

GOV 370V, AFR350 S, RS 346K: The Black Church in the African American Political Experience
Unique Number: 37430, 30385, 41795
Fall 2024
Meeting Time: 8:30-9:45

Instructor: Professor Eric L. McDaniel
emcdaniel@austin.utexas.edu

Office Hours
Monday and Wednesday 2:30-4:00

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.

Prerequisite

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

Instructional Format

The course is taught using a “flipped classroom” format. Most of the lectures will be pre-recorded as posted to students to watch before the class session. Students are expected to have watched the assigned video by the assigned date. The materials and information from the pre-recorded lectures will be used as content for the class activities.

Content Warning

Our classroom provides an open space for the critical and civil exchange of ideas. Some readings and other content in this course will include topics that some students may find offensive and/or traumatizing. I'll aim to forewarn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

Required Texts

1. Sernett, Milton C., ed. 1999. *African American Religious History: A Documentary Witness*. Durham: Duke University Press.
2. McCaulley, Esau. 2020. *Reading While Black: African American Biblical Interpretation as an Exercise in Hope*. Downers Grove, IL: InterVarsity Press. **[This book is essential for answering the essay question for all of the take-home essays]**

3. Other readings and films can be found on Canvas or through the UT Library (lib.utexas.edu)

Coursework

All course assignments are to be typed, with proper citations, bibliography, and page numbers. All assignments are to be submitted through Canvas by the designated deadline. Late papers will not be accepted.

Class Activities and Perusall: worth 20%

To increase student engagement and skill development, the course will regularly have in class activities. These activities will be related to course material and course goals. In addition to the class activities, students will be expected to complete reading comprehension assignments using the Perusall tool in Canvas. There will be at least 20 Class Activities and Perusall assignments total. The 6 lowest grades will be dropped. The Perusall assignment dates will be posted in Canvas.

Discussion Papers: worth 25%

The purpose of these papers is to provide a forum to discuss some of the issues raised in the course. The discussion paper should be a response to a question based on a direct reflection of the course readings, lectures, films, and discussions. The discussion paper should be between 600-800 words. The discussion papers are due by 5 PM Central Daylight Savings Time of the date assigned. There will be four (4) discussion paper assignments and the three (3) highest scores will be counted. More detailed guidelines will be posted on Canvas.

Discussion Paper 1: September 10, 2024 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 2: September 24, 2024 Given the Muller and Opp's argument, can we argue that those who called for and led slave rebellions were rational? Further, were those who opposed slave rebellions rational?

Discussion Paper 3: October 31, 2024 How does Howard Thurman's thinking lend support to both the civil rights movement and the Black Power movement?

Discussion Paper 4: November, 21 2024 Can the religion ever become a way of healing racial wounds in America?

Take-Home Essays 45%

The take-home essays will provide the opportunity for students to provide a broader and deeper analysis of the course material. The essay questions will be posted at least seventy-two (72) hours before they are due. The take-home essay should be between 1,250-1,500 words. More detailed guidelines will be posted on Canvas.

Critical Movie Review Podcast 10%

To provide students with an alternative way of demonstrating their understanding and mastery of material, students will work in groups of 2-3 to create an 8–10-minute podcast episode. This podcast episode will offer a critical review of one of the movies listed below. This critical review is expected to provide a 2-4 minute summary followed by a discussion of how the film relates to specific aspects of the course. Students are expected to provide specific references from the film and link them to specific content from the course.

Please select one of the following films to review. Some are available through the UT library.

Others can be accessed through YouTube, a streaming service, or can be rented.

1. Come Sunday
2. Honk for Jesus. Save Your Soul.
3. Malcolm X (1992)
4. Selma
5. The Color Purple (1985)
6. A Raisin in the Sun
7. Go Tell it on the Mountain
8. The Meeting
9. Red Hook Summer (2012)
10. 12 Years a Slave (2014)
11. Blackkklansman

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 may result in a grade penalty. The APSA style manual can be referenced at https://spu.libguides.com/lb.php?content_id=47605571.

Statement on the use of Artificial Intelligence

The use of artificial intelligence tools (such as ChatGPT) in this class is strictly prohibited. This includes using AI to generate ideas, to outline an approach, to answer questions, to solve problems, or to create original language. All work in this course must be your own or created in group work, where allowed).

Class Activities/Perusall	20%
Discussion Papers	25%
Take Home Essay One	20%
Take Home Essay Two	25%
<u>Movie Review Podcast</u>	<u>10%</u>
Total	100%

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

Expectations

Preparation

Doing well in this class necessitates that students are informed and prepared. *Expect to spend 10-12 hours, including class sessions, working on the course.* 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. Below are a set of questions you should be able to answer regarding each class reading.

Questions you should be able to answer about each reading.

1. What is the author's central question or statement?
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. If you come to class late or must leave early, please do so quietly. 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. 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.

Recording of Lectures

Advance, written permission is required to record classroom lectures, discussions or presentations ("lectures"). When granted, permission to record lectures is subject to the limitations set forth in this policy. Violations of this policy may constitute copyright infringement in violation of federal or state law and may be subject to University disciplinary action.

II. Definitions

A. Course Materials mean lecture notes, outlines, slides, PowerPoint presentations, readings, or other content made available to students by the instructor or presenter, or through any University online learning system.

B. Recording means a video or audio replication or photographic image recorded on devices including, but not limited to, audio recorders, video recorders, cell phones, Smartphones, digital cameras, media players, computers, or other devices that record images or sound.

III. Requirements and Limitations

A. Advance Written Permission

Recording of classroom lectures is prohibited unless advance written permission is obtained from the class instructor and any guest presenter(s). An instructor may provide such permission to an entire class as part of the course syllabus or other written description of a course. Students who require recording or other adaptations of lectures as a reasonable

accommodation for a disability should contact the Office of Disability Support Services (DSS) in advance of the lecture to obtain permission for the recording.

In the event permission to record classroom lectures is granted, the professor may notify all students, speakers and other lecture attendees in advance that recording may occur. Every effort should be made to protect the confidentiality of a student with a disability who is being granted an accommodation, i.e. the professor will not name the student who is doing the recording when it is due to a disability accommodation.

B. Limitations on Use of Recordings and Materials

Permission to allow lecture recording is not a transfer of any copyrights in the recording or related course materials. Such recordings and materials may be used only for individual or group study with other students enrolled in the same class, and may not be reproduced, transferred, distributed or displayed in any public or commercial manner.

Students must destroy recordings at the end of the semester in which they are enrolled in the class.

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, to ensure accuracy.

Written statements may be submitted for consideration **AFTER** one week has passed since the assignment was returned to students. This allows the student time to re-read his/her answers and think carefully about what improvements could have been made.

Grade complaints will not be considered once two weeks have passed. For example, if I return a graded assignment on Thursday February 14th, students must submit a complaint **BEFORE** the Thursday February 28th. Once class is over on that Thursday, no complaints will be considered for that assignment.

Since class time is limited, we will only deal with questions or concerns during scheduled office hours. You will need to file the grievance with the individual who graded your exam or assignment and in addition, you will need to meet with them to discuss the grievance.

Finally, submitting a grade grievance will result in a complete re-grade of the assignment.

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.

- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
 - Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Personal Pronoun Preference

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by a name different than what appears on the roster, and by the gender pronouns you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

E-mail

Prof. McDaniel only respond to emails if there is an extremely extenuating circumstance. If you have an issue that you need to discuss with them, please attend office hours. If you cannot attend office hours, you may make an appointment. Please be aware that if you make an appointment to meet with Prof. McDaniel outside of office hours and do not show up, there will be a grade penalty. Any grievances involving the class must be handled during office hours. Make sure to check the syllabus or Canvas first before sending an e-mail. In many cases they will answer your question. Finally, you are required use proper etiquette when sending e-mail messages. 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 still be held accountable for the readings of that day.

Canvas

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

Excused Absences

An absence from class will only be excused if proper documentation from a university representative is presented. If you have an emergency which prevents you from attending class, please contact [Student Emergency Services in the Office of the Dean of Students](#) to gain documentation. In the case of planned activities, the documentation must be presented at least two weeks 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.

Make-up Exams

Students will only be allowed to take the make-up exam if they have an excused absence.

Pass/Fail Policy

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

Changes to the Course

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

University Policies

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise, you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php

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 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.

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

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 to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

University Resources for Students

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). <http://ddce.utexas.edu/disability/about/>

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is

learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.

<http://www.cmhc.utexas.edu/individualcounseling.html>

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slcc> or call 512-471-3614 (JES A332).

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Important Safety Information:

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more

information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

Emergency Evacuation

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

Date	Topic	Reading	Video
8/26/2024	What is Black Politics?	Baldwin, James. 1993. "My Dungeon Shook: Letter to My Nephew on the One Hundredth Anniversary of the Emancipation." In <i>The Fire Next Time</i> , ed. James Baldwin. New York: Vintage Books. McDonald, Soraya Nadia. 2021. "The Dangerous Magical Thinking of 'This Is Not Who We Are'." <i>The Undefeated</i> , https://theundefeated.com/features/capitol-attack-trump-the-dangerous-magical-thinking-of-this-is-not-who-we-are/ .	Blaming President Donald Trump is Too Easy: This is Us. https://www.youtube.com/watch?v=QKjBOAPdxTo&t=75s
8/28/2024	Why Study the Black Church?	Sernett Chapter 45 Johnson, James Weldon. 1900. "Lift Every Voice and Sing." https://www.poetryfoundation.org/poems/46549/lift-every-voice-and-sing (accessed January 16, 2021, Poetry Foundation).	Streeter, Sabin. 2013. "The Black Atlantic." In <i>The African Americans: Many Rivers to Cross</i> : PBS. 57. https://video-alexanderstreet-com.ezproxy.lib.utexas.edu/watch/the-black-atlantic-1500-1800?source=autosuggest
9/2/2024	Labor Day		
9/4/2024	Black Church Origins		Tony Brown's Journal: The Jubilee God. Anonymous Tony Brown Productions, 2000. https://video-alexanderstreet-com.ezproxy.lib.utexas.edu/watch/tony-brown-s-journal-the-jubilee-god Richard Allen Documentary https://vimeo.com/user5962963

9/9/2024	Black Church Origins	Sernet Chapters 3, 7, & 22	<p>Streeter, Sabin. 2013. "The Age of Slavery." In <i>The African Americans: Many Rivers to Cross</i>: PBS.</p> <p>https://video-alexanderstreet-com.ezproxy.lib.utexas.edu/watch/the-age-of-slavery-1800-1860?source=autosuggest</p>
9/11/2024	Slavery	Sernet Chapters 12, 18, 23	<p>J.W. Loguen's Letter to Mrs. Sarah Logue performed by Michael Ealy</p> <p>https://www.youtube.com/watch?v=7Ub9APQDw70&list=PLpQ9swMUGN5NJ7_GdRfwVcRd5WWhvOVi</p> <p>Frederick Douglass' "The Meaning of July Fourth for the Negro" performed by Brian Jones</p> <p>https://www.youtube.com/watch?v=wZPPdsV807A&list=PLpQ9swMUGN5NJ7_GdRfwVcRd5WWhvOVi&index=5</p> <p>David Walker's Appeal Performed by Darryl "D.M.C." McDaniels</p> <p>https://www.youtube.com/watch?v=taAGSEz8q48&list=PLpQ9swMUGN5NJ7_GdRfwVcRd5WWhvOVi&index=2</p> <p>Alfre Woodard reads Maria Stewart</p> <p>https://www.youtube.com/watch?v=NPZEHW71EnQ&feature=emb_logo</p>

9/16/2024	Slavery	Garnet, Henry Highland. 2001. "Address to the Slaves of the United States of America." In <i>Pamphlets of Protest: An Anthology of Early African American Protest Literature, 1790-1860</i> , eds. Richard Newman, Patrick Rael and Phillip Lapansky. New York: Routledge.	Kenner, Robert. 2000. "John Brown's Holy War." In <i>The American Experience</i> . USA: PBS Video. https://www.youtube.com/watch?v=mAm4pb61X6Y
9/18/2024	Slavery	Sernett Chapter 11	Christopher, Frank. 2002. "Nat Turner: A Troublesome Property." California Newsreel. 57:32. https://video-alexanderstreet-com.ezproxy.lib.utexas.edu/watch/nat-turner-a-troublesome-property?utm_campaign=Video&utm_medium=MARC&utm_source=aspresolver Denmark Vesey https://www.youtube.com/watch?v=j05sCUvzKQ0
9/23/2024	Slavery	Sidbury, James. 2003. "Reading, Revelation and Rebellion: The Textual Communities of Gabriel, Denmark Vesey and Nat Turner." In <i>Nat Turner: A Slave Rebellion in History and Memory</i> , ed. Kenneth S. Greenberg. Oxford: Oxford University Press. {Canvas}	

9/25/2024	Reconstruction	Sernett Chapters 24, 25 & 36	Streeter, Sabin. 2013. "Into the Fire." In The African Americans: Many Rivers to Cross: PBS. 57. https://video-alexanderstreet-com.ezproxy.lib.utexas.edu/watch/into-the-fire-1861-1896?pass=truenull
9/30/2024	Reconstruction	Sernett Chapters 30 & 31 Block, Ray. 2011. What About Disillusionment? Exploring the Pathways to Black Nationalism. Political Behavior 33 (1): 27-51.	
10/2/2024	Reconstruction		Cross, June. 2003. "God Is a Negro." In This Far by Faith. USA: PBS Video. 60 minutes. https://vimeo.com/142295034
10/7/2024	Great Migration	Sernett Chapters 38, 40, 41, & 46	Streeter, Sabin. 2013. "Making a Way out of No Way." In The African Americans: Many Rivers to Cross: PBS. 57. https://video-alexanderstreet-com.ezproxy.lib.utexas.edu/watch/makin-g-a-way-out-of-no-way-1897-1940

10/9/2024	Great Migration	Sernett Chapter 42	Father Divine. Anonymous HBO, 1936. https://video-alexanderstreet-com.ezproxy.lib.utexas.edu/watch/father-divine
10/14/2024	Black Freedom Movement	Sernett Chapter 53	Doblmeier, Martin. 2019. "Backs against the Wall: The Howard Thurman Story." American Public Television. https://www.youtube.com/watch?v=wVI_irB59IM
10/16/2024	Black Freedom Movement	King, Martin Luther, Jr. 1967 "But if not" https://notoriousbiggins.blogspot.com/2010/01/but-if-not-sermon-by-martin-luther-king.html	King, Martin Luther, Jr. 1967 "But if not" https://www.youtube.com/watch?v=0-kgkeuNOB4
10/21/2024	Black Freedom Movement	Sernett Chapter 54	Streeter, Sabin. 2013. "Rise!" In The African Americans: Many Rivers to Cross: PBS. 57. https://video-alexanderstreet-com.ezproxy.lib.utexas.edu/watch/rise-1940-1968#channel:the-african-americans-many-rivers-to-cross
10/23/2024	Black Power Movement	Williams, Delores S. 1998. "Womanist Theology: Black Women's Voices." In Black Theology A Documentary History Volume Two: 1980-1992, eds. James H. Cone and Gayraud S. Wilmore. Maryknoll, NY: Orbis Books.	Massiah, Louis, and Terry Kay Rockefeller. 1990. "Power!" In Eyes on the Prize: PBS. https://video-alexanderstreet-com.ezproxy.lib.utexas.edu/watch/power-1966-68?pass=truenull
10/28/2024	Black Power	Sernett Chapters 57 & 58	

	Movement		
10/30/2024	Black Power Movement	Reese, Laura A., Ronald E. Brown, and James David Ivers. 2007. "Some Children See Him....: Political Participation and the Black Christ." <i>Political Behavior</i> 29: 517-37.	Black Nation: Urban Decay, Spiritual Renewal, and the African-American Community
11/4/2024	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. Sharpton, Al. 2004. "2004 Democratic National Convention Address." July 28. Obama, Barack. 2004. "2004 Democratic National Convention Keynote Address." July 27.	Streeter, Sabin. 2013. "A More Perfect Union." In <i>The African Americans: Many Rivers to Cross</i> : PBS. 57. https://video-alexanderstreet-com.ezproxy.lib.utexas.edu/watch/a-more-perfect-union-1968-2013
11/6/2024	Contemporary Black Politics	Wright, Jeremiah. 2003. "Confusing God and Government." https://www.blackpast.org/african-american-history/2008-rev-jeremiah-wright-confusing-god-and-government/ . Obama, Barack. 2008. "A More Perfect Union." BlackPast, https://www.blackpast.org/african-american-history/2008-barack-obamas-speech-race/ .	

11/11/2024	Religion and Racial Attitudes	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.	
11/13/2024	Religion and Racial Attitudes	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. Bruenig, Elizabeth. 2020. "Racism Makes a Liar of God." <i>New York Times</i> , August 6. https://www.nytimes.com/2020/08/06/opinion/sunday/gloria-purvis-george-floyd-blm.html	
11/18/2024	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. <i>Social Problems</i> 46 (3): 398-417.	Christopher, Aaron J. 2019. "White Savior: Racism in the American Church." https://www.youtube.com/watch?v=S1G_oL7v_oUk
11/20/2024	Religion and Black Political Behavior	McDaniel, Eric L., Maraam A. Dwidar, and Hadill Calderon. 2018. "The Faith of Black Politics: The Relationship between Black Religious and Political Beliefs." <i>Journal of Black Studies</i> 49: 256-83.	
11/25/2024	Thanksgiving Break		
11/27/2024			

12/2/2024	Religion and Black Political Behavior	Shaw, Todd C., and Eric L. McDaniel. 2007. 'Whosoever Will': Black Theology, Homosexuality, and the Black Political Church. <i>National Political Science Review</i> .	
12/4/2024	Religion and Black Political Behavior	Philpot, Tasha S., and Eric McDaniel. 2020. "Black Religious Belief Systems and Political Participation." <i>National Review of Black Politics</i> 1: 374-95.	
12/9/2024	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.	Camara, Jeremiah. 2013. "Contradiction: A Question of Faith." https://mobfitv.com/videos/contradiction-a-question-of-faith/
12/11/2024	Podcast Due		
12/14/2024	Take Home 2		