

DMN9985 The Call to Ministry and the Black Church

ASHLAND THEOLOGICAL SEMINARY

Fall Semester 2020

September 21-25, 2020

Monday- Friday 8am-5pm

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I. Course Description

This course is a general introduction to call to ministry from an African American. The call phenomenon is one of the central tenets in the Black Church experience. It has been called to ministry that focused the churches ministry on the existential plight of African Americans. We will examine the biblical, theological and historical basis of call to ministry from a Black perspective, especially what are the changing dynamics that the church faces in the post Civil Rights era.

II. Student Learning Outcomes

The student will be able to:

1. Integrate biblical, theological, and historical reflection within the practice of ministry.
2. Apply relevant practices of ministry.
3. Demonstrate social science research, assessment, and interpretation within the context of ministry.
4. Engage in expression of fundamental commitments related to self-care and personal growth necessary to ministry.

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a combination of face-to-face sessions and digital activities/lectures (virtually or in-person), or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.

III. Course Requirements

A. Textbooks and Other Readings.

Myers, William H., *God's Yes Was Louder than My No: Rethinking the African American Call to Ministry*, Wipf & Stock, 1994 (Available at McCreary Center for discounted price)

_____. *The Irresistible Urge to Preach*; Wipf and Stock. 1992 (Available at McCreary Center)

Baradaran, Mehrsa. *The Color of Money: Black Banks and the Racial Wealth Gap*, Harvard University Press, 2017 (ISBN: 978-0674237476)

_____. "Mountaintops, Mysteries and Ministries" *Agenda*, Vol. 2, No. 2 (1992) (HANDOUT)

_____. "Disintangling the Call to Preach: Certainty, Ambiguity, Mystery" in Barry Callen, ed. *Sharing Heaven's Music*, Abingdon, Press, 1995 (HANDOUT)

_____. "Call, Calling. Call Stories" *The New Interpreter's Dictionary of the Bible (A-C0 Vol. 1, p. 529*, Abingdon Press, 2006. (HANDOUT)

_____. "Jesus Christ, the Poor and the Black Church" in African American Heritage Bible, Abingdon

Pinn, Anthony, *The Black Church in the Post-Civil Rights Era*, Orbis, 2002

Hill, Johnny B., ed. *Multidimensional Ministry for Today's Black Family*. Judson Press, 2007. {978-0-8170-1518-3}

B. Attendance

According to the student handbook, attendance at all class sessions is expected unless the professor has been notified in advance. Any student missing the equivalent of 6 clock hours for a 30 hour course or 20% of a half course, will be required to do additional work, receive a lower grade or withdraw from the class; this is at the discretion of the professor.

C. Assignments/Assessment of Student Learning

1. A fifteen page paper on an angle of the intersection of this course with your project from a biblical, theological, or historical perspective, whichever is most appropriate. It must be specific; it must demonstrate how one of these perspectives intersect and inform your project in concrete ways.
2. A ten page review of literature paper that reviews some self-contained work (e.g., book, article, essay, chapter) from this course that intersects or informs your project work.
3. Oral presentations on components of your proposal, how it connects to your project, context, the broader community and your life.

All work due by end of semester

D. Calculation of Grade and Connection of Learning Outcomes (Mitzi complete)

<i>Assignments</i>	<i>Learning Outcomes</i>	<i>Percent of Final Grade</i>
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1. Research paper	1, 2, 3	50%
2. Literature review paper	1,2, 3	25%
3. Oral presentation	4	25%

IV. Tentative Course Schedule

Due to HLC requirements I must report attendance in the first and third week of classes. These weeks are based on the start of the semester or the start of the class. Hence, August 31 and September 14th. Yes, before our class begins. Attendance is not based on present or absence for class. It is based on some work I can demonstrate. Please complete the following assignments and post them on the email thread I sent to you so that all can see and respond. Do so according to the week listed below. We will discuss them further on the actual first day of class.

1. Week 1: Read as many call stories in my book *The Irrisistible Urge to Preach* and respond to this question: What stories resonate with your call story? In what way?
2. Week 3 What is the *raison d'etre* of the church from your perspective--the purpose for which it exist? What is your specific biblical and theological reasoning?

<i>Day #</i>	<i>Date(s)</i>	<i>Lecture/Topic</i>	<i>Readings/Assignments</i>
1	Sept 21 Myers lectures	The Marcan Jesus and Call to Ministry	<u>Readings to be read prior to CLASS</u> Mark 1:1-3:9 --Myers book-- God's Yes NS articles --Baradaran --Pinn --Hill
2	Sept 22 Myers lectures	The Call to Ministry and the Black Tradition	<u>Readings to be read prior to class:</u>
3	Sept 23 Myers lecture	The Call to Ministry and the Black Church in the 21st century The Third Economy	<u>Readings to be read prior to class:</u>
4	Sept 24 Myers lecture	continued	<u>Readings to be read prior to class:</u> continued

5	Sept 25 (9am-12) Myers lectures	continued	<u>Readings to be read prior to class:</u> continued
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V. Recommendations for Lifelong Learning

- Students should continue to read other books and articles about call to ministry.
- Students should consider utilizing Myers 6 part video lecture series to teach a mini course on call to ministry
- Students should continue to reflect upon how call to ministry in the black tradition can inform and create a more liberating space within the church and community.

VI. Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. For further details of Academic Integrity Policy, please see the *Student Handbook*.

B. Ashland Multiliteracy Center

The Ashland Multiliteracy Center can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit [Ashland Multiliteracy Center](#) and select "Online and Graduate" from the schedule menu.

C. Accessibility Resources and Accommodations

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

VII. Selected Bibliography or References

See extensive bibliography in Myers, Pinn and Hill

