I. Course Description
This course will examine the historical roots of hermeneutical ideologies and methodologies that have ignored and/or denied the influence of people of African descent in the Bible and upon the Bible. More basically, the course will examine the de-Africanization of the Bible, address this phenomenon by re-Africanizing the Bible and illustrate how the peculiar perspective and development of an African American hermeneutic contributes a fresh and needed insight for the Christian church as regards biblical interpretation.

II. Student Learning Outcomes
As a result of this course, the student will be able to:
1. Demonstrate knowledge of a variety of different African American approaches to biblical interpretation.
2. Demonstrate knowledge of the historical realities that led to this particular way of interpreting Scripture.
3. Demonstrate knowledge of the theological implications of these biblical approaches.
4. Explicate how African American approaches can help to transform the Black Church's engagement in social justice issues.
5. Explicate how African American approaches can help reshape the contemporary vision of the Black Church.

III. Course Requirements
A. Textbook(s)

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 six class hours 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. Research project
A ten-fifteen page well-documented Afrocentric biblical hermeneutics research paper from one of the four categories of contemporary Afrocentric biblical research, or practical ministry project delineating describing how you implemented such a project in your ministerial context. Either academic or professional research project must come from one of the Afrocentric contemporary categories.

2. Individual presentations
Class presentations (three) on assigned chapters or article from one the required readings depending on class size

3. Group presentations
Class presentation on biblical passages within assigned groups

D. Calculation of Grade and Connection of Learning Outcomes

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research reports</td>
<td>1.2.3.4.5</td>
<td>50%</td>
</tr>
<tr>
<td>2. Individual presentations</td>
<td>1.2.3.4.5</td>
<td>25%</td>
</tr>
<tr>
<td>3. Group presentations</td>
<td>1.2.3.4.5</td>
<td>25%</td>
</tr>
</tbody>
</table>

IV. Course Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>September 25, 2015</td>
<td>FRAMING THE PERSPECTIVE Lectures: The Hermeneutical Dilemma: Method or Methods What/Why Afro/Africentrism? Video: “Paving the Stony Road”</td>
<td>Readings: Myers, chapter 2, in Stony Felder, Ch. 6 in Stony Hoyt, chapter 1 in Stony</td>
</tr>
<tr>
<td>2</td>
<td>September 26, 2015</td>
<td>THE HISTORICAL BACKDROP—“Where Have We Come From?” Lectures: “Aunt Hagar’s Children”—“Where Have You Come From?” “The de-Africanization of the Bible”</td>
<td>Brown, Blackening .... Handouts</td>
</tr>
<tr>
<td>3</td>
<td>October 23, 2015</td>
<td>AFROCENTRIC/AFRICENTRIC HIS-STORY: “Where Are We Now?” Lecture: “The Blackening of the Bible &amp; More—The deAfricanization and ReAfricanization of the Bible” Video: “Searcing for the Lost Ark”</td>
<td>Brown, Blackening... Handouts</td>
</tr>
<tr>
<td>4</td>
<td>October 24, 2015</td>
<td>CRITIQUING THE PERSPECTIVE: AFROCENTRISM &amp; WOMANISM Lecture: The Role of</td>
<td>Brown, Blackening... Handouts Weems, chapter 3 in Stony</td>
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<tr>
<td></td>
<td>November 13, 2015</td>
<td>Africentric, The Culture &amp; The Church</td>
<td>November 14, 2015</td>
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<tr>
<td>5</td>
<td></td>
<td>Lectures: Jesus Christ &amp; the Poor: The Bible, the Poor &amp; the Black Church Martin’s Dream, the Black Family’s Nightmare &amp; the Call to Ministry</td>
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<tr>
<td></td>
<td></td>
<td>Video: “All of God’s Children”</td>
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</table>

Hybrid Additional Hours (12)
In order to complete the additional 12 hours in this hybrid course lectures at the following institutions related to the course are acceptable for attending. The necessary forms and details will be distributed on the first day of class.
Cleveland State University (Dr. Regginnia Williams)
John Carroll University (Dr. Valentino Lassiter)
McCready Center (Dr. William H. Myers)
Oberlin College (Dr. A. G. Miller)
University of Akron (Dr. Zach Williams)

V. Recommendations for Lifelong Learning
There are an enormous number of books, articles, videos, seminars being produced by Africentric biblical scholars today. See the McCready Center website for video lectures and courses, links, course offerings, seminars, etc. See the Sam DeWitt Proctor Institute and the American Academy of Religion for numerous African American scholar’s presentations, both national and global.

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. The full Academic Integrity Policy statement may be found in the Student Handbook.
B. Academic Support Services
If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

C. Students with Disabilities
Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require accommodations are encouraged to inform their instructors of their needs early in the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, 419-289-5904.

D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>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.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

VII. Selected Bibliography


