

SHAW UNIVERSITY DIVINITY SCHOOL
 HIS 533-601 ONLINE
 HISTORY OF THE AFRICAN AMERICAN CHURCH
 Spring 2009

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Office Hours: Tuesday: 2:00 P.M. - 6:00 P. M.

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Mission Statements

MRE Program Mission	MDiv Program Mission
<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

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

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

MRE Program Learning Outcomes (PLOs)	MDiv Program Learning Outcomes (PLOs)
<ol style="list-style-type: none"> 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 evaluate teaching and learning theories for the purpose of developing a distinctly Christian philosophy of educating God's people; 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; 4. Graduates will demonstrate a capacity to design and t.o carry out a lesson plan necessary for effective educational ministries 	<ol style="list-style-type: none"> 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

COURSE DESCRIPTION:

A study of the historical development, beliefs, practices and contemporary significance of the Black Church. The course examines the historical realities of the Black Religious Community and its ministry while lifting up the responses it has made as a proper preparation for sustained reflection on that experience.

STUDENT LEARNING OUTCOMES:

	Assessment of Student Learning Outcomes (Assessment Tools)	Linkage to MDiv Program Learning Outcomes <i>(PLO statement number(s) that correspond to or support the SLO)</i>	Linkage to MRE Program Learning Outcomes <i>(PLO statement number(s) that correspond to or support the SLO)</i>
Student Learning Outcomes (SLO) At the completion of this course, students will:			
1. Be able to trace the development of several specific African American denominations from their pioneer African American preachers of the Colonial Period to the full-bodied, historic African-American denominations of today.	Examinations Written Reports Oral Reports	1	1

<p>2. Know how African-American participation developed in major predominantly White denominations in the United States.</p>	<p>Examinations Written Reports Oral Reports</p>	<p>1</p>	<p>1</p>
<p>3. Know the key persons, movements, and events of the 18th, 19th and 20th Centuries that shaped the Black Church within the larger context of American social, religious, economic, and political developments.</p>	<p>Examinations Written Reports Oral Reports</p>	<p>1</p>	<p>1</p>
<p>4. Be equipped to apply African American Church historical events, facts, data and analysis to academic, Church and community work.</p>	<p>Examinations Written Reports Oral Reports</p>	<p>1</p>	<p>1,4</p>
<p>5. Be equipped with an essential African-American religious background from the three Great West African Civilizations and African Traditional Religions, through American Slavery, to the modern American 21st century for further</p>	<p>Examinations Written Reports Oral Reports</p>	<p>1</p>	

Graduate Theological Education.			
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TEXTBOOKS:

Franklin, John Hope. From Slavery to Freedom: A History of African Americans. New York: A.A. Knopf, 2000.

Frazier, E. Franklin. The Negro Church in America. Lincoln, C. Eric. The Black Church Since Frazier. Liverpool: Shocken Books, 1974.

Higginbotham, Evelyn Brooks. Righteous Discontent: The Women's Movement in The Black Church. Cambridge: Harvard Press, 1993.

Lincoln, C. Eric and Lawrence H. Mamiya. The Black Church in the African-American Experience. Durham: Duke University Press, 1999.

Mckenzie, Vanshti. Not Without a Struggle: Leadership Development for African-American Women in Ministry. Cleveland: United Church Press, 1995.

Sernett, Milton C. (editor). African-American Religious History: A Documentary Witness. Second Edition. Maryknoll, N.Y.: Orbis Press, 1998.

Wilmore, Gayraud S. Black Religion and Black Radicalism. Third Edition. Maryknoll, N.Y.: Orbis Books, 1998.

BOOKS ON RESERVE:

Fitts, Leroy. A History of Black Baptists. Broadman, Nashville: 1985

Gifford, Paul. Ghana's New Chrisitainty: Pentacostalism in a Globalizing African Economy. Indiana: University Press, 2003.

Jones, Lawrence. African Americans and the Christian Churches 1619-1860. Ohio: Pilgrims Press, 2007.

Lincoln, C. Eric. (Editor) The Black Experience in Religion. N.Y.: Anchor Press/Doubleday, 1974.

Mays, Benjamin and Joseph Nicholson. The Negro's Church. Arno Press and New York Times, 1969.

Pinn, Anne and Anthony Pinn. Fortress Introduction to Black Church History. Minneapolis: Augsburg Fortress, 2002.

Raboteau, Albert. Slave Religion: The Invisible Institution in the Antebellum South. N.Y.: Oxford University Press, 1978.

Woodson, Carter G. The History of the Negro Church. Washington, D.C.: The Associated Publishers, 1972.

GRADING SCALE:

The following grading scale will be employed for all assignments and for the final grade:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F
Incomplete	I

All written assignments should conform to the guidelines in the Divinity School's "Guidelines for Written Assignments," available in the Divinity School Office. The following criteria will be used in evaluating all written assignments.

A Indicates the student has significantly exceeded the minimum expectations for the assignment. The student has consulted the relevant scholars and has consistently entered into dialogue with these scholars, offering his/her critique of the relevant sources. All the required parts of the assignment are

present, and the written presentation is consistently above average, with no errors in spelling or grammar.

B Indicates the student has exceeded the minimum expectations for the assignment. The student has consulted relevant scholars and has entered into dialogue with most of them, offering his/her critique of the sources. All the required parts of the assignment are present, and the written presentation is above average, with no errors in spelling or grammar.

C Indicates the student has met the minimum expectations for the assignment. The student has consulted relevant scholars and has represented their views well, at least occasionally offering a critique of the sources. The required parts of the assignment are present, and the written presentation is acceptable, with minimal errors in spelling or grammar.

D Indicates the student has not met the minimum expectations for the assignment in one or more of the following ways: significant critical scholarship is not consulted; significant segments of the assignment are missing or inadequate; or the written presentation is inadequate in grammar, spelling, or format.

F Indicates the work is not acceptable for graduate-level study.

I An incomplete is given only when extraordinary circumstances (extended illness, death, in the family, etc.) prevent the student from completing all the assignments before the end of the semester. An incomplete must be made up before the end of the following semester, or the grade will automatically change to an F, and the course must be repeated. Please note: Any student who receives an incomplete, regardless of the reason will not be able to receive an A in the course. The highest grade possible for a student who receives an incomplete will be a B. Under normal circumstances, all work should be

turned in to the instructor by the end of the course on May 5, 2009.

HONOR PLEDGE:

The University's Policy on Plagiarism located on page sixteen in the Shaw University Handbook will apply to all assignments in this course. The University's Policy on Plagiarism further states that repeated violations may result in suspension from the university. Please do not cite the Wikipedia. The Wikipedia is not an authorized cite source for this course.

ATTENDANCE:

Attendance is defined by the student's active participation in the course. In other words the student must log on to blackboard and perform the work. If the student is dropped from the class roll for failure to attend class, then it is the responsibility of the student to clear the matter with the Registrar's Office.

ASSIGNMENTS:

A two part assignment: first, a two page book report (the first part of the assignment) on Fareed Zakakria's The Post American World. You may find the book in a library, or you may order this book on line or at a local bookstore. Saying that you could not find the book or that the bookstore was late in getting the book is unacceptable. In addition, a two pages African-American Church reflection on the book (the second part of the assignment). Both the Book Report and African American Church Book Reflection Papers are due on February 9th, at 12:00 mid-night (weight: 10% of the final Grade).

Two Position/ Research Papers on an African-American Historical Church topic assigned by the instructor (weight: 20% for the first paper and 20% for the second paper). The first paper will be eight pages in length and the second paper will be ten pages in length.

The Student is not allowed to change the topic. The papers should present conclusions about the topic together with helpful information and reasons for the conclusion. The papers are to be presented as A Formal Graduate Degree Paper conforming to the Shaw University Divinity School Guidelines for Writing-2001. The due date for the first paper is February 23, 2009 at 12:00 mid-night. The Due date for the second Paper is April 29, 2009 at 12:00 mid-night. Students will receive their topics for the first paper during the second week of the course on January 26, 2009. Students will receive their topics for the second paper on March 23, 2009.

A Reflective question (10% of the final grade). The Reflective Question will be announced on blackboard.

Blackboard Examinations will be given at Mid-semester (weight: 20% of the final grade) and at the end of the semester (weight: 20% of the final grade). The midterm is due on March 23, 2009 and the final is due on May 9, 2009. The student is required to sit for both the Mid-term and Final Examinations. If the student fails to sit for either of the exams, the student will receive the grade of F for the missed examinations.

All assignments will integrate the theory and the practice of ministry. In addition, the class will focus on global concerns.

Master of Religious Education (MRE) students will in consultation with the instructor tailor their assignments to meet the needs of the general goals of the MRE Program.

This course will utilize experiences, poetry, prose, and other literature to help demonstrate an understanding of African-American Church History.

Multiple submission of a work is unacceptable. That is to say, please do not submit a paper that you have used in a previous course.

Late work will be penalized. Ten points will be deducted from all late work. In fact ten points will be deducted for every week the work is late.

Please be sure to put your name on your work. Five points may be deducted from all unnamed work.

Students are expected to complete the work in the time frame of the course. No work will be accepted after the close of the course on May 9, 2009. Under normal circumstances an incomplete will not be given.

COURSE OUTLINE

READINGS AND ASSIGNMENTS

- Jan 19 Initial reading of the syllabus. Pre-Test.
Post a biography. Old Students are welcome
To repost their old biographies. Please note
The book Report /Reflection assignment
on the syllabus will be due on February
on February 9th.
- Jan 26 African Beginnings, Rabateau, Chapters 2 & 3,
pgs. 3-92. Sernett, Chapter 1, pgs. 1-19 ;
Wilmore, pgs. VII-XV and Chapter 1, pgs 1-28,
and Franklin Chapters 1-2. First Position/
Research Papers topics will be given.

- Feb 2 Frazier, Chapter 1 pgs. 9-25. Pinn and Pinn, Introduction, pgs. 1-19. Raboteau, Chapters. III pgs. 96-150. Sernett, Chapters 2-5, pgs. 23-51.
- Feb 9 Frazier Chapters 2-3. pgs. 26-51 and African American Baptist Churches, Pinn and Pinn, Chapter 1, 23-62. Methodist Developments: From Richard Allen to Henry McNeal Turner, Rabateau, Chapter 4, pgs. 152-210, Sernett, Chapters 6-10, pgs. 52-88 Wilmore, Chapters 2-3, pgs. 29-73. Book report/Reflections are due.
- Feb 16 Frazier, Chapters 4-5, pgs. 52-102, Pinn and Pinn, Chapters 2, pgs. 63-101, Rabateau , Chapter 5-6, pgs. 211-318, Wilmore, Chapters 4-6, pgs. 74-166.
- Feb 23 Sernett, Chapters 11-24, pgs. 89-244, Wilmore, Chapters 7, pgs. 167-192. Eight pages Research Position papers are due.
- Mar 2 Sernett, Chapters 25-45, pgs. 254-454. Wilmore, Chapters 8-9, pgs. 192-243. Reflective Question: to be announced.
- Mar 9 Lincoln and Mamiya, Chapter 4-5, pgs. 76-114, Pinn and Pinn, Chapter 3, pgs. 102-122.
- Mar 16 Mid-Term Examination
- Mar 23 Lincoln and Mamiya, Chapters 6-8, pgs. 164-235. The Black Church and Social Justice, Pinn

and Pinn, Chapter 4, pgs. 125-151. The second research topics will be given . These will be the topics for the ten pages Position /Research Papers..

Mar 30 Lincoln and Mamiya, Chapters 9-12, pgs. 196-404. The Role of Women in the Contemporary African American Church , Higginbotham, Righteous Discontent, entire book and McKenzie, Not Without a Struggle, entire book.

April 6 Fitts, A History of Black Baptists , entire book.
Gifford, Ghana's New Christianity: Pentacostalism in a Globalizing African Economy, entire book.

April 13 Easter/ Spring Break

April 20 Continue previous readings.

April 27 The Rise of Televangelists, Mega_Churches, and "The New Black Spirituality"; Bishop T.D. Jakes, Creflo Dollar, Freed K.C. Price, Bishop Eddie Long, and the Future of the Black Church. Ten Pages Position/ Research Papers are due.

May 4 Final Examination are due on May 9, 2009.