

**The Black Church in the African American Political Experience**  
**GOV 370K, RS 346 and AFR 374D**  
**Unique Numbers 38830, 30240, 43609**  
**Professor Eric L. McDaniel**  
[emcdaniel@austin.utexas.edu](mailto:emcdaniel@austin.utexas.edu)

<b>Fall 2011</b>	<b>Office: 4.122 Batts Hall</b>
<b>Time: 12:30-1:45 Tuesdays and Thursdays</b>	<b>Office Hours: 9:30-11:30 Tuesdays and Thursdays</b>
<b>Classroom: MEZ 1.202</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.

**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. 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. 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 25%

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. These papers are due at the beginning of class. Any paper turned in after 12:40 PM will receive a two letter grade deduction. There will be three discussion papers. The discussion papers are worth 25% of the final grade.

**DISCUSSION PAPER ONE Due September 27: *Given the argument by Muller and Opp do you believe those who called for and participated in slave rebellions were rational actors?***

**DISCUSSION PAPER TWO Due October 18: *How do the perspectives articulated by King, Jackson, Wallace, X and Johnson reflect Thurman's argument?***

**DISCUSSION PAPER THREE Due November 15: *Can religion heal the racial divide? Further, how might the changes in Black politics decrease or exacerbate the racial divide?***

### Response Papers: worth 40%

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	25%
Response Paper One	20%
Response Paper Two	20%
<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

## **PLUS Program**

This semester we have arranged to participate in the Peer-Led Undergraduate Study (PLUS) program, which sets up effective peer study groups. Currently-enrolled students volunteer to work in pairs as preceptors to facilitate the study groups, and receive special training in leadership skills. Study groups for this course will focus on the writing process, as well as analysis and integration of course concepts. You can attend at any point during the semester. Days, times and locations will be publicized in class or through Blackboard. To find out more about PLUS, go to [www.lifelearning.utexas.edu](http://www.lifelearning.utexas.edu) and click on "See if your class has PLUS study groups." To incentivize participation in the PLUS program, students who attend at least ten of the study group sessions will receive an additional 3 points towards their final grade.

## **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.

### 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**

<b>Date</b>		
<b>8/25</b>	Introduction	McDaniel Introduction
<b>8/30</b>	What is Black Politics?	Dawson, Michael C. 2001. Black Visions: The Roots of Contemporary African-American Political Ideologies. Chicago: University of Chicago Press. Pp. 1-84 {CP}
<b>9/1</b>	Why Study Religion and Politics	McDaniel Chapters 1 & 2
<b>9/6</b>	Why Study the Black Church?	Sernett Chapter 45  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. {CP}
<b>9/8</b>	Origins of the Black Church	McDaniel Chapter 3  Sernett Chapter 3
<b>9/13</b>	Paper Guidelines	Schmidt Chapters 1-4 & 6
<b>9/15</b>	Slavery	Sernett Chapters 4, 7, 10, 14, 17
<b>9/20</b>	Slavery	Sernett Chapters 12, 18, 22, 23

<b>9/22</b>	Slavery	<p>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. Pp. 119-133</p> <p>Sernett Chapter 11</p>
<b>9/27</b>	Discussion Paper One and Film	<p>Muller, Edward N., and Karl-Dieter Opp. 1986. "Rational Choice and Rebellious Collective Action." The American Political Science Review 80 (2):471-88. {CP}</p> <p>Schmidt Chapters 1, 2 &amp; 6-10</p>
<b>9/29</b>	Reconstruction	Sernett Chapter 24, 27
<b>10/4</b>	Reconstruction	Sernett Chapters 30, 31 & 36
<b>10/6</b>	Research Paper Prospectus	Schmidt Chapters 3, 5, 7, 8 & 10
<b>10/11</b>	Great Migration	Sernett Chapters 35, 38, 40, 41, 42 & 46
<b>10/13</b>	Black Freedom Movement	<p>Thurman, Howard. 1976. Jesus and the Disinherited. Boston: Beacon Press. pp. 58-73 {CP}</p> <p>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}</p>
<b>10/18</b>	Discussion Paper Two and Film	<p>Sernett Chapters 53 &amp; 54</p> <p>Wallace, George C. 1963. The 1963 Inaugural Address of Governor George C. Wallace. January 14. {CP}</p> <p>Johnson, Lyndon Baines. 1965. "We Shall Overcome." March 15. {CP}</p> <p>X, Malcolm. 1963. "God's Judgment of White America." December 4. {CP}</p>

		Schmidt Chapters 1, 2 & 6-10
<b>10/20</b>	Black Freedom Movement	X, Malcolm. 1990. "The Ballot or the Bullet." In Malcolm X Speaks: Selected Speeches and Statements, ed. George Breitman. Pp. 23-44 {CP}  Sernett Chapters 57 & 58
<b>10/25</b>	Response Paper One Due	Bill Moyer's Journal  Schmidt Chapters 2 & 6-9
<b>10/27</b>	Contemporary Black Politics	Rustin, Bayard. 1971. "From Protest to Politics: The Future of the Civil Rights Movement." In Down the Line: The Collected Writings of Bayard Rustin, ed. Bayard Rustin. Chicago: Quadrangle Books. Pp. 111-122 {CP}  Sharpton, Al. 2004. "2004 Democratic National Convention Address." July 28. {CP}  Obama, Barack. 2004. "2004 Democratic National Convention Keynote Address." July 27. {CP}  Obama, Barack. 2008. "A More Perfect Union." March 18. {CP}
<b>11/1</b>	Contemporary Black Politics	Pinn, Anthony B. 2002. The Black Church in the Post-Civil Rights Era. Maryknoll, NY: Orbis Books. pp. 133-140 {CP}  Harris-Lacewell, Melissa V. 2007. "Righteous politics: the role of the Black church in contemporary politics." Cross Currents 57 (2):180-96. {CP}  Sernett Chapter 59
<b>11/3</b>	Research Paper Outline Due	Schmidt Chapters 4-10

<b>11/8</b>	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. Pp. 3-17 {CP}</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. {CP}</p>
<b>11/10</b>	Religion and the Racial Divide	<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. {CP}</p> <p>Cohen, Adam B., Ariel Malka, Eric D. Hill, Felix Thoemmes, Peter C. Hill, and Jill M. Sundie. 2009. Race as a Moderator of the Relationship Between Religiosity and Political Alignment. <i>Personality and Social Psychology Bulletin</i> 35 (3): 271-282. {CP}</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. {CP}</p>
<b>11/15</b>	Discussion Paper Three and Film	Schmidt Chapters 1, 2 & 6-10
<b>11/17</b>	Black Political Behavior	McDaniel Chapters 4, 5 & 6
<b>11/22</b>	Final Research Paper Due	
<b>11/24</b>	Thanksgiving	
<b>11/29</b>	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. {CP}
<b>12/1</b>	Gender	Pinn, Anthony B. 2002. <i>The Black Church in the Post-Civil Rights Era</i> . Maryknoll, NY: Orbis Books. pp. 94-132 {CP}
<b>12/7</b>	Response Paper Two Due	