



## SAMUEL DEWITT PROCTOR CONFERENCE, INC.

Conference Dean:

Rev. Dr. Alison P. Gise Johnson



### READINGS IN THEOLOGY AND ETHICS 3:

*The Prophetic Tradition: Can these dry bones live?*

THE 592 (3 Credit Hours)

*Syllabus*

**Spring, 2009**

**Professor**

Dr. Cheryl A. Kirk-Duggan

Classroom: Marriott Hotel

Class Time: February 15-19, 2009

**Office hours**

Wednesday 8:00 AM-2:00 PM

Friday 8:00 AM-2:00 PM

Other days and times by appointment

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**Welcome!**

Students at Shaw University Divinity School are engaging, inquisitive, creative teacher/learners, who are committed to learning because of their call and vocation, to serve and love God and the Church. This **graduate course** for **graduate students** invites you to expand and develop your understanding of Women in the Western Religious Christian tradition, as we learn together to appreciate the legacy of these historic women and how they inform us in the contemporary world.

<b>MRE Program Mission</b>	<b>M.Div Program Mission</b>
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	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**

<b>MRE Program Goals</b>	<b>M.Div 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 behavioral sciences that undergird educational practice, as well as the cultural contexts in which educational ministry occurs;</li> <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>	<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 Christianities, and interaction with other faith traditions;</li> <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**

<b>MRE Program Learning Outcomes (PLOs)</b>	<b>M.Div Program Learning Outcomes (PLOs)</b>
<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

This is a special course in theology and ethics offered according to needs and interests of faculty and students in order to address particular topics, persons, periods, or schools of thought not otherwise covered in the current catalog. This course, a working conference with the theme, “Still on the Wall! How Shall They Hear?,” involves significant theological reflection and focus on the context of prophetic ministry. The course will examine this political climate in the African American church and the current attacks on prophetic ministry. It has been a very challenging season for the prophetic voice of the Black church and our community. The economic gap is increasing daily and many social justice gains have been eroded. The result has been intimidating for many who represent the progressive religious community. The course also examines the historical and contemporary realities of racism, classism, and sexism; and will provide an authentic context to raise questions of community reconstruction, healing, and restorative justice.

Student Learning Outcomes include the following:

<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 M.Div 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. Discuss the conflict and angst brought about by current conditions in the American political and sociological atmosphere which challenge pastors who feel the call to speak truth to power	Research Paper	1, 3, 4	1, 3
2. Identify the types of assistance available for pastors called to continue to lead, renew, organize and reflect on an inter-generational Civil Rights movement	Discussions Research Paper Class discussion	1, 2, 3	1, 2
3. Identify and claim ownership of those issues that threaten the prophetic tradition of the Black Church	Reflection Papers Discussions	1, 2, 3, 4	1, 2, 3, 4
4. Construct models, strategy and action tables around those issues which directly shape the African American community, including HIV/AIDS, health and wellness, the prison industrial complex, emergency preparedness, financial stability, education, care of our senior citizens, and more	Reflection Papers	1, 2, 3, 4	1, 2, 3, 4

## Proctor conference theme

The conference theme, which frames this course is: **“Still on the Wall! How Shall They Hear?.**  
The Conference Course Name is: **The Prophetic Tradition: Can these dry bones live?)**

### Required Texts:

Braxton, Brad. “Missions and the Contemporary Black Church: A Theological and Cultural Exploration.”  
PDF on Black Board  
Jones, Kirk Byron. *Rest in the Storm*. Judson Press, 2001. ISBN 978-0817013936  
Kirk-Duggan, Cheryl. *Soul Pearls*. Abingdon, 2003. ISBN 978-0687051571  
Pinn, Anthony. *Black Church in the Post Civil Rights Era*. Orbis, 2002. ISBN 978-1570754234  
Proctor and Taylor. *We Have This Ministry*. Judson Press, 1996. ISBN 978-0817012489  
Weems, Renita. *Listening for God*. Reprint. Touchstone, 2000. ISBN 978-0684863139

### Reading Assignments:

Reading and understanding assignments is essential to a successful and growing educational experience. The process is quite simple: **if one does not do the assignments, one will not pass the course with a satisfactory grade**. Read all assignments, secondary materials, and handouts **before we depart for Florida**. Knowledge **of these materials** is essential to understand the subject, follow lectures, participate in discussions, and do acceptable written work.

Class (conference sessions) attendance and class participation are mandatory. Each student is responsible for all materials covered during class. Conference participation is quintessential for understanding and total educational development. Lectures reinforce the reading, but do not repeat the content verbatim. Your registration in class is a **contract with yourself and the class** to do your best.

### Course Assignments

**Papers:** Below please see the list of the required paper assignments. The papers will reflect your critical thinking and examination of assigned subject matter. Each student must apply his or her writing skills to prepare his/her paper. Your grade will, in part, be determined by your treatment of the topic, your original, critical thinking, and your use of proper grammar and punctuation. All papers must have a Thesis, Methodology and Analysis. {A submitted paper without a thesis statement **will not be read!**}

Specifically, students will (a) post a two page reflection paper on their understanding of prophetic ministry, including an living example of someone who you think embodies prophetic ministry with supporting evidence from required texts; (b) submit the Seminary Experiential Learning Report (5 page) to the Proctor Conference and Dr. Kirk-Duggan; (c) submit a four page book review of *Soul Pearls*, indicating how you will use the text to engage in prophetic ministry; and (d) a final 12 page research paper that will focus on one (1) of the student learning outcomes (SLOs), along with your developing definition of prophetic ministry. The Seminary experiential reflection paper (in conformity with home institutional requirements) reflects on how this conference intensive informs and supports your understanding of prophetic ministry. You are to complete all required readings. **SUBMIT ALL PAPERS VIA EMAIL, either in .doc or .rtf formatting.**

Papers **less than** or **exceeding** stipulated limits will **not be acceptable**. This page limit applies **only to the text proper**, not the table of contents or bibliography. All research papers are to use library resources: books, journal articles, and on-line, electronic resources, preferably from documents found via NCLIVE ([www.nclive.org](http://www.nclive.org)); ATLA; or [www.ccel.org](http://www.ccel.org). All sources must have proper documentation (footnotes and bibliography or works cited). Please use Turabian (Chicago Manual of Style), 7th edition. Final papers **due not later than, March 31, 5:00 PM.**

Jan. 31:	Have posted your reflections on prophetic ministry on Black Board, and respond to two of your colleagues
Mar. 10	Seminarian Report
Mar. 24	Book Review
Apr. 7	Final Paper

If an emergency or debilitating illness occurs, arrangements for turning in the paper late can be made with the professor with proper supporting documentation. The student is encouraged to plan ahead; when such emergencies are insurmountable, the student is responsible to notify the professor as soon as possible. The student will need to submit reports to makeup any class absences and **will lose a letter grade when student misses three or more classes**.

**MRE students:** Please focus on pedagogical strategies and faith formation, as theoretical and applied discourse in your reading/written assignments. **M.Div. students:** Please focus on historical theological as theoretical and applied discourse in your reading/written assignments. The intersection of religion and history (historical theology), through faith seeking understanding and expression is germane to all students.

## Class Attendance

When a student is unable to attend a conference session, it is the student's responsibility to contact the professor. The student is responsible to obtain the notes, handouts, or other material for the missed sessions. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

**Class Participation:** Course enrollment indicates students' active participation in a positive manner in the learning process. Participation includes: demonstrating critical thinking, active learning, development and use of listening and speaking skills needed for career success, and the ability to engage a discipline's conversation. Such participation includes asking questions, active listening, seeking out and valuing the opinion of others, and showing respect for peers and the instructor. Participation includes evidence that the student prepares for class by reading the assigned material prior to class and by contributing to class discussions, and asking questions about the readings and lectures. **Conference Participation:** All participants must register, and attend all worship services and field experience; notably at all the seminary sessions from February 11-14, 2008. **Shaw participants will have two sessions before we leave, conversation on the bus, one lunch session in St. Pete, and one session after we return.** Students will be assigned participation points primarily based on the Student Participation Rubric below:

**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

Criteria	Exemplary 5	Outstanding 4	Satisfactory 3	Adequate 2	Unsatisfactory 1
<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	15%
Black Board Assignment	10%
Seminarian Report	20%
Book Review	15%
Final Paper	40%
Total	100 %

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

### Grading Scale

The following point system will be used for all assignments:

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

A plus or minus grade (e.g., B+ or C-) is used to indicate proximity to the particular grade. At the end, all minuses and pluses will be rounded to the point that best reflects the student's progress in the course.

No grades are "given" in this course. Each student earns her/his grade.

**I** A student receives an "I" *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.

All written assignments need to 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.

## Plagiarism

**Plagiarism (using another's work as your own, whether you put it in your own words or keep it in the original words) and cheating are serious offenses and will be treated as such. A student who plagiarizes or cheats – whether giving or receiving information – will receive a grade of zero on that particular exam or paper, and may receive a grade of F for the course. Plagiarism is unethical and against University and SUDS policy. To plagiarize is to LIE and STEAL. Any plagiarism is a request for a failing grade. To that end, you will sign your class statement of honor. Any papers identified as plagiarized will result in a failing grade for that assignment. DO NOT get someone else to write your paper; DO NOT purchase a paper from a person or online and turn it in as your own; do not copy a paper verbatim off the internet. DO NOT submit the same work multiple times. Any such submissions will receive a failing grade.**

## Student Classroom Decorum Expectations

To enhance student learning and an engaging classroom atmosphere, students are expected to dress and behave in a manner conducive to classroom and conference learning. More specifically, students will avoid disruptive conference 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 conference sessions. 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 Divinity School Dean. The student may appeal the decision of the Dean to the Vice President of Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow these procedures will result in termination of the appeal, and revert to the decision of the Dean.

The conference schedule and readings follow. After completing your reading assignment, ask yourself: What are the main ideas: pros & cons? How does what I read/hear/view shape relate to the prophetic justice ministry? What are the significant theological and ethical issues in each situation? What do I agree or disagree with, and why? How do these ideas pertain to my project? What is distinctive about a justice approach to the particular historical theological issue at stake? After each conference session, please reflect and take a few notes, to support the writing of your Seminarian's Report.

## Schedule

Week Feb. 15	1, 3	<i>Pilgrimage and Embracing prophetic ministry</i>	Braxton Jones	Black Board Discussion		Black Board	Reflection paper
Feb. 16 10-3:30	1, 3	<i>Pre-Conference Institutes</i>	Braxton Proctor/Taylor	Lecture and class discussion			Reflection paper
Feb. 16 6:30 PM	3, 4	<i>Opening Worship</i>		Preaching Group Participation		Liturgy Sermon	Reflection paper
Feb. 16 8:30 PM	1, 3	<i>Open Mike</i>		Group Participation			Research paper
Feb. 17 8:30 AM	1, 2, 3	<i>Plenary</i>	Jones Pinn	Lecture Class discussion			Reflection paper Research paper
Feb. 17 10:30 AM	1, 3, 4	<i>Retreat and Reflection</i>	Proctor/Taylor Pinn	Lecture, Class Discussion			Reflection paper Research paper
Feb. 17 1:00 PM	1, 3, 4	<i>Lunch Seminar</i>	Kirk-Duggan	Discussion			Reflection paper
Feb. 17 2:30 PM	1, 2	<i>Covenant Tables</i>	Weems Jones	Lecture, Class discussion	Small Group Activity		Reflection paper
Feb. 17 7:00 PM	3, 4	<i>Worship</i>		Preaching, Congregation participation			Reflection paper
Feb. 18 8:30 AM	1, 2, 3, 4	<i>Plenary/ Institutes</i>	Pinn Weems Jones	Lecture Discussion			Research paper Reflection paper
Feb. 18 10:30 AM	1, 3, 4	<i>Retreat &amp; Reflection</i>	Proctor/Taylor	Discussion	Small Group Activity		Reflection paper Research paper
Feb. 18 1:00 PM		<i>Lunch - On your own</i>					Reflection paper
Feb. 18 2:30 PM	1, 2	<i>Covenant Tables</i>	Weems Jones	Lecture Discussion	Small Group Activity		Reflection paper
Feb. 18	1, 3	<i>Honoree Dinner</i>		Group participation			Reflection paper
Feb. 19 8:00 AM	1, 4	<i>Communion Service</i>		Lectures		Liturgy Reflections	Research paper
Feb. 19	1, 2, 3, 4	<i>Closing Plenary</i>		Group participation			Reflection paper
Feb. 19	3, 4	<i>Returning Pilgrimage</i>	Kirk-Duggan Weems	Group participation	Small Group Activity		Research paper