

Child Advocacy and the Church (Summer 2015)

Credit (CE 3153--LPTS or MAS 575--Bellarmine)

Christian education general elective, 3 hours

Time and Place

July 20-24, 2015. On the Former Alex Haley Farm, Clinton, Tennessee (in conjunction with the Children's Defense Fund's Proctor Institute for Child Advocacy Conference)

We will meet at 9:00 in the LPTS main parking lot on Monday July 20.

Description and Goals

The purpose of the Proctor Institute for Child Advocacy Ministry is to gather religious leaders and other faith-based advocates for children for a week of continuing education, networking, and spiritual renewal. Participants will explore theologies related to children and advocacy, hear inspiring preaching on children's concerns, gain solid, up-to-date information on children's needs, and acquire new skills, models, and strategies to implement programs to help children and strengthen families. (From the CDF conference description)

The course requires attendance at 1) preparatory meetings/classes before the Proctor Institute, 2) the Institute (a full week), and 3) reflection times with the instructor/other students during the week of the Institute.

Student Learning Outcomes

MDiv

SLO6: Students will demonstrate an ability to recognize systemic racism, corporate and individual, and their own participation in it.

SLO7: Students will give evidence that they are conscious of multiple forms of oppression and injustice, including sexism, patriarchy, classism, heterosexism and poverty and able to identify strategies for responding to them.

SLO8: Students will demonstrate the ability to think theologically, strategically, imaginatively, and contextually about ethical issues.

SLO9: Students will be able to preach and teach and provide pastoral care.

MAMFT

SLO 4:

Graduating students will be able to use a multicultural approach to Marriage and Family Therapy that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation, diversity in client systems, client-therapist systems, supervisory systems, and broader social systems

Logistics

Students are responsible for their own enrollment in the Institute, housing, and related costs, in addition to seminary tuition. Transportation to Clinton, TN can be provided. Registration forms and hotel information are available from the CDF website: <http://www.childrensdefense.org>

Reading

Required by July 20th

All: Edelman, Marian Wright. *The Measure of Our Success: A Letter to My Children and Yours*. New York: HarperPerennial, 1993.

Required by Sept. 1st

Either half of : Bunge, Marcia J., ed. *The Child in Christian Thought*. Grand Rapids: Wm. B. Eerdmans, 2001.

Or all of : Thurman, Howard. *Essential Writings*. Edited by Luther Smith. Maryknoll, NY: Orbis, 2006. (especially recommended to MAS students).

And: an additional 500 pages of material new to the student. This could also include the remainder of Bunge, for those reading it. Otherwise, students will choose remaining readings from the book list (below), and then have the readings approved for appropriate length and variety. Books written by or about conference leaders will be encouraged. If you read books not on the syllabus, please get instructor approval first. There is room for a variety, but they must feed the work of child advocacy in some way.

Journal (Sept. 1st)

Students will keep a journal reflecting upon both the reading and the conference activities.

Reading Reflections (typed): Please provide 1 to 2 pages of review for each book. In the case of the Bunge book, please provide at least half a page of review for each chapter you read. Reviews should summarize core ideas in the reading and your reaction to them. Reflections should reveal that you understood the reading and thought about it.

Conference journal (typed or legible handwriting): Please provide 1 to 2 paragraphs of reflection for each event/speaker. In addition, inspiration, poetry, musings, drawings, or other forms that represent your engagement with the Institute are encouraged.

Project (Sept. 1st)

The course is open to a wide variety of projects, but they must be directly relevant to child advocacy. The work must be roughly equivalent to the **time and energy** involved in a 20 page research paper, but practice-oriented projects often make more sense given the nature of the course. The time could be spent teaching, writing, planning, resourcing your project. (Typically a 20 page paper is calculated at approximately 20 to 30 hours of work.) I would strongly suggest running your project idea by the professor by phone or in person (not by email).

Examples:

- 1) Design a course in Child Advocacy for a congregation
- 2) Write a theology of child advocacy

- 3) Write a research paper on a relevant topic
- 4) Design a program for children, for congregations, for a community based on an idea from the Proctor Institute.
- 5) Other—talk with the professor

Book list

- Bunge, Marcia, ed. *The Child in Christian Thought (Religion, Marriage, and Family)*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 2001.
- Edelman, Marian Wright. *The Measure of Our Success: A Letter to My Children and Yours*. New York: Harper Paperbacks, 1993.
- Thurman, Howard. *Howard Thurman: Essential Writings*. Edited by Luther Smith. Maryknoll, NY: Orbis, 2006.

Supplemental (you may choose from this list or make other suggestions based on the conference):

- Andrews, Dale P. *Practical Theology for Black Churches: Bridging Black Theology and African American Folk Religion*. Louisville, KY: Westminster John Knox Press, 2002.
- Bass, Dorothy. *Practicing Our Faith: A Way of Life for a Searching People*. San Francisco, Jossey-Bass, 1997.
- Benson, Peter J. *All Kids are Our Kids: What Communities Must Do to Raise Caring and Responsible Children and Adolescents*. 2d ed. San Francisco: Jossey-Bass, 2006.
- Berry, Mary Frances. *The Politics of Parenthood: Child Care, Women's Rights, and the Myth of the Good Mother*. New York: Penguin, 1994.
- Brown, Teresa Fry. *God Don't Like Ugly: African American Women Handing on Spiritual Values*. Nashville, TN: Abingdon Press, 2000.
- Browning, Don, et. al., *From Culture Wars to Common Ground: Religion and the American Family Debate*. 2d ed. Louisville, KY: Westminster John Knox Press, 2000.
- Burghardt, Walter J. *Preaching the Just Word*. New Haven: Yale University Press, 1996.
- Bushnell, Horace. *Christian Nurture*. Grand Rapids, MI: Baker Book House, 1979.
- Canada, Geoffrey. *Fist, Stick, Knife, Gun: A Personal History of Violence in America*. Boston: Beacon Press, 1995.
- _____. *Reaching Up for Manhood: Transforming the Lives of Boys in America*. Boston: Beacon Press, 1998.
- Childrens Defense Fund. *Children's Sabbath* materials.
- Coles, Robert. *The Spiritual Life of Children*. Boston: Houghton Mifflin, 1990.
- _____. *The Moral Life of Children*. Boston: Houghton Mifflin, 1986.
- _____. *The Moral Intelligence of Children*. New York: Random House, 1997.
- Comer, James, and Alvin Pouissant, *Raising Black Children: Two Leading Psychiatrists Confront the Educational, Social and Emotional Problems Facing Black Children*. New York: Plume, 1992.
- Coontz, Stephanie. *The Way We Never Were: American Families and the Nostalgia Trap*. New York: Basic Books, 1992.

- _____. *The Way We Really Are: Coming to Terms with America's Changing Families*. New York: Basic Books, 1997.
- Curran, Dolores. *Traits of a Healthy Family: Fifteen Traits Commonly Found in Healthy Families by Those Who Work with Them*. Minneapolis, MN: Winston Press, 1983.
- Draper, Sharon M. *Copper Sun*. New York: Atheneum Books for Young Readers, 2006.
- Edelman, Marian Wright. *Unfinished Symphony: Justice and Freedom for Children and Families*. Cleveland, OH: United Church of Christ Resources, Inc., 1997.
- Fass, Paula S., and Mary Ann Mason. *Childhood in America*. New York: New York University Press, 2000.
- Freire, Paulo. *Pedagogy of the Oppressed*. New York: Continuum, 2000.
- Fuchs-Kreimer, Nancy. *Parenting as a Spiritual Journey: Deepening Ordinary and Extraordinary Events into Sacred Occasions*. Woodstock, VT: Jewish Lights Pub., 1998.
- Galinsky, Ellen, and Judy David. *Ask the Children: What America's Children Really Think About Working Parents*. New York: William Morrow, 1999.
- Garbarino, James. *Lost Boys: Why Our Sons Turn Violent and How We Can Save Them*. New York: Anchor Books, 2000.
- Garland, Diana R. *Family Ministry: A Comprehensive God*. Downer's Grove, IL: Intervarsity Press, 1999.
- _____. *Precious in His Sight: A Guide to Child Advocacy*. Birmingham, AL: New Hope, 1996.
- _____. *Sacred Stories of Ordinary Families: Living the Faith in Daily Life*. San Francisco: Jossey-Bass, 2003.
- Gibbs, Jewelle Taylor, et al. *Children of Color: Psychological Interventions with Culturally Diverse Youth*. 2d rev. ed. San Francisco: Jossey-Bass, 2003.
- Harris, James H. *Preaching Liberation*. Minneapolis, MN: Fortress Press, 1995.
- Hersch, Patricia. *A Tribe Apart: Into the Heart of American Adolescence*. New York: Ballantine Books, 1999.
- Hewlett, Sylvia Ann, and Cornel West. *The War Against Parents*. Boston : Houghton Mifflin, 1998.
- hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*, New York: Routledge, 1994.
- hooks, bell. *Teaching Community: A Pedagogy of Hope*. New York: Routledge, 2003.
- Kidder, Tracy. *Among Schoolchildren*. New York: HarperPerennial, 1990.
- Kindlon, Dan, and Michael Thompson. *Raising Cain: Protecting the Emotional Life of Boys*. New York: Ballantine Books, 2000.
- Kotlowitz, Alex. *There are No Children Here: The Story of Two Boys Growing Up in the Other America*. New York: Anchor Books, 1992.
- Kozol, Jonathan. *Amazing Grace: The Lives of Children and the Conscience of a Nation*. New York: HarperPerennial, 1996.
- _____. *Ordinary Resurrections: Children in the Years of Hope*. New York: Crown Publishers, 2000.
- Lindner, Eileen. *When Churches Mind the Children: A Study of Daycare in Local Parishes*. Ypsilanti, MI: High/Scope Press, 1983.
- McCormick, Patricia. *Sold*. New York: Hyperion, 2006.
- Miller-McLemore, Bonnie J. *Also a Mother: Work and Family as Theological Dilemma*. Nashville, TN: Abingdon Press, 1994.

- _____. *Let the Children Come: Reimagining Childhood from a Christian Perspective*. San Francisco: Jossey-Bass, 2003.
- Morgenthaler, Shirley K. *Exploring Children's Spiritual Formation: Foundational Issues*. River Forest, IL: Pillars Press, 1999.
- Nelson-Pallmeyer, Jack. *Families Valued: Parenting and Politics for the Good of All Children*. New York: Friendship Press, 1996.
- Olson, Richard P., and Joe H. Leonard, Jr. *A New Day for Family Ministry*. Bethesda, MD: Alban Institute, 1996.
- Paterson, Katharine. *The Great Gilly Hopkins*. New York: HarperCollins Publishers, 1978.
- Pipher, Mary. *The Shelter of Each Other: Rebuilding Our Families*. New York: G.P. Putnam's Sons, 1996.
- Schipani, Daniel. *Religious Education Encounters Liberation Theology*. Birmingham, AL: Religious Education Press, 1988.
- Thomas, David M. *Family Life and the Church*. Mahwah, NJ: Paulist Press, 1979.
- Thompson, Marjorie. *Family the Forming Center*. rev. and expanded. Nashville: Upper Room Books, 1996.
- Tupper, Frank. *A Scandalous Providence: The Jesus Story of the Compassion of God*. Macon, GA: Mercer University Press, 1995.
- Westerhoff, John H., III. *Will Our Children Have Faith?* rev. and exp. ed. Harrisburg, PA: Morehouse Publishing, 2000.
- _____. *Bringing Up Children in the Christian Faith*. Minneapolis, MN: Winston Press, 1980.
- Wigger, J. Bradley. *The Power of God at Home: Nurturing Our Children in Love and Grace*. San Francisco: Jossey-Bass, 2003.
- Wigger, J. Bradley, and Shannon Daley-Harris. "Children, Wonder and Attention: Resources to support Raising and Working with Young People." *Family Ministry* 16 No. 4 (2002): 11-31.
- Wimberly, Anne. *Soul Stories: African-American Christian Education*. Nashville, TN: Abingdon Press, 2005.
- Wimberly, Edward P. *Moving from Shame to Self-Worth: Preaching and Pastoral Care*. Nashville, TN: Abingdon Press, 1999.
- _____. *Relational Refugees: Alienation and Reincorporation in African American Churches and Communities*. Nashville, TN: Abingdon Press, 2000.
- Wright, Wendy. *Sacred Dwelling: A Spirituality of Family Life*. Leavenworth, KS: Forest of Peace Pub., 1994.
- _____. *Seasons of a Family's Life: Cultivating the Contemplative Spirit at Home*. San Francisco: John Wiley & Sons, Inc., 2003.
- Yust, Karen-Marie. *Real Kids, Real Faith: Practices for Nurturing Children's Spiritual Lives*. San Francisco: Jossey-Bass, 2004.

For more relevant children's literature, you may search the annotated bibliography embedded here (electronically):



AB Jan 2014.pdf

(Note: this annotated bibliography was created by the 2014 J-term class, Children's Literature in Faith and Life)

Students may also draw from CDF Inter-institutional Course resource list below

- Video: Civil Rights | Watch Makers: Women who Make America on Women in the Civil Rights
- *Eyes on the Prize* documentary series.
- Allen, Ronald, Dale P. Andrews, Dawn Ottoni Wilhelm. (2011, 2012, 2013). *Preaching God's Transforming Justice, Lectionary Year[s] A, B, and C*. Louisville, KY: Westminster John Knox Press.
- Anderson, Victor. (1999). *Beyond Ontological Blackness*. Continuum Publishing.
- Anderson, Victor. (2008). *Creative Exchange*. Minneapolis, MN: Fortress Press.
- Andrews, Dale P. (2002). *Practical Theology for Black Churches*. Louisville, KY: Westminster John Knox Press.
- Andrews, Dale P. and Robert London Smith Jr., editors. (2015). *Black Practical Theology*. Waco, TX: Baylor University Press.
- Barber II, William J. (2014) *Forward Together: A Moral Message for the Nation*. Chalice Press.
- Brueggeman, Walter. (2001, 2nd ed.) *Prophetic Imagination*. Minneapolis, MN: Augsburg Fortress Press.
- Edelman, Marion Wright. (1993). *The Measure of Success*. New York: HarpersCollins Publishers.
- Ellison, Gregory. (2013). *Cut Dead but Still Alive*. Nashville, TN: Abingdon Press.
- Harding, Vincent. (2010). *Hope and History*. Maryknoll, NY: Orbis Books.
- Harding, Vincent. (2008). *Martin Luther King Jr.: The Inconvenient Hero*. Maryknoll, NY: Orbis Books.
- Heschel, Abraham. (1962, 2001). *The Prophets*. New York: Harper & Row, HarperCollins Publishers.
- Marbury, Herbert. (2015). *Pillars of Cloud and Fire: The Politics of Exodus in the African American Quest for Freedom*. New York: New York University Press.
- Hicks, Derek S. (2012). *Reclaiming Spirit in the Black Faith Tradition*. Basingstoke, Hampshire: Palgrave MacMillan Press.
- Lartey, Emmanuel Y. (2011). "Postcolonial African practical theology: rituals of remembrance, cleansing, healing and re-connection." *Journal of Pastoral Theology*. 21, (2), 1-27.
- McMickle, Marvin. (2006). *Where Have All the Prophets Gone*. Pilgrim Press.
- Medina, Lara. (2001). "Transformative Struggle: The Spirituality of Las Hermanas." *Journal of Feminist Studies in Religion*, 17, (2), 107-126.
- Otfinoski, Stephen. (1991). *Marian Wright Edelman: Defender of Children Rights*. Blackbirch Press.
- Parker, Evelyn. (2010). *The Sacred Selves of Adolescent Girls: Hard Stories of Race, Class, and Gender*. Wipf and Stock Press.
- Pearse, Angie. (2010). *Doing Contextual Theology*. Routledge.
- Rivera-Pagán, Luis. (2007) "Doing Pastoral Theology in a Post-Colonial Context: Some Reflections from the Caribbean." *The Journal of Pastoral Theology*, 17, No. 2:1-27.
- Ross, Rosetta E. (2003). *Witnessing & Testifying*. Minneapolis, MN: Fortress Press.
- Sheppard, Phillis. (2011). *Self, Culture, and Others in Womanist Practical Theology*. Basingstoke, Hampshire: Palgrave MacMillan Press.

- Smith, Linda T. (2012, Revised 2nd ed.). *Decolonizing Methodologies: Research and Indigenous Peoples* (Zed Books).
- Stevenson, Bryan. (2014). *Just Mercy*. New York: Spiegel & Grau.
- Tubbs Tisdale. (2010). *Prophetic Preaching: A Pastoral Approach*. Louisville, KY: Westminster John Knox Press.
- Washington, James M. (2001 ed.). *A Testament of Hope*. New York: HarperCollins Publishers.
- Wimberly, Anne. (2005). *Soul Stories: African American Christian Education*. Nashville, TN: Abingdon Press.

School Policies

Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. See for further assistance, [Link](#)

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, see The Code of Student Conduct, 6.11; the Student Handbook, p. 19.

Citation Policy

Citations in your papers should follow the Seminary standard, based on these guides:

Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. Chicago: University of Chicago Press, 2007.

The Chicago Manual of Style, 16th ed. Chicago, IL: University of Chicago Press, 2010.

Copies of these guides are available at the library and in the Academic Support Center.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (kmapes@lpts.edu) during the first two weeks of a semester and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Attendance Policy

According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Missing 1/4 of the course or more may result in a low or failing grade in the course.