The Black Church in the African American Political Experience
GOV 370K and AFR 374D
Professor Eric L. McDaniel
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Spring 2011	**Office: 4.122 Batts Hall**
Time: 9-10 Monday, Wednesday, and Friday	**Office Hours: 1:00-3:00 Monday and Wednesday**
Classroom: PAR 301	**Phone: 232-7268**

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.

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

Required Texts
1. Pinn, Anne H., and Anthony B. Pinn. 2002. *Fortress Introduction to Black Church History*. Minneapolis, MN: Fortress Press.
2. Sernett, Milton C., ed. 1999. *African American Religious History: A Documentary Witness*. Durham: Duke University Press.
3. Course Pack available at Paradigm Copies 407 West 24th Street

Recommended Books
1. Schmidt, Diane E. 2010. *Writing in Political Science: A Practical Guide*. Fourth ed. Boston: Longman.
2. 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. Cross, June. 2003. God is a Negro. In *This Far by Faith*. USA: PBS Video.
2. Markowitz, Alice. 2003. Freedom Faith. In *This Far by Faith*. USA: PBS Video.
3. 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 20%

The discussion papers are 3-4 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. Because the purpose of these papers is to spark discussion they are due at the beginning of the class. Any paper turned in more than ten minutes after class begins will be given a zero. There will be four discussion papers. The discussion papers are worth 20% of the final grade.

DISCUSSION PAPER ONE Due February 7: ***Given the argument by Muller and Opp do you believe those who participated in slave rebellions where rational actors?***

DISCUSSION PAPER THREE Due March 4: ***How do the perspectives articulated by King, Jackson, Wallace, X and Johnson reflect past and current discussions of race and religion in America?***

DISCUSSION PAPER FOUR Due April 4: ***Given the Bill Moyers video and the speeches by Obama and Wright, what does this controversy mean for the future of Black religion and Black politics.***

Response Papers: worth 45%

The response papers are 7-8 page typed papers that discuss some of the topics covered in the course. The purpose of these papers is to provide a forum to discuss some of the issues raised in the course. Each paper is to provide proper citations and bibliography. The response paper should be a direct reflection of the course readings, lectures, films, and discussions. The guidelines and questions for these papers can be found on Blackboard.

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.

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.

Discussion Papers	20%
Response Paper One	20%
Response Paper Two	25%
Research Paper	35%
Total	100%

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D	60-62
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."
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. For further information, please visit the Student Judicial Services web site at www.utexas.edu/depts/dos/sjs/."

Special Needs
The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Dean of Students at 471-6259; 471-4641 TTY. If they certify your needs, I will work with you to make appropriate arrangements.

Religious Holy Day Observance
If an assignment or exam falls due on a day when you are observing a religious holy day, I will work with you to find an acceptable alternative time to complete the assignment.

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.101emailetiquettetips.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.

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.

Course Schedule

Date	Topic	Reading
1/19	Introduction	
1/21	What is Black Politics?	Walton, Hanes Jr., and Robert C. Smith. 2010. *American Politics and the African American Quest for Universal Freedom*. Fifth ed. New York: Longman. pp 1-19 {CP} Walton, Hanes Jr. 1985. *Invisible Politics: Black Political Behavior*. Albany: State University of New York Press. pp 1-20 {CP}
1/24	Why Study Religion and Politics?	Wald, Kenneth D., and Allison Calhoun-Brown. 2007. *Religion and Politics in the United States*. Fifth ed. New York: Rowman and Littlefield. pp 1-38 {CP}
1/26	Why Study the Black Church? Film: Africans in America	Lincoln, C. Eric, and Lawrence H. Mamiya. 1990. *The Black Church In the African American Experience*. Durham, NC: Duke University Press. pp 1-19 {CP} Sernett Chapter 45 Pattilo-Mccoy. 1998. "Church Culture as a Strategy of Action in the Black Community." *American Sociological Review* 63:767-84. {CP} Pinn and Pinn Introduction-Chapter 3
1/28	Paper Guidelines	Pinn and Pinn Introduction-Chapter 3 Sernett Chapters 4, 12, 18, 22, and 23 Schmidt Chapter 1-3

1/31	Slavery	Garnet, Henry Highland. 1972. "An address to the Slaves of the United States of America, Buffalo, N.Y., 1843." In *"Let Your Motto be Resistance" The Life and Thought of Henry Highland Garnet*, edited by E. Ofari. Boston: Beacon Press. pp. 144-153 {CP}
2/2	Slavery	Sernett Chapter 11
2/4	Slavery	Harding, Vincent. 1969. "Religion and Resistance Among Antebellum Negroes, 1800-1860." In *The Making of Black America*, edited by A. Meier and E. Rudwick. New York: Atheneum. pp. 179-197 {CP} Douglass, Frederick. 1863. "Men of Color, To Arms!", March 21. {CP}
2/7	Discussion Paper One Due	Muller, Edward N., and Karl-Dieter Opp. 1986. "Rational Choice and Rebellious Collective Action." *The American Political Science Review* 80 (2):471-88. {CP} Schmidt Chapters 6-9
2/9	No Class: Research Paper Prospectus Preparation	Schmidt Chapters 4-8
2/11	Film: This Far by Faith: God is a Negro	Sernett Chapters 24, 27, 30, 31 and 36
2/14	Research Paper Prospectus Due	Schmidt Chapters 4-8
2/16	Reconstruction	Woodward, C. Vann. 2002. *The Strange Career of Jim Crow*. Oxford: Oxford University Press. pp. 67-110 {CP}
2/18	Reconstruction	Woodward, C. Vann. 1971. *Origins of the New South 1877-1913*. Baton

		Rouge: Louisiana State Press. pp 350-368 {CP} Washington, Booker T. 1895. "Atlanta Compromise." September 18. {CP}
2/21	Great Migration	Sernett Chapters 35, 36, 38, 41, and 42
2/23	Great Migration	Sernett Chapters 46, 47, 50, and 52
2/25	Film: Freedom Faith: This Far by Faith	Thurman, Howard. 1976. *Jesus and the Disinherited*. Boston: Beacon Press. pp. 58-73 {CP}
2/28	Black Freedom Movement	Payne, Charles M. 1995. *I've Got the Light of Freedom: The Organizing Tradition and Mississippi Freedom Struggle*. Berkeley: University of California Press. pp. 7-28, 180-206, and 265-283 {CP}
3/2	Black Freedom Movement	Payne, Charles M. 1995. *I've Got the Light of Freedom: The Organizing Tradition and Mississippi Freedom Struggle*. Berkeley: University of California Press. pp. 7-28, 180-206, and 265-283 {CP}
3/4	Discussion Paper Two Due	Wallace, George C. 1963. *The 1963 Inaugural Address of Governor George C. Wallace*. January 14. {CP} Johnson, Lyndon Baines. 1965. "We Shall Overcome." March 15. {CP} X, Malcolm. 1963. "God's Judgment of White America." December 4. {CP} Sernett Chapters 53 & 54

		Schmidt Chapters 6-9
3/7	Black Freedom Movement	Sernett Chapters 57 & 58 X, Malcolm. 1964. "The Ballot or the Bullet." April 3. {CP} Carmichael, Stokely. 1966. "What We Want." *The New York Review of Books*, September 22.{CP}
3/9	Black Freedom Movement	
3/11	Response Paper One Due	Schmidt Chapters 6-9
3/14	Spring Break	
3/16	Spring Break	
3/18	Spring Break	
3/21	Contemporary Issues in Black Politics	Rustin, Bayard. 1965. "From Protest to Politics: The Future of the Civil Rights Movement." *Commentary*, February, 25-31. {CP} Sernett Chapter 59
3/23	Contemporary Issues in Black Politics	Pinn, Anthony B. 2002. *The Black Church in the Post-Civil Rights Era*. Maryknoll, NY: Orbis Books. pp. 133-140 {CP} Lee, Shayne. 2007. "Prosperity Theology: T. D. Jakes and the Gospel of the Almighty Dollar." *Cross Currents* 57 (2):227-36. {CP} Harris-Lacewell, Melissa V. 2007. "Righteous politics: the role of the Black church in contemporary politics." *Cross Currents* 57 (2):180-96. {CP}
3/25	Race and Public Opinion	Tatum, Beverly Daniel. 1997. *Why are all the Black Kids Sitting Together in the Cafeteria?: And other Conversations about Race*. New York:

		Basic Books. pp. 3-17 {CP} Hutchings, Vincent L. and Nicholas A. Valentino. 2004. "The Centrality of Race in American Politics." *Annual Review of Political Science* 7 (1):383-408. {CP}
3/28	Religion and Racial Attitudes	Emerson, Michael O., Christian Smith, and David Sikkink. 1999. Equal in Christ, but Not in the World: White Conservative Protestants and Explanations of Black-White Inequality. *Social Problems* 46 (9):398-417. {CP} Johnson, Megan K., Wade C. Rowatt, and Jordan LaBouff. 2010. "Priming Christian Religious Concepts Increases Racial Prejudice." *Social Psychological and Personality Science* 1 (2):119-26. {CP}
3/30	Religion and the Racial Divide	McDaniel, Eric L., and Christopher G. Ellison. 2008. "God's Party?: Race, Religion, and Partisanship Over Time." *Political Research Quarterly* 61 (2):180-91. {CP}
4/1	Film: Bill Moyers Journal: Rev. Jeremiah Wright	
4/4	Discussion Paper Three Due	Obama, Barack. 2006. "Call to Renewal Key Note Address." June 28. {CP} Obama, Barack. 2008. "A More Perfect Union." March 18. {CP} Wright, Jeremiah A. Jr. 2008. "Address to the NAACP." April 27. {CP} Schmidt Chapters 6-9

4/6	No Class: Research Paper Outline Preparation	Schmidt Chapters 4-11
4/8	No Class: Research Paper Outline Preparation	Schmidt Chapters 4-11
4/11	Research Paper Outline Due	Schmidt Chapters 4-11
4/13	Black Public Opinion	Walton, Hanes Jr., and Robert C. Smith. 2010. *American Politics and the African American Quest for Universal Freedom*. Fifth ed. New York: Longman. pp 44-73 {CP}
4/15	Religion and Black Public Opinion	Allen, Richard L, Michael C. Dawson, and Ronald E. Brown. 1989. A Schema-Based Approach to Modeling an African-American Racial Belief System. *American Political Science Review* 83 (2):421-441. {CP} Reese, Laura A., and Ronald E. Brown. 1995. The Effects of Religious Messages on Racial Identity and System Blame Among African-Americans. *The Journal of Politics* 57:24-43. {CP}
4/18	Political Participation	Calhoun-Brown, Allison. 1996. "African American Churches and Political Mobilization." *The Journal of Politics* 58:935-953 {CP}.
4/20	Political Participation	Brown, R. Khari, and Ronald E. Brown. 2003. Faith and Works: Church-Based Social Capital Resources and African-American Political Activism. *Social Forces* 82 (2):617-641. {CP}
4/22	Churches and Social Services	Chaves, Mark. 2004. *Congregations in America*. Cambridge: Harvard University Press. pp. 94-126 {CP}
4/25	Churches and Social Services	Owens, Michael Leo. 2006. Which

		Congregations will take Advantage of Charitable Choice? Explaining the Pursuit of Public Funding by Congregations. *Social Science Quarterly* 87 (1):55-75. {CP}
4/27	Gender and Sexuality	Pinn, Anthony B. 2002. *The Black Church in the Post-Civil Rights Era*. Maryknoll, NY: Orbis Books. pp. 94-132 {CP}
4/29	Gender and Sexuality	Pinn, Anthony B. 2002. *The Black Church in the Post-Civil Rights Era*. Maryknoll, NY: Orbis Books. pp. 94-132 {CP}
5/2	Criticisms of the Black Church	Frazier, E. Franklin. [1964] 1974. *The Black Church in America*. New York: Knopf. pp 86-90 {CP} Glaude, Eddie Jr. 2010. "The Black Church is Dead." *The Huffington Post*, February 24.
5/4	Final Research Paper Preparation	Schmidt Chapters 6-11
5/6	Final Research Paper Due	Schmidt Chapters 6-11
5/13	Response Paper Two Due	