space permits.

Student Learning Outcomes

Students who graduate from this course will be able to:

1. Identify and describe diverse educational and organizational methods, as well as representative movements, that Christian individuals, communities, and institutions have used and are using to effect social change.

2. Explain the educational, ideological, theoretical, biblical, and theological assumptions underlying various strategies and tactics employed to realize justice.
3. Analyze and evaluate the effectiveness of different educational and organizational methods and movements to attain social justice and promote the common good.
4. Propose for implementation relevant and effective methods and social transformation in relation to specific contexts and particular matters of social concern.

Required Texts

Brown, Adrienne Maree, *Emergent Strategy: Shaping Change, Changing Worlds*, AK Press 2017 (ISBN-13: 978-1849352604, \$16.00 at akpress.org)

McFague, Sallie, *Blessed Are the Consumers: Climate Change and the Practice of Restraint*, Fortress Press, 2013 (ISBN-13: 978-0800699604, \$24.00 at fortresspress.com)

Harder, Cameron, *Discovering the Other: Asset-Based Approaches for Building Community Together*, May 6, 2013, Rowman & Littlefield Publishers 2013 (ISBN-13: 978-1566994293, \$26.00 at rowman.com)

Chambers, Edward T., *Roots for Radicals: Organizing for Power, Action, and Justice*, Bloomsbury 2018 (ISBN-13: 978-1350043121, \$17.95 at bloomsbury.com)

hooks, bell, *Teaching to Transgress: Education as the Practice of Freedom*, Routledge 1994 (ISBN-13: 978-0415908085, \$35.96 at routledge.com)

Wink, Walter, *Jesus and Nonviolence: A Third Way*, Fortress Press 2003 (ISBN-13: 978-0800636098, \$9.99 at fortresspress.com)

Wong, Kent, Ana Luz Gonzalez and James M. Lawson Jr. *Nonviolence and Social Movements: The Teachings of Rev. James M. Lawson Jr.* (Los Angeles: UCLA Center for Labor Research and Education, 2016)

The Garrett Library has this book on reserve. If you would like to buy it, you can find information on ordering at <http://books.labor.ucla.edu/p/83/nonviolence>
Cost \$20 plus \$4 shipping=\$24)

Janus, Kathleen Kelly, *Social Startup Success: How the Best Nonprofits Launch, Scale Up, and Make a Difference*, Da Capo Lifelong Books 2018 (ISBN-13: 978-0738219905, \$12.72 at amazon.com)

McAlevey, Jane F., *No Shortcuts: Organizing for Power in the New Gilded Age*, Oxford University Press 2018 (ISBN-13: 978-0190868659, \$18.23 at amazon.com)

Wolff, Richard D., *Democracy at Work: A Cure for Capitalism*, Haymarket Books 2012 (ISBN-13: 978-1608462476, \$10.50 at haymarketbooks.org)

Barber II, William J., *Revive Us Again: Vision and Action in Moral Organizing*, Beacon Press 2018 (ISBN-13: 978-0807025604, \$18.00 at penguinrandomhouse.com)

Course Requirements

Rubrics for assignments can be found at the end of the syllabus and on Moodle

A. Weekly Mapping Exercise* (due by Tuesday at 5pm) – **22%**

1. *Based on the week's readings, briefly describe a) the method for social change, as well as b) the particular tools recommended for practitioners of that approach.*
2. *Explain underlying assumptions (ideological, theological, etc.) that shape the method and movements.*
3. *Research and briefly describe an example of a Christian model of this particular method, past or present.*
4. *Summarize key insights from the online interview (see below).*
5. *Suggest possible strengths and weaknesses of this approach.*
6. *Identify ways this method and set of tools might be coopted by forces of domination and oppression.*

* Expectations and a template will be reviewed the first week of class.

B. Class Participation – 18%

Based on the readings, mapping exercise, and online interview (see below), engage your instructors and classmates in a critical assessment of the week's method and tools, raise for discussion the Christian model you identified, and imagine possibilities for implementation in relation to a particular area of public concern.

In addition to the 2 hours of in-person weekly class, you will be required to view a recorded interview, which will be posted on the course site by Monday morning, in preparation for class each week.

C. Interview and Presentation (choose one Method from weeks 3-12*) – **25%**

- A. *Read the full text assigned for that week.*

- B. *Interview* (via Zoom, Hangouts, etc. recorded) a practitioner skilled in the relevant method and tools that week.**
- C. *Post* the recorded interview on the course site for viewing no later than midnight on the Sunday of the week you'll be presenting.
- D. *Present* in class an explanatory and critical overview of the method and tools for the week in relation to the text you've read and the model you've researched (30 min).

* Students will sign up for their presentation week the first day of class.

** Practitioners for each of the 11 weeks have already been identified and invited by the instructor. Guidance and a basic template for interviews will be covered the first week of class.

D. Final Paper (Due December 8 by class time, 12 pages, double-spaced, Times Roman, 1 inch margins) – **35%**

Write a final paper, which, 1) based upon the description of a particular matter of social concern and 2) shaped by a theological framework, 3) imagines a new model of Christian public ministry that 4) proposes a particular method and describes the specific tools this model would use to realize public justice.

COURSE SCHEDULE

Session 1 (Sept 2) Introduction to the Course / The Essence of Learning Leadership

Systems Change

Brown, Adrienne Maree, *Emergent Strategy: Shaping Change, Changing Worlds*
pp. 43-165

The Essence of Learning Leadership

Preskill, Stephen and Stephen D. Brookfield, *Learning as a Way of Learning: Lessons from the Struggle for Social Justice*

Pages 1-20 (chapter 1)

<https://thenextsystem.org/learn/stories/index-systemic-trends>

Session 2 (Sept. 9) Learning Critical Reflection

Lewis, Stephen, Matthew Wesley Williams, and Dori Grinenko Baker, *Another Way: Living and Leading Change on Purpose*

Pages vii-47; 65-83; 109-126; 151-166;

Preskill and Brookfield
Pages 41-60 (chapter 3)

Session 3 (Sept. 16) Learning to Be Open to the Contributions of Others

Asset Based Community Development

Harder, Cameron, *Discovering the Other: Asset-Based Approaches for Building Community Together*

pp. 1-36, 73-133, 167-184

Preskill and Brookfield
Pages 21-40 (chapter 2)

Session 4 (Sept. 23) Learning to Support the Growth of Others
Learning to Analyze Experience

Liberative Education

hooks, bell, *Teaching to Transgress: Education as the Practice of Freedom*
pp. 13-75, 129-165

Preskill and Brookfield
Pages 61-82 and 105-126 (Chapters 4 and 6)

Session 5 (Sept. 30) Learning Collective Leadership

Community Organizing

Chambers, Edward T., *Roots for Radicals: Organizing for Power, Action, and Justice*
pp. 9-143

Preskill and Brookfield
Pages 83-104 (chapter 5)

Session 6 (Oct. 7) Learning to Question

Personal Conversion

McFague, Sallie, *Blessed Are the Consumers: Climate Change and the Practice of Restraint*
pp. 39-140

Preskill and Brookfield
Pages 127-148 (Chapter 7)

Session 7 (Oct. 14) Learning Democracy (chapter 8)

Mary Parker Follett (power-with leadership, not power-over)

Democratic Enterprise

Wolff, Richard D., *Democracy at Work: A Cure for Capitalism*
pp. 85-183

Preskill and Brookfield
Pages 149-170 (chapter 8)

Session 8 (Oct. 21) Learning to Sustain Hope in the Face of Struggle (chapter 9)
Paul Robeson (1930's Black Power Movement)

Direct Action
Wink, Walter, *Jesus and Nonviolence: A Third Way*
pp. 1-103.

Wong, Kent, Ana Luz Gonzalez and James M. Lawson Jr. *Nonviolence and Social Movements: The Teachings of Rev. James M. Lawson Jr. (Los Angeles: UCLA Center for Labor Research and Education, 2016)*
Pages _____

Session 9 (Oct. 28) Learning to Create Community (chapter 10)
Cesar Chavez (and Dolores Huerta) (Farm Workers Union)

Union Organizing
McAlevey, Jane F., *No Shortcuts: Organizing for Power in the New Gilded Age*
pp. 1-70, 101-142, 199-211

Preskill and Brookfield
Pages 191-213 (Chapter 10)

Wong
Pages _____

Session 10 (Nov. 4) Non-Profit Leadership

Janus, Kathleen Kelly, *Social Startup Success: How the Best Nonprofits Launch, Scale Up, and Make a Difference*
pp. 3-92, 145-172, 185-200

Preskill and Brookfield
Pages 213-234 (Chapter 11)

Session 11 (Nov. 11) Public Policy Advocacy

Barber II, William J., *Revive Us Again: Vision and Action in Moral Organizing*
pp. xi-xix, 18-45, 66-83, 96-99, 109-118, 124-136, 143-148, 156-166, 177-185, 194-
212, 217-222

Session 12 (Nov. 18) Institutional Leadership

Reyes, Patrick B. *The Purpose Gap: Empowering Communities of Color to Find
Meaning and Thrive*

Session 13 (Dec. 2) Project Presentations

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 2425 Handbook, 13, 69-75) 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). (2425 Handbook, 71)
- **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 2425 Handbook, 10-11)
- **Attendance:** Please note that timely and full attendance in all meeting dates is required for a Passing grade. In case of emergency, please contact instructor to discuss implications for completion of the course.
- **Multimedia engagement:** Participants are welcome to use electronic devices for the purposes of engaging with one another and with class materials during our blended synchronous sessions. Please be respectful of our experience by not conducting personal business during class meeting times.
- **Online etiquette:** Virtual attendees should be present with their videos "on" whenever possible, and microphones "off" when not speaking to avoid audio feedback. Should there be urgent matters on your end which require you to go off camera, please let instructor know of your situation. Participants should not remain off camera for an entire class session or join the virtual class only on their mobile phone.

- **Video recordings of class sessions:** Online class sessions will be recorded and kept on Teams for participants to review as needed. If class discussions touch upon sensitive topics, we will remind each other to pause the recording as appropriate.

Academic Accommodations

- Garrett-Evangelical Theological Seminary is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact the Director of Academic Support and Student Thriving (melanie.baffes@garrett.edu or 847-866-3869) to get started with the established accommodation process. If you are a continuing student who has already established accommodations with Student Access, you should receive a copy of your access letter at the start of the semester when it is emailed to the faculty member of each course you are enrolled in. Please contact your instructors prior to the first class session so the instructor can work with you to implement your disability accommodations. Disability information, including academic accommodations as part of a student’s educational record, is confidential under FERPA regulations, so no one other than the access coordinator, Academic Affairs staff, and your professors will see your accommodation letter (2425 Handbook, 13).
- **Late Assignments & Extensions:** Without approved accommodations, late assignment submissions are not accepted for the sake of our collaborative learning experience. Unexcused lateness of assigned work will result in failure of the course.

AI Policy

This course uses AI in the following ways:

<u>Not</u> Allowed	Allowed with appropriate acknowledgment	Allowed and no acknowledgement needed
Generative AI help with <u>writing</u> (paraphrasing, summarizing, generating language for assignments)	Language translation Language assistance for non-native English speakers Editing, polishing, or revising paper drafts Proofreading Generative AI help with <u>papers</u> (generating topics, ideas, outlines, arguments)	Presentation design Citation generation Research Note-taking Generative AI help with <u>reading</u> (summarizing or outlining reading assignments)
You must consult the professor(s) for uses not mentioned above.		
To properly cite the use of AI in Chicago/Turabian style, access this link: https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html .		

Course Requirements with Rubrics

A. Weekly Mapping Exercise* (due by _____ at 5pm) **22%**

7. *Based on the week’s readings, briefly describe a) the method for social change, as well as b) the particular tools recommended for practitioners of that approach.*
8. *Explain underlying assumptions (ideological, theological, etc.) that shape the method and movements.*
9. *Research and briefly describe an example of a Christian model of this particular method, past or present.*
10. *Summarize key insights from the online interview (see below).*
11. *Suggest possible strengths and weaknesses of this approach.*
12. *Identify ways this method and set of tools might be coopted by forces of domination and oppression.*

* Expectations and a template will be reviewed the first week of class.

Grading Rubric (11 total submissions)						
	a) Did I complete each of the required tasks for the assignment? b) Does the content I provide reflect an accurate summary of the readings? c) Does my analysis suggest a careful engagement with the material? d) Do I demonstrate curiosity and imagination?					
(No)	0.0	0.5	1.0	1.5	2.0	(Yes)

B. Class Participation 18%

Based on the readings, mapping exercise, and online interview (see below), engage your instructors and classmates in a critical assessment of the week’s method and tools, raise for discussion the Christian model you identified, and imagine possibilities for implementation in relation to a particular area of public concern.

In addition to the 2 hours of in-person weekly class, you will be required to view a recorded interview, which will be posted on the course site by Monday morning, in preparation for class each week.

You are expected to be in the classroom by the start of class time. You are allowed only one excused absence, granted if requested ahead of time and if based on legitimate reasons, for the course.

Grading Rubric						
	a) Was I on time and in attendance for every class period? b) Did I demonstrate, verbally and non-verbally, that I was present to, engaged with, and respectful of my instructors and classmates? c) Did I contribute to each class discussion based upon the requirements for participation listed in the syllabus? d) Were my contributions based upon my preparations for class, including the research I completed and my close reading of the assigned texts?					
(No)	0	4.5	9	13.5	18	(Yes)

C. Interview and Presentation (choose one Method from weeks 3-12*) **25%**

E. *Read the full text assigned for that week.*

F. *Interview (via Zoom, Hangouts, etc. recorded) a practitioner skilled in the relevant method and tools that week. ***

G. *Post the recorded interview on the course site for viewing no later than midnight on the Sunday of the week you'll be presenting.*

H. *Present in class an explanatory and critical overview of the method and tools for the week in relation to the text you've read and the model you've researched (30 min).*

* Students will sign up for their presentation week the first day of class.

** Practitioners for each of the 11 weeks have already been identified and invited by the instructor. Guidance and a basic template for interviews will be covered the first week of class.

Grading Rubric							
	a) Was my interview effectively facilitated? b) Was my recorded interview posted on time? c) Did my presentation cover the required elements? d) Was my overview sufficiently explanatory and critical? e) Was my presentation accessible, engaging, and creative?						
(No)	0	5	10	15	20	25	(Yes)

D. Final Paper (Due December 8 by class time, 12 pages, double-spaced, Times Roman, 1 inch margins) **35%**

Write a final paper, which, 1) based upon the description of a particular matter of social concern and 2) shaped by a theological framework, 3) imagines a new model of Christian public ministry that 4) proposes a particular method and describes the specific tools this model would use to realize public justice.

Grading Rubric							
	a) Does my paper sufficiently address each of the 4 assignment requirements? b) Does my paper offer a strong thesis statement within the introduction, are my ideas clearly arranged, well-developed, and convincingly tied to my thesis, and is my writing free of grammatical, spelling, and citation errors? c) Does my paper substantively and accurately engage a breadth of high quality and relevant sources to support my thesis? d) Do my analyses and constructive proposals reflect a careful and insightful interpretation of differing perspectives, are my respective claims integrated and nuanced, and do my conclusions show promise of advancing public ministerial work toward the realization of justice? e) Is my class presentation accessible, informative, and engaging?						
(No)	0	7	14	21	28	35	(Yes)

Scale

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
60-69	D (failing)