

Garrett-Evangelical Theological Seminary
CE-821
Child Advocacy
Fall 2026
Dr. Virginia A. Lee
Thursday mornings 9:00am-12:00noon (central time)
Classroom TBD
DRAFT: Subject to Change

Instructor: Dr. Virginia A. Lee

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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.

Teaching Assistant:

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 with children, youth and families.

MATM Goals

MDiv Goals

Learning Outcomes:

- Be able to articulate theological, biblical, and historical mandates and frameworks for child advocacy ministries
- Be able to describe some of the areas of injustice related to children
- Be able to understand the problems and work toward solutions of one particular aspect of injustice related to children
- Be able to help the church engage in child advocacy in a variety of ways

Required Texts

When ordering texts, please feel free to purchase used versions or to buy from other suppliers. There are many places to find used books – students, online, etc. Please do not pay exorbitant prices for any of these books. If you have problems accessing the books, please let me know.

Please note the highlighted sections below.

Blount, Reginald and Virginia A. Lee, eds. *Let Your Light Shine: Mobilizing for Justice with Children and Youth*. Chester Heights, PA: Friendship Press, 2019.

- Amazon <https://a.co/d/0ji8MXaV>
- ISBN-13 : 978-1733075930
- Paperback: Kindle: \$9.99

Bunge, Marcia, ed. *Child Theology: Diverse Methods and Global Perspectives*. Maryknoll, New York: Orbis Books, 2021.

- Amazon <https://a.co/d/00NYWgIP>
- ISBN-13 : 9781626984318
- Paperback \$19.99; Kindle \$8.04

DeGaynor, Elizabeth, ed., *Let the Children Lead: Exploring Children's Spirituality Today* (Alexandria, Virginia: VTS Press, 2023.)
ISBN: 9798373414272; \$17.99 at Amazon <https://a.co/d/jfdo0vj>

(continued on the next page)

Hwang, Heesung. *Framing Christian Education for a Global Generation*. Eugene, Oregon: Pickwick Publications, 2024.

- Amazon. <https://a.co/d/05mzUjLE> for the \$30.95 paperback
- <https://a.co/d/05lelq86> this link for the \$9.99 Kindle (Do not pay for the paperback at \$47 on this link.
- ISBN-13:
- Paperback: \$30.95, Kindle: \$9.95

When I looked this book up on Amazon in March 2026, they had the author listed as Elizabeth Conde-Frazier, but when you get to the book, you see Dr. Hwang's name on the book. If you search Dr. Hwang's name the price shows \$47! Hopefully by the time you search for the book, the error will be corrected. Let me know if you have any problems accessing this book.

Janssen, Denise, Carmichael Crutchfield, Virginia Lee, and Jessica Young Brown. *Growing Together: Insights and Practices for Raising Faithful Kids*. Valley Forge, PA: Judson Press, 2025.

- Amazon
ISBN-13 : 978-0817018504
- Paperback \$29.99; Kindle \$18.99

O'Kane, Trish. *Birding to Change the World*. (Ecco, 2025)

<https://a.co/d/0i2OiNSN>

Amazon paperback \$10.55

Yes, this is a book for this class. It is a memoir, and is a fun and interesting read. It will be the first book we read and discuss, so you can enjoy reading it this summer. I loved this book!

Olson, Diane C. and Laura F. Friedrich. *Weaving a Just Future for Children: An Advocacy Guide*.

This book is out-of-print and is listed on Amazon for \$125. DO NOT BUY IT!!! I am going to see what I can do to make it available but until then, do nothing! It is serving as a "placeholder" on the syllabus.

There will be other readings provided on Canvas.

Course Requirements:

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

SCHEDULE

Sept. 10	Session 1	Introduction to the Course and to each other
Sept. 17	Session 2	What is Child Advocacy? What is our role?
Sept. 24	Session 3	The state of children from a global perspective
Oct. 1	Session 4	Biblical and Theological Foundations
Oct. 8	Session 5	Biblical and Theological Foundations (Continued)
Oct. 15	Session 6	Global Perspectives in Christian Education
Oct. 22	READING WEEK – NO CLASS	
Oct. 29	Session 7	Let the Children Lead
Nov. 5	Session 8	Student presentations
Nov. 12	Session 9	Student presentations

Nov. 19	Session 10	Student presentations
Nov. 26.	Thanksgiving – NO CLASS	
Dec. 3	Session 11	Pulling it all together
Dec. 10	Session 12	Final Paper/Project Due

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 24-25 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 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. (2425 Handbook, 20-21)
- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all devices should be silenced during the whole of a class session.

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).
 - 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. (2425 Handbook, 21)

AI Policy

This course uses AI in the following ways:

<u>Not Allowed</u>	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 .		

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

Rubrics for all assignments will be available on Moodle.