

## ETH 660 Ethics and Agency of Children and Youth Spring

*A person's a person no matter how small. ~ Dr. Seuss*

*There can be no keener revelation of a society's soul than the way in which it treats its children.*  
~ Nelson Mandela

*It is easier to build strong children than to repair broken men. ~ Frederick Douglass*

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*Email is the most efficient means of contact. Virtual office meetings by appointment.*

**Most up to date course information is found on Moodle!**

### **Course Description**

Childhood studies is a growing area across many academic disciplines that seeks to understand children's agency, voices, and diversities, and to do so from child-centered perspectives. We seek to extend and to challenge this work by investigating children's lived experiences, and constructions thereof, in various religious texts and practices. The course will investigate the complex and multifaceted relations between religion and childhood, in historical, cultural, ethnographic, psychological, ethical, theological, spiritual, gender, class, ethnicity, race, and other dimensions. While resources for this course come from a variety of disciplines, the primary focus of the course is a question of ethics as it directly relates to children and childhood: **How should Christian theologies and communities contribute to the thriving of morally agential children and/or youth?**

This course utilizes a problem based learning model. That **means our core question or issue will drive investigation** for the duration of the course. Learning will be collaborative as the course instructor will **facilitate peer-to-peer investigation**. A core aspect of problem based learning is that course participants **increasingly direct the learning experience** by developing additional or honed questions and move toward concrete and tested responses.

### **Learning Objectives**

During the course, students will:

- Examine the biblical, theological, and philosophical influences on understandings of the child, children, and childhood.
- Study a range of disciplinary approaches to “childist” or “child-centric” inquiry.
- Explore current socio-political issues related to children and develop ethical responses appropriate for religious education in classroom, worship, and community settings.

### **Targeted Learning Outcomes:**

By the end of the semester, students should be able to:

1. Lead and contribute to informed discussions of children and childhood in religion
2. Assess academic resources that focus on childhood and religion and/or that employ “childist” hermeneutics for child thriving.

3. Demonstrate, through class leadership and written work, the ability to translate theoretical and analytical insight on childhood and religion into public discourse and educational practice.

### **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 22-23 Handbook, 12, 68-73). 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 the "Writing Center" Moodle page 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 22-23 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. (22-23 Handbook, 19)
- 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. From Dr. Ott: *Non-instructional use of technology in the classroom or during online sessions is strongly discouraged. Creating an engaged learning environment is the responsibility of everyone. The teaching/learning experience is one that requires focus and attention. Please silence mobile phones and refrain from computer use (internet searches emailing, sms, social media, etc.) that is not directly part of the classroom experience.*

#### **Academic Accommodations**

- Garrett's Accessibility, Special Needs, and Disabilities policy and process is set out in the Academic Handbook (22-23 Handbook, 12). We are 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. (22-23 Handbook, 20)

### **Course Requirements/Expectations**

- |  |       |                 |
|--|-------|-----------------|
| 1. Participation (including demonstrated facility with the reading and feedback/questions throughout the course) | 10pts |                 |
| 2. Discussion Starter Handouts   | 15pts |                 |
| 3. Book Notes/book reviews (PhD=30).   |       | 30pts (15 each) |
| 4. Religious Community Guide/ Conference Presentation Proposal (PhD)   | 45pts |                 |
- \*\*See last page of syllabus for assignment descriptions

### **Required Course Texts**

Stollar, RJ. *The Kingdom of Children : A Liberation Theology*. 2023. Grand Rapids Michigan: William B. Eerdmans Publishing Company. \$24.99 <https://www.eerdmans.com/9780802882837/the-kingdom-of-children/>

AND purchase any book you plan to use for your Booknote/book review assignment. Select one text you think you will use in your future ministry builds your theological book collection.

**\*\*NOTE:** All other required readings (and additional/optional readings) are either directly hyperlinked, will be provided as a pdf on moodle, or are available via ebook in the library.

### **(Working) Course Schedule**

#### **Class One      Who are we? Why are we here? What do we think about children?**

##### **Read:**

Introduction - Stollar, RJ. *The Kingdom of Children*

John Wall, "From childhood studies to childism: reconstructing the scholarly and social imaginations" in *Childrens' Geographies*, September 2019. (moodle pdf)

**Bring to class:** an image/story that relates to children and/or childhood

**Be prepared to reflect** on why you think this is significant for your understanding of children and childhood

Additional Reading: Karen Wells, Chapter 1: Childhood in a Global Perspective and Chapter 2: Policy and Practice in Childhood in Global Perspective (Wiley, 2015). Library e-book

Paula M. Cooley, [Neither Seen Nor Heard: The Absent Child in the Study of Religion](#), *Journal of Childhood and Religion (JCR)*, Volume 1, Issue 1 (March 2010)

**\*\*All JCR articles are hyperlinked in the syllabus**

#### **Class Two      Children/Childhood in Christian Imagination**

**Read:** Chapter 1-2 - Stollar, RJ. *The Kingdom of Children*

Hannah Dyer, "Introduction" in *The Queer Aesthetics of Childhood*

**Class Three Children and Agency**

**Read:** Chapter 8-9 - Stollar, RJ. *The Kingdom of Children*

Kate Ott, "Taking Children's Moral Lives Seriously: Creativity as Ethical Response Offline and Online" *Religions* 10 (9), 525 (2019). <https://www.mdpi.com/2077-1444/10/9/525>

Additional Readings: Cristina Traina, "Children and Moral Agency," *Journal of Society of Christian Ethics*, Vol 29, no 2, (2009) 19-37.

**In Class Viewing:** Born Good: Babies Help Unlock the Origins of Morality - <https://youtu.be/FRvVFW85IcU>

**Class Four Children and Scripture**

**Read:** Chapter 3-5 - Stollar, RJ. *The Kingdom of Children*

Kathleen Gallagher Elkins and Julie Faith Parker, "Children in Biblical Narrative and Childist Interpretation," Ch 36 in *The Oxford Handbook to Biblical Narrative*, edited by D. N. Fewell. OUP, 2016. (moodle pdf)

Additional Readings: Danna Fewell, "Reading the Bible for the Sake of Our Children," pp 19-40; and "Children of the Book," pp. 103-13

**\*\*First Book Note Due. PhD book review book selection due.**

**Class Five Sexuality and Gender**

**Read:** Hannah Dyer, "Epilogue: The Contested Design of Children's Sexuality" in *The Queer Aesthetics of Childhood*

Kate Ott, *Faith + Sex: Talking with Your Child from Birth to Adolescence* (Section one and then pick an age related section that fits the age you will address for your final project)

Kate Ott and Lauren Sawyer, "Sexual Desire, Relationships, and Practices among Young People" in *Philosophy of Sex*, eds. Clare Chambers, Lori Watson, and Brian Earp, Routledge (2022).

Additional Reading: Karen Wells, Chapter 3: "Race, Class and Gender" in *Childhood in Global Perspective* (Wiley, 2015).

**Check out:** Sexuality-related Curriculum examples from TheThoughtfulChristian (see class readings folder) and Yale Youth Ministry Institute.

<https://yaleyouthministryinstitute.org/resource/creating-a-sexual-ethic/>

<https://yaleyouthministryinstitute.org/resource/jaff-curriculum-on-sexual-education-assessment-beacons-of-joy/>

<https://yaleyouthministryinstitute.org/resource/being-a-welcome-and-inclusive-youth-group/>

**Class Six Racism and Whiteness**

**Read:** Almeda Wright, "Being Young, Active, and Faithful: Black Youth Activism Reshaping Black Christian Social Witness" In *The Spiritual Lives of Young African Americans*. (pdf)

Ott, [Children as An/other Subject: Redefining Moral Agency in a Postcolonial Context](#), *JCR*, Volume 5, Issue 2 (May 2014)

Flory, Richard, et al, "Introduction" and Chapter 5 "Religion" in *Growing Up in America: The Power of Race in the Lives of U.S. Teens*

**Additional Readings:**

Karen Wells, Chapter 3: "Race, Class and Gender" and Chapter 9: "Children and Migration" in *Childhood in Global Perspective* (Wiley, 2015).

Delve into the Youth Ministry Institute on Talking about Race and Racism with Youth:

<https://yaleyouthministryinstitute.org/playlist/talking-about-race-with-young-people/>,

<https://yaleyouthministryinstitute.org/resource/anti-racism-curriculum-and-resources/>,

<https://yaleyouthministryinstitute.org/resource/understanding-racism/>

**Class Seven**      Childhood and Media

*An asynchronous class day as Dr. Ott is presenting at a conference.*

Please take time to do at least one of the following, but both are worth it:

Watch - *Won't You Be My Neighbor?* (2018) - IMDb; <https://www.imdb.com/title/tt7681902/>

The film tribute to Fred Rogers and Mister Rogers' Neighborhood - a show which changed children's television forever. Available for free on netflix and a low cost on other streaming services (remember you didn't have to buy many books for this course, you can spend the cost of a fancy coffee on this documentary!).

Listen - *Getting to Sesame Street*, Throughline NPR documentary Podcast;

<https://www.npr.org/2022/09/12/1122499583/getting-to-sesame-street>

Read – *Animating Children* a response by Ott to Jack Halberstam's *Queer Art of Failure*;

<https://syndicate.network/symposia/literature/the-queer-art-of-failure/>

**Class Eight**      **Childhood Violence and Trauma**

**Read:** Chapter 14 – R.J. Stollar, *The Kingdom of Children*

Mark Douglas, [Theologies of Childhood and the Children of War](#), *JCR*, Volume 3, Issue 2 (September 2012)

Hannah Dyer, chap 2 "Art and the Refusal of Empathy in A Child's View from Gaza" in *The Queer Aesthetics of Childhood*

Check out - Youth Ministry Discussions -

<https://yaleyouthministryinstitute.org/playlist/violence/>

Additional readings: Karen Wells, Chapter 8: "Children and Youth at War" in *Childhood in Global Perspective* (Wiley, 2015). Cristina Traina, "Children and Moral Agency," *Journal of Society of Christian Ethics*, Vol 29, no 2, (2009) 19-37.

**\*\*Second Book Note Due. PhD book review due.**

### **Class Nine      Prophetic Lives of Children - Human Rights and Political Economies**

Read: Review Chapter 9, Read Chapter 10 and 13 - Stollar, RJ. *The Kingdom of Children*  
Miller-McLemore, Bonnie J. 2012. "Work, Labor and Chores: Christian Ethical Reflection on Children and Vocation" in *Children, Adults, and Shared Responsibilities: Jewish, Christian, and Muslim Perspectives*. Edited by Marcia Bunge. New York: Cambridge University Press, pp. 171–86.

Additional Readings: Karen Wells, Chapter 7: "Children and Politics" in *Childhood in Global Perspective* (Wiley, 2015).

Review: Wall, Ethics in Light of Childhood, Section III Chapter 5; Ott, Religions article; and

### **Class Ten      Education and Play**

**Read:** Joyce Ann Mercer, Chap 5 "Educating Children in Congregations" in *Welcoming Children*  
Almeda Wright, "Choosing Life with Youth: Vision and Strategies of Abundant Life" in *The Spiritual Lives of African American Youth*

Additional Readings: Rebecca Sachs Norris, "The Battle for the Toy Box: Marketing and Play in the Development of Children's Religious Identities" in *Study of Children in Religions*; Karen Wells, Chapter 6: "Play in a Global Context" in *Childhood in Global Perspective*

Review: John Wall, Section III Practice

**Check out** - <https://www.illustratedministry.com/>

**\*\*First part of Class projects due (see assignment description below).**

### **Class Eleven      Education and Worship**

**Read:** Chapter 11-12 – R.J. Stollar, *The Kingdom of Children*

Taylor, Yvette, Chap 3 "Creative Scenes: Sounding Queer, Sounding Religious" in *Making Space for Queer-Identifying Youth*. Basingstoke: Palgrave Macmillan, 2016.

Kate Ott, 'Ecclesiology of "Do not stop them": Children, Creativity, and Connection' in *Digital Ecclesiologies during the time of COVID* (SMC Press 2021).

**Check out:** Yale Youth Ministry Institute conversations on worship and youth -

[https://yaleyouthministryinstitute.org/?sfid=2177&sf\\_s=worship](https://yaleyouthministryinstitute.org/?sfid=2177&sf_s=worship)

**\*\*Second part of Class project due (see assignment description below).**

### **Class Twelve      Presentations of final projects**

Full draft materials of your final project are to be uploaded to the shared drive folders for full access by classmates. Your presentation should be a brief overview of the full project including the theoretical underpinnings related to children/youth and ethics. Then select one specific activity or portion of your final project to share as an example of this broader overview. Presentations will be stopped after 15 minutes. It is best to go for 10 minutes with time for feedback and questions from your classmates.

## **Assignment Descriptions**

**Discussion Starters** (15pts) (hyperlink for sign-up)

Prepare a one-page handout as a basis for discussion, uploaded to one drive folder the night before class. This handout should contain: (a) the three or four major theses of the readings for the day, stated in complete sentences. A thesis is a direct, simple statement in propositional form of one of the affirmations being made by the author. In the oral presentation, the author's argument in support of each thesis should be presented with examples. (b) One or two central questions the class should address in order to assess the significance of the theses advanced by the readings.

**Book notes/reviews:** (handed in via moodle assignment portal, 15pts each)

**Masters level students:** You have a running blog called “The Pastor’s Bookshelf.” Once a month you post a 750 word “book note” that briefly summarizes and assesses a book that you think will benefit your constituency. Assess means that you critically engage the argument of the text and translate it or contextualize it for your audience (be clear who the audience is!). Choose from the list on the syllabus or additional readings (for edited volumes, try to read the introduction and select 1 chapter. You may not choose a chapter we are already reading for class).

PhD level students: You have been asked to write a comparative review article on three recent publications on children/childhood. The requesting journal targets an academic audience, familiar with childhood studies in religion but less familiar with critical theories of childhood. You are limited to 3000 words. Choose three books from the following list.

- ✎ Bernstein, R. *Racial Innocence: Performing Childhood and Race from Slavery to Civil Rights*. New York: New York University Press, 2011.
- ✎ Betsworth, Sharon and Parker, Julie Faith, eds. *T&T Clark Handbook of Children in the Bible and the Biblical World*. New York: T&T Clark, 2016.
- ✎ Browning, Don S., and Marcia Bunge, eds. *Children and Childhood in World Religions: Primary Sources and Texts*. Piscataway: Rutgers University Press, 2011.
- ✎ Browning, Don S., and Bonnie J. Miller-McLemore, eds. *Children and Childhood in American Religions*. Piscataway: Rutgers University Press, 2009.
- ✎ Bunge, Marcia, ed. *The Child in Christian Thought*. Grand Rapids: Eerdmans, 2001.
- ✎ Bunge, Marcia, ed. *The Child in the Bible*. Grand Rapids: Eerdmans, 2008.
- ✎ Bunge, Marcia, ed. *Children, Adults, and Shared Responsibilities: Jewish, Christian, and Muslim Perspectives*. New York: Cambridge University Press, 2012.
- ✎ Bunge, Marcia, ed. *Child Theology: Diverse Methods and Global Perspectives*. Maryknoll, NY: Orbis Press, 2021.
- ✎ Robert Coles, *The Political Life of Children*. Atlantic Monthly Press, 2000.
- ✎ Cornwall, Susannah. *Un/Familiar Theology: Reconceiving Sex, Reproduction and Generativity*. New York: Bloomsbury, 2017.
- ✎ Ess, Charles M. “Ethics—and—Emancipation for the Rest of Us?” In *Controversies in Digital Ethics*. Edited by Amber Davisson and Paul Booth. New York: Bloomsbury, pp. 308–19, 2016.
- ✎ Fewell, Danna Nolan. *The Children of Israel: Reading the Bible for the Sake of Our Children*. Nashville: Abingdon, 2003.
- ✎ Grobbelaar, Jan and Breed, Gert, eds. *Theologies of Childhood and the children of Africa*. Cape Town, South Africa: AOSIS, 2016 (only available via ebook).
- ✎ Halberstam, (Judith) Jack. *The Queer Art of Failure*. Durham: Duke University Press, 2011.

- € Kristin Herzog, *Children and Our Global Future: Theological and Social Challenges*. Pilgrim, 2005.
- € Dieterik Janssen, *Queer Theory and Childhood*. Oxford: Oxford University Press, 2012.
- € Scottie May, ed., *Children Matter: Celebrating Their Place in the Church, Family, and Community*. Eerdmans, 2005
- € Joyce Ann Mercer, *Welcoming Children: A Practical Theology of Childhood*. Chalice, 2005.
- € Miller-McLemore, Bonnie J. *Let the Children Come: Reimagining Childhood from a Christian Perspective*. Minneapolis: Fortress Press, 2019. First published 2003 by John Wiley & Sons.
- € Mary Elizabeth Moore and Almeda M. Wright, eds., *Children, Youth and Spirituality in a Troubling World*. Chalice, 2008.
- € A. James Murphy, *Kids and Kingdom: The Precarious Presence of Children in the Synoptic Gospels*. Eugene: Pickwick Publications, 2013.
- € Pangrazio, Luci. 2019. *Young People's Literacies in the Digital Age: Continuities, Conflicts, and Contradictions*. New York: Routledge, 2019.
- € Julie Faith Parker, *Valuable and Vulnerable: Children in the Hebrew Bible, Especially the Elisha Cycle*. Brown University Press, 2013.
- € Susan Ridgely, *A Study of Children in Religions: A Methods Handbook*. NYU Press, 2011.
- € Spyrou, S., Rosen R., and Cook D.T. *Reimagining Childhood Studies*. London: Bloomsbury, 2019.
- € Caroline Vander Stichele and Hugh S. Pyper, eds. *Text, Image, and Otherness in Children's Bibles: What's in the Picture?* Society of Biblical Literature, 2012.
- € Kathryn Bond Stockton, *The Queer Child, or Growing Sideways in the Twentieth Century*. Duke University Press, 2009.
- € Laurel Koepf Taylor, *Give Me Children or I Shall Die: Children and Communal Survival in Biblical Literature*. Fortress, 2013.
- € Lenore Terr, *Too Scared to Cry: Psychic Trauma in Childhood*. New York: Basic Books, 1990.
- € Traina, Cristina. *Erotic Attunement: Parenthood and the Ethics of Sensuality between Unequals*. Chicago: University of Chicago Press, 2011.
- € Wainryb, Cecilia, Beverly A. Brehl, and Sonia Matwin. *Being Hurt and Hurting Others: Children's Narrative Accounts and Moral Judgments of Their Own Interpersonal Conflicts*. Boston: Blackwell Publishing, 2005.
- € Wells, Karen. *Childhood in Global Perspective*. New York: Polity, 2014.
- € Stephen Wilson, *Making Men: The Male Coming-of-Age Theme in the Hebrew Bible*. Oxford University Press, 2015.
- € Wright, Almeda. *The Spiritual Lives of Young African Americans*. Oxford: Oxford University Press, 2017.
- € Wynn, Karen, and Paul Bloom. The Moral Baby. In *Handbook of Moral Development*. Edited by Melanie Killen and Judith G. Smetana. Abingdon: Routledge, pp. 435–53, 2013.
- € Young-Bruehl, Elisabeth. *Childism: Confronting Prejudice against Children*. New Haven: Yale University, 2011.

NOTE: You may also explore other resources on the Oxford University Press Bibliographies site for Childhood Studies. A resource chosen from this list must be pre-approved prior to completing your book note. <https://www.oxfordbibliographies.com/page/childhood-studies?>

**Sexuality Specific (just because I have that list 🙄):**

- € Aggleton, P., Cover, R., Leahy, D., Marshall, D, Rasmussen, M.L. *Youth, Sexuality, and Sexual Citizenship*. Routledge: London, 2019.



- ∄ Angelides, S. *The Fear of Child Sexuality: Young People, Sex, and Agency*. Chicago: University of Chicago Press, 2019
- ∄ Egan, D. and Hawkes, G. *Theorizing the sexual child in modernity*. Gordonsville: Palgrave Macmillan, 2010.
- ∄ Ehrlich, J.S. *Regulating Desire: From the Virtuous Maiden to the Purity Princess*. Albany: State University of New York Press, 2014.
- ∄ Ellison, Marvin. *Making Love Just: Sexual Ethics for Perplexing Times*. Minneapolis: Fortress Press, 2012. (chapter on adolescent sexuality)
- ∄ Gish, Elizabeth. "'Are You a 'Trashable' Styrofoam Cup?': Harm and Damage Rhetoric in the Contemporary American Sexual Purity Movement." In *Journal of Feminist Studies in Religion* 34 (2): 5–22, doi: 10.2979/jfemistudreli.34.2.03, 2019.
- ∄ Lee, M. and Crofts, T. "Sexting and Young People: Surveillance and Childhood Sexuality," in E. Taylor and T. Rooney, eds. *Surveillance Futures: Social and Ethical Implications of New Technologies for Children and Young People*. London: Routledge, 81–92, 2016.
- ∄ Levine, J. *Harmful to Minors: The Perils of Protecting Children from Sex*. Minneapolis: University of Minnesota Press, 2002.
- ∄ Moslener, S. *Virgin Nation: Sexual Purity and American Adolescence*. New York: Oxford University Press, 2015.
- ∄ Ott, K. "Orgasmic Failure: A Praxis Ethic for Adolescent Sexuality," in Roberto Sirvent and Duncan B. Reyburn (eds.) in *Theologies of Failure*. Eugene, OR: Cascade Books, 2019.
- ∄ Renold, E., Ringrose, J., Egan, R.D. *Children, Sexuality, and Sexualization*, Palgrave Macmillan: London, 2015.
- ∄ Waites, M. *The Age of Consent: Young People, Sexuality and Citizenship*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2005.

### **Final Project - Choose one of the following:**

(handed in via one drive folders linked below)

#### **I. Worship**

You will plan a worship service for a specific ministry context. If you have the opportunity to lead the worship service you can do so, and turn in the recording as part of your project submission. You will submit all the worship materials in e-copy format (hymns, prayers, sermon, communion liturgy, etc). In addition, you will submit a 3-5 page paper that identifies how the worship content and design reflect theo-ethical issues raised over the course of the semester related to children and/or youth.

#### **Timeline:**

On or before April 11: submit draft outline of order of worship with working bibliography

On or before April 18: submit final order of worship and draft of resources (prayers, hymns, sermon)

On **April 25**: present your final project to the class

**May 1**: submit all worship materials and 3-5 page reflection paper

#### **II. Religious Community Resource - Lesson Plan**

The lesson plan can be organized for an elementary, middle school, or high school age Sunday School class, children's ministry group, or retreat setting. Drawing upon insights from the course lectures, readings, presentations, and outside resources, the lesson(s) must demonstrate responsiveness to children's moral agency and development as well as critical engagement with a theological or ethical topic. Develop your curriculum with the following components.

- 1) determining your theme or topic;
- 2) selecting your texts (lyrics, movie, fiction, case study, scripture);
- 3) planning learning activities to get participants involved in discussion (including directions and supplies);
- 4) articulating a list of discussion questions for each session to encourage critical thinking;
- 5) offering a rationale for your selections and organization and a list of learning goals you hope will be accomplished;
- 6) making a set of notes regarding any pertinent background information that you think you will need to know about biblical texts, theological concepts, or childhood theory utilized (this is similar to the 3-5 page paper for the worship option and can be woven throughout the lesson plan);
- 7) include a bibliography of sources that you used to prepare yourselves to lead this learning experience.

**Timeline:**

On or before **April 11**: submit parts 1, 2, and 7

On or before April **18**: submit parts 3 and 4, engage #5

On **April 25**: present your final project to the class, 5 and 6 included

**May 1**: submit the lesson plan in its entirety, including any revisions made to earlier parts.

NOTE: if neither of these options relate well to your context of working with children and youth we can discuss a different option. This discussion needs to happen prior to March 1 so your project is well defined before due dates.

**PhD students: Conference Presentation Proposal**

Style: 12 pt font, double spaced, Chicago Style citation

Content: Your proposal should include

- 1) a working title;
- 2) an abstract that: articulates a thesis statement of the question you will be pursuing and/or the argument you will be making; identifies a biblical text(s) or case study under investigation; specifies the methods/approaches you will be using (see *The Study of Children in Religions* ed. Ridgely, Susan)
- 3) a detailed outline of your proposed presentation
- 4) a list the scholarly resources with which you will be most closely engaged;
- 5) a working bibliography of at least 15 sources that relate directly to your topic or text;
- 6) if applicable, any visual or auditory materials you intend to include.

**Timeline:**

On or before **April 11**: submit parts 1 and 5

On or before April **18**: submit parts 2 and 4

On **April 25**: present your final project to the class, draft of 3 and if needed 6

**May 1:** submit the proposal in its entirety, including any revisions made to earlier parts.

## **Rubrics**

### **Discussion Starter Rubric**

1	3	5
Theses are not stated in full sentences and/or do not reflect authors' arguments.	Major theses of the readings were stated in complete sentences and reflective of the authors' arguments.	Thorough, direct, and articulate overview provided via the major theses of each reading.
Offered guiding questions with a degree of relevance to the material.	One or two central questions for the class were clearly relevant to the assigned material.	One or two insightful questions were shared with the class and discussion was adeptly lead by the presenter.
No materials were created for the presentation or class leadership.	Handout was prepared but not shared or uploaded	Handout was shared in advance for students to review prior to class.

Final Grade: \_\_\_\_pts

### **Book Note Rubric**

1	2	3
Summary of the text is limited or missing.	Offers a summary of the text.	Summary of the text is organized and coherent.
Main themes are not articulated.	Assesses the main themes of the text.	Clearly and critically engages main themes.
Tone and style are misaligned with the audience.	Tone and style of writing appropriate to the audience.	Tone and style creatively engage the audience.
Does not follow the word length requirements.	Stays within the approximate length of 750-1000 words.	Maximizes the format and word length to communicate directly and succinctly.

Final Grade: \_\_\_\_\_pts

### Rubric for Final Masters Level Project

Student name: \_\_\_\_\_ Total points \_\_\_\_\_ (out of 45)

Points	10	8	6
<b>Leader reflection on foundations of children/youth faith formation and learning.</b>	Comprehensively and insightfully educates future leaders on foundations of children/youth faith formation and learning.	Skillfully articulates key children/youth faith formation and learning concepts.	Adequately offers an organized and coherent reference to children/youth faith formation and learning concepts.
<b>Analysis and impact of contextual location and audience.</b>	Astutely portrays the complexity of how contextual location and audience influences the educational plan/worship.	Accurately identifies the impact of contextual location and audience on the educational plan/worship.	Provides a somewhat broad overview of context and audience related to the educational plan/worship.
<b>Educational plan (worship or teaching session) reflects childist theory and approaches.</b>	Creative and responsive design that reflects childist theory and approaches.	Design shows awareness of childist theory and approaches.	Lacks evidence of childist theory and approaches in design.
Points	3	2	1
<b>Use of resources (primary - those used in the edu plan; secondary - bibliography for developing the plan)</b>	Careful choice of primary and secondary sources bring breadth and depth to the project.	Primary and secondary sources are adequately utilized in the project.	Primary and secondary sources are inadequately utilized in the project.

<b>Class presentation exemplifies educational approach.</b>	Well planned and provides a model educational experience for peers.	Organized and offers a snapshot of the educational approach of the project.	Not well planned and does not demonstrate engaged educational experience.
<b>Peer feedback to deepen co-learning model of PBL</b>	Provides thoughtful and direct peer feedback that reflects knowledge of course materials.	Offers considerate feedback with some direct connection to course learnings.	Gives cursory feedback and no direct connection to course learnings.
<b>Accurately reflects the guidelines for the assignment</b>	Demonstrates full comprehension of the assignment as described in the syllabus guidelines.	Deviates slightly from the guidelines for the assignment but demonstrates reasonable effort and success in fulfilling them.	Reflects a lack of clarity about the basic expectations for fulfillment of this assignment.
<b>Meets guidelines for submission of progressive materials for feedback sessions.</b>	Met all deadlines with submissions of materials and was prepared for feedback sessions.	Met most of the deadlines for submission of materials, especially for feedback sessions.	Missed deadlines for submission of materials and was unprepared for feedback sessions.

## PhD Level Rubrics

### Book review (PhD)

Task	Comments	Points
Offers an organized and coherent summary of the three texts, articulating the main arguments and key ideas of each.		
Identifies and assesses the authors' critical methods in terms of how they relate to analytical approaches in the field of cross-disciplinary theories of childhood.		
Offers comparative analysis of the three texts, assessing the		

strengths and weaknesses of each and indicating how the works advance, or fail to advance our understanding of children/childhood and social ethics.		
Tone, style, and formatting appropriate to academic studies audience not familiar with critical theories of childhood. Stays within the approximate length of 3000 words. Is grammatically correct and free of typographical errors. Submitted on time.		
	Total (possible 30 points)	

Style: 12 pt font, double spaced

Content: Include in your reviews/notes some attention to

- bibliographical info (to be inserted at the beginning of the review): author, title, publisher, date, ISBN number, # of pages (Look up some reviews on ATLA to see the typical formatting)
- the identity of the author,
- the genre, intended audience, and purpose of the work
- the appropriateness of the title -- how well does it communicate the book's contents?
- the Preface/Introduction/Table of Contents: What do you learn about the book from the Preface and Introduction? How is the book arranged: sections, chapters?
- the main argument of the book: How does it progress? What support does the author summon? Does the book fulfill its stated purpose?
- Key Ideas: What are the main ideas presented in the work? What makes the book worth reading?
- Who is your own targeted audience who will not have read the book? Summarize in a way that will help your readers gauge their interest.
- An assessment of the work: What were the book's strengths and weaknesses? Did the book appeal to you (intellectually? theologically? ethically? emotionally?)?

### **Rubric for Final Doctoral Level Project**

ideas of genealogy weaponize our ancestry

Student name: \_\_\_\_\_ Final Grade \_\_\_\_\_

Points	A	B	C
<b>Abstract and proposal outline engage theoretical frameworks from the course.</b> (i.e., there is evidence that taking the course shaped your proposal)	Comprehensively and insightfully engages theoretical frameworks from the course in relation to conference proposal topic.	Articulates a theoretical frameworks from the course in relation to conference proposal topic.	Offers a baseline reference to <b>theoretical frameworks from the course</b> in relation to conference proposal topic.
<b>Proposal reflects social and ethical analysis related to children/childhood/ youth and religion.</b>	Creative and responsive social and ethical analysis related to children /childhood/ youth and religion.	Shows awareness of social and ethical analysis related to children /childhood/ youth and religion.	Lacks evidence of social and ethical analysis related to children /childhood/ youth and religion.
<b>Analysis and impact of contextual location and audience.</b>	Astutely engages the context and audience, through proposal design related to specific conference/ location for the proposal.	Accurately identifies the context and audience by following the conference/location proposal guidelines.	Follows proposal guidelines and minimally shape proposal to audience and context of conference/location.
Points	A	B	C
<b>Use of resources (primary - those used in the edu plan; secondary - bibliography for developing the plan)</b>	Careful choice of primary and secondary sources bring breadth and depth to the project.	Primary and secondary sources are adequately utilized in the project.	Primary and secondary sources are inadequately utilized in the project.
<b>Class presentation exemplifies a teaching approach.</b>	Well planned and provides an educational experience for peers.	Organized and offers a snapshot of the educational approach.	Not well planned and does not demonstrate engaged educational experience.
<b>Peer feedback to deepen co-learning model of PBL</b>	Provides thoughtful and direct peer feedback that reflects knowledge of course materials.	Offers considerate feedback with some direct connection to course learnings.	Gives cursory feedback and no direct connection to course learnings.

<b>(done in small groups)</b>			
<b>Accurately reflects the guidelines for the assignment</b>	Demonstrates full comprehension of the assignment as described in the syllabus guidelines.	Deviates slightly from the guidelines for the assignment but demonstrates reasonable effort and success in fulfilling them.	Reflects a lack of clarity about the basic expectations for fulfillment of this assignment.
<b>Meets guidelines for submission of progressive materials for feedback sessions.</b>	Met all deadlines with submissions of materials and was prepared for feedback sessions.	Met most of the deadlines for submission of materials, especially for feedback sessions.	Missed deadlines for submission of materials and was unprepared for feedback sessions.