

SHAW UNIVERSITY
Divinity School
THE BLACK CHURCH IN ECONOMIC AND POLITICAL EMPOWERMENT
RSO-504-01

Spring 2009

Professor: Dr. Lafayette Maxwell 919- 489-7016 or 919- 656-9067 (cell) e-mail address:

lmaxwell@nc.rr.com

1800 Williamsburg Rd. #19F
Durham, NC 27707

Leo. 201 Sat 11:00am – 1:30pm

Office: 204 Leonard Hall- Office Hours: Monday and Wednesday 1:00pm-2:30pm

Mission of M.Div. and M.R.E. Degrees

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.

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.

Program Goals for M.Div. and M.R.E. Degrees

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

The Program Goals for the Master of Religious Education Degree Program are to:

1. Equip students with the capacity for critical and constructive theological reflection regarding the content and processes of educational ministry;
2. Help students understand the educational, social, and behavioral sciences that undergird educational practice, as well as the cultural contexts in which educational ministry occurs;
3. Assist students with personal growth and spiritual maturity; and
4. Provide skills in teaching and in design, administration, and assessment of educational programming.

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 to 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:

The Black Church in Economic and Political Empowerment. This course is an exploration of the relationships between the Black church and the political and economic well-being of Black people. The course will focus on the potential of the Black church and the strategies for creating and maintaining housing, employment, education, and leadership. It will lift up the Black church's role in liberating human beings from poverty into wholistic well-being.

Student Learning Outcomes(SLO)- At the completion of this course, students will be able to:

1. To help the students analyze their own thoughts and positions concerning religion and social Justice Issues.
2. To help the students think critically about religion and culture.
3. To help the students link religious, and social issues in this pluralistic world that we live in.
4. To help the students acknowledge diversity and pluralism in religion and culture.

Student Learning Outcomes include the following:

Student Learning Outcomes (SLO)	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>
<p>At the completion of this course, students will be able to:</p>			

Student Learning Outcomes (SLO) At the completion of this course, students will be able to:	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>
1. To help the students analyze their own thoughts and positions concerning religion and social justice issues.	Exam Questions, Research Paper Group Presentations	1,3	1,3
2. To introduce the students think critically about religion and culture.	Exam Questions, Research Paper Class discussion	3	4
3. To help the students link religious, and social issues in this pluralistic world that we live in.	Exam Questions, Reflection Papers	2	2
4. To help the students acknowledge, and analyze the diversity and pluralism in religion and culture.	Exam Questions, Class discussion	4	3,4

The student will engage in research, critical thinking, and dialogue so that they will:

1. To examine the black church and its role in economic development in the community.
2. To introduce the student to the institutional church and its role in the black church.
3. To examine the role of money in society.

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>

Textbook:

Anderson, Claud. *Black Labor/White Wealth: The Search for Power and Economic Justice*. Bethesda: PowerNomics Corporation of America, Inc., 1994.

Silbiger, Steven. *The Jewish Phenomenon: Seven Keys to the Enduring Wealth of a People*. Atlanta: Longstreet Press, 2000.

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.

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 learning. More specifically, students will avoid 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 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 Department Chair.

Course Requirements and Grading:

Class Participation	10%
News Articles & Critical Reflections *8	10%
Journal	20%
O.T. and N.T. Scripture on the black church& Political empowerment	20%
Book Reports	10%
Special Topic#1 – Special Interest Topic	15%
Special Topic#2 – The Supreme Court & Social Justice Issues	15%

Other Course Requirements:

1. **Tests and Final Examination:** Two written examinations will be given during the semester covering material from the text, lectures, group presentations and other readings.

If a student fails to take an exam as scheduled, it is the student’s responsibility to inform the instructor immediately. In order to qualify for a make up exam, the student must provide the instructor with documentation from Student Affairs, a medical professional, or an entity approved by Student Affairs. This is the only way a student will be allowed to take a make-up exam. There will be no exceptions. If the student cannot provide documentation, they will not be allowed to take the makeup exam and a zero will be given for the exam.

2. **Reflection Papers/ Book Reports:** . Each student is expected to do a written report from a book assigned by the instructor on the “Black Church.” The student must show evidence of reading the book through oral and written communication. This course will expose the student to recent scholarship in the black church in economic and political empowerment. The student should have a comprehensive understanding of the history of blacks and the role that the church can play in this process.

Subject Content Rubric

ATTRIBUTE	EMERGING	COMPETENT	EXEMPLARY
INVESTIGATE & RESEARCH	Little inquiry. Limited knowledge shown.	Explores topic with curiosity. Adequate knowledge from variety of sources displayed.	Knowledge base displays scope, thoroughness, and quality.
ANALYZE & EXAMINE	Separates into few parts. Detects few connections or patterns.	Sifts and organizes information. Detects patterns. Connects information to explain the topic.	Prospects for patterns and connections. Uses plans or models to explain the nature of the whole topic.
CONSTRUCT & SYNTHESIZE	Applies little information. Combines few facts or ideas. Needs more development.	Assembles and combines new knowledge to form a coherent whole.	Combines facts and ideas to create new knowledge that is comprehensive and significant.
REFLECT & INTERPRET	Conceives few ideas. Draws few inferences. The meaning of the topic is vague.	Uses perspectives and insights to explain relationships. Reflects real life.	Point of view reveals meaning of topic with insight into its significance. Applies to real life.

3. Each student is required to write a book report on a book assigned by the instructor “The Jewish Phenomenon.” The student will do an oral review of the book report in class as scheduled. The report should be typed and double-spaced. Written reports must be submitted to the Instructor prior to the oral report. An outline of the report should be given to each student.
4. The student’s chapter assignment will be from “Black Labor/White Wealth.” The student will do an oral review of the chapter report in class as scheduled. The report should be typed and double-spaced. A copy of the report should be given to each student.
5. All students are required to submit ten articles that address economic development issues from newspaper, magazine or internet sources, preferably from American material. Student should identify the source, author, issue or occasion and develop questions for discussion.
6. Each student is required to complete a research assignment that is theologically, economical, and politically based. The student will be assigned a topic by the instructor.
7. **Group Reports.** There will be four group reports on the major religions discussed in the class.

Group Discussion Rubric

ATTRIBUTE	EMERGING	COMPETENT	EXEMPLARY
LISTENING	Recognizes and responds to others speaking.	Uses and practices listening processes regularly.	Habitually uses listening processes.
NON-VERBAL COMMUNICATION Eye contact, gestures, posture, facial expression, voice.	Comprehends some information from non-verbal cues.	Draws accurate conclusions from body language and facial expressions.	Able to recognize and use subtle non-verbal communication cues.
CO-OPERATION	Sometimes shows ability to wait to give appropriate verbal / non-verbal responses.	Usually shows ability to wait to give appropriate verbal / non-verbal responses.	Habitually shows ability to wait with openness and awareness to give appropriate verbal / non-verbal responses.
PARTICIPATION Tells thoughts, feelings, ideas so others understand.	Rarely talks during the discussion or talk is off the subject. Offers few ideas to the discussion.	Shares freely and explains with details. Makes connections to what others say.	Talk inspires others. Supports and leads others in discussion.

8. **Class Attendance:** The attendance policy printed in the Shaw University Undergraduate Catalogue will be enforced. When a student is unable to attend class, it is the student's responsibility to call the professor in advance, whenever possible. It is the student's responsibility to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

Attendance will be taken at the beginning of each class and students not present at that time will be marked absent. Students who come in late are required to inform the instructor immediately following that class period in order to be counted late rather than absent. Once in attendance, students should not leave class without the instructor's permission.

Class attendance is mandated for all Shaw University students. Students are responsible for attending class on time and adhering to the University’s Class Attendance Policy. The Attendance Policy is printed in the Shaw University Undergraduate Catalogue and shall be enforced. Each student is allowed as many unexcused absences per semester as the class meets per week.

Time Class Meets Per Week	Unexcused Absences Allowed
3	3
2	2
1	1

Students who do not exceed the allowable number of absences will receive five points as part of the total points for the final course grade.

After the allowed number of unexcused absences has been used, students will receive points as part of the final course grade according to the following table for unexcused absences greater than the allowed absences

Number Greater Than Excused Absences	Points Earned
1	4
2	3
3	2
4	1
5 or more	0

Instructor’s Expectations

1. Each student is expected to come to class prepared to discuss class assignments.
2. Due to considerations of fairness, no exam make-ups will be given or late assignment accepted except in cases of documented emergency or when pre-arranged with the instructor for appropriate reasons.
3. Students are expected to follow university policies as put forth in the institution’s student code of responsibilities and conduct.
4. Have proper decorum in class. Disruptive behavior will not be tolerated. Each student’s right to learn, question, and communicated must be respected by all students.
5. Phones and pappers must be muted during class. Use of such devices during class is prohibited.

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. 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
Interaction/ participation in classroom learning activities	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
Engagement in the electronic/ email learning forum	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
Professional attitude and demeanor	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
Punctuality	0-2 times tardy	3-4 times tardy	5-6 times tardy	7-8 times tardy	9-10 times tardy

Class Schedule

Class Date	Student Learning Outcomes [[list the SLO numbers (s)]] M.R.E	Student Learning Outcomes [[list the SLO numbers (s)]] M.DIV	Course Content or Unit	Readings	Mode of Instructional Delivery	Related Assignment	Resources	Assessment Tool (instrument used to determine the achievement of the stated SLO)
Week 1 Jan 17	1	1	Lecture: The Overview of Class	Handout: Dr. Mack King Carter "Why Economic & Political Racism Exist in our America Culture".	Lecture /Class Discussion Parental dysfunction ,Pigmentocracy ,superiority, Theological & Ecclesiastical sanctions, Political, Philosophical, insinuations, Miseducation, The Media, Self hatred, and judicial Injustice.	Review Syllabi and give an outline of class assignments.	I John 2:9;3:14;4:20 ; Col. 1:26	Reading assignments on the history of money. Old & New Testament Scriptures on Economic and Political Empowerment Genesis, Exodus; Matthew. Readings
Jan 19			MARTIN LUTHER KING JR HOLIDAY					
Week 2 Jan 24	2	2	The Class Pre-Test on Economic & Political empowerment	N/A	Exam	N/A	Exam	Chart Pre-test to see what students knows about class course material
Week 3 Jan 31	2	2	The History Of Money:pt1	The Gold Standard	Class Reports and Class participation	The History Of the U.S. Dollar	Power point & Handouts	Subject content Rubric
Week 4 Feb 7	1	1	The History Of Money Pt. 2	The coinage acts of 1792,1819,1864,1873 "The Money Men:Capitalism,De moracy, and the hundred years' war over the American Dollar" pages 15-220 H.w. Brands	Lecture and Class Participation	The National Bank Act of 1863 The History of The U. S. Dollar	Stephen Biko's testament Of hope	Class Participation/report Template
Week 5 Feb 14	1	1	The history Of Money Pt. 3	The Greenback The History Of The Federal Reserve Bank.	Class Report	The Flat standard	Web Sites Research	Class Participation/Report Template
Week 6 Feb 21	3	3	Pt. 1 Old & New Testament Texts on Economic & Political Empowerment	Bring the full tithe pages 1-111 William Watley	Lecture/ Student reports Visual Enactment	Hand Outs The labors in the vineyard Mt 19-20	Video Presentation	Subject Content Rubric
Week 7 Feb 28	3	3	Pt. 2 Old & New Testament Texts on Economic & Political Empowerment	Great pearls from the Biblical Chest on Christian stewardship pages 1-113 J.G. McCann,Sr.	Video Presentation Student presentations	Growth in the kingdom Mt. 13	Web Sites Research Discussion Board	Reflection paper on class discussion and video presentation Presentation
Week 8 Mar 7	1,2,3,4	1,2,3,4	Mid Term Exam:	N/A	EXAM	N/A	N/A	EXAM
Week 9 Mar 14	4	4	Pt. 1 The Jewish Phenomenon: Seven Keys To Enduring Wealth Steven Silbiger	pages 1-120	Lecture/Discussion	Successful people are professional and entrepreneurs	/ Recovering From The Problem And Living With a New Vision	Class Participation/Report template

Week 10 Mar 21	n/a	n/a	Pt. 2 The Jewish Phenomenon: Seven Keys To Enduring Wealth Steven Silbiger	pages 121-196	Lecture and student reports			Class Participation/Report Template
Week 11 Mar 28	1	1	The Wilmington race riot 1889	State document pages 1-300	Video and handouts			Critical analysis of subject content
Week 12 April 4	1	1	The Tulsa Story	Research document Pages 1-189	DVD	The Vernon Johns story	Web Sites Vernon Johns, Tulsa, The Wilmington race riot	Subject Content Rubric
April 10- April 19			EASTER AND SPRING BREAK	Recommended Reading: The Pack: Three Young Men Make A Promise and Fulfill A Dream. pages 1-239 Drs. Sampson Davis, George Jenkins, and Rameck Hunt				
Week 13 April 25	3	3	Pt.1 Black Labor/White Wealth: The Search for Power And Economic Justice	pages 4-154	Book reports	Willie Lynch pages 1-45	The Supreme Court and social justice ana injustice	Group Report Template
Week 14 May 2	1,2,3,4	1,2,3,4	Pt.1 Black Labor/White Wealth: The Search for Power And Economic Justice	pages 155-241	Video-Lecture/discussion Book reports	The Covent With Black America	A model for the practical application of empowerment for the African America	1. Research Paper on special topics 2.8 News Articles, on Economic & Political Empowerment
Week 15 May 8			FINAL EXAM Post-Test					Critical analysis and synthesis of material study EXAM-EXIT INTERVIEW