

**Garrett-Evangelical Theological Seminary  
CE-520 Educating Christians for Social Change**

**Dr. Virginia A. Lee**

**May 20-24, 2024**

**8:30am—4:30pm**

**Blended Synchronous format**

**DRAFT (Corrected draft – first draft had wrong dates)**

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

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Email is the best way to reach me. I am 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**

**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**

Blended synchronous format – students may attend in-person or on-line. Attendance will be registered and if you attend more than 50% of the class online, it will be reflected as an online class on your transcript. Please be aware of what your denominational/judicatory requirements are for the percentage of online courses that you can take.

**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

## Student Learning Outcomes:

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

- Locate, identify and name their social location, and recognize how it influences the way they interpret texts and how they teach
- Understand, articulate and utilize core concepts and theoretical foundations for social justice education
- Understand what makes a good learning environment, be able to write a complete and detailed lesson plan, and successfully teach (for social justice/change) from it; will be able to evaluate one's own teaching

## Required Texts

Lewis, Stephen, Matthew Wesley Williams, Dori Grinenko Baker. *Another Way: Living and Leading Change on Purpose*. St. Louis: Chalice Press, 2020.

Amazon, paperback, ISBN-13: 978-0827200838, \$18.93

<https://a.co/d/f6oBLRW>

Kim, Grace Ji-Sun. *Invisible: Theology and the Experience of Asian American Women*. Minneapolis: Fortress Press, 2021.

Amazon, paperback, ISBN-13: 978-1506470924, \$20.83

<https://a.co/d/0F9CCek>

Reyes, Patrick B. *Nobody Cries When We Die: God, Community, and Surviving to Adulthood*. St. Louis: Chalice Press, 2016.

Amazon, paperback, ISBN-13: 978-0827225312, \$10.99

<https://a.co/d/q7hX3w7>

Dunbar-Ortiz, Roxanne and Dina Gilio-Whitaker. *"All the Real Indians Died Off" and 20 Other Myths about Native Americans*. Boston: Beacon Press: 2016.

Amazon, paperback, ISBN: 978-0807062654, \$9.39

<https://a.co/d/6k9OFGL>

(Additional readings will be provided on Moodle.)

You will choose **one additional book** to use as your "peer teaching session book." (Meaning that will be the book you use to teach a class session. Depending on the number of persons

in the class, this may a group teaching session. Or it may be a digital teaching session. More info will be available after course registration.) There will be a list of books from which you will choose, in consultation with the professor.

### **Course Assignments / Requirements**

- **Active class participation and reading of assigned literature.**

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.

- **Completion of social location paper**
- **Lesson plan and teaching session**
- **Reflection paper on teaching session and educating for social change** (due after class is over)

(More information about these assignments and rubrics will be on Moodle)

<b>Grade Scales (100 pts)</b>	
	<b>100</b>
<b>A</b>	<b>94-100</b>
<b>A-</b>	<b>90-93 (91.5)</b>
<b>B+</b>	<b>87-89 (88)</b>
<b>B</b>	<b>84-86 (85)</b>
<b>B-</b>	<b>80-83 (81.5)</b>
<b>C+</b>	<b>77-79 (78)</b>
<b>C</b>	<b>74-76 (75)</b>
<b>C-</b>	<b>70-73 (71.5)</b>
<b>D</b>	<b>60-69 (65)</b>

## 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 20-21 Handbook, 12, 76-82). Instructors 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 20-21 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. (20-21 Handbook, 20)
- Some faculty may limit 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

- Garrett's *Accessibility, Special Needs, and Disabilities* policy and process is set out in the Academic Handbook (20-21 Handbook, 12) and the Academic Accommodations section on <https://www.garrett.edu/student-life/student-services>.
- 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 Student Access (email: [student.access@garrett.edu](mailto:student.access@garrett.edu) / phone: 847-467-5530) to move forward with the established accommodation process. If you already have

established accommodations with Student Access, please contact the instructor 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.

- *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. (20- 21 Handbook, 20)

## Course Schedule

Monday, May 20	Session 1	Introduction to Course
	Reading for Session 1:	<i>Readings for Diversity and Social Justice</i> (4 <sup>th</sup> edition) – will be on Moodle <i>Another Way</i> – pages 1-65
Tuesday, May 21	Session 2	
	Reading for Session 2:	<i>Another Way</i> – pages 65-150 <i>Nobody Cries When We Die</i>
Wednesday, May 22	Session 3	
	Reading for Session 3:	<i>Another Way</i> – pages 151-184 Invisible
Thursday, May 23	Session 4	
	Reading for Session 4:	<i>“All the Real Indians Died Off” and 20 Other Myths about Native Americans</i>
Friday, May 24	Session 5	Class Teaching Presentations