I. **Course Description**
This seminar is designed to acquaint students with major figures, movements, and issues in black American religious, social, cultural and ethical traditions. The seminar, which focuses heavily on leadership emerging from 19th and 20th century black culture, examines African American leadership from a narrative perspective, utilizing primary and secondary source materials; explores theoretical and practical elements of leadership in specific historical contexts; evaluates competencies traditionally associated with African American leadership practices; and offers a forum for practical engagement with contemporary problems associated with African American life and culture.

II. **Student Learning Outcomes**
*This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.*

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.

III. **Course Requirements Textbooks and Other Readings.**


**Recommended Texts:**


A. 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.

B. 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 60 days after last date of class to wmmhmyers@aol.com and newmtzion@aol.com. All extension requests beyond this deadline must be in writing and at least one week before the deadline.

C. Calculation of Grade and Connection with Learning Outcomes

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Student Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research paper</td>
<td>1, 2, 3</td>
<td>50%</td>
</tr>
<tr>
<td>2. Literature review paper</td>
<td>1, 2, 3</td>
<td>25%</td>
</tr>
<tr>
<td>3. Oral presentation</td>
<td>4</td>
<td>25%</td>
</tr>
</tbody>
</table>

IV. Tentative Course Schedule

<table>
<thead>
<tr>
<th>Day #</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
|   | Jan. 17, 2018  
(McCreary)  
9am-4pm---  
Fluker  
4pm - 6pm  
Myers(Project Resea84ch) | **Ethical Leadership: Concepts, Processes and Skills**  
- Part 1—“Black Church Leadership at the Intersection”  
- At the Intersection Where Worlds Collide  
  - The Ethical Leadership Model™®  
  - Ways of Doing Ethics  
  - An Ethical Leadership Decision-Making Model | **Required Readings:**  
|---|---|---|
| 3 | Jan. 18, 2018  
(McCreary)  
9am-4pm---  
Fluker  
4pm - 6pm  
Myers(Project Resear4ch) | **The Problem of Ethical Leadership in Black Life and Culture**  
“Haunted Houses: Historical and Religious Perspectives on Black Church Leadership and Ideology”  
- Ethical Leadership and the Tragic Character of Black Existence  
- Ideological and Cultural Precedents of Black Leadership Practices | **Required Reading:**  
Fluker, The Ground Has Shifted, Chapters 1-6  
*Nelson, The Rise and Fall of Modern Black Leadership, Chapters 1-4  
**Suggested Readings:** |
<p>| <em>Gaines, Kevin. Uplifting the Race</em>, Chapters 1-3 |
| <em>James, Joy. Transcending the Talented Tenth</em>, Chapters 1 –3 |</p>
<table>
<thead>
<tr>
<th>4</th>
<th>Jan. 19, 2018 (McCreary) 9am-4pm--Fluker 4-pm - 6pm Myers(Project Research)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ethical Leadership and Black Leadership Practices:</strong></td>
<td><strong>Required Readings:</strong></td>
</tr>
</tbody>
</table>
*James, Joy. *Transcending the Talented Tenth*, Chapters 5-8.  
*Nelson, The Rise and Fall of Modern Black Leadership*, Chapters 5-11 |
| Memory and Vision of Leadership and the Black Church  
- Part 1 – “Returning to the Little House in Which We Lived and Made Do”  
**Mission of Leadership and Black Church**  
- Part 3—“Waking up the Dead: A Proposal for Black Church Leadership”  
**Suggested Readings:**  
Monroe, Irene. “When and Where I Enter, Then the Whole Race Enters With Me” in Pinn and Hopkins, Loving the Body (New York: Palgrave, 2004)  
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15, 2018</td>
<td>MLK Day Events</td>
<td>Special event celebrations and participation that all students must be involved with in town or out of town will be sent to all students</td>
</tr>
</tbody>
</table>

V. **Recommendations for Lifelong Learning**
- Students should continue to read other books and articles about ethical leadership.
- Students should consider utilizing Fluker's model to teach a mini course in their context.
- Students should continue to reflect upon how ethical leadership 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. 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. 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

<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>
<tr>
<td>C+</td>
<td>80-82</td>
<td></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></td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td></td>
</tr>
</tbody>
</table>
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

Suggested Readings:


Townes, Emilie M. *Womanist Ethics and the Cultural Production of Evil* (New York: Palgrave Macmillan, 200