

DAUGHTERS OF GOD: AN INTERDISCIPLINARY STUDY OF GIRLHOOD

Phillips Theological Seminary
PT530³/Fall 2019 (13-week online)

Professor: Rev. Annie Lockhart-Gilroy, Ph.D.

Phone: 918-270-6452

Email: annie.lockhart.gilroy@phillips.edu

Office hours by appointment only

Teaching Assistant: Liz Ternes

Course Description

This introductory course places sociology and developmental psychology in conversation with practical theology in order to explore the development of girls from birth to late adolescents. As we interrogate what it means to be a girl, we explore pay attention to developmental concerns specific to girls and the teaching of gender norms. We also explore the work of practical theologians as our overall focus is to understand the implications for ministry.

Course Goals

1. To understand, critique, and reconstruct ways we view girlhood and ministry to girls.
2. To place developmental psychology, sociology, and practical theology in conversation.
3. To explore the ways that practices within congregations and the wider US culture teach gender roles to girls both explicitly and implicitly. With the goal of learning how to better minister to girls.

MDIV Program Goals this class addresses:

- the continuing importance and practice of conversation as an interpretive practice of historical and theological reflection and articulate one's own understanding of Christian faith informed by historical understanding and embodied in contemporary contexts in faith communities, the arts and sciences, and public discourse.
- the continuing integration of the learning processes of interpretation, context awareness, vocational discernment, and conversation into leadership skills such as preaching, teaching, care, and worship, within the overall practice of ministry.

MAMC Program Goals this class addresses:

- articulate a theology that takes into account a liberative hermeneutic and is responsive to key themes in Christian theology, ethics, biblical exegesis, Christian history, and each student's own denominational heritage and polity;
- develop an understanding of the student's own personal and spiritual formation appropriate to the practice of ministry.

MASJ Program Goals this class addresses:

- Attend to the continuing importance of events, texts, and practices of church history and contemporary cross culture studies through the lenses of oppression, liberation, and reconciliation.
- Articulate perspectives on issues and topics in the area of public theology and ethics, informed by methods such as feminist/womanist, liberationist, process, and post-colonial models attentive to the theme of justice.

MTS Program Goals this class addresses:

- articulate substantive issues in Christian theology in a manner that takes into account a liberative hermeneutic responsive to key themes in biblical exegesis and Christian history.
- articulate understandings of individuals, groups, and cultures that are informed by conversation between the theological disciplines and critical studies in arts, culture, and the sciences.

Course Texts (in order of study)

Required Books:

Lyn Mikel Brown and Carol Gilligan, *Meeting at the Crossroads: Women's Psychology and Girls Development*, Ballantine Books, 1992.

Evelyn L. Parker, editor, *The Sacred Selves of Adolescent Girls*, The Pilgrim Press, 2006.

Sharon Lamb and Lyn Mikel Brown, *Packaging Girlhood: Rescuing our Daughters from Marketers' Schemes*, St. Martins' Griffin, 2006.

Marjorie Corban, *A Tiny Step Away from Deepest Faith: A Teenager's Search for Meaning*, Paraclete Press, 2005.

Emily Peck McClain, *Arm in Arm with Adolescent Girls: Educating into the New Creation*, Pickwick Publications, 2018.

Maya Angelou, *I Know Why the Caged Bird Sings*, Random House Trade Paperback Edition, 2015.

Required Articles:

Miriam Forman-Brunell and Julie Eaton (2009) "The Graceful and Gritty Princess? Managing Notions of Girlhood from the New Nation to the New Millennium" in *American Journal of Play*, Winter 2009.

Alexandra Jane Allan, "The Importance of Being a 'Lady': Hyper-Femininity and Heterosexuality in the Private, Single-Sex Primary School." In *Gender and Education*, March 2009, 21:2, 145-158.

Annie A. Lockhart-Gilroy (2016) "A Way Forward: Nurturing the Imagination at the Intersection of Race, Class, Gender, and Age" in *Religious Education*, 111:4, 415-429, DOI: [10.1080/00344087.2016.1185769](https://doi.org/10.1080/00344087.2016.1185769)

Dori Grinenko Baker (2000) "GIRLFRIEND THEOLOGY: GOD-TALK ACROSS RELIGIOUS BORDERS" in *Religious Education*, 95:3, 320-339, DOI: [10.1080/0034408000950308](https://doi.org/10.1080/0034408000950308)

Additional online articles and blog posts will be placed in Moodle

Course Assignments

1) Active reading and participation (30%)

Participation incorporates any activities required for a given week. You may be asked to collaborate with each other through a shared document. You may be asked to collaborate through audio and video and every week you will be asked to participate in an online conversation. This conversation can happen in one of two ways. You can participate in the online discussion forum or in a zoom video discussion. Your reading of the material should be evident in these class discussions.

Online Discussion Forums

Conversation through online discussion forums happen in two parts. First you will need to post an original comment that responds to the prompt. In this original post of 250-300 words, you should first write a paragraph summarizing the texts' main argument(s). Then, pick one or two points for further interrogation. You may pick these points because you find them helpful and agree with them or because you find them problematic and want to argue against them. Either way, state why you picked these points and what is celebratory or problematic about them. Be sure to quote the text(s). You are then to end your post with a question. This should be a third order question that helps your peers converse with the text. ***The original post is due by Wednesday of each week.***

Secondly, after reading all of the posts, you will need to respond to at least four of your peers' posts by Friday of each week. In your response of 150-200 words, focus on interacting with the question your classmate posed. Be sure to cite the text, where it would be helpful, in your response. If there are not four posts to respond to, simply respond to all of them that are there.

Zoom Video Discussion

Throughout most of the weeks you may choose to participate in a zoom video discussion for 90 minutes instead of online discussion forums. The prompts will be the same, but you will engage this through an oral conversation instead of a written one. The time of the zoom discussion changes every week in order to

accommodate different schedules. Students may attend up to five zoom discussions throughout the semester.

Date and Time for Zoom Video Discussion (all times are in Central Standard Time zone)

Monday, September 2, 10:00 – 11:30 am

Monday, September 16, 6:00 – 7:30 pm

Tuesday, October 1, 1:00 – 2:30 pm

Thursday, October 31, 10:00 – 11:30 am

Thursday, November 14, 6:00 – 7:30

Friday, December 6, 1:00 – 2:30 pm

Monday, September 9, 1:00 – 2:30 pm

Tuesday, September 24, 10:00 – 11:30 am

Tuesday, October 22, 6:00 – 7:30 pm

Thursday, November 7, 1:00 – 2:30 pm

Wed., November 20, 10:00 – 11:30 am

Friday, December 13, 10:00 – 11:30 am

2) Story of learned gender behavior (10%)

One Saturday, I asked my mother why my brothers and I had different chores. She began to explain the difference between “girl chores” and “boy chores” and reiterated those distinctions anytime I complained about having to do all of the house cleaning. That was one of the ways I learned what it means to be a girl. We all have stories that taught us how others thought we should behave because of our sex. They may not be as explicit as the example, but somewhere along the line we learned how to act like a girl or a boy. (I recognize that gender isn’t binary, but society, for the most part, still trains children with a binary understanding. If your story shows a different reality, please share it).

In a brief paper (500 – 1000 words) tell one of your stories of learned gendered identity. This is a story of another person telling you how you should act because of your gender, or the gender they assumed you to be. Briefly recount what happened and think about how it shaped you. How much of that do you still choose to accept as true? How much of it do you choose to reject? Why?

Due: September 6

3) “Entering their world” paper (30%)

Spend at least five hours consuming materials geared towards girls. This can be done in a variety of ways. With a critical eye, watch a few shows on MTV, the Disney Channel, CW, or Freeform—any show geared at girls, maybe with a girl lead. With a critical ear, listen to music at the top of the pop charts. With a critical eye, read a few teen magazines or websites. If you are on twitter, follow social media influencers. Also look at gender-specific youth ministry curriculum

and devotionals. If you are unsure where to start, ask a few girls, what they watch, read, follow, and listen to.

Write a paper (1250 – 2,000 words) about what theme(s) ran through these sources. What did you see? Hear? Read? Are these themes affirming? Empowering? Problematic? All of the above? Did these themes surprise you? What are these themes teaching girls about girlhood? About life in general? In addition to reporting what you saw and heard, analyze your findings. Use our readings to augment your observations and analysis.

Due: October 28

4) Final paper/Project and Presentation(50%)

Option 1: Develop a curriculum for girls and hand in the teacher's guide (which will include the lesson plans for the youth). It may be a study that lasts a few weeks, a retreat, a lock-in, a series of worship services or sermonettes, etc. Write a two-page introduction to the curriculum. First explain your context. Then define key assumptions and commitments at work in the curriculum. Throughout the curriculum, be sure to explain your reasoning for choosing activities and developmental and theological insights that will help the instructor. Be sure to add a bibliography.

Option 2: Write a case study with Maya Angelou as the girl you are ministering to. In light of what you have studied throughout the semester, how do you understand her story? What areas would you address if she were telling her story to you in her office? How would you address it? How does the texts from the course help you address it?

Due: December 20

You will be presenting this to your peers on the last week via video or audio.

Evaluation and Grading

Grading is always difficult. *Grades* represent an evaluation of actual work -- not good intentions, inherent ability, intelligence, personal or moral or spiritual qualities. Final grades are based upon the performance of the individual as well as compared with the performance of other students in the course. The key to succeeding in this course is to read the assignments in the syllabus and make sure that you are doing everything that is asked of you. It is assumed that your work will also meet a standard of academic writing fit for a master's level class.

Grades for this course will be computed on the following basis:

Written Materials

- (a) basic grammar, spelling, sentence structure etc. (papers will be returned to learner for "another try" if necessary)
- (b) flow of organization
- (c) depth of thinking, clarity of information, demonstration of analytical skills, and addressing the requirements of the course
- (d) strengthen your written assignments by incorporating quotes from the readings; use an established citation system for footnoting

Presentations

- (a) organization and clarity (you should practice presentations before class)
- (b) depth of thinking, clarity of information, demonstration of analytical

skills, and addressing the requirements of the course

(c) creativity and your willing to take risks. This is safe space so feel free to risk and fail big. We will process presentations as a class and make them stronger for next time.

Late Work Policy: Work that is handed in late will lose one grade for every day it is late. *This does not apply to weekly discussion forums. Late posts are not accepted and are counted as an absence.* Any assignment not handed in will be receive a grade of 0. This will be waived only in documented extraordinary circumstances (serious illness, death of a family member, etc.). Being busy is not an extraordinary circumstance.

Rewrites: The opportunity to rewrite an assignment is at the sole discretion of the professor. It is offered to students that seemed to have misunderstood an assignment and would otherwise receive a failing grade. There is no guarantee, however, that a student will be offered a rewrite.

Course Structure

Each week in this course is a little different. Some weeks there will be lectures; other weeks there will be video clips; some weeks you will be required to do group work. So, be very mindful of the assignments of the week listed on Moodle. The assignments will be listed on Moodle in the suggested order of completion.

With this being an online course, the bulk of this work will be based in writing posts in discussion forums and responding to those posts. *Original posts must be posted by*

Wednesday of each week and responses must be posted by Friday of each week. Since it is imperative that students have the time to flexibility to read and respond to discussion starters, **late posts will not be accepted.**

Course Housekeeping

- ***Office hours*** are by appointment only. We can meet in person (in office 15), by phone, or in a zoom classroom online. When you need to schedule an appointment, send me an email with three possible times that you can meet and your preferred way to meet. My preferred meeting days are Wednesdays, Tuesdays, and Mondays (in that order).
- ***Attendance Policy:*** Phillips has an established Attendance Policy that states: “Any student who misses 20% or more of the class contact hours for a course, for any reason, cannot pass or successfully audit that course.” For the purpose of this online course, attendance is taken by timely posts and responses. If students miss three post cycles (this includes original posts and at least four responses) or zoom conversations, regardless of the reason, they cannot pass this course.
- ***Disability Accommodation Statement:*** “Phillips Theological Seminary recognizes disability as an aspect of diversity, vital to the seminary community and society. The Office of Admissions and Student Services has worked to identify opportunities to strengthen our academic programming by making available to all students various disability resources intended to bolster success and make the learning environment accessible and inclusive to all. Students with

disabilities can begin the collaborative process of accessibility by contacting the Office of Admissions and Student Services to develop a partnership, generate solutions, and implement reasonable accommodations. Refer to the student handbook for the entire disability accommodation statement.

- ***Phillips Catalog Definition of a Semester-Hour:*** In accord with regulations announced by the United States Department of Education in October 2010, the Phillips faculty defines one semester-hour of academic credit as that which may be granted for successfully completing over the course of a semester a set of required learning activities representing approximately forty-five clock hours of graduate-level study. Therefore, the workload for this course represents 135 hours of work – 9 hours of work a week. These hours are based on projections of the minimum time that a typical Phillips student should anticipate spending in each course in direct instruction by the instructor(s), reading and library research, synchronous and asynchronous online discussion, creative theological reflection and writing, content review and testing procedures, and other appropriate educational assignments designed by the instructor to ensure that students achieve the learning objectives of the course as published in the course syllabus.”

Online activities are meant to be in the place of face to face class time.

Therefore, online learning activities are meant to take up 150 minutes (2.5 hours) each week, with approximately 90 minutes being spent on online discussions.

- ***Use of inclusive language in this course:*** In reference to humanity, inclusive language is required in speaking and writing. However, since the course is about girls, using feminine pronouns is appropriate. In reference to the Divine,

individuals ought to be aware of the problem of language with reference to God. We need to be sensitive to the metaphorical, analogical nature of all our language about God, and to be aware that the Bible and Christian tradition use feminine and non-human as well as masculine images and categories for speaking of God. See the student handbook for the full inclusive language policy.

- ***Statement of Confidentiality:*** All persons engaged in teaching and learning at Phillips deserve to be treated with dignity and respect. In a seminary community marked by a real mutuality of care and support, members of the faculty, staff, and student body alike recognize—as we listen to one another and participate actively in critical theological inquiry and debate—that the practice of keeping confidences must be developed as a primary ministerial skill. Moreover, we understand the same set of respectful behavioral expectations and collegial confidentiality to advance the teaching and learning process in courses both on campus and online.
- Students are expected to know and adhere to the following policies that can be found in the student handbook: Academic Misconduct, Disability Accommodation, Inclusive Language, and the Professional Behavior and Netiquette Statement.
- ***Lockhart-Gilroy Rule of Engagement:*** If you could have made a particular comment or written a particular analysis before taking this class, reading the class materials or listening to class lectures, your insights are not yet ready to share. The goal is to synthesize the new material you are learning with the knowledge that you bring to the class. I look forward to hearing your experiences augment the discussions of the readings, lectures, and class activities and seeing how you integrate practical examples into theoretical and theological discussions.

Reading Schedule

This schedule is subject to change.

Be sure to check Moodle for updated reading assignments.

August	26 – 30	Week1: <i>It's a Girl! What Does that Mean</i> Read: Syllabus “When Did Girls Start Wearing Pink” “Understanding Gender” “The Graceful and Gritty Princess” “The Importance of Being a Lady” All readings for this week are found on Moodle.
September	2 – 6	Week 2: <i>Girlhood as Preparation for Womanhood?</i> Read: <i>Meeting at the Crossroads</i> , Chapters 1 – 3 “Charting Girlhood Studies” on Moodle Assignment Due: Story of Learned Gendered Behavior
	9 – 13	Week 3: <i>Girlhood as Preparation for Womanhood, Part II</i> Read: <i>Meeting at the Crossroads</i> , Chapters 4 – 6
	16 – 20	Week 4: <i>The Importance of Intersectionality</i> Read: <i>The Sacred Selves of Adolescent Girls</i> , Intro., Chapt. 1- 3

	23 – 27	<p>Week 5: <i>The Importance of Intersectionality, Part II</i> Read: <i>The Sacred Selves of Adolescent Girls</i>, Ch. 4 – Conclusion “A Way Forward: Nurturing the Imagination at the Intersection Race, Class, Gender, and Age” (In Moodle)</p>
	30 – 10/4	<p>Week 6: <i>Societal Formation</i> Read: Packaging Girlhood, Intro – Chapter 3</p>
October	7 – 11	Concentrated Week – No Assignments
	14 – 18	Concentrated Week – No Assignments
	21 – 25	<p>Week 7: <i>Societal Formation, Part II</i> Read: Packaging Girlhood, Chapters 4 – 6</p>
	28 – 11/1	<p>Week 8: <i>Doing Girlfriend Theology</i> Read: <i>A Tiny Step Away from Deepest Faith</i> “Girlfriend Theology: God-talk Across Religious Borders” Assignment Due: “Entering Their World” paper</p>
November	4 – 8	<p>Week 9: <i>Doing Girlfriend Theology, Part II</i> Read: <i>Arm in Arm with Adolescent Girls</i></p>
	11 – 15	<p>Week 10: <i>Topics in Girlhood</i> Readings TBA</p>

	18 – 22	Week 11: Topics in Girlhood Readings TBA
	25 – 29	Thanksgiving Break – No Classes
December	2 – 6	Week 12: Bringing it All Together Read: <i>I Know Why the Caged Bird Sings</i> , Chapters 1- 19
	9 – 13	Week 13: Bringing it All Together Read: <i>I Know Why the Caged Bird Sings</i> , Chapters 20 - end