

**Garrett-Evangelical Theological Seminary**  
**CE-520 Educating Christians for Social Change**  
**Dr. Virginia A. Lee**  
**Fall 2021**  
**Tuesday afternoons 1:00-4:00pm**  
**DRAFT**

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

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Email is the best way to reach me. Or you can stop by my office to see if I am available. I often am. If I can't talk when you stop by, I will be glad to schedule an appointment with you. 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 Assistant**

Ms. Garam Han

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**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 is considered a hybrid course because it will meet as an in-person course primarily but/and there will be separate small group meeting times.

**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:

- Lead/Educate for social justice using one or more particular learning tasks
- Understand what makes a good learning environment, be able to write a complete and detailed lesson plan, and successfully teach from it
- Locate, identify and name their social location, especially as it relates to race, and recognize how it influences the way they interpret texts and how they teach

## **Required Texts**

### **Learning as a Way of Leading: Lessons from the Struggle for Social Justice**

Stephen Preskill and Stephen D. Brookfield

Jossey-Bass; 1st edition (November 17, 2008)

ISBN-13: 978-0787978075

New at Amazon \$43.00 but there were used copies listed in the \$21-\$25 range (Please buy the lowest cost version. I don't think there is an e-book. I used this book for several years, so there may be students willing to sell their copy)

### **From Lament To Advocacy: Black Religious Education and Public Ministry**

Anne Streaty Wimberly, Nathaniel D. West, and Annie Lockhart-Gilroy, General Editors

Publisher: Wesley's Foundery Books (March 27, 2020)

ISBN-13: 978-1945935749

New at Amazon \$32.73

(Please buy the lowest cost version. I don't think there is an e-book. I used this book last year, so there may be students willing to sell their copy)

### **The Purpose Gap: Empowering Communities of Color to Find Meaning and Thrive**

Patrick B. Reyes

Publisher: Westminster John Knox Press (March 16, 2021)

ISBN-13: 978-0664266707

Amazon \$23 paperback; \$9 Kindle

### **Anchored in the Current: Discovering Howard Thurman as Educator, Activist, Guide, and Prophet**

Gregory C. Ellison II

Publisher: Westminster John Knox Press (October 13, 2020)

ISBN-13: 978-0664260668

Amazon \$\$22.49; Kindle \$18.49

(Additional readings will be provided on Moodle.)

You will choose **one additional book** to use as your “peer group teaching session book.” (Meaning that will be the book you use to teach a class session with your teaching group.) There will be a list from which you will choose.

## **Course Requirements**

### **1. Active class participation and reading of assigned literature. (5% of grade)**

This class is a learning community that requires your full attention. All of us will teach all of us. Each of us depends on all the rest of us.

All students should read all the assigned texts.

The purpose of class participation is to demonstrate comprehension and integration of assigned material. Participation includes preparation for class, constructive verbal contributions to class discussions, attentive listening, and facilitating the participation of others. The purpose of the reading assignments is to provide a range of theoretical grounding for the students' work. Class members are expected to have completed all readings by the class session for which they are assigned.

Participation in class discussion is based on having read the assigned texts for the session.

### 2. “HEARTS” response 15% of final grade (Due on Sept. 14)

### 3. Response to *Anchored in the Current* 20% of final grade (Due on Oct. 19)

### 4. Response Paper to *The Purpose Gap* 20% of final grade (Due on Oct. 30)

### 5. Lesson Plans and Teaching Session: 10% of final grade

- Lesson Plans Due Monday, Nov. 1
- Teaching Session on Nov. 2, 9, and 16

### 6. “What I Learned” reflection paper: due Dec. 7 30% of final grade

By mid-August there will be a description and rubric for each assignment posted on Moodle.

## 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)
- 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.

### 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**

### **Sept. 7      Session 1    Introduction to the Course**

Introduction to each other  
Introduction to the course and syllabus

Reading for Session 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)

### **Sept. 14     Session 2    Learning to be Open to the Contributions of Others**

CHOSE TEACHING GROUPS

Reading for Session 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)

Articles on social justice / pedagogy – will be posted on Moodle

Assignment due for Session 2: “HEARTS” response

**Sept. 21      Session 3      Learning Critical Reflection**

Reading for Session 3:

- Chapter 3 “Learning Critical Reflection,” 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)
- Chapter 2 “Religious Educators as Public Ministry Leaders,” 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)
- Introduction and Part 1 of *Anchored in the Current* (Ellison)

**Sept. 28      Session 4      Learning to Support the Growth of Others**

**SMALL GROUP MEETING -- NO CLASS SESSION**

Reading for Session 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)
- Part 2 of *Anchored in the Current* (Ellison)

**Oct. 5      Session 5    Learning Collective Leadership**

Reading for Session 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)
- Part 3 of *Anchored in the Current* (Ellison)

**Oct. 12     Session 6    Learning to Analyze Experience and Learning to Question**

Reading for Session 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 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 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 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)
- Part 4, Conclusion, and Postlude of *Anchored in the Current* (Ellison)

**Oct. 19      Session 7    Teaching 101**

- Readings on Moodle
- Assignment due: Ellison paper

**Oct. 26      Session 8    Learning to Sustain Hope in the Midst of Struggle and Learning to Create Community**

**SMALL GROUP MEETING -- NO CLASS SESSION**

Reading for Session 8:

- 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)
- 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)

**\*\*\*All lessons plans due on Monday, Nov. 1**

**Nov. 2      Session 9    Teaching Session 1**

Group 1      \_\_\_\_\_  
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                                 \_\_\_\_\_

Group 2      \_\_\_\_\_  
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                                 \_\_\_\_\_  
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Reading for Module 9:

- Introduction and Part 1 of *The Purpose Gap* (Reyes)



**Nov. 9      Session 10 Teaching Session 2**

Group 3      \_\_\_\_\_  
                         \_\_\_\_\_  
                         \_\_\_\_\_

Group 4      \_\_\_\_\_  
                         \_\_\_\_\_  
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Reading for Module 10:

- Part 2 of *The Purpose Gap* (Reyes)

**Nov. 16      Session 11 Teaching Session 3**

Group 5      \_\_\_\_\_  
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                         \_\_\_\_\_

Group 6      \_\_\_\_\_  
                         \_\_\_\_\_  
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Reading for Module 11:

- Part 4 of *The Purpose Gap* (Reyes)

**Thanksgiving Break Week of Nov. 22-26**

**Nov. 30      Session 12 Religious Education and Public Ministry**

**TEACHING SESSION, IF NEEDED**

Reading for session 12:

- 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)

Assignment due for Session 12: Reyes paper

**Dec. 7      Session 13   Integration**

Assignment due for Session 13: Teaching Reflection paper