

DMB9938 The Dynamics of The Black Church and Black Family

ASHLAND THEOLOGICAL SEMINARY

Summer 2017 (MC)

July 17-21, 2017

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I. Course Description

This course is a general introduction to introduce the student to the fundamental relationships and dynamics between the Black Church and Black families. Historically there has been an identifiable connection between Black Church and Black family. This course will examine the history of this relationship through a detailed study of Black family origins and factors affecting family structures. This course will engage the diverse needs and challenges of black families in the 21st century and engage intentional, practical strategies and models in which the Black Church can inform and equip itself to minister in meaningful and transformative ways.

II. Student Learning Outcomes

After completing this course students will be able to:

1. Not assessed in this course
2. Apply African American historical and theological scholarship on the dynamics of Black Church and Black Family to your ministerial project
3. Apply social scientific research methodologies to African American sources relevant to your project.
4. Not assessed in this course

III. Course Requirements

A. Textbooks and Other Readings.

Franklin, Robert M., *Crisis in the Village: Restoring Hope in African American Communities*, Fortress Press, 2007.

Peters, Ronald, *Urban Ministry: An Introduction*, Abingdon Press, 2007.

Perkins, John M., *Restoring at-Risk Communities*, Baker Books, 1995.

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

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

Lincoln, Eric C., and Mamiya, Lawrence H., *The Black Church in the African American Experience*, Duke University Press, 1990.

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, and/or historical perspective, whichever is most appropriate for where you are presently in the program. It must be specific; it must demonstrate how one of these perspectives intersect and informs your project in concrete ways.

2. A fifteen page review of literature paper that reviews some self-contained works (e.g., book, article, essay, chapter) from this course that intersects or informs your project work.

The work is due within ninety days of the end of class or no later than October 21, 2017. Papers must be received at McCreary Center, 1508 E. 71 Street, Cleveland, OH 44103, if mailed. Papers may be sent electronically as an e-mail attachment to Newmtzion@aol.com and wmmhmyers@aol.com or faxed to 216-431-6240. You may call the office at 216-431-5468 to check receipt. Papers must come as a Word document, pdf files are not acceptable. Papers must be double spaced, Ariel, 12pt font.

D. Calculation of Grade and Connection of Learning Outcomes

<i>Assignments</i>	<i>Learning Outcomes</i>	<i>Percent of Final Grade</i>
1. Biblical, theological, historical paper	1, 2	70%
2. Literature review paper	3	30%

IV. Tentative Course Schedule

<i>Day #</i>	<i>Date(s)</i>	<i>Lecture/Topic</i>	<i>Readings/Assignments</i>
1	July 17 Morning (9am-12) Walker lectures Afternoon (1-4pm) Walker lectures Project research (5-8pm) Myers	The Black Church and Black Family Past	<u>Readings to be read prior to CLASS</u> Hill, chapter 1 Franklin, <u>Crisis ...</u> Pinn, <u>The Black Church...</u>

2	<p>July 18 Morning (9am-12) Walker lectures</p> <p>Afternoon (1-4pm) Walker lectures</p> <p>Project research (5-8pm) Myers</p>	<p>The Black Church and Black Family Present</p>	<p><u>Readings to be read prior to class:</u></p> <p>Hill, chapter 2 Perkins, <u>Restoring...</u></p>
3	<p>July 19 Morning (9am-12) Walker lectures</p> <p>Afternoon (1-4pm) Walker lectures</p> <p>Project research (5-8pm) Myers</p>	<p>The Black Church and Black Family Future</p>	<p><u>Readings to be read prior to class:</u></p> <p>Hill chapters 3-6 Peters, <u>Urban...</u> Lincoln and Mamiya, Then <u>Black Church...</u></p>
4	<p>July 20 Morning (9am-12) Walker lectures</p> <p>Afternoon (1-4pm) Walker lectures</p> <p>Project research (5-8pm) Myers</p>	<p>The Black Church and Black Family: A New Paradigm</p>	<p><u>Readings to be read prior to class:</u></p> <p>Hill chapters 7-9</p>
5	<p>July 21 Morning (9am-12) Walker lectures</p>	<p>wrap up</p>	<p><u>Readings to be read prior to class:</u></p> <p>continued</p>

V. Recommendations for Lifelong Learning

There are an enormous number of books, article, videos, seminars being produced by African American scholars today. See the McCreary Center website for video lectures and course, links, course offerings, seminars, etc. See the Samuel DeWitt Proctor Institute and the

American Academy of Religion for numerous African American scholar 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. For further details of Academic Integrity Policy, please see the *Student Handbook*.

B. Seminary Writing Consultation Service

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters-qualified Consultants can advise you online or in person. E-mail your request for assistance to swc_group@ashland.edu

Include the following information: Your name, the course # & professor's name, a brief description of the assignment, and your timeline.

For more information, visit: <http://seminary.ashland.edu/services/student-services/seminary-writing-consultation-services>

C. Students with Disabilities

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 Disability Services at 419-289-5904, or send an email to dservices@ashland.edu. The Disability Services office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS Grading Scale

Grade	Percent	Description
A	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-	92-96	
B+	89-91	
B	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-	83-85	
C+	80-82	
C	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	74-76	
D+	71-73	
D	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	65-67	
F	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

Lincoln, C Eric & Mamiya, Lawrence. *The Black Church and the African American Experience*. Durham: Duke University Press, 1991.

Edwards, Andrew W, ed. *Human Services and Social Change: An African-American Church Perspective*. Cleveland: Intercity Renewal Society, 1992.

Clark, Reginald M. *Family Life and School Achievement: Why Poor Black Children Succeed or Fail*. Chicago: University of Chicago Press, 1983.

Hare, Julia & Nathan. *The Endangered Black Family: Coping with the Unisexualization and Coming Extinction of the Black Race*. San Fransisco: The Black Think Tank, 1984.

Jawanza Kunjufu. See his many works on Black children and Black family.
See vast bibliography in required text.

