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Garrett-Evangelical Theological Seminary

CE-821

Seminar in Christian Education: Child Advocacy

DRAFT: Subject to Change

Spring 2020

Dr. Virginia A. Lee

Tuesday afternoons 2:30-5:30pm

Classroom 301

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Course Description

The goal of this class is to help persons understand that the lives of all children are of worth and value to God, and that we are called to remove the stumbling blocks that hinder a child from living the life that God created them to live.

This class will explore child advocacy from a variety of perspectives, including theological, biblical, and sociological perspectives. Students will have an opportunity to focus on a particular area/aspect of child advocacy and seek ways to develop coalitions to advance advocacy and community response to children, youth and families.

Class Goals: (This class addresses the following goals determined by the CE faculty)

Knowing: To know practices and disciplines of Christian education and formation and to understand how these are affected by differing cultural contexts. (This also includes becoming acquainted with the educational practices of another major religious community.)

Doing: To examine, assess, and lead a variety of approaches to teaching and learning appropriate to a particular faith community. This goal includes experience or practice in the following:

- To be able to read, evaluate and engage the culture of a congregation and its community with particular sensitivity to culture, race, class and gender.
- To teach Christian practices and faith in intentional ways to address the developmental and faith issues of people in congregations.
- To integrate practices of theological study into teaching and learning leadership in a congregation.

Being: To be a theological educator who seeks to liberate and empower persons to be co-creators of the reign of God in our multi-cultural and multi-faith environment. This goal includes the following:

- To be a reflective teacher and leader who can empower others in the congregation to be reflective and open to transformation.
- To be a Christian disciple who continues to engage in the practices that develop and deepen faith.
- To understand oneself as a critical and open participant in an ongoing theological tradition.

Outcomes:

- Be able to articulate theological, biblical, and historical mandates and frameworks for child advocacy ministries
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Required Books:

Blount, Reginald and Virginia A. Lee. **Let Your Light Shine: Mobilizing for Justice with Children and Youth.** Friendship Press, 2019
Amazon ISBN-13: 978-1733075930 \$26.95

Daley-Harris, Shannon. **Hope for the Future: Answering God's Call to Justice for Our Children.** Westminster John Knox Press, 2016.
Amazon ISBN-13: 978-0664261634 \$14.49

Harris, Nadine Burke, MD. **The Deepest Well: Healing the Long-Term Effects of Childhood Adversity.** Mariner Books; Reprint edition, 2019. Paperback.
Amazon ISBN-13: 978-1328502667 \$9.88

Lindner, Elaine. **Thus Far on the Way: A Theology of Child Advocacy.** Louisville: Witherspoon Press, 2006.
Out of print but available at the CDF online store for \$6.60
<https://cdfwebstore.com/collections/books/products/thus-far-on-the-way-toward-a-theology-of-child-advocacy>

Miller-McLemore, Bonnie. **Let the Children Come: Reimagining Childhood from a Christian Perspective.** Fortress Press, 2019.
Amazon ISBN-13: 978-1506454573 \$20.51

Articles that will be posted on Moodle.

Students will choose other books, in consultation with the instructor, related to their area of focus and research.

Publications (Viewed online or downloaded from the Children's Defense Fund Website)

- The State of America's Children
<http://www.childrensdefense.org/library/state-of-americas-children/>
- Ending Child Poverty Now
<http://www.childrensdefense.org/library/PovertyReport/EndingChildPovertyNow.html>
- We Can Do Better: Protect Children Not Guns 2013
<http://www.childrensdefense.org/library/protect-children-not-guns/protect-children-not-guns-2013.html>
- America's Cradle to Prison Pipeline
<http://www.childrensdefense.org/library/data/cradle-prison-pipeline-report-2007-full-lowres.pdf>
- All Children are Children: Challenging Abusive Punishment of Juveniles
<http://www.eji.org/allchildrenarechildren>
http://www.eji.org/files/AllChildrenAreChildren_0.pdf

Websites:

Children's Defense Fund
<http://www.childrensdefense.org/>

Equal Justice Initiative
<http://www.eji.org/>

Students will have the opportunity to choose a particular area in which to focus and research. Some possibilities include: child poverty, early childcare, education, juvenile justice, etc. Students will develop a final project that seeks to address a particular area and/or concern in child advocacy.

Ground Rules:

All written work should follow rules of good scholarship, using proper English grammar, spelling and punctuation.

“Students at Garrett-Evangelical should use Turabian or Chicago Manual Style for all writing assignments unless their instructor tells them otherwise.

<http://www.chicagomanualofstyle.org/turabian/citation-guide.html>

This link is to a citation reference quick guide for Turabian style, taken from, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition.” (From MYGETS)

Papers are to be completed in an inclusive manner, sensitive to issues of sexism, racism, and ageism in the English language. References to God should consider carefully the use of gendered pronouns. **All assignments must be completed to receive a passing grade for the course. Assignments that are not completed on time will receive a deduction in their grade.**

Attendance:

“The seminary expects that students will attend all classes. Students who miss more than 20% of the class sessions should not expect to pass the class.”

(Garrett-Evangelical Academic Handbook 2019-2020, page 19)

If you miss more than 2 classes, you will not pass the class. There are no “excused” absences.

This class is a learning community that requires your full attention. Because we are a learning ecology, we are only as strong as our weakest link. All of us will teach all of us. Each of us depends on all the rest of us.

Policies:

Garrett-Evangelical is committed to providing a quality theological education and will provide reasonable accommodations for documented conditions. Students requiring specific assistance such as classroom changes, alternative ways of note-taking, different classroom procedures, or alternative testing formats are urged to request the appropriate accommodations from the director of academic studies/registrar. The director of academic studies/registrar can advise students on other support services and resources, for example, diagnostic testing.

Students must complete a request for accommodations using the form available from the director of academic studies/registrar or through MyGETS documenting their condition(s) through appropriate verification methods.

Requirements:

- Attendance in class and assignments read (20%)
- Class presentation on a topic chosen by the student (35%)
- Final paper or project (45%)