

**SHAW UNIVERSITY**  
**Divinity School**  
**Church and Society – RSO 510 (3 credit hours)**  
**Prerequisite: none**

---

**Instructor:** Dr. Bruce T. Grady  
**Office :** *Rm. 205, Leonard Hall*  
**Classroom :** Rm 101, ISC Building

**Office Hours:**

- Mon: none
- Tues: 9:30am – 12:30pm; 2:00pm – 4:00pm
- Wed: 9:30am – 12:30pm; 2:00pm – 4:00pm
- Thur: 9:30am – 12:30pm; 2:00pm – 4:00pm
- Fri: 9:30am – 12:30pm; 2:00pm – 4:00pm

and by Appointment

**Telephone:** (919) 546-8574

**E-mail:** [bgrady@shawu.edu](mailto:bgrady@shawu.edu)

**Mission Statements**

<b>MRE Program Mission</b>	<b>MDiv Program Mission</b>
<p>The mission of the Master of Religious Education degree is to equip persons for competent leadership in Christian Education to serve congregational ministries and other religious institutions. This purpose is consistent with the mission of Shaw University Divinity School; the Master of Religious Education program focuses on leadership in the “practice of ministry,” particularly in the African American Church</p>	<p>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</p>

**Program Goals**

<b>MRE Program Goals</b>	<b>MDiv Program Goals</b>
<ol style="list-style-type: none"> <li>1. to equip students with the capacity for critical and constructive theological reflection regarding the content and processes of educational ministry;</li> <li>2. to help students understand the educational, social, and</li> </ol>	<ol style="list-style-type: none"> <li>1. to provide students with an intellectual atmosphere and a comprehensive, discriminating understanding of our religious heritage;</li> <li>2. to enhance student training for Christian ministry, mindful of global, and diverse cross cultural, and non-American</li> </ol>

**SYLLABUS**

<p>behavioral sciences that undergird educational practice, as well as the cultural contexts in which educational ministry occurs;</p> <ol style="list-style-type: none"> <li>3. to assist students with personal growth and spiritual maturity; and</li> <li>4. to provides skills in teaching and in design, administration, and assessment of educational programming.</li> </ol>	<p>Christianities, and interaction with other faith traditions;</p> <ol style="list-style-type: none"> <li>3. to 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;</li> <li>4. to expand programmatic activities, services, and academic programming to enhance student capacity for ministerial and public leadership.</li> </ol>
--	---

**Program Learning Outcomes**

MRE Program Learning Outcomes (PLOs)	MDiv Program Learning Outcomes (PLOs)
<ol style="list-style-type: none"> <li>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</li> <li>2. Graduates will evaluate teaching and learning theories for the purpose of developing a distinctly Christian philosophy of educating God's people;</li> <li>3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, backgrounds, and gifts and abilities relate to the ministry of Christian education;</li> <li>4. Graduates will demonstrate a capacity to design and to carry out a lesson plan necessary for effective educational ministries</li> </ol>	<ol style="list-style-type: none"> <li>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</li> <li>2. Graduates will develop a consciousness about and a capacity to reflect critically on issues of diversity, globalization, and cross cultural concerns;</li> <li>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;</li> <li>4. Graduates will demonstrate a capacity to create programs and have a critical voice in ministerial and public leadership</li> </ol>

**Course Description:** The purpose of this course is to study current social problems and the ways the church should meet them. Social reforms are briefly traced as well as problems in connection with housing and family life, delinquency and crime, public education, commercialized recreation and the broader uses of leisure and studies with a

view to discovering avenues of church cooperation with local agencies in solving these problems.

**Student Learning Outcomes:**

1. Identify and describe a variety of major social issues that the Black Church must address in order to be a faithful witness to the presence of Jesus Christ in the world.
2. Provide a thoughtfully articulated position on these issues and respond to them.
3. Describe the pastoral and educational implications that grow out of the positions taken on these issues.
4. More clearly articulate his/her own understanding of the church's role in the social, political and economic systems of society.

<b>Student Learning Outcomes (SLO)</b>  <b>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> <i>(PLO statement number(s) that correspond to or support the SLO)</i>	<b>Linkage to MRE Program Learning Outcomes</b> <i>(PLO statement number(s) that correspond to or support the SLO)</i>
1. Identify and describe a variety of major social issues that the Black Church must address in order to be a faithful witness to the presence of Jesus Christ in the world.	Reflection Papers 1 & 2	1, 2	1
2. Provide a thoughtfully articulated position on these issues and respond to them.	Reflection Papers 1 & 2	3	3
3. Describe the pastoral and educational implications that grow out of the positions	Theological Position Papers 1 & 2	1, 4	1, 2, 4

## SYLLABUS

taken on these issues.			
4. More clearly articulate his/her own understanding of the church's role in the social, political and economic systems of society.	Research Paper for Collaborative Project	3	3

In addition, students are encouraged to use a peer-supported collaborative approach to learning. Using this method, each student will adopt a study buddy with whom they will discuss the assignments and use as a back-up if unable to attend the class. Please be advised that **absence is no excuse for failing to satisfy the requirements of the course.**

**Required Texts:**

Campolo, Tony & Battle, Michael, *The Church Enslaved: A Spirituality of Racial Reconciliation*, (Minneapolis: Fortress Press) 2005.

Niebuhr, H. Richard, *Christ and Culture*, (New York: Harper and Row Publishers) 1951.

West, Cornell, *Race Matters*, (New York: Random House Press) 1994.

Turabian, Kate, *A Manual for Writers of Term Papers, Theses, and Dissertations, 6<sup>th</sup> Ed.*, (Chicago: University of Chicago Press), 1996.

**Recommended Texts:**

Bass, Dorothy, *Receiving the Day*. (John Wiley & Sons), 2001.

Caldwell, Elizabeth, *Leaving Home With Faith: Nurturing the Spiritual Life of Our Youth*. (Pilgrim Press), 2003.

Foster, Charles R., *Teaching in the Community of Faith*. (Abingdon Press), 1982.

Foster, Charles R. and Brelsford, Theodore, **We Are the Church: Cultural Diversity in Congregational Life.** (Valley Forge: Trinity Press), 1992.

Gangel, Kenneth O. & Wilhoit, James C. eds., **The Christian Educator's Handbook on Spiritual Formation,** (Wheaton, IL: Victor Books, 1994: Shed & Ward), 1989.

Keely, Barbara Anne, **Faith of Our Foremothers: Women Changing Religious Education.** (Westminster John Knox Press), 1997.

LeFever, Marlene. **Learning Styles.** (Colorado Springs: David C. Cook Publishing: Discipleship Resources) 1995.

Parks, Sharon Daloz, **Big Questions, Worthy Dreams: Mentoring Young Adults in their Search for Meaning, Purpose, and Faith.** (Jossey-Bass), 2000.

Matthaei, Sondra Higgins, **Making Disciples.** (Abingdon), 2000.

Prevost, Ronnie, **Evangelical Protestant Gifts to Religious Education.** (Smyth and Helyws), 2000.

Seymour, Jack, ed. **Mapping Christian Education.** (Abingdon Press), 1997.

Webb-Mitchell, Brett P., **Christly Gestures: Learning to Be Members of the Body of Christ.** (Eerdmans), 2003.

Westfield, Lynn, **Dear Sisters: Womanist Practice of Hospitality.** (Pilgrim Press). 2001.

White, James W. **Intergenerational Religious Education: Models, Theory, and Prescription for Interage Life and Learning in the Community of Faith**

Wimberly, Anne Streaty. **The Church Family Sings: Songs, Ideas, and Activities for Use in Church School.** (Jossey-Bass) 1997.

#### IV. REQUIREMENTS

##### 1. Reading.

Required readings will come from the text and other assigned resources. Students are required to use the library. Class discussion will be based on the content of these readings and the lectures. Students are expected to be conversant in the content of these readings. The final paper **must** demonstrate evidence of knowledge of the contents of the class dialogue.

## **2. Research Papers**

Research papers are to be presented as formal graduate degree papers which conform to the *Shaw University Divinity School Guidelines for Writing*. All sources must be cited by footnotes in their respective form and included in the bibliography as prescribed in Kate Turabian's *A Manual for Writers of Term Papers, Theses, Dissertations, 6<sup>th</sup> Ed.*. Each paper must be emailed as an attachment to the professor at [bgrady@shawu.edu](mailto:bgrady@shawu.edu) before midnight of the due date. The remarks box of your email must have the course code followed by your last name. For example, Mary Smith's paper should show the following information in the remarks box ( Re: CED 501 Smith). If you have submitted your email by the deadline, in three business days you should an email confirming that I have received it. If not, check your sent email, confirm my email address, and kindly resend the email and attached document. If you do not receive a response by the Thursday following the assignment, please call my office to notify me and please speak with me before or after the next class lecture. The writing guidelines are available from the Dean's office. The following papers will be required:

## **Course Assignments**

### 1. Reflection Papers: Notes: 30% of final grade

As a seminar course, it is critical to complete the readings on time and come to class prepared to discuss what you have read. Students will prepare summary notes on the readings to serve as prompts for class discussion. You will be sharing your notes with others members of the class. Each set of notes will contain the following elements:

- a. Summary of key issues and positions taken by the authors read for that class session. [bulleted outline form is okay]
- b. Identification of critical issues and questions for class discussion (3-5 per class) with the student's brief initial response to these issues/questions and
- c. A listing of up to 10 relevant passages from Scripture critical to the topic.

Due: Submit in the digital drop box in Black Board and by emailed attachment to [bgrady@shawu.edu](mailto:bgrady@shawu.edu) and to by email to assigned peer

Reflection Paper #1 is due February 7. Use Cornell West's, Race Matters  
Reflection Paper # 2 is due March 7. Use Tony Campollo and Michael Battle's, The Church Enslaved: A Spirituality of Racial Reconciliation

## 2. Theological Position Paper: 20% of final grade

Throughout the semester students will be building a short theological position paper in outline form on 2 of 3 critical social issues that the Black Church must face. (S)he will address 2 of the following 3 topics : the cultivation of critical consciousness, self-determination and positive identity. Each section will be 2-3 pages long, resulting in an outlined position paper of approximately 15-20 pages by the end of the semester. Students will bring drafts to class for another student to review and provide input on before making their final draft to turn in. The target audience of this paper can be one of the following:

- a. a board at a church responsible for the oversight of their church's educational ministries
- b. a denominational board responsible for developing and supporting educational ministries across the denomination
- c. an undergraduate course on foundations of educational ministry

Submit in the digital drop box on Black Board and by an emailed attachment to [bgrady@shawu.edu](mailto:bgrady@shawu.edu).

Theological Position Paper 1 due February 21.  
Theological Position Paper 2 due March 21.

## 3. Evaluation/Feedback on Reflection Position Papers and Book Chapters: 20% of

final grade

Each student will receive emailed copies of the first drafts of other student's papers [Theological Position Papers 1 & 2] for review and feedback. Thoughtful feedback will assist others in refining and clarifying their positions on the issues under study. Providing careful and thorough review and feedback is part of teaching and doing collaborative research.

Feedback on Reflection Paper 1 due by email to author and digital drop box on February 14.

Feedback on Reflection Paper 2 due by email to author and digital drop box on March 14.

4. Research Paper for Collaborative Project: 30% of final grade

Students will select or be assigned one critical social issue for further study and the development of a draft of a chapter for a book on theological issues in Church and Society. This chapter will reflect sound work in:

- your own understanding of the Black Church's role in the social, political and economic systems of society
- the review of relevant biblical and theological material
- reflection on educational ministry experience
- awareness of and interaction with the positions of other writers (both theologians and educational ministry leaders)
- a clear presentation of the position taken
- and the careful development of educational ministry implications from this position.

### Student Participation Rubric

Criteria	Exemplary 5	Outstanding 4	Satisfactory 3	Adequate 2	Unsatisfactory 1
<b>Interaction/ participation in classroom learning activities</b>	Demonstrates critical thinking skills, evidence that student read assigned material, asks focused and appropriate questions, always interacts, responds regularly to questions; freely volunteers opinions, initiates appropriate questions, does not dominate discussion	Demonstrates beginning critical thinking skills, some evidence that student read assigned material, often interacts in class; responds often to questions, often volunteers opinions, contributions less developed and focused contributions	Occasionally, demonstrates critical thinking skills, occasionally interacts and responds to questions when prompted, contributions not as clearly focused, contributions lack focus, rambling, or tangential, questions sometimes digressive	Rarely demonstrates critical thinking skills, rarely participates or volunteers point-of-view, provides minimal answers when called upon, does show interest in class and discussion, some evidence that material was read	Does not participate or respond to questions; almost never volunteers to contribute or provide information, little or no evidence that read assigned material or completed assignments, may be disruptive to class
<b>Engagement in the electronic/ email learning forum</b>	Demonstrates competency in using electronic/email, including Blackboard learning forum assignment. Completes all tasks for every assignment within allotted time, provides complete written comments related to assignments or tasks, follows directions accurately of assignment or task	Follows directions with minimal difficulty, most of time no difficulty accessing and using electronic learning forum	Misses no more than two assignments, minimal difficulty accessing and using electronic learning forums	Misses more than two assignments. Some difficulty accessing and using electronic learning forums	Never logs onto Blackboard or check email, assignments not completed, no demonstrated competency in using electronic learning forum
<b>Professional attitude and demeanor</b>	No disruptive classroom behavior, no cell phones or electronic devices during class, respectful and courteous to others, recognizes and respects other students' points-of-view, alert in classroom, enthusiastic for work	Rarely disruptive and disrespectful on rare occasions, alert in the classroom on most occasions, enthusiastic most of the time, no cell phones or electronic devices	Minimally disruptive and disrespectful, sometimes lethargic in the classroom	Disruptive and disrespectful, rarely enthusiastic	Not respectful and courteous, alert or enthusiastic in the classroom
<b>Punctuality</b>	0-2 times tardy	3-4 times tardy	5-6 times tardy	7-8 times tardy	9-10 times tardy

### Course Grade Evaluation

Assignment	Percentage of Final Course Grade
Attendance and class participation	10%
Midterm	20%
Constructive paper	10%
Artistic/Aesthetic paper	20%
Final Paper	40%

Total

100 %

Note: The minimum passing grade for this required course is C.

4. **Grading:** The course grade will be determined as follows:

Grade Range: A, B, C, D, I, F

Class Participation (20%)  
 First Paper (20%)  
 Interview (20%)  
 Small Group Presentation (20%)  
 Final Research Paper (20%)

### **Research Paper Rubric**

#### **A**

- Thesis is well developed and clearly focused
- Supporting evidence is thorough and relevant
- Narrative and description kept to minimum needed for analysis
- Conflicting evidence is consistently acknowledged and accounted for
- Counter-arguments are consistently anticipated and refuted
- Conclusion emerges logically from main arguments
- Footnotes are used when needed; footnotes and bibliography use consistent and appropriate format
- Well organized and well written
- Grammatically correct and coherent

#### **B**

- Thesis is well developed, but may not be as clearly focused as in top category
- Supporting evidence is less thorough and/or relevant than in top category, but is still substantial
- A little too much narrative or description
- Conflicting evidence is usually acknowledged and accounted for
- Counter-arguments are usually anticipated and refuted
- Conclusion is logical extension of the rest of the essay, but may be somewhat attenuated
- Footnotes are used when needed; footnotes and bibliography use consistent and appropriate format
- Well organized and clearly, if not elegantly, written
- 

#### **C**

- Thesis is adequate, but may need further explication or definition

- Supporting evidence is adequate but somewhat sketchy, or its relevance is not always made clear
- Too much narrative or description, at expense of analysis
- Relatively little concern for conflicting evidence
- Relatively little concern for counter-arguments, or they are not dealt with successfully
- Conclusion “goes through the motions”
- Footnotes are not always used when needed; footnotes and bibliography may sometimes be in inappropriate format
- Adequate organization and style, but may contain enough structural flaws or mechanical errors to distract from the presentation

•

**F**

- Thesis is unclear or even missing
- Supporting evidence is irrelevant or missing; essay relies on assertion rather than demonstration
- Narrative or description far outweigh analysis
- No real concern for conflicting evidence
- Does not reveal awareness of counter-arguments
- Conclusion “goes through the motions” or is missing
- Footnotes and bibliography are sloppy or missing
- Sloppy organization, mechanics, style

### Student Classroom Decorum Expectations

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 disruptive classroom behavior (**i. e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing** clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or 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 department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, 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-contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a

copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records.

## V. SYLLABUS

<b>Class Date</b>	<b>Student Learning Outcomes</b> <i>[list the SLO nos.]</i>	<b>Course Content or Unit</b>	<b>Readings</b>	<b>Mode of Instructional Delivery</b>	<b>Related Assignment</b>	<b>Resources</b>	<b>Assessment Tool</b> <i>(instrument used to determine the achievement of the stated SLO)</i>
Week Jan. 11	1, 3, 6	Welcome, Introduction to our Study, and Syllabus Review.	Syllabus; West, preface- ch. 3	Lecture; Discussion		Syllabus	
Jan. 17	2, 5	Class Discussion: Nihilism in Black America	West, ch. 4-6	Lecture and class discussion	Sign on to Blackboard		
Jan. 25	1, 2, 3	Demystifying the New Black Conservatism	West, ch. 7- epilogue	Lecture & Small Group Discussion			
Feb. 1	1, 2, 4	Black Sexuality: The Taboo Subject	Compolo/Battl e, preface - ch. 2	Class Discussion	Reflection Paper #1		Reflection Paper #1
Feb. 8	1, 4, 5	What is Racism?	Compolo/Battl e, ch. 3-6	Class Discussion			Evaluation/Feedba k on Reflection Paper #1
Feb. 15	1, 3, 4	Ongoing Legacies of Racism	Compolo/Battl ch. 7-9	Lecture & Class discussion			Theological Position Paper #1
Feb 22	1, 2, 5	A Community of Hope	Compolo/Battl e, ch. 10-11	Lecture & Class discussion			Evaluation/Feedba k on Theological Paper #1
Feb. 29	1, 2, 5	A Practice of Contemplation)	“Culture of Non-Violence”; ”Bullying”	Lecture, Discussion &		Black Board	Reflection Paper #2
Mar. 7	1, 2, 3, 4	The Enduring Problem Part 1	Niebuhr, forward-Part1				Evaluation/Feedba k on Reflection Paper #2
Mar. 14	1, 2, 5	The Enduring Problem	Niebuhr, Part 2				Theological Position Paper #2

<b>Class Date</b>	<b>Student Learning Outcomes</b> <i>[list the SLO nos.]</i>	<b>Course Content or Unit</b>	<b>Readings</b>	<b>Mode of Instructional Delivery</b>	<b>Related Assignment</b>	<b>Resources</b>	<b>Assessment Tool</b> <i>(instrument used to determine the achievement of the stated SLO)</i>
		Part 2					
Mar 21		Easter Holiday	Niebuhr, Part 3				
Mar. 28	1, 3, 6	The Christ of Culture	Niebuhr, Part 4	Class Discussion			Evaluation/Feedback on Theological Paper #2
Apr. 2	1, 2, 3, 4	Christ Above Culture	Niebuhr, Part 5	Class Discussion			
Apr. 11	1, 2, 4, 5	Christ and Culture in Paradox	Niebuhr, Part 6	Lecture Class Discussion			
Apr. 18	1, 2, 3, 5	Christ the Transformer of Culture	Niebuhr, Part 7	Class Discussion			
Apr. 25	1, 2, 5, 6	Review	Research Paper	Class Discussion			Research Paper for Collaborative Project
May 2	1, 2, 5	Evaluation		Class Discussion	Research Paper		