

**SHAW UNIVERSITY**  
**Divinity School**  
**PREACHING IN THE AFRICAN AMERICAN CHURCH TRADITION PWS 511**  
**Spring 2009**  
**(3 Credit Hours)**

**Instructor: Alfonza Fullwood/JT Roberson**  
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**Divinity School Mission Statement:**

Shaw University Divinity School provides Christian theological education dedicated to the preparation of clergy and laity for clinical, pastoral, and teaching/research ministry professions. The Divinity School is committed to the development of a research institute whose focus is leadership in the "practice of ministry" in the African American community, particularly in the African American church.

**Mission of M.Div.**

The mission of the Master of Divinity degree is to prepare persons for ordained ministry, for chaplaincy, general pastoral and religious leadership responsibilities in congregations and other settings, and to prepare some students for admission to advanced programs oriented to theological research and teaching. The purpose is consistent with the mission of Shaw University Divinity School; the Master of Divinity program focuses on leadership in the "practice of ministry," particularly in the African American church.

**Program Goals for M.Div.**

The program goals for the Master of Divinity degree program are to:

1. Provide students with an intellectual atmosphere and a comprehensive, discriminating understanding of our religious heritage;
2. Enhance student training for Christian ministry, mindful of global, and diverse cross cultural, and non-American Christianities, and interaction with other faith traditions;
3. Support students' development in the personal and spiritual capacities necessary for pastoral and religious leadership, advancing growth in personal faith, emotional maturity, moral integrity, and public witness
4. Expand programmatic activities, services, and academic programming to enhance student capacity for ministerial and public leadership

**Course Description:**

The aggregate expertise, research, teaching and preaching experiences of theologians and preachers at the 36<sup>th</sup> Annual Alexander/Pegues Ministers' Conference afford an unprecedented and unique opportunity for students to engage in a special designed intensive that examines the intricacies of leadership. The 2009 conference theme is "The Audacity to Lead," which is an appropriate conversation in light of recent events of historic proportion with regard to an African American thrust into leadership by events of history. The election of Barack Obama as the first African American to the office of President of the United States of America is not only phenomenal but a providential event. While he is not a progeny of the African American preaching traditions, he, nonetheless, is an African American who had the audacity to aspire for the highest office of leadership not only in the

United States but of the free world. He is, in many regards, a product of the African American church having been nurtured by the prophetic voice of Jeremiah Wright Jr. who, in contemporary context, symbolizes the prophetic tradition of African American preaching. Like Wright, African American preachers have been the vanguard of social, economic, and political activism in the community.

In historical context the most effective leaders in the African American community were those with pulpit access. African American preachers played a significant role in shaping the landscape of justice, equality, economic and social reform in America since the latter eighteenth century. Important figures summoned by the events of history and succeeded in forging America’s moral consciousness included but not limited to Nathaniel Paul (1755–1836), (1797–1883), Richard Allen (1760–1831, David Walker (1785–1830), Harriet Tubman (1820–1913), Nat Turner (1800–1830), Daniel Alexander Payne (1811–1893), James W. C. Pennington (1812–1871), Henry Highland Garnet (1825–1882), Samuel Ringgold Ward (1817–1878, Alexander Crummell (1819– 898), Edward Wilmot Blyden (1825–1882), Henry McNeal Turner (1834–1915), Marcus Garvey (1887–1940) Malcolm X (1925–1965) and Martin Luther King, Jr. (1929–1968) This tradition of leadership, in many ways, has remained constant as mirrored in contemporary context. Currently, African American preachers remain the most influential leaders in the African American community.

This course, therefore, focuses on preaching as leadership that not only inspires but establishes a specific community ethos that identifies the community and its sense of purpose in the world. Students will emerge from this Intensive with a grasp of how preaching intersects with leadership. Further, they will understand how effective preaching extends influence capacity. In simply terms students will learn how preachers lead through their preaching. Lastly, students will be exposed to the homiletical, hermeneutical and theological assumptions that underlie preaching as leadership.

**Program Learning Outcomes**

The Program Learning Outcomes includes the following:

1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical, and theological traditions of particular Christian traditions and of the broader community of faith
2. Graduates will develop a consciousness about and a capacity to reflect critically on issues of diversity, globalization, and cross cultural concerns
3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, backgrounds, and gifts and abilities relate to the role of the minister as leader, guide, and servant of the faith community
4. Graduates will demonstrate a capacity to create programs and have a critical voice in ministerial and public leadership.

**Student Learning Outcomes:**

<b>Student Learning Outcomes At the completion of this course, students will be able to:</b>	<b>Assessment of Student Learning Outcomes (Assessment Tools)</b>	<b>Linkage to MDiv Program Learning Outcomes</b>	<b>Linkage to MRE Program Learning Outcomes</b>

1. Explain the philosophical foundation of leadership and specific leadership paradigms	Book Reviews, Discussions, Research Paper	1, 4	
2. Discuss the biblical and theological foundation that underlie Preaching as leadership	Written Sermon Research Paper Book Reviews Profiles	1, 3, 4	
3. Explain the homiletical implications that emerge in addressing a community situation intended to create change	Written Sermon Research Paper Profiles	1, 2, 3	
4. Be conversant in the biographical accounts of major Nineteenth, Twentieth and Twenty First centuries African American leaders	Book Reviews Written Sermon Research Paper Profiles	2, 3, 4	
5. Articulate the relationship between vision, ethics and preaching	Book Reviews, Written Sermon, Research Paper	1, 2, 3, 4	
6. Develop an ethic of preaching via exegeting community situations that provide a context for ethical preaching	Book reviews Written Sermon, Research Paper Profiles	1, 2, 3, 4	
7. Enhance research and writing Skills	Book Reviews Research Paper Profiles	1, 3, 4	

**REQUIRED TEXT:**

Campbell, Charles L. *The Word Before the Powers: An Ethic of Preaching*. Louisville: Westminster John Knox, 2002.

Finzel, Hans. *The Top Ten Mistakes Leaders Make*. Colorado Springs: Chariot Victor, 1994.

Hull, William E. *Strategic Preaching: The Role of the Pulpit In Pastoral Leadership*. St. Louis, Chalice, 2006.

Lischer, Richard. *Martin Luther King, JR. and the Word that Moved America: The Preaching King*. New York: Oxford University Press, 1995.

Obama, Barack. *The Audacity of Hope*. New York: Vintage Book, 2006.

Quicke, Michael. *360 Degrees Leadership: Preaching to Transform Congregations*.

Baker, 2006.

Roberts, J. Deotis. *Bonhoeffer and King: Speaking Truth to Power*. Louisville: Westminster, 2005.

West, Cornel. *Race Matters*. New York: Vintage Book, 1993.

Young, Henry J. *Major Black Religious Leaders: 1755 – 1940*. Nashville: Abingdon, 1977.

### **REQUIREMENTS AND ASSIGNMENTS:**

1. Students will register for the Shaw University Divinity School Alexander/Pegues Ministers' Conference and have full participation at all the preaching and workshop sessions from March 16-19.

2. Initial Class meeting will be scheduled by the instructor to review syllabus and discuss assignment. Students will also be registered in the BlackBoard classroom for the course.

3. **Book Reviews:** Students will write a book review (two pages double space) book review briefs on required reading texts including identification of author, his/her premise, summary of contents, and evaluation of book.

4. **Sermon:** Student will write a sermon that reflects strategic preaching based upon exegeting a particular community situation intended to bring about certain results or outcome.

5. **Research Paper:** Students will write a research paper (fifteen pages double-spaced) which addresses the question of Preaching as Leadership. The paper should include an adequate bibliography of not less than 12 sources. The focus of this paper might include a particular topic or a particular figure whose leadership brought about profound results in national or global context. Examples of topics are Biblical and Theological Foundation of Preaching as Leadership, Homiletical Implications of Preaching as Leadership, Preaching as an Ethical Option, The Preaching of Martin Luther King, Jr., African American Preaching as Change Agent or Analysis of a selective passage or event of Scripture (example Nehemiah) with Implications for Leadership. A copy of this paper will be given to the professor one week prior to your class presentation. Each student will be required to complete a paper outline of the paper due, not later than one month after the first day of class. The outline will include:

- q The title of the paper.
- q A brief introduction paragraph clearly stating the thesis or purpose and shape of your argument.
- q The major source or author used for the paper.
- q The heading and subheadings showing the general contour of the paper.
- q Bibliography

**6. Research Presentation:** Each student will do a research presentation, which should include a 3-5 paged (double-spaced) brief of findings (copies will be provided for the entire class the week before the presentation.) The brief should highlight the major points of interest, key arguments, possible questions as a result of the research aim to familiarize the class with the general contours of the subject under research. There will be 15 minutes allotted for the presentation followed by 10 minutes of discussion at which time the student must be prepared to answer questions raised by the class. Selection of presentation dates will occur during the first class meeting.

**7. Profiles:** Student will write two Leadership Profiles on an individual including biography, leadership philosophy, methodology and homiletical style.

The highest grades will be given to those who: 1) clearly state their thesis/purpose; 2) indicate a clear grasp of the issues and provide critical reflection; 3) write with correct

grammar and clarity; and 4) provide constructive proposal for application to their preaching program.

Research Paper grading criteria: Introduction (including thesis statement) = 10%; Content (clear presentation of the thesis documented with substantive research) = 40%;

Analysis/evaluation = 25%; Conclusion = 5%; Bibliography = 5%; Form (grammar and style) = 15%.

**GRADING SCALE:** 100-90 = A 89-80 = B 79-70 = C 69-60 = D 59 & BELOW = F

**EVALUATION**

REVIEWS/BIEFS—20%

SERMON—20%

RESEARCH PAPER—30%

PROFILES—20%

CLASS PARTICIPATION AND PRESENTATION—10%

**PLAGIARISM:** It was Mark Train who said, “Adam was the only man who, when he said a good thing, knew that nobody had said it before him.” The use of another’s work without giving proper credit is misleading, misrepresentation of facts and an act of theft.

Quotations, paraphrasing, etc. are expected to be cited appropriately by the student. Failure to do so will result in action by the Administration. (Remember, whenever you site more than two or three words verbatim from another source, credit must be given.)

Note: The minimum passing grade for students in the Divinity School is C.

**Use of Technology:**

All students in this course are required to have regular access to email and to the internet. The Shaw Blackboard site (<http://shawu.blackboard.com>) will be heavily used in this class. All course handouts (including readings, guidelines for completing assignments, and grading rubrics) will be made available via Blackboard. Students will also submit assignments and receive feedback using Blackboard’s Digital Dropbox.

Email will be the instructor’s primary mode of contacting students outside of class hours. Thus, all students must set up their email address on Blackboard. Directions for doing so are below:

1. Go to <http://shawu.blackboard.com>.
2. On the **Tools** menu on the left side of the screen, click **Personal Information**.
3. Select **Edit Personal Information**.
4. Under section 1, enter your email address.
5. Click **Submit**.
6. Click **OK**.

We will be using the following sections of Blackboard for this course:

- **Course Information:** Contains an electronic copy of the syllabus and all rubrics used to evaluate assignments for this course. Any updates to the syllabus will be made available here.

- **Course Documents:** Contains electronic versions of articles and chapters that are not in required texts (generally in PDF or HTML format). You will need to download the free Adobe Reader to access these forms (<http://www.adobe.com>).
- **Discussion Board:** Forums for your weekly postings are here.
- **Communication:** Allows you to send email to the class.
- **Tools:** Provides access to the Digital Drop Box, which you will use to submit your weekly reflection papers and other assignments.

Follow the instructions below to submit assignments via the Digital Drop Box:

1. Once you are in the course site, click the **Tools** tab on the left.
2. Select **Digital Dropbox**.
3. Select **Send File**.
4. In the **Name** box, enter *LastnameFirstname\_Assignmentname*. (For example, if your name is Jane Smith and you're submitting the case study, enter SmithJane\_casestudy).
5. Click the **Browse** button beside the **File** box.
6. Locate and select the file on your computer. Click **Open**.
7. Click **Submit**.

### **Academic Integrity:**

Students in this course are expected to abide by the Shaw University Code of Conduct. The university policy on plagiarism will apply to all assignments given in this course (see Student Handbook). Plagiarism involves the intentional or unintentional representation of another person's words and/or ideas as one's own. Students are expected to cite all materials, including scriptural references, using the formats described in Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*.

If you need help determining whether to cite, see the guide on avoiding plagiarism at <http://library.duke.edu/research/plagiarism/index.html>.

### **Class Decorum Policy**

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, headdress. Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the Dean of the Divinity School. The student may appeal the decision of the Dean to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the teacher/professor as non-contribute to learning will be recorded, properly documented, and appropriately reported to the student and to the Dean of the Divinity School. The report will be in written form with a copy provided to both the student and the Dean of the Divinity School. The instructor will retain a copy for her own records.

### **Special Considerations:**

**Disabilities:** Students with disabilities that may require extended exam times or other accommodations should contact Student Disability Services (Counseling Center 546-8284). The instructor cannot alter the course requirements for any disability without certification from this office.

**Psychological Services:** If at any time you feel that emotional distress is interfering with your class performance, please speak with the instructor. If you would prefer to speak with someone else, you may contact the Counseling Center at 546-8284.

**SELECTED COURSE BIBLIOGRAPHY:**

Battle, Michael. *Reconciliation: The Ubuntu Theology of Desmond Tutu*. Cleveland: The Pilgrim Press, 1977.

Brisbane, Robert H. *Black Activism: Racial Revolution in the United States: 1954–1970*. Valley Forge: Judson, 1974.

Carruthers, Iva E, Frederick D. Haynes III and Jeremiah A. Wright Jr. eds., *Blow the Trumpet in Zion. : Global Vision and Action for the 21 century Black Church*. Minneapolis: Fortress, 2005.

Echols, James. ed. *I Have a Dream: Martin Luther King Jr. And the Future of Multicultural America*. Minneapolis: Fortress, 2004.

Felder, Cain Hope. *Troubling Biblical Waters: Race, Class and Family*. Maryknoll: Orbis, 1993.

Franklin, John H. and August Meier., eds. *Black Leaders of the Twentieth Century*. Chicago: University of Illinois Press, 1982.

Litwack, Leon and August Meier., *Black Leaders of the Nineteenth Century*. Chicago: University of Illinois Press, 1988.

King, Martin Luther Jr. *Strength to Love*. Philadelphia: Fortress, 1997.

Smith, J. Alfred Sr. *Speak Until Justice Wakes: Prophetic Reflections From J. Alfred Smith Sr.* Valley Forge: Judson, 2006.

Moyd, Olin P. *The Sacred Art: Preaching and Theology in the African American Tradition*. Valley Forge: Judson, 1995.

**COURSE SCHEDULE**

This schedule and reading list are subject to change.

<b>DATE</b>	<b>TOPIC &amp; READINGS</b>	<b>DUE</b>
Jan. 26	Introductions, Review of Syllabus and Assignments	Pre-Conference
Feb. 2	Finzel—Overview of Practical Pitfalls/Mistakes Leaders Make Campbell—Discussion of Chapter 1 Not Against Enemies of Blood and Flesh The Powers are Legions The Powers are Spiritual and Legion The Powers are Material and Spiritual The Powers are created by God	Pre-Conference

<b>DATE</b>	<b>TOPIC &amp; READINGS</b>	<b>DUE</b>
Feb 9	Campbell—Discussion of Chapter 2 The Rebellious Power Strategies of the Powers Chapter 3—Jesus and the Powers Resisting the Powers: The Temptation Jesus’ Ministry and the Powers Preaching Exorcisms and Healings The Cross and the Powers Resurrection and the Powers	Pre-Conference
Feb. 16	Chapter 4—Discussion of An Ethics of Preaching: Nonviolent Resistance A Certain Ambiguity A Condition for Integrity: Nonviolent Resistance Chapter 5—Vision, Ethics, and Preaching The Sermon on the Mount Vision and Ethics Vision and Preaching	
Feb. 23	West—Chapter 3 Discussion of The Crisis of Black Leadership Obama—Chapter 3 Our Constitution Chapter 4 Politics Chapter 5 Opportunity Chapter 6 Faith Chapter 7 Race	Pre-Conference Leadership Profiles Due
Mar. 2	Young—Discussion on Historical African American Religious Leaders	Pre-Conference
Mar. 9	Lischer—Lecture and Discussion on the Preaching of Martin Luther King Jr. as Social Reformer	Pre-Conference Book Reviews Due (4)
Mar. 16-19	Ministers’ Conference	
Mar. 23	Hull—Lecture and Discussion on Pastor as Strategic Leader Toward a New Leadership Paradigm The Strategic Dimension of Leadership Hermeneutics of Strategic Preaching Homiletic of Strategic Preaching	Post-Conference Analysis, Assessment and Implications Research Presentations
Mar. 30	Roberts—Lecture and Discussion on Faith and Praxis	Sermon Due Research Presentations Book Reviews Due (3)
Apr. 6	Quicke—Discussion on Chapter 1 Critical Relationship Between Preaching and Leading	

<b>DATE</b>	<b>TOPIC &amp; READINGS</b>	<b>DUE</b>
Apr. 13	Easter Break- No Class	
Apr. 20	Quicke—Discussion on Chapter 2 Making of the Preacher/Leader	Research Paper Due
Apr. 27	Rap Up—Review of Research Paper	