

SHAW UNIVERSITY
School of Divinity (SUDS)
Spring Semester 2009

The Black Church in Economic and Political Empowerment
RSO 504 30 (3 Semester Hours)

Instructor: Dr. Helen D. McLaughlin

Campus: High Point CAPE Center

Classroom:

Office Hours (By appointment):

Saturdays & Thursdays

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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

Course Description:

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 role of the Black church in liberating human beings from poverty into holistic well being.

Student Learning Outcomes:

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. The Student will learn the role and dynamics of Black church leadership in the political empowerment process.	1. Identify 4 political leaders in religious contexts	1	
2. Identify and address the issues of maintaining housing, employment, education and community leadership from the perspective of the Black Church	2. Research, current events, studying the political and economic processes	1,2	
3. Compare historical and contemporary involvement of politics in the church.	3. Identify current political issues from a historical perspective	3,4	

5. Construct strategic models to empower “Black America” through Political and Economic means	4. Discover the impact politics and economic have on empowerment of Black church.	2	

Required Texts:

1. Lincoln, C. Eric. The Black Church in the African-American Experience. Duke University Publishers. Durham, NC. 1994.
2. Hendricks, Jr. The Politics of Jesus. DoubleDay. New York. 2006
3. Bakari, Kitwana. The Hip Hop Generation. BasicCivitas Books, 2002.
4. Stith, Charles R. Political Religion. Abingdon Press, 1995.
5. Anderson, Claud, Ed.D. PowerNomics: The Natural Plan to Empower Black America.
6. June, Lee N. The Black Family, Past, Present, & Future. Zondervan Publishing House, 1991.

Course Format and Requirements:

Assessment Tool	Assessment Method	Expected Outcome
1. Identify 4 political leaders in religious contexts	1. Interview and compare 4 religious leaders involved in economic empowerment.	List 10 characteristics of religious leaders involved in economic empowerment.(See Instructions)
2. Research, current events, studying the political and economic processes	2. Write a research paper on an economic need and determine the impact of political empowerment.	Identify the impact that political empowerment has on economics
3. Identify current political issues from a historical perspective	3. Mid-Term Final Exam	Develop a ministry forum for current political issues

4. Discover the impact politics and economic have on empowerment of Black church.	4. Write reaction papers on selected books	Identify the political and economic strengths of the black church as a means of empowerment.
5. Students are exposed to a broader ministry context.	5. Compile a bibliography focusing on the economics and political process.	Increase their personal libraries

Course Grade Evaluation

Assignment	Percentage of Final Course Grade
Selected Bibliography	10%
Midterm	15%
Reactions Paper	30%
Final Research Paper	30%
Final Exam	15%
Total	100 %

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

Note: The minimum passing grade for this required course is C. Attention can lower your grade.

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.

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

Plagiarism

Students 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>.

Use of Technology:

All students in this course are required to have regular access to email and to the internet. Email will be the instructor's primary mode of contacting students outside of class hours.

SELECTED COURSE BIBLIOGRAPHY

1. Walker, Jr., Theodore. Empower the People, Social Ethics for the African-American Church. Orbis Books, Maryknoll, NY. 1992.
2. Cone, James. Martin & Malcolm & America: A Dream or A Nightmare. Orbis Books, Maryknoll, NY. 1991.
3. Cleage, Jr., Albert B. The Black Messiah. African World Press, Inc. Trenton, NJ. 1989.
4. Woodson, Robert L. On the Road to Economic Freedom. Regnery Gateway. Washington, DC. 1987.
5. Cleage, Jr., Albert B. Black Christian Nationalism, New Directions for the Black Church. Luxor Publishers of the Pan-African Orthodox Christian Church. Detroit, MI. 1987.

COURSE SCHEDULE
This schedule and reading list are subject change

WEEK	DATE	TOPICS AND READINGS	ASSIGNMENTS
1	JAN 15	Intro to course, syllabus and scheduling	Compile a bibliography for course
2	22	Group Assignments I: (<u>The Politics of Jesus</u>)	Read the assigned sections for group discussion in class (Each student must write a one page reaction paper) Discussion in class
3	29	Group Discussion II: (The Politics of Jesus)	Discuss the Politics of Jesus and Reaction Papers due
	FEB		
5	5	<u>The Black Church</u> by Lincoln and Mamiya (Write reaction paper)	Class Discussion I
6	12	<u>The Black Church</u> by Lincoln	Class Discussion II (Reaction paper due)
7	19	Read Political Religion for Group Discussion (Write a reaction paper)	Read Political Religion for Group Discussion
8	26	Group II: Political Religion (Reaction paper due)	Class Discussion II on Political Religion Write a one-page Reaction Paper due
9	MAR 5	Read <u>PowerNomics</u> for Group Discussion	Class Discussion on PowerNomics/ One-page Reaction Paper
10	12	Group Discussion II: PowerNomics (Reaction Paper due)	

11	MAR 19	Read The Hip Hop Generation (Write a reaction paper)	Write a research paper on an economic need and determine the impact of political empowerment. (see instructions on Research Paper) Mid-Term Exam
12	26	Group Discussion: Hip Hop Generation/Reaction Paper due	
	April		
13	2	(Research Paper)	Library Time (Research Paper) Mid-Term due
14	9		
14	16	Class Discussion: Research Paper (Results)	Research Paper due/Final Exam Final Exam due Bibliography
16	23	Library Time (Completion of Bibliography)	
17	30	Sharing the selected bibliographies	