



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

URB790 Ministering Across the Racial Divide 2nd Semester, 2010-11

Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available at http://support.nts.edu/index.php/Essential_Information. Additional technical support information can be found at <http://support.nts.edu>.

- NTS Mission Statement & Purpose and Master of Divinity Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *A Handbook for Inclusive Language*

Instructor Information

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INTRODUCTION TO PROFESSORS

Dr Fletcher L. Tink

Fletcher Tink has served as adjunct professor of urban and compassionate ministries at NTS for the past seven years, and has directed the Bresee Institute for Metro-Ministries for the past five. He co-founded with Dr. Ron Benefiel, the Bresee Institute for Urban Training in Los Angeles in 1983, and the School for Urban Mission in Washington, DC, in 1992 with Tom Tarrant (He's My Brother, co-authored by John Perkins).

Professor Tink has served as missionary in Bolivia, in pastoral responsibilities in inner city Kansas City, Minneapolis, Cambridge, MA, Los Angeles and Washington, DC and with Peace Corps in Brazil. He has written many articles for publication and taught graduate courses in 27 nations.

He has earned graduate degrees from Nazarene Theological Seminary, Luther Seminary, Harvard University and Fuller Theological Seminary.

He is married to Dr. Joyce Tombran, formerly of Guyana, molecular biology professor at Yale and Penn State and is father to four children.

Dr. Lemuel Thuston

Bishop Lemuel F. Thuston pastored and taught for 14 years before being assigned to the historic Boone Tabernacle Church in Kansas City, Missouri. For the last six years he has served this blossoming renewal parish in the urban core of the Midwest metropolis. Rev. Thuston is currently host of the weekly BETTER TOMORROW BEGINNING TODAY telecast. Rev. Thuston is also completing three years as associate professor in Urban Studies at North Central University in Minneapolis, Minn.

In addition to 6 years of service with the Department of Justice, he has given 10 years to the U.S. Air Force Reserve Chaplain Corps, being activated for military pastoral care in Portugal, Germany, France, Texas, and Alaska and finally teaching responsibilities at the Air Force Academy in Colorado Springs.

Rev. Thuston has completed his doctoral candidacy at Faith Baptist Seminary, earning his Master of Divinity from St. Paul Methodist Seminary plus a Master of Arts in Ancient Near East Languages from Southwest State Missouri University and the A.G. Graduate School. He is currently pursuing a second doctorate at Drew University. His training has prepared him for various responsibilities in research, theology, social work, and education, where Rev Thuston has served as a professional consultant and resource in these arenas.

Catalog Description

This seminar is presented in a team-taught fashion, engaging persons from both the African-American ministry context and the majority context, in seeking the “soul” of each culture, those things held in common, and those components that are unique that can grace and inform the contrasting culture. It will seek especially to understand the African-American worship elements, leadership styles, theological emphases, by engaging practitioners and cultural participants in contexts on both sides.

Course Narrative & Rationale

Of all ethnic communities, the American Black community is one of the most intensely religious and Christian. Throughout their history and within a variety of sociological settings, African-Americans have offered the world a unique composite of practical, experiential and collective Christianity set in the context of suffering, misunderstanding, and social change. This seminar will draw from that repository, will examine the cultural issues and setting, the unique challenges, and ask questions about what can be learned from Black Christian leaders, worship styles and the Black Church’s role in society. Non-Blacks are encouraged to attend the seminar to learn out of the unique experience of African-Americans, but also what can be contributed to the mutual insight and growth of all. African-Americans are invited to reflect systematically and conscientiously on their own history and mission.

Course Outcomes

1. To experience and understand the African-American contextual world (Assignments #1, #2, #3, #4, #5)
2. To identify historical issues that have contributed to the current ministry setting of Blacks and Whites (Assignments #2, #3, #4)
3. To understand the social pathologies that have created the racial divide between Blacks and Whites (Assignments #1, #2, #3, #4, #6)

4. To understand the development of the separateness through time and context and what is gained and lost in that separation (Assignments #2, #4, #6)
5. To understand the components of the Black/White religious experience, i.e. rituals, music, preaching, worship styles, leadership models, societal role of the Church (Assignments #2, #3, #4, #7)
6. To identify cross-cultural points of contact (Assignments #1, #2, #3, #4, #5)
7. To experience the richness of mutual religious celebration (Assignment #1)
8. To learn how to serve each other in mutually satisfying ways (Assignments #3, #8)

Required Texts & Course Materials

1. Barna, George and Harry R. Jackson Jr. *High Impact African-American Churches* (New York City: Regal Books), 2004. ISBN #978-0830732654. \$6.87
2. Emerson, Michael O, and Christian Smith. *Divided by Faith: Evangelical Religion and the Problem of Race in America* (New York City: Oxford University Press) 2000. ISBN #978-0195147070. \$19.99
3. Harper, Lisa: *Evangelical Does Not Equal Republican or Democrat*. (New York City: New Press) 2008. ISBN #978-1595584199. \$19.47
4. Hines, Samuel George and Curtiss Paul DeYoung. *Beyond Rhetoric: Reconciliation as a Way of Life* (Valley Forge, PA: Judson Press), 2000. ISBN #978-0817013295. \$10.00

Recommended Texts & Course Materials

1. An Alternative Biblical Perspective:

The Original African-American Heritage Bible, ed. By Cain Hope Felder. (Nashville, TN: James C. Winston Publishing Company), 1993. ISBN #9780817015121. \$31.50

One may substitute one of these two books below with permission (preferably those listed in the Bibliography of Afrocentric Resources)

2. A Theological Perspective:

Evans, James H. Jr. *We Have Been Believers: An African-American Systematic Theology*. (Minneapolis, MN: Augsburg Fortress), 1992. ISBN #9780800626723. \$20.00

3. A Church/Cultural Perspective:

Freedman, Samuel G. *Upon This Rock: The Miracles of a Black Church*. (New York: NY: HarperCollins), 1993. ISBN #9780060924591. \$11.20.

Course Outline

Monday Evening, January 31, 2011:

Introductions, Distribution of Materials, Discussion of Syllabus, Orientation to Topic: Personal Religious Narrative and the Church of God in Christ (Dr. Thuston)

Monday Evening, February 7

Topic: “Formation of African-American Religious Heritage: African Roots; New World Influences”

Assignment: Reading of two provided articles and discussion

Monday Evening, February 14

Topic: “The Role of Urbanization in the Development of Indigenous Black Religion”

Monday Evening, February 21

Topic: “The Relationship between Family, Neighborhood and Church in the Black Community”

Assignment: Reading of Emerson book, review presentation and discussion

There is the option of attending the M11 Conference in Louisville, KY

Monday Evening, February 28

Topic: “Mainstream versus Marginal Religious Movements: Pathologies or Indigenization, both Black and White?”

Assignment: Reading of Barna book, review presentation and discussion

Sunday Morning and Afternoon: March 6

Black Worship Experiences

Monday Evening, March 7

Topic: “The Nature and Dynamic of Black Worship and Rituals”

Assignment: Journal on Sunday Visits due

Monday Evening, March 14: Reading and Research Week

Monday Evening, March 21

Topic: “The Nature and Dynamic of Black Preaching and Music”

Assignment: Reading of optional book due, and discussion

Monday Evening, March 28

Topic: “The Nature and Dynamic of Black Institutions and Leadership Styles”

Assignment: Report on Field Visit #1

Monday Evening, April 4

Topic: “Black Theologies and their Significance to Ministry in the City”

Assignment: Research Report topic selected and approved by professors

Monday Evening, April 11

Topic: “Challenges Facing the Black Church Today”

Assignment: Report on Field Visit #2

Monday Evening, April 18

Topic: “Racism and Racial Reconciliation: Why is it so Difficult?”

Assignment: Hines, DeYoung text read, review presented and discussion, Self-evaluation reports due

Monday Evening, April 25 (or whenever agreed)

Assignment: Student Oral Presentations of Research Reports

Course Assignments & Requirements

1. Attendance at all scheduled class sessions, and the Sunday church visit experience. (This would meet Objective #1, #3 and #7)
2. Readings of three required texts and three shorter essays, sermons, etc. and additional readings as assigned. A log of readings should be kept that indicates date, time and nature of the reading. Pertinent DVDs, Videos and relevant TV materials (copied for submission to class) are also acceptable either as replacement items for assigned readings or as supplemental bonus credit. (This would meet objectives #1, #2, #3, #4, #5)
3. Active participation in discussion and suggested field visits. (This would meet objectives #1, #2, #3, #5, #6 and #8)
4. Book reviews on the four texts and one optional reading. The book reviews will follow the format of: 1/3 resume and overview; 1/3 critique; 1/3 personal application. The student may select which of the four texts that will be reported on, but not reviewed. This would meet objectives #1, #2, #3, #4, #5)
5. Field visits outside of class hours to events outside of one's tradition. One should be a religious service; the other may be an alternative social event, or a presentation on cultural/political/social/racial reconciliation event pertinent to the community. A one page report of each of these events is to be submitted, with one of these presented also in oral form to the seminar itself. (This would meet objectives #1, #6, #8)
6. A self-discovery project. 5 pages that narrates the student's cross-cultural history, backed by literature references that validate, critique, and give insight into the particular elements recounted. (This would meet objectives #3 and #4)
7. A major research project into some significant aspect of ministering cross-culturally or ministering in a partnership with someone of a different cultural base. This should be 15-20 pages long. (This would meet objectives #5, and others depending on the nature and subject of the research).

Distribution of Student Learning Hours

	hours
Face-to-face Class Sessions	39
Online Participation in forums, groups, etc., field visit	12
Reading, book reviews, book report,	25
Book Reviews, Book Report, Self-discovery project	20
Other Assignments and Learning Activities, Journal log	8
Research and Work on Final Presentation	30
TOTAL	134

Method for Submitting Assignments

During class times, may be handed in as hard copies to the professor. Outside of class times, assignment may be emailed to flectht@aol.com, as Word document attachments.

Form and Style Expectations

Assignments should be presented using a word processor rather than handwritten, following consistent format that is easy to read, and conforms to any of the formal templates of acceptable written academic form. Footnotes or endnotes, appropriate bibliographic format, and title pages should be used. Accurate spelling and acceptable grammatical constructions are imperative.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work & Missed Exams

Any assignment that is not turned in on the due date will be discounted in accordance to the reasons and context of the assignment. No grade will be deducted by more than a letter grade within 24 hours of the due date. However, all work must be turned in by May 10th, to receive any grade. Materials turned in after that time, will be given failure grades.

Additional Costs

Because of the scheduled Sunday site visits assignment and the need for meals and possible transportation needs, each student should expect to spend up to \$15 for food and transportation on that day.

Course Grading

Course Participation and Discussion	10%
Book Reviews	20%
Book Report	5%
Course Journal	10%
Project/Paper	30%
Field Visits and Reports	20%
Self-Discovery Project	5%
Total	100%

Attendance at the M11 Conference, with appropriate relevant participation and reports, can be used in lieu of 30% of the grade in this class. Check with the professor to determine what assignments will be opted for.

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies, which have been beneficial for the student in the past.

Course Calendar

Date	Week	Assignment
2-21	3	Emerson book review due
2-28	4	Barna book review due
3-7	6	Journaling of Church visits due
3-21	8	Optional Book due
3-28	9	Report on Field Visit #1 due
4-4	10	Report on Field Visit #2 due
4-18	12	Optional Book due, Self-evaluation report due
4-25	13	Major Research Report due, Reading report due

Bibliography

To be Provided