

PLEASE NOTE: You must register for the class through Garrett and you must register for the Institute through the CDF website. (The link is above.)

PLEASE READ THE WHOLE SYLLABUS CAREFULLY, ESPECIALLY THE FIRST 3 PAGES! We know this is a lot of information. It's not really as complicated as it might seem. Please contact Dr. Lee or Dr. Blount with questions or for more information or for clarification.

PLEASE USE THIS SYLLABUS, not the one on the website. We have adjusted it for Garrett.

Garrett-Evangelical Theological Seminary
CE 661
Travel Course/Focused Study in Christian Education
Summer 2023

Thus Far by Faith: Still Pressing Forward
Child Advocacy, Child Wellbeing, and Justice

Children's Defense Fund
Samuel DeWitt Proctor Institute for Child Advocacy Ministry
Haley Farm in Clinton, TN
July 17-20, 2021

Attend the Children's Defense Fund Proctor Institute for Child Advocacy Ministry, and receive academic credit! Use as an elective in MA or MDiv Degrees

More information at:

<https://www.childrensdefense.org/2023-samuel-dewitt-proctor-institute/>

Join clergy, seminarians, Christian educators, young adult leaders and other faith-based advocates for children at CDF Haley Farm in Clinton, Tennessee, for five days of spiritual renewal, networking, movement building workshops, and continuing education about the urgent needs of children at the annual Proctor Institute for Child Advocacy Ministry.

Instructors:

Rev. Dr. Reginald Blount
Dr. Virginia A. Lee

Requirements:

1. Meet once during the spring. (Depending on the size of the class, this may be a group meeting or individual meetings.)
2. Complete the readings and assignments of the conference syllabus for seminarians
3. **Register** for and participate in the entire conference. (Use the link above, and then click on the “Seminarian In-Person” box.) If you register before April 16, the early registration cost is \$200. After April 16, the registration cost is \$250. This includes all the events for the Dale Andrews Freedom Seminary and the Proctor Institute for Child Advocacy Ministry. It also includes lunch and dinner from Monday through Thursday. You will also have the opportunity to schedule shuttle service from the airport to Haley Farm, which I would encourage you to do. You will have a choice of workshops to attend. You will also need to make reservations for hotel accommodations. Information about housing is below. (Housing is usually around \$100 per night and breakfast is usually included.)

Proctor attendees are responsible for booking their own hotel accommodations for the event. Lodging is not included in the event registration cost. The available hotels in Clinton, TN, are listed below. Please call the hotel directly and indicate that you are a Proctor Institute participant. **Special rates are available for reservations confirmed by June 20, 2023.**

A free shuttle will transport participants between these hotels and CDF Haley Farm. Each is within a mile of the Farm:

- Fairfield Inn and Suites: (865) 269-3254
- Hampton Inn: (865) 691-8070
- Holiday Inn Express: (865) 457-2233
- Super 8: (865) 264-9995
- Baymont Inn & Suites: (865) 269-8144
- Quality Inn: (865) 457-2255

If the hotels are all full by the time you call to make your reservation, please contact us at cdfhaley@childrensdefense.org or (865) 457-6466 to discuss other lodging options.

The Proctor Seminarian Scholarship supports future leadership in the children’s movement. Seminarians are encouraged to join us at Proctor Institute as we engage with and enjoy fellowship around a theology of child well-being. This year, Children’s Defense Fund will financially support seminarians (enrolled in an accredited graduate degree program) to attend the 2023 Samuel DeWitt Proctor Institute by covering the cost of registration and hotel. Applications are due by May 1, 2023. [Click here to apply for a scholarship](#). Awardees will be contacted by May 15, 2023. If you have questions about this scholarship opportunity or experience technical difficulties while applying, please contact us at faith-based@childrensdefense.org.

4. A written formulation of two or three learning goals for yourself at the conference. (The Proctor event is an immersion experience that cuts across a variety of ages and cultures. Seminary students will intentionally engage in activities [meals, workshops, etc.] that allow them to hear the voices, needs and concerns of children.) These personal learning goals should be approved by one of the instructors, prior to the beginning of the conference. Contact Dr. Lee at virginia.lee@Garrett.edu or Dr. Blount at reginald.blount@Garrett.edu for more information.
5. Attend all the “seminarian sessions” at the Proctor Institute. (Seminarian sessions begin at 9am on Monday, July 17 and run through approximately 2pm on Friday, July 19. You may want to arrive on Sunday, July 16.)
6. Students will keep a journal including ideas to take home, colleagues to contact after you return home, insights about the ministry of child advocacy, and joys and concerns.
7. Assignments for Garrett students:
 - Reading (or listening or viewing) before the week at Haley Farm
 - Reflection papers on the reading submitted one week before the Institute (8 items: 5 books, 1 paper, 2 videos require reflection papers)

For these first two bullet points, see pages 6-7 for the required books and videos. Those books or videos with numbers highlighted in blue are the books/videos that require reflection papers.

See page 8, under the heading “**Engaging required texts through reflection paper**” for more information about the reflection papers.

- A final paper, completed after the event, where you indicate how you met your learning goals and what you learned from listening to children. (The pre- conference reading, the plenaries, conference worship services, networking conversations and workshops may be places to address your learning goals. Also include your personal reflection about how this experience challenged you: challenges to your own self-understanding and how your understanding of the Gospel has been changed by the experience) The journal and notes you kept during the conference will be helpful in writing this paper. Please complete your paper within 4 weeks after the conference. (An August date will be assigned.)
 1. A final project – see pages 8-9 for more info (This will be incorporated into your final paper. More info coming from Dr. Lee and Dr. Blount)

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Graduate Intensive
Dale P. Andrews Freedom Seminary
at the Children Defense Fund's Samuel DeWitt Proctor Institute for Child Advocacy
Ministry

July 17 – 20, 2023
at CDF's Alex Haley Farm, Clinton, Tennessee

Thus Far by Faith: Still Pressing Forward
Child Advocacy, Child Wellbeing, and Justice

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 course, the registration cost is \$200 early/\$250 regular which includes lunch and dinner from Monday through Thursday.*
- *You will be able to register for a hotel room at the time you register for the Institute and DAFS course on the CDF website. Lodging at area hotels has been averaging about \$50/night if you share a room and breakfast is usually included.*
- <https://www.childrensdefense.org/2023-samuel-dewitt-proctor-institute/>

Course Description and Core Components:

This course offers an immersion experience 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 Goals 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 course students will be able:

1. to articulate theological, biblical, and historical mandates and frameworks for child advocacy and child wellbeing ministries.
2. to identify theological foundations for justice and preaching ministries in the effort to build partnerships among faith communities and traditions, including interfaith communities.
3. to 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. 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 that rob children of their safety, future potential, and their freedom to be children?
3. What theologies perpetuate poverty, mass incarceration, white supremacy, and other forms of systemic oppression that rob children of their safety, future potential, and their freedom to be children?
4. In what ways do our embedded theologies reinforce the subordination of children and youth?
5. Based on the readings and videos you viewed, what is a theology of child well-being, and how does it relate to a theology of child advocacy?
6. How can we move faith communities from solely engaging in charity to doing justice work and creating a nation/world that fosters the well-being of all children?
7. How can we develop strong and effective interfaith partnerships to seek the well-being of all children?
8. How do we listen to and learn from and with children and youth? What can we learn from their stories and leadership?
9. How can we work through collective nonviolent direct action organizing to disrupt and dismantle the cradle to prison pipeline?
10. How do we become partners WITH instead of planning programs FOR children and youth who are wounded by the structural violence of poverty, white supremacy, inadequate public education, zero tolerance discipline policies, and the cradle to prison pipeline?
11. How can resilient community be nurtured in light of historical traumas that are meeting present trauma?
12. What biblical, theological, and historical resources exist in our traditions to curate theologies of child well-being?
13. What roles might children and youth play in the crafting contextual theologies of child well-being? How might we make space for these roles?
14. Young people under the age of twenty-four are the most diverse generation in American history. What are the theological implications for the reality that these Black and brown youth are more likely to experience poverty, homelessness, food insecurity and violence?
15. How might a theological vision of child well-being inform and national public policy and power-building agenda?
16. Our faith traditions rely upon theological precepts tying small children, their presence, and their nurture with the hope and future of the community. In these traditions, leaders speak of this as the "promise of progeny." A seminal, yet simple, sacred text is shared by Jewish and Christian communities and recorded in Isaiah 11:6. In it, signs of a peaceable and thriving future, where even natural enemies abide side-by-side, is ushered in by a

flourishing toddler. How might we strengthen the tie between the promise of progeny, early childhood development and community thriving?

Course Schedule:

Sunday, July 16, 2023

In order to arrive at the first session on Monday morning at 9 am, you may need to arrive on Sunday. Students make their own travel arrangements

Monday, July 17, 2023

9:00 am – 12:15 pm Seminarians: Building Community, Defining Our Work Together

1. Setting the stage
2. History
3. Tour of Alex Haley Farm including the chapel, the gate, Langston Hughes Library, river, front porch of Lodge
4. Plenary session on a theology of child well-being, a theology of child advocacy, and how they relate

12:30 – 2:00 pm Lunch with your faculty member

2:15 – 3:15 pm Reading reflections (small groups) 1

3:15 - 3:30 pm Break

3:30 - 4:30 pm Reading reflections (small groups) 2

5:30 pm Dinner (Haley Tent)

7:00 pm Proctor Institute begins with opening worship in the chapel

Tuesday, July 18, 2023

8:45 – 9:45 am Devotions

9:45 – 10:55 am Bible/Theological Study

10:55 – 11:00 am break

11:00 am – 12:15 pm Policy and Power Plenary

12:30 – 2:00 pm Lunch with _____

2:00 – 5:30 pm Workshops / Organizing Training Options

5:30 pm Dinner

7:00 pm Worship

Wednesday, July 19, 2023

8:45 – 9:45 am Devotions

9:45 – 10:55 am Bible/Theological Study

10:55 – 11:00 am break

11:00 am – 12:15 pm Policy and Power Plenary

12:30 – 2:00 pm Lunch with your faculty member

2:00 – 3:30 pm Workshops / Organizing Training Options

4:00 – 5:30 pm Seminarian Session: Processing what we are hearing, learning
5:30 pm Dinner
7:00 pm Worship

Thursday, July 20, 2023

8:45 – 9:45 am Organizing Sessions
10:00 – 11:00 am Closing charge and celebration of worship and commitment
11:00 am – noon Celebration with the Freedom School Scholars
noon – 1:30 pm Seminarian closing reflection session over lunch
1:45 pm Leave to travel home

Students are expected to come prepared for each class session. This course will require an informed class interaction and the timely completion of all assignments. Your personal schedule must allow you to keep up with the due dates for readings and other assignments. All readings are to be completed before attending the Proctor Institute so you can fully engage the sessions and seminarian discussions.

Required Texts and Multimedia Sources:

Required Texts

(**Bold** indicates the author will be participating in the 2023 Proctor Institute)

Blount, Reginald and **Virginia Lee**, editors. (2019). *Let Your Light Shine: Mobilizing for Justice with Children and Youth* (paper 1)

\$21.95 paperback on Amazon

https://www.amazon.com/Let-Your-Light-Shine-Mobilizing/dp/1733075933/ref=sr_1_1?crid=2H017OR72E1AS&keywords=let+your+light+shine+Blount+and+Lee&qid=1679329741&srefix=let+your+light+shine+blount+and+lee%2Caps%2C100&sr=8-1

Edelman, Marian Wright. (1993). *The Measure of Our Success* (paper 2)

\$11.96 paperback Amazon

https://www.amazon.com/Measure-Our-Success-Letter-Children/dp/B01CQ0QJ8I/ref=sr_1_1?crid=1EG8TI1UUIR&keywords=The+measure+of+our+success&qid=1679329791&srefix=the+measure+of+our+success%2Caps%2C96&sr=8-1

Linder, Eileen. (2006). *Thus Far on the Way: Toward a Theology of Child Advocacy* (paper 3)

\$3.33 on the CDF website

https://cdfwebstore.com/products/thus-far-on-the-way-toward-a-theology-of-child-advocacy?_pos=1&_sid=082251404&_ss=r

Pace, Courtney. (2019). *Freedom Faith: The Womanist Vision of Prathia Hall* (paper 4)

\$29.95 paperback on Amazon

https://www.amazon.com/Freedom-Faith-Womanist-Vision-Prathia/dp/0820361712/ref=sr_1_1?crid=2HYC69F9BO3OI&keywords=Freedom+Faith%3A+The+Womanist+Vision+of+Prathia+Hall&qid=1679329893&prefix=freedom+fai+th+the+womanist+vision+of+prathia+hall+%2Caps%2C106&sr=8-1

This book is available online through the Garrett library catalogue

Raghavan, Ramesh and Anna Alexandrova, “Toward a Theory of Child Well-Being,” *Soc Indic Res* (2015) 121:887-902 (If you can't find this via the Garrett library catalogue, email Dr. Lee for a copy.) (paper 5)

Wright, Almeda. (2017). *The Spiritual Lives of Young African Americans* (paper 6)

\$29.95 hardback on Amazon

https://www.amazon.com/Spiritual-Lives-Young-African-Americans/dp/0190664738/ref=sr_1_1?crid=3SZSZTMDMEW7K&keywords=the+spiritual+lives+of+young+african+americans&qid=1679330015&prefix=The+spiritual+lives+of+you%2Caps%2C95&sr=8-1

This book is available online through the Garrett library catalogue

Required Multimedia Resources

[CDF website](#), including “[Keep Moving Forward](#)” video

“[Something Inside So Strong](#)”, CDF Freedom Schools

Short [video about Proctor](#) made by Vanderbilt Divinity School seminarian Quentin Cox

“[A Nightmare in Broad Daylight](#),” Rev. Dr. Prathia Hall

Riverside Church, Rev. Dr. Starsky Wilson, [Seen and Not Heard](#) (paper 7)

First Missionary Baptist Church, Rev. Dr. Starsky Wilson, [When Children Lead](#) (paper 8)
[you can find additional sermons by Dr. Wilson in the appendix of additional resources.]

Course Requirements and Evaluation:

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.

Engaging required texts through reflection paper

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 text – *Let Your Light Shine*, *The Measure of Our Success*, *Thus Far on the Way*, *Freedom Faith*, *The Spiritual Lives of Young African Americans*, *Toward a Theory of Child Well-Being* and the two sermons, *When Children Lead* and *Seen and Not Heard*. Be prepared to engage the content of these texts on Monday, July 17, during the DAFS session. (Reflection papers due to your professor before July 11 or a date assigned by your professor.).

Project Proposal and Final Project

Develop and 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.

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.

The 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 the 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

2023 Proctor Institute Teaching Faculty

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

Patrick B. Reyes, DAFS Co-Dean, Sr. Director of Learning Design, Forum for Theological Exploration, host of the Sound of the Genuine podcast, author of *The Purpose Gap* and *Nobody Cries When We Die: God, Community and Surviving to Adulthood*. preyes@fteleaders.org

Rebecca (Becky) Davis, Union Presbyterian Seminary, Charlotte, Associate Professor of Christian Education, founding chair of Presbyterian Child Advocacy Network; 2018 ENRICH Educator of the Year, Association of Presbyterian Christian Educators, RDavis@upsem.edu

Mary Love, Adjunct Professor of Christian Education, Hood Theological Seminary, author of *Learning through Symbolism and Celebration, An Annotated Bibliography of Afrocentric Resources*; mlove@hoodseminary.edu

Christophe Ringer, Associate Professor of Theological Ethics and Society, Chicago Theological Seminary; author, *Necropolitics: The Religious Crisis of Mass Incarceration in America*. christophe.ringer@ctsichicago.edu

Tiffany Trent, Chair of Theatre & Drama and Associate Professor, Univ of Michigan, and Adjunct Faculty, Methodist Theological School in Ohio, TTrent@mtso.edu; Chair and Associate Professor, Theatre and Drama, University of Michigan, tutrent@umich.edu.

DAFS Faculty:

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

Dorsey Blake, Faculty Associate, Leadership and Social Transformation, Pacific School of Religion, dblake@psr.edu

Reginald Blount, Murray H. Leiffer Associate Professor of Formation, Leadership and Culture and Director of the Center for the Church and the Black Experience, Garrett-Evangelical Theological Seminary; pastor of Amett 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

Eileen Campbell-Reed, Visiting Associate Professor of Pastoral Theology & Care Union Theological Seminary, NYC; author, *Anatomy of a Schism: How Clergywomen’s Narratives Reinterpret the Fracturing of the Southern Baptist Convention*. Eileen.campbell-reed@gmail.com

Carmichael Crutchfield, Professor of Christian Education, Spiritual Formation, and Youth Ministry. Clara Scott Chair of Church and Ministry, and Associate Director of Methodist House of Studies, Memphis Theological Seminary, ccrutchfield@memphissem.edu

Rebecca (Becky) Davis, Union Presbyterian Seminary, Charlotte, Associate Professor of Christian Education, founding chair of Presbyterian Child Advocacy Network; 2018 ENRICH Educator of the Year, Association of Presbyterian Christian Educators, RDavis@upsem.edu

Ericka Dunbar, Visiting Professor of Hebrew Bible at Payne Theological Seminary, exploring themes of sexual trafficking, violence and internalized oppression in the Hebrew Bible; edunbar@payneseminary.edu

Greg Ellison, Associate Professor of Pastoral Care and Counseling, Candler School of Theology; Editor, *Anchored in the Current: Discovering Howard Thurman as Educator, Activist, Guide and Prophet*, and author, *Fearless Dialogues: A New Movement for Justice* and *Cut Dead but Still Alive: Caring for African American Youth*; see <http://fearlessdialogues.com/>; gelli01@emory.edu

Leah Gunning Francis, Vice President of Academic Affairs and Dean of the Faculty, Associate Professor of Christian Education and Practical Theology, Christian Theological Seminary, author: *Ferguson and Faith: Sparking Leadership and Awakening Community*. lgunningfrancis@cts.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

Denise Janssen, Associate Professor of Christian Education, Samuel DeWitt Proctor School of Theology, Virginia Union; editor with Friendship Press; author, *Reclaimed: Faith in an Emerging Generation* and editor, *Educating for Redemptive Community*.
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Jennifer Leath, Assistant Professor in Black Religion and Queen's National Scholar at Queen's University (Kingston, Ontario), jleath@iliff.edu

Virginia 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

Pamela Lightsey, Vice President of Academic and Student Affairs, Associate Professor of Constructive Theology, Meadville Lombard Theological School; author, *Our Lives Matter: A Womanist Queer Theology*. PLIGHTSEY@MEADVILLE.EDU

Lakisha Lockhart, Assistant Professor of Practical Theology, Chicago Theological Seminary, Lakisha.Lockhart@ctschicago.edu

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Christophe Ringer, Associate Professor of Theological Ethics and Society, Chicago Theological Seminary; author, *Necropolitics: The Religious Crisis of Mass Incarceration in America*.
christophe.ringer@ctschicago.edu

Rodney Sadler, Associate Professor of Bible, Union Presbyterian Seminary at Charlotte; Director of Union's Center for Social Justice and Reconciliation; author of *Can A Cushite Change His Skin: An Examination of Race, Ethnicity and Othering in the Hebrew Bible*; co-author, *The Genesis of Liberation: Biblical Interpretation in the Antebellum Narratives of the Enslaved*; associate pastor at Mount Carmel Baptist Church. RSadler@upsem.edu

Ben Sanders, III, Director of Race and Social Justice Training and Strategy · City and County of Denver, bsanders@eden.edu

Charlene Sinclair, Founder/Director of the Center for Race, Religion and Economic Democracy, charlene@c-rred.org

Teresa Smallwood, The James Franklin Kelly and Hope Eyster Kelly Associate Professor of Public Theology, United Lutheran Seminary; see her work on “The Leprosy Effect: The Treatment of Queers in the Black Preaching Tradition” Teresa.l.smallwood@vanderbilt.edu

Shively Smith, Assistant Professor of New Testament, Boston University School of Theology, author of *Strangers to Family: Diaspora and I Peter’s Invention of God’s Household* ; stjsmith@bu.edu

Tiffany Trent, Chair of Theatre & Drama and Associate Professor, Univ of Michigan, and Adjunct Faculty, Methodist Theological School in Ohio, TTrent@mtso.edu; Chair and Associate Professor, Theatre and Drama, University of Michigan, tutrent@umich.edu.

Traci West, James W. Pearsall Professor of Christian Ethics and African American Studies, Drew Theological School; author, *Solidarity and Defiant Spirituality: Africana Lessons on Religion, Racism, and Ending Gender Violence*, *Disruptive Christian Ethics: When Racism and Women’s Lives Matter* and *Wounds of the Spirit: Black Women, Violence, and Resistance Ethics* twest@drew.edu

APPENDIX – ADDITIONAL RESOURCES

[I Am Not Your Negro](#) (video)

James Baldwin’s “[Letters from a Region in My Mind](#)” in the New Yorker (essay)

Rev. Dr. Starsky Wilson, selected sermons and presentations on child wellbeing

- 2019 Proctor Institute
[Whose Sanctuary is This Anyway?](#)
- 2021 Festival of Faiths
[We Don’t Allow Black Children to be Children](#)
- 2022 Rainbow Push Annual Conference Keynote
[Diary of a Black Church Kid](#)
- 2022 Garrett Seminary Opening Convocation

[The Children's Sermon](#)

2022 Riverside Church

[Prayer Partners](#)

Civil Rights | Watch Makers: Women who Make America on Women in the Civil Rights
Eyes on the Prize documentary series (video)

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*.

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*.

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 Bendele. (2017). *When They Call You a Terrorist: A Black Lives Matter Memoir*.

Lightsey, Pamela R. (2015). *Our Lives Matter: A Womanist Queer Theology*.

Marbury, Herbert. (2015). *Pillars of Cloud and Fire: The Politics of Exodus in the African American Quest for Freedom*.

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