I. Course Description
This course is designed to acquaint students with major figures, movements, and issues in African American theological and ethical traditions with particular emphasis on leadership. The course explores theoretical concerns with respective traditions and offers a forum for practical engagement with contemporary problems associated with African American church 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 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 course work is due at the end of the semester. 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>
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### IV. Tentative Course Schedule

<table>
<thead>
<tr>
<th>Day #</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Jan. 27, 2020</td>
<td><strong>Introduction and Overview of Leadership Theory and Practice and Ethical</strong></td>
<td><strong>Required Readings:</strong></td>
</tr>
</tbody>
</table>
|       | 8am-5pm--Fluker  | Leadership in Black Life and Culture                                          | Fluker, Walter Earl. (2009).  
|       |                  | Introductions, Process and Outcomes                                           | Ethical Leadership: The Quest for Character, Civility and Community. Fortress Press, Chapters 1-5.  
|       |                  |                                                                               | **Assignment:**                                            |
|       |                  |                                                                               | View MOOC, edx.org, Ethical Leadership: Character, Civility and Community, Chapters 1-3  
| 2     | Jan. 28, 2020    | **Ethical Leadership: Concepts, Processes and Skills**                        | **Required Readings:**                                    |
|       |                  | • At the Intersection Where Worlds Collide                                    |                                                          |
|       |                  | o The Ethical Leadership Model™®                                               |                                                          |
|       |                  | o Ways of Doing Ethics                                                        |                                                          |
|       |                  | o An Ethical Leadership Decision-Making Model                                 |                                                          |

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1. Research paper 1, 2, 3 50%
2. Literature review paper 1, 2, 3 25%
3. Oral presentation 4 25%
| 3 | Jan. 29. 2020 8am-5pm--Fluker 4-pm - 6pm | **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:**  
Introduction, Chapters 5 and 6, pp. 96-134.  
Fluker, *The Ground Has Shifted*, Chapters 1-6, pp. 1 – 141.  
Introduction – Chapters 1-4, pp. 1-100. |


**Suggested Readings:**


| 4 | Jan. 30, 2020 8am-5pm-- Fluker 4-pm - 6pm | Ethical Leadership and Black Leadership Practices:  
**Memory, Vision and Mission**  
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”  
| Required 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>Hopkins Loving the Body (New York: Palgrave, 2004)</th>
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</thead>
<tbody>
<tr>
<td>Fluker, The Ground Has Shifted, Chapters 7 – 10, pp. 142-238.</td>
</tr>
<tr>
<td>*James, Joy. Transcending the Talented Tenth, Chapters 5-8, pp. 101-191.</td>
</tr>
</tbody>
</table>

### Suggested Readings:

<table>
<thead>
<tr>
<th>Ross, Rosetta E. Witnessing and Testifying: Black Women, Religion, and Civil Rights Movement, Chapters 2 and 3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frederick, Marla F. Between Sundays: Black Women and Everyday Struggles of Faith (Berkeley: University of California Press, 2003)</td>
</tr>
</tbody>
</table>
V. Recommendations for Lifelong Learning

- Students should continue to read other books and articles about leadership theory and ethics.
- Students should consider utilizing Fluker's Ethical Leadership Model™ to teach a mini course in their context.
- Students should continue to reflect upon how ethical leadership in African American moral traditions 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 and doctoral qualified Consultants can advise you online or in person. To schedule an appointment, visit Writing Center Online and select “Seminary Writing Center” from the drop down 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</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>3.7</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>89-91</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</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>2.7</td>
<td>83-85</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</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>1.7</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>71-73</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</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>0.7</td>
<td>65-67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</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 or References

Suggested Readings:


