

## The Black Church in the African American Political Experience

GOV 370K 4, RS 346 and AFR 374D

Unique Numbers 38825, 43700, 30433

Professor Eric L. McDaniel

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<b>Spring 2012</b>	<b>Office: 4.122 Batts Hall</b>
<b>Time: 9:00-10:00 Monday, Wednesday and Friday</b>	<b>Office Hours: 11-12 Monday, Wednesday and Friday</b>
<b>Classroom: PAR 301</b>	<b>Phone: 232-7268</b>

### Course Description

The purpose of this course is to examine the political role of the Black church in the African American experience. Through the examination of the historical and contemporary scholarship on the Black church, this course will critically analyze how the church, its leaders, and members have used it to achieve the political goals of African Americans.

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

This course carries the Writing flag. Writing flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work.

### Prerequisite

The prerequisites for this course are upper division standing and six hours of lower division coursework in Government.

### Required Texts

1. McDaniel, Eric L. 2008. *Politics in the Pews: The Political Mobilization of Black Churches*. Ann Arbor: University of Michigan Press.
2. Schmidt, Diane E. 2010. *Writing in Political Science: A Practical Guide*. Fourth ed. Boston: Longman.
3. Sernett, Milton C., ed. 1999. *African American Religious History: A Documentary Witness*. Durham: Duke University Press.
4. Thurman, Howard. 1976. *Jesus and the Disinherited*. Boston: Beacon Press.
5. Course Pack available at Paradigm Copies 407 West 24<sup>th</sup> Street

## Recommended Books

1. Leedy, Paul D., and Jeanne Ellis Ormrod. 2004. *Practical Research: Planning and Design*. 8th ed. Upper Saddle River, NJ: Prentice-Hall, Inc.

## Video References

1. Bryant, Jamal. 2011. "Is Christianity a White Man's Religion?" In *Conversations with Pastor Jamal Bryant*, ed. Jamal Bryant. Baltimore, MD.
2. Cross, June. 2003. God is a Negro. In *This Far by Faith*. USA: PBS Video.
3. Kenner, Robert. 2000. "John Brown's Holy War." In *The American Experience*. USA: PBS Video.
4. Lee, Spike. 1998. "4 Little Girls." USA: Home Box Office.
5. Markowitz, Alice. 2003. Freedom Faith. In *This Far by Faith*. USA: PBS Video.
6. Moyers, Bill. 2008. "The Reverend Jeremiah Wright Speaks Out." In *Bill Moyers Journal*, ed. Bill Moyers. Hamilton, NJ: Films for the Humanities and Sciences.
7. Bagwell, Orlando, and Susan Bellows. 1998. *Africans in America: America's Journey Through Slavery*. USA: PBS Video.

## Coursework

*All course assignments are to be typed, with proper citations, bibliography, cover page and stapled. All assignments are due at the beginning of class. No assignment is to be e-mailed to me. Any assignment not submitted by the end of class is considered late and will receive a penalty. Any assignment not submitted by the end of the day (5:00 pm) that it is due, will not be accepted.*

### Discussion Papers: worth 40%

The discussion papers are 4-5 page typed papers that provide points for class conversation. The purpose of the discussion papers is to establish issues and concerns in response to the class readings. This is an opportunity for students to voice questions and concerns related to the readings. Students are required to discuss the readings and course materials of the week to address a question raised. You are required to provide proper citation and a bibliography in the preparation of the discussion papers. These papers are due at the beginning of class. Any paper turned in after 9:10 PM will receive a two letter grade deduction. Further, because these papers are designed to foster discussion, you must be present during the class in which the paper is due. Turning in a paper, while not present in class will lead to a 50% reduction in the paper grade. There will be four discussion papers.

**DISCUSSION PAPER ONE Due February 6, 2012: Given the readings and lectures thus far what are the important aspects of Black Politics, Religion and Politics and the Black church that people should be aware of?**

**DISCUSSION PAPER TWO Due February 17, 2012: Given the Muller and Opp reading, can we argue that those who called for and led slave rebellions were rational. Further, were those who opposed slave rebellions rational as well?**

**DISCUSSION PAPER THREE Due March 23, 2012: How did the various leaders of the Civil Rights Movement and Black Power Movement compliment or contradict Howard Thurman's argument?**

**DISCUSSION PAPER FOUR Due April 11, 2012: How have Black Politics and Black Religion changed since the end of the Civil Rights Movement? Further, can religion be a useful tool in healing the racial divide in America?**

Research Paper: worth 35%

A major aspect of the course will be the development of a research paper. The topic of the research paper will be the choosing of the student and must relate to religion and politics in regards to a racial and/or ethnic minority group in the United States. The paper is to be 12-15 pages in length and will be completed in three stages (prospectus, outline, and final draft). The guidelines for the paper can be found on Blackboard.

Response Paper 25%

The purpose of these papers is to provide a forum to discuss some of the issues raised in the course. The response paper should be a response to a question based on a direct reflection of the course readings, lectures, films, and discussions. The response paper has no page limit and should be treated as an exercise to demonstrate your mastery of course materials. The guidelines for the response paper can be found on Blackboard.

Citation

All papers require proper citation and a bibliography. All sources must be cited; not citing sources will result in a grade penalty. The complete lack of citation will result in a zero grade for the assignment. This course will use the American Political Science Association citation style. The use of other citations styles will result in a grade penalty. Examples of the American Political Science Association citation style are available on Blackboard and the Schmidt book.

Discussion Papers	40%
Response Paper	25%
<u>Research Paper</u>	<u>35%</u>
Total	100%

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	0-59

## **Expectations**

### Preparation

Doing well in this class necessitates that students are informed and prepared. Therefore, you will be expected to complete the readings prior to when class meets. This course covers a large amount of material in a short amount of time. If you do not keep up with the readings, your grade will reflect your preparation.

*Questions you should be able to answer about each reading*

1. What is the author's central question?
2. What is the author's argument?
  - a. Are there any specific hypotheses?
  - b. Is the author refuting someone else's findings?
3. Is the author's argument valid?
4. What evidence does the author use to support her argument?
5. Is the author's evidence valid?
6. Is the author's argument and data similar or different from other readings?
7. Is the author able to support her argument?
  - a. Does the author confirm her hypotheses?
8. What questions are left unanswered?

### Professionalism

Remember that this is an academic environment. Therefore, I ask that you minimize unnecessary disruptions. This includes (but it is not limited to) side conversations, cell phone calls and pagers. I also ask that you be proactive if any conflict occurs. This means notifying me ahead of time if you are unable to meet the requirements of the course.

### Ground Rules

Because this course will sometimes deal with sensitive material, it is imperative that we set a series of ground rules.

1. Respect others. There will be times when you disagree with an idea that has been presented to the class. Although you have the right to disagree with someone, you must remember to challenge the idea and not the person.
2. Listen attentively. The purpose of this course is to present and discuss different ideas. In order to reap the benefits of such an exchange, you must be willing to pay attention to what others have to say.
3. Think before you speak. Refrain from making broad, general, and/or unsubstantiated comments. Make sure that you use evidence and provide a rationale for your statements.
4. Maintain the dignity of the academic environment. Your ideas should be presented using Standard English, minus the use of any profanity.
5. Raise your hand. This helps to maintain order in the classroom and helps to ensure that everyone has a chance to talk.

6. Be courteous. Refrain from interrupting or engaging in private conversation while others are speaking. Also, limit disruptive behavior, such as newspaper reading, personal grooming, etc.

#### Procedures for Dealing with Grade/Evaluation Concerns

Grade/evaluation concerns will only be considered if the following procedure is followed: All grade complaints must be **TYPED** and must clearly express the student's specific concerns. These written statements must be accompanied by citations of support from course materials, i.e. readings, textbook, and/or lecture notes, in order to ensure accuracy. Written statements will not be considered until one week **AFTER** the assignment is returned to students. This allows the student time to reread his/her answers and think carefully about what improvements could have been made.

Grievances will not be considered once two weeks have passed. For example, if I return a graded assignment on Monday, the student must submit a complaint **BEFORE** the Friday of the following week. Once class is over on that Friday, no complaints will be considered for that assignment.

Since class time is limited, I will only deal with questions or concerns during scheduled office hours.

Submitting a grade grievance will result in a complete re-grade of the assignment. Finally, after the student has filed the grade grievance, the student must make an appointment to meet with me, to discuss the grievance, within a week of the filing of the grievance.

#### Academic Dishonesty

The University defines scholastic dishonesty in the following way:

"According to the *Institutional Rules*, scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, and falsifying academic records." For a detailed explanation of the University's honor code and definition of plagiarism please refer to the following website <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>.

In the event that a student violates the University policy on scholastic dishonesty, he or she will be subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

#### Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>

#### Religious Holy Day Observance

By UT Austin policy, you must notify your instructor of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

#### Emergency Evacuation Policy

In the event of a fire or other emergency, it may be necessary to evacuate a building rapidly. Upon the activation of a fire alarm or the announcement of an emergency in a university building, all occupants of the building are required to evacuate and assemble outside. Once evacuated, no one may re-enter the building without instruction to do so from the Austin Fire Department, University of Texas at Austin Police Department, or Fire Prevention Services office.

Students should familiarize themselves with all the exit doors of each room and building they occupy at the university, and should remember that the nearest exit routes may not be the same as the way they typically enter buildings.

Students requiring assistance in evacuation shall inform their instructors in writing during the first week of class. Faculty members must then provide this information to the Fire Prevention Services office by fax (512-232-2759), with "Attn. Mr. Roosevelt Easley" written in the subject line.

Information regarding emergency evacuation routes and emergency procedures can be found at <http://www.utexas.edu/emergency>

#### E-mail

As stated above no assignment is to be e-mailed to me. Also I do regularly check my e-mail, but sometimes I am unable to respond quickly. Please allow one to two days for an e-mail response. In addition, please limit your e-mails to questions about class topics. Any grievances involving the class must be handled during my office hours. Make sure to check the syllabus or Blackboard first before sending an e-mail. In many cases they will answer your question. Finally, I ask that you use proper etiquette when sending e-mail messages, failure to follow proper etiquette may delay my response. For tips on proper e-mail etiquette visit <http://www.101emailtippetips.com/>.

#### Cancelled Classes

Periodically class may be canceled. The class will be informed of these dates and will be held accountable for the readings of that day.

### Blackboard

The syllabus, course assignments, and class announcements are posted on Blackboard for reference. In addition, a portion of the course reading will also be available on Blackboard. In special cases, the lecture notes will be available on Blackboard as well. Make sure to regularly check Blackboard for announcements and assignments. Before you contact me with a question for the class, *make sure to check Blackboard first.*

### Excused Absences

An absence from class will only be excused if proper documentation is presented. In the case of an illness you will need to produce a note from the doctor stating that you could not attend class that day. In all other cases you will need to provide documentation from the university. In the case of planned activities, the documentation must be presented to at least a week before your scheduled absence. I will not accept a planned activity as a valid excuse for an absence after the fact. In the case of unexpected circumstances, the documentation must be turned in within a week of your return.

### Q-Drop Policy

If a student wishes to Q-drop this class before 40% of the class has been completed, the student may do so. After 40% of the class has been completed whether or not the student receives a Q or an F will be based upon the student's grade at that point. This grade will include attendance.

### Pass/Fail Policy

If a student wishes to take the class pass/fail, the student must have a final grade above 73 in order to receive a pass.

### Changes to the Course

The professor reserves the right to make changes to the syllabus in order to better facilitate the needs of the course.

1/18	What is Black Politics?	McDaniel Introduction  McClerking, Harwood K., and Tasha S. Philpot. 2008. Struggling to be Noticed: The Civil Rights Movement as an Academic Agenda Setter. PS: Political Science & Politics 41 (04): 813-817.
1/20	What is Black Politics?	Harris-Lacewell, Melissa Victoria. 2004. Barbershops, Bibles and BET: Everyday Talk and Black Political Thought. Princeton: Princeton University Press.
1/23	Why Study Religion and Politics?	Layman, Geoffrey C. 1997. Religion and Political Behavior in the United States: The Impact of Beliefs, Affiliations, and Commitment From 1980 to 1994. The Public Opinion Quarterly 61 (2): 288-316.
1/25	Why Study the Black Church?	McDaniel Chapters 1 & 2  Is Christianity a White Man's Religion? {BB}
1/27	Why Study the Black Church?	Sernett Chapter 45  Glaude, Eddie Jr. 2010. "The Black Church is Dead." The Huffington Post, February 24. {CP}
1/30	Paper Guidelines	Schmidt Chapters 1-4 & 6
2/1	Origins of the Black Church	McDaniel Chapters 3 & 4
2/3	Origins of the Black Church	McDaniel Chapters 5 & 6
2/6	Discussion Paper One Due	McDaniel Chapter 7  Schmidt Chapters 2 & 6-9
2/8	Slavery	Sernett Chapters 4, 7 & 17  Stewart, Maria W. 2001. "Productions." In Pamphlets of Protest: An Anthology of Early African American Protest Literature, 1790-1860, eds. Richard Newman, Patrick Rael and Phillip Lapansky. New York: Routledge.



2/10	Slavery	Sernett 10, 18, & 23  Garnet, Henry Highland. 2001. "Address to the Slaves of the United States of America." In Pamphlets of Protest: An Anthology of Early African American Protest Literature, 1790-1860, eds. Richard Newman, Patrick Rael and Phillip Lapansky. New York: Routledge.
2/13	Slavery	Sernett Chapter 11  Sidbury, James. 2003. "Reading, Revelation and Rebellion: The Textual Communities of Gabriel, Denmark Vesey and Nat Turner." In Nat Turner: A Slave Rebellion in History and Memory, ed. Kenneth S. Greenberg. Oxford: Oxford University Press.  "John Brown's Holy War." {BB}
2/15	Slavery	Muller, Edward N., and Karl-Dieter Opp. 1986. "Rational Choice and Rebellious Collective Action." The American Political Science Review 80 (2):471-88.
2/17	Discussion Paper Two Due	Schmidt Chapters 2 & 6-9
2/20	Reconstruction	Sernett Chapter 17  Bobo, Lawrence, and Franklin D. Gilliam, Jr. 1990. Race, Sociopolitical Participation and Black Empowerment. The American Political Science Review 84 (2): 377-393.
2/22	Reconstruction	Block, Ray. 2011. What About Disillusionment? Exploring the Pathways to Black Nationalism. Political Behavior 33 (1): 27-51.
2/24	Reconstruction	Sernett Chapters 30, 31 & 36
2/27	Great Migration	Sernett Chapter 38, 40, 41 & 46
2/29	Great Migration	Sernett Chapter 42  Barnes, Sandra L. 2004. Priestly and Prophetic Influences on Black Church Social Services. Social Problems 51 (2): 202-221.
3/2	Research Paper Prospectus Due	Schmidt Chapters 3, 5, 7, 8 & 10

3/5	Black Freedom Movement	<p>Thurman Foreward, Preface &amp; Chapter 1</p> <p>Harris, Fredrick C. 1994. Something Within: Religion as a Mobilizer of African-American Political Activism. <i>The Journal of Politics</i> 56 (1): 42-68.</p>
3/7	Black Freedom Movement	<p>Thurman Chapters 2 &amp; 3</p> <p>Sernett Chapter 53</p>
3/9	Black Freedom Movement	<p>Thurman Chapters 4, 5 &amp; Epilogue</p> <p>Sernett Chapters 54</p> <p>"4 Little Girls" {BB}</p>
3/12	Spring Break	
3/14	Spring Break	
3/16	Spring Break	
3/19	Black Power and Black Theology	<p>X, Malcolm. 1990. "The Ballot or the Bullet." In <i>Malcolm X Speaks: Selected Speeches and Statements</i>, ed. George Breitman.</p> <p>King, Martin Luther, Jr. 1992. "Where Do We Go From Here?" In <i>I Have a Dream: Writings and Speeches that Changed the World</i>, ed. James Melvin Washington. San Francisco: Harper San Francisco.</p>
3/21	Black Power and Black Theology	Sernett Chapters 57 & 58
3/23	Discussion Paper Three Due	<p>Bill Moyer's Journal {BB}</p> <p>Schmidt Chapters 2 &amp; 6-9</p>
3/26	Contemporary Black Politics	Rustin, Bayard. 1971. "From Protest to Politics: The Future of the Civil Rights Movement." In <i>Down the Line: The Collected Writings of Bayard Rustin</i> , ed. Bayard Rustin. Chicago: Quadrangle Books.
3/28	Contemporary Black Politics	<p>Sharpton, Al. 2004. "2004 Democratic National Convention Address." July 28.</p> <p>Obama, Barack. 2004. "2004 Democratic National Convention Keynote Address." July 27.</p> <p>Obama, Barack. 2008. "A More Perfect Union." March 18.</p>

3/30	Contemporary Black Politics	<p>Pinn, Anthony B. 2002. <i>The Black Church in the Post-Civil Rights Era</i>. Maryknoll, NY: Orbis Books. pp. 133-140</p> <p>Harris-Lacewell, Melissa V. 2007. "Righteous politics: the role of the Black church in contemporary politics." <i>Cross Currents</i> 57 (2):180-96.</p>
4/2	Research Paper Outline Due	Schmidt Chapters 4-10
4/4	Religion and Racial Attitudes	<p>Tatum, Beverly Daniel. 1997. <i>Why are all the Black Kids Sitting Together in the Cafeteria?: And other Conversations about Race</i>. New York: Basic Books.</p> <p>Hutchings, Vincent L. and Nicholas A. Valentino. 2004. "The Centrality of Race in American Politics." <i>Annual Review of Political Science</i> 7 (1):383-408.</p>
4/6	Religion and Racial Attitudes	Kinder, Donald R., and Nicholas Winter. 2001. Exploring the Racial Divide: Blacks, Whites, and Opinion on National Policy. <i>American Journal of Political Science</i> 45 (2): 439-456.
4/9	Religion and Racial Attitudes	<p>Johnson, Megan K., Wade C. Rowatt, and Jordan LaBouff. 2010. "Priming Christian Religious Concepts Increases Racial Prejudice." <i>Social Psychological and Personality Science</i> 1 (2):119-26.</p> <p>McDaniel, Eric L., and Christopher G. Ellison. 2008. "God's Party?: Race, Religion, and Partisanship Over Time." <i>Political Research Quarterly</i> 61 (2):180-91.</p>
4/11	Discussion Paper Four Due	Schmidt Chapters 2 & 6-9
4/13	Research Day—No Class	
4/16	Black Political Behavior	Harris, Fredrick C., Valeria Sinclair-Chapman, and Brian D. McKenzie. 2005. Macrodynamics of Black Political Participation in the Post-Civil Rights Era. <i>The Journal of Politics</i> 67 (4): 1143-1163.
4/18	Black Political Behavior	Shingles, Richard D. 1981. Black Consciousness and Political Participation: The Missing Link. <i>The American Political Science Review</i> 75 (1): 76-91.
4/20	Black Political Behavior	McClerking, Harwood K., and Eric L. McDaniel. 2005. Belonging and Doing: Political Churches and Black Political Participation. <i>Political Psychology</i> 26 (5): 721-

		734.
4/23	Final Research Paper Due	
4/25	Social Services	Owens, Michael Leo. 2006. Which Congregations will take Advantage of Charitable Choice? Explaining the Pursuit of Public Funding by Congregations. <i>Social Science Quarterly</i> 87 (1):55-75.
4/27	Social Services	Fulton, Brad R. 2011. Black Churches and HIV/AIDS: Factors Influencing Congregations' Responsiveness to Social Issues. <i>Journal for the Scientific Study of Religion</i> 50 (3): 617-630.
4/30	Gender	Williams, Delores S. 1998. "Womanist Theology: Black Women's Voices." In <i>Black Theology A Documentary History Volume Two: 1980-1992</i> , eds. James H. Cone and Gayraud S. Wilmore. Maryknoll, NY: Orbis Books.  Simien, Evelyn M., and Rosalee A. Clawson. 2004. The Intersection of Race and Gender: An Examination of Black Feminist Consciousness, Race Consciousness, and Policy Attitudes*. <i>Social Science Quarterly</i> 85 (3): 793-810.
5/2	Gender	Pinn, Anthony B. 2002. <i>The Black Church in the Post-Civil Rights Era</i> . Maryknoll, NY: Orbis Books. pp. 94-132
5/4	Gender	Shaw, Todd C., and Eric L. McDaniel. 2007. 'Whosoever Will': Black Theology, Homosexuality, and the Black Political Church. <i>National Political Science Review</i> .
5/11	Response Paper Due	Schmidt Chapters 2 & 6-9