I. Course Description
An examination and interpretation of the history of the black church, including the seven historic American black denominations: the African Methodist Episcopal Church; the African Methodist Episcopal Church; the African Methodist Episcopal Zion Church; the Christian Methodist Episcopal Church; the National Baptist Convention, U.S.A., Incorporated; the National Baptist Convention of America, Unincorporated; the Progressive National Baptist Convention; and the Church of God in Christ. The role of the black church in the black community will be emphasized along with the contributions to and distinctives within American Protestantism which the black church offers.

II. Student Learning Outcomes
As a result of taking this course students will develop competencies in the following areas:
1. This outcome is not addressed in this course
2a. Understanding the historical significance of African traditional religions in the New World
2b. Understanding the development, significance and distinctives and impact on Christianity of African American churches in America.
2c. Understanding the development, significance, distinctives and impact of Pentecostalism.
2d. Understanding the development, significance, distinctives and impact of other black religious faith traditions in America.
2e. Understanding women's role and impact in the development of black religious traditions in America
2f. Understanding the black church's role and significance in the Civil Rights Movement
3. This outcome is not addressed in this course
4. Understanding how to interpret this history in order to address issues of social justice for our present context
5. Applying this knowledge in the interpretation of a specific period of black church history in order to create a vision of the more perfect union and kingdom ethics on earth.

III. Teaching Strategies for Student Learning
The course will involve lectures, readings, classroom discussions, a book review, and one take-home exam. There is no substitute for doing the assigned readings. By keeping up with the readings you will come to the class informed and prepared to discuss as well as listen. Each student is responsible for the completion of all required readings.
IV. Course Requirements

A. Required Texts


Recommended Texts


B. Attendance

According to the *Student Handbook*, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

C. Assignments/Assessment of Student Learning

1. Read assigned text and articles and active class discussions
2. Visit of two different community programs focusing on Black History, Religion, etc.
3. One (1) written book review
4. Class presentation of book review
5. Final exam - take home

The book review is to be five-to-seven page critical review of a book related to an aspect in African-American religion that interests you. This could be a topic that we are not covering in class or are only covering tangentially. The book should be chosen from the list below and in consultation with the instructor. The review should be both descriptive and analytical: what are the basic contours of the book? What does it attempt to prove or argue? Are there weaknesses in the argument or presentation? Are there particularly illuminating points? Read the book with a critical and interpretive eye. Search for other book reviews of your chosen book that have been published in religion and history journals to assist you in developing your own review. Be sure to footnote all quoted material and referred-to-ideas that are not your own. Use as a footnoting guide Kate L.
The History of the African-American Church, p. 3.


Below are web sites that deal with book reviews, writing styles and plagiarism. Please uses these guides as references for your writing of the book reviews.

http://www.indiana.edu/~wts/pamphlets/book_reviews.shtml
http://leo.stcloudstate.edu/acadwrite/bookrev.html
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.indiana.edu/~wts/pamphlets.shtml


http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html


Each student will give a class presentation of the book review in the second and third Saturday sessions. **Students are encouraged to consult with instructor about the book topic prior to the first class.** Instructor can be reached at by contacting him via the above email address or phone numbers.

The **final exam, book review, and reading log** are **due** at my office (A.G. Miller, Department of Religion, Oberlin College, 10 North Professor Street, Oberlin, Ohio, 44074-1095; email as an attachment to a.g.miller@oberlin.edu; or fax to my home fax at 440-775-7090) by Monday, **June 11, 2001.** **Late Final Exams will not be accepted.**
The History of the African-American Church, p. 4.

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. Read assigned text and articles</td>
<td>2a-f</td>
<td>10%</td>
</tr>
<tr>
<td>2. Community programs related to Black religion and history</td>
<td>4, 5</td>
<td>10%</td>
</tr>
<tr>
<td>3. One (1) written book review</td>
<td>2a-f</td>
<td>30%</td>
</tr>
<tr>
<td>4. Class presentation of book review</td>
<td>2a-f</td>
<td>10%</td>
</tr>
<tr>
<td>5. Final exam - take home</td>
<td>2a-f</td>
<td>40%</td>
</tr>
</tbody>
</table>

V. Class Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>February 5-6, 2016</td>
<td>Traditional African Religions And Evangelism and Afro-Christianity</td>
<td>1, 2, See listings below for readings</td>
</tr>
<tr>
<td>2</td>
<td>April 1-2, 2016</td>
<td>African American Women and Missions And Reconstruction and Black Destiny</td>
<td>3, 4, ditto</td>
</tr>
<tr>
<td>3</td>
<td>April 22-23, 2016</td>
<td>The Black Church and Other Black Communities of Faith And The Black Church and Civil Rights and Black Theology And The Future of the Black Church</td>
<td>4, 5, ditto</td>
</tr>
</tbody>
</table>
The History of the African-American Church, p. 5.

2/5  -  Introduction

*Traditional African Religions in the New World*

2/6  -  Evangelicalism and Afro-Christianity.
Fulop, chapters 4 and 5.
Sernett, pp. 44-51, 63-75.
Wilmore, chapter 2.

-  *Religion, Rebellion, and Resistance*
Fulop, chapter 6.
Wilmore, chapters 3 and 4.

*Black Church Freedom Movements in the North (Maria Stewart and Richard Allen)*
Fulop, chapters 7 and 8.
Sernett, pp. 52-60, 139-163, 202-210.
Wilmore, chapter 5.

4/1  -  *African-American Women and Missions*
Sernett, pp. 164-184.

-  *Black Church and Black Nationalism*
Henry H. Garnet, *Address to the Slaves*
Wilmore, chapter 6.

4/2  -  *Reconstruction, The “Nadir” and Black Destiny*
Fulop, chapters 9 and 11.
Sernett, pp. 245-269, 282-295, 301-324.
Wilmore, chapter 7.

-  *Black Women after the Civil War*


Fulop, chapter 10.

- Holiness and Pentecostal Development
Wilmore, chapter 8.
Fulop, chapters 12, 14, 15, and 17.


Student presentations of Book Reviews.

4/22 - The Challenge of Islam, Judaism, Divine, and Others
Wilmore, chapter 8.
Sernett, pp. 453-507.
Fulop, chapters 13.

4/23 The Black Church, Civil Rights and Film: Never Turn Back: The Life of Fannie Lou Hamer
Wilmore, chapter 9.
Sernett, pp. 511-554.

- Black Theology
Sernett, pp. 555-566.

- The Future of the Black Church
Wilmore, chapter 10.
Sernett, pp. 567-588.
Eugene Rivers, "The Crisis of Intellectuals in the Age of Crack," in The Boston Review

Student presentations of Book Reviews.
Hybrid Additional Hours (12 1/2)
In order to complete the additional 12 1/2 hours in this hybrid course, lectures at the following institutions related to the course are acceptable for attending as well as events on Martin Luther King Day, January 18, and events during black history month in February. The necessary forms and details will be distributed on the first day of class. Each student is required to write a 1-2 page reflection paper on each event attended. Include location, facilitator, title of event, and time spent at the event in your paper.
- Cleveland State University (Dr. Reginia Williams)
- John Carroll University
- Baldwin Wallace
- McCreary Center (Dr. William H. Myers) Course during the week of January 18th-22nd
- Oberlin College (Dr. A. G. Miller)
- University of Akron (Dr. Zach Williams)
- Ashland University & Affinity Baptist Church (Dr. Marvin McMickle) January 18th-20th

VI Other Course Instructions
None

VII. Recommendations for Lifelong Learning
There are an enormous number of books, articles, videos, seminars being produced by African American scholars today. See the McCreary 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 presentations, both national and global.

VIII. 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
A student who has a specific physical, psychological or learning disability and requires accommodations is encouraged to inform the instructor during the first days of the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services located in the Center for Academic Support, Library Seventh Floor, (419) 289-5904, ssalvo@ashland.edu prior to receiving accommodations. Ashland University makes every effort to comply with Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Amendments to the Act (2008).

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></td>
</tr>
<tr>
<td>B</td>
<td>86-88</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>83-85</td>
<td></td>
</tr>
</tbody>
</table>
The History of the African-American Church, p. 9.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<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>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>74-76</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>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>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>65-67</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>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>

IX. Selected Bibliography
“TRADITIONAL AFRICAN RELIGIONS IN THE NEW WORLD”

“EVANGELICALISM AND AFRO-CHRISTIANITY.”

“RELIGION, REBELLION, AND RESISTANCE”

“BLACK CHURCH FREEDOM MOVEMENTS IN THE NORTH”
The History of the African-American Church, p. 10.


“THE BLACK CHURCH, BLACK NATIONALISM, AND BLACK WOMEN AFTER THE CIVIL WAR”


“HOLINESS AND PENTECOSTAL DEVELOPMENT”


"THE CHALLENGE OF NEW RELIGIOUS MOVEMENTS"


The History of the African-American Church, p. 12.


“CIVIL RIGHTS AND THE BLACK CHURCH”

“BLACK THEOLOGY”
“THE FUTURE OF THE BLACK CHURCH”