



Hartford International
UNIVERSITY FOR RELIGION & PEACE

ET-XXX Ethical Leadership and African American Moral Traditions

September 5 - December 20, 2023

Tuesdays, 4:00 pm – 7:00 pm

Professor Walter Earl Fluker
wfluker@hartfordinternational.edu

Office: Zoom

Office Hours: Mondays & Tuesdays
10:00 am-11:00 am EST

Course Assistant:

Office: Zoom

Office Hours: as needed, request via email.



COURSE DESCRIPTION

This seminar is designed to acquaint students with major figures, movements, and issues in black American religious, social, cultural, and ethical traditions. The seminar, which focuses heavily on leadership emerging from 19th and 20th century black culture, examines African American leadership from a narrative perspective, utilizing primary and secondary source materials; explores theoretical and practical elements of leadership in specific historical contexts; evaluates competencies traditionally associated with African American leadership practices, and offers a forum for practical engagement with contemporary problems associated with African American life and culture.

COURSE OBJECTIVES

As a result of completing Ethical Leadership and African American Moral Traditions, students will:

1. Explore the historical underpinnings of religious and moral traditions that have nurtured leaders in African American life and practice;
2. Apply an interdisciplinary nature of the study of leadership within an ethical framework, i.e., utilizing disciplines of human and social sciences, philosophy, theology, ethics, and the arts.
3. Articulate how the intersectionality of religion, race, class, gender, sexual and non-binary identities function in the formation, development, and execution of leadership practices in African American religious and moral traditions.
4. Analyze how narrative and dramaturgical methods illuminate historical, religious, ideological, and cultural antecedents in African American leadership.
5. Evaluate the impact of key leaders and movements in shaping the contexts and meanings of contemporary African American, national, and global life and culture.

LEARNING OUTCOMES

1. Demonstrate knowledge of the current state of religious pluralism of the United States. List and describe the major religious communities in the United States, noting the specific contributions of each major religious community to a religiously plural America. Be able to explain how religious identity in the US plays a part in intersectional identities that may also include dimensions such as race, ethnicity, gender, and sexual identity.
2. Demonstrate fluency in the foundational concepts, insights and methods of Interreligious Studies and the application of those methods within contemporary multifaith settings. Explain and use important theoretical approaches to religious studies. Provide clear and empathic restatements of the beliefs and perspectives of several religious traditions. Illustrate how religions help people promote peace or harm, both within and between communities.

3. Express your ideas and perspectives clearly in oral and written communication. Write sustained, coherent arguments or explanations in clear academic English, with well-formed sentences and paragraphs.
4. Create or deliver clear, engaging, and succinct presentations that may utilize visual, written, and spoken elements.
5. Use the intellectual, interpersonal, and professional skills needed to provide chaplaincy care in complex, pluralistic environments.

TEXTS/MATERIALS

The required books for this course are:

- ◆ Cooper, Brittney C. (2017). *Beyond Respectability: The Intellectual Thought of Race Women*. University of Illinois Press.
- ◆ Fluker, Walter Earl. (2009). *Ethical Leadership: The Quest for Character, Civility and Community*. Minneapolis: Fortress Publishers.
- ◆ Fluker, Walter Earl. (2016). *The Ground Has Shifted: The Future of the Black Church in Post-Racial America*. New York University Press.
- ◆ Nelson, H. Viscount. (2003). *The Rise and Fall of Modern Black Leadership: Chronicle of a Twentieth Century Tragedy*. Lanham, MD: University of America Press.

The recommended texts for this course are:

- ◆ Day, Keri. (2022). *Azusa Reimagined: A Radical vision of Religious and Democratic Belonging*. Stanford, CA: Stanford University Press.
- ◆ Fluker, Walter Earl and Preston King. (Eds). (2007). *Black Leaders and Ideologies in the South: Resistance and Non-Violence*. London: Taylor & Francis.
- ◆ Fluker, Walter Earl. (Ed). (1998). *The Stones that the Builders Rejected: The Development of Ethical Leadership from the Black Church Tradition*. Trinity Press: International.
- ◆ Gaines, Kevin K. (1996). *Uplifting the Race: Black Leadership, Politics, and Culture in the Twentieth Century*. Chapel Hill: University of North Carolina.

- ◆ Glaude, Eddie S. (2016). *Democracy in Black: How Race Still Enslaves the American Soul*. New York: Crown.
- ◆ Harris-Perry, Melissa V. (2011). *Sister Citizen: Shame, Stereotypes and Black Women in America: For Colored Girls Who Have Considered Politics When Being Strong Isn't Enough*. New Haven: Yale University Press.
- ◆ James, Joy. (1997). *Transcending the Talented Tenth: Black Leaders and American Intellectuals*. New York: Rutledge.
- ◆ Kendi, Ibram X. (2016) *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. New York: Bold Type Books.
- ◆ Paris, Peter J. (1991) *Black Religious Leaders: Conflict in Unity* (revised ed.). Louisville: Westminster/John Knox.
- ◆ Rothstein, Richard. (2017). *The Color of Law: A Forgotten History of How Our Government Segregated America*. Liveright Publishing Corporation, W.W. Norton & Company.
- ◆ Snorton, C. Riley. (2017). *Black on Both Sides: A Racial History of Trans Identity*. University of Minnesota Press.
- Sorett, Josef. (Ed.). (2022). *The Sexual Politics of Black Churches*. New York: Columbia University Press.
- ◆ White, J. and Dierenfield, Bruce J. (2011). *A History of African-American Leadership* (3rd Edition). Longman.
- ◆ Wilkerson, Isabel. (2020) *Caste: The Origins of Our Discontents*. (New York: Random House.

Class Procedure

Weekly Class Flow

Wednesday-Sunday - Complete required weekly readings and ethical leadership toolkit exercises and posts ➡ **Sundays** turn in 2-page reading response papers. ➡ Prepare to discuss assigned readings during class. ➡ **Tuesdays** meet for lecture and student presentations. Repeat the cycle.

Class Format

The format of the seminar will consist of common readings as the basis for lectures, discussion, and interaction. **Interaction** will include presentations from students on specified topics. **Presentations** should reflect engagement with the required readings and other sources listed as **Further Readings** at the end of the syllabus. Ideally, student presentations should demonstrate different approaches to the topics under discussion. All sessions will be participatory.

Each student will be required to write a 15–20-page **final paper** (30 pages minimum for doctoral students) or to complete a final project based upon the approval of the professor. The final paper should address a particular theme or problem in ethical leadership and African American moral traditions. The paper should include four critical components: 1) reflection and appreciation of the leadership perspectives and critical methodologies covered in the required readings, lectures, and discussions; 2) critical questions regarding the traditions, theorists and themes examined in the class; 3) exploration of formative issues in a constructive interpretation of ethical leadership in African American life and culture; and 4) utilization of ethical insights from figures and traditions covered in the seminar. The paper should be typed, double-spaced, 1-inch margins, and with proper citations and bibliography. Chicago Manuscript Style is preferred.* Students will also give a presentation on her, his or their paper. For students interested in a term project, a Final Project Outline is available on Canvas. Professor Fluker must approve the proposed final project.

Important Dates

On or before **Wednesday, October 24, 2023**, each student will submit a 3–5-page *précis* (a summary or abstract of a text or speech), an annotated outline, and an annotated, working bibliography for the final paper or project. A *précis* outline and samples of final papers can be found on Canvas. Review of the *précis* by the professor is required before submission of the final paper or project. The **final paper or project is due no later than Tuesday, December 12, 2022**. In emergency circumstances, students in good standing may request an incomplete grade from the instructor no later than the due date of the final paper or project for the course. Others must request an incomplete from the Associate Dean of Faculty and Academic Affairs no later than 10 days after the due date of the final paper or project. If an incomplete is approved, all work is due no later than December 15, 2022, and must be submitted to the instructor and to the registrar.

* See Chicago 17th edition notes and bibliography <https://guides.library.uq.edu.au/referencing/chicago17-notes-bibliography/author-title-date>. Accessed July 23, 2022.

Weekly Reading Response Papers

Each week participants are required to submit a *two-page, single-spaced response paper on the assigned readings to Canvas. The response papers are to be submitted by Sunday at 11:59 pm* on the week before each class so that other students are given ample time to post and interact with other responses. Each student is expected to respond to at least two other response papers from fellow classmates on Canvas under Discussions. Reading assignments will be accompanied by focus questions that should inform your responses.

Focus Questions for the weekly response papers can be found on Canvas. The first page of your response paper should provide a concise summary of the readings identifying authors' basic arguments and their development. Your second page should be devoted to your own personal and creative engagement with the readings for the week and reflect critical engagement with the theological, ethical and leadership issues at stake in the reading. Do not use footnotes, but reference page numbers using parentheses. Students will be allowed to drop one reading response paper.

Weekly Student Presentations

Each week, one or more participants will be required to present on designated themes that are provided at the end of the syllabus (See *Theme Readings for Weekly Student Presentations*). Presentations should include four critical components: 1) reflection and appreciation of the leadership perspectives and critical methodologies covered in the required readings; 2) critical questions regarding the traditions, theorists and themes reflected in the reading; 3) exploration of formative issues in a constructive interpretation of ethical leadership in African American life and culture and their implications for interreligious dialogue and practice ; and 4) utilization of ethical insights from figures and traditions covered in the readings.

The 15-minute presentation will normally be at the beginning of the class session and provide background for class discussion. Dates of presentations will be selected by lottery; however, students are free to exchange dates with others. Weekly presentations will commence on **September 19, 2023**.

Ethical Leadership ToolKit [ELT] Exercises and Posts

The ELT is a resource for leaders who engage the complex ethical questions in public space. In addition, it provides participants with resources and methods that will enhance participants' personal competencies and skills for the development of character, civility, and community.

ELT Exercises will be posted on Canvas. The ELT Exercises will consist of:

- Audio
- Creative Visualization
- Interviews

- Journaling
- Discussion Questions

In addition to posts of your GENERATION OF IDEAS, which ends on September 28, at least one of these exercises are required weekly.

EVALUATION

ASSIGNMENT	PERCENTAGE OF GRADE
Response Papers	30%
Weekly Student Presentations	10%
ELT Exercises and Posts	10%
<i>Précis</i>	10%
Final Paper/Final Project	30%
Attendance & Class Participation	10%

Plagiarism – Please post or provide a link to the university statement on plagiarism:

Plagiarism, the failure to give proper credit for the words and ideas of another person, whether published or unpublished, is strictly prohibited. All written material submitted by students must be their own original work; where the words and ideas of others are used they must be acknowledged. Additionally, if students receive editorial help with their writing they should also acknowledge it appropriately.

Credit will not be given for work containing plagiarism, and plagiarism can lead to failure of a course. Faculty will report all instances of plagiarism to the Academic Dean. The Academic Dean will then collect documented details of the case and advance any recommendations for further action to the Academic Policy Committee. Through this process the situation will be reviewed and any additional penalties that may be warranted (up to and including expulsion from the school) will be determined.

For clarity as to what constitutes plagiarism, the following description is provided:

1. Word for word plagiarism:
 - a. the submission of another person's work as one's own;
 - b. the submission of a commercially prepared paper;
 - c. the submission of work from a source which is not acknowledged by a footnote or other specific reference in the paper itself;
 - d. the submission of any part of another person's work without proper use of quotation marks.
2. Plagiarism by paraphrase:
 - a. mere re-arrangement of another person's works and phrases does not make them your own and also constitutes plagiarism;
 - b. paraphrasing another person's words, ideas, and information without acknowledging the original source from which you took them is also plagiarism.
3. See Part II of Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, (7th Edition, University of Chicago Press, 2007) for an

explanation of the proper ways to acknowledge the work of others and to avoid plagiarism.

4. Reuse of your own work: Coursework submitted for credit in one course cannot be submitted for credit in another course. While technically not plagiarism, this type of infraction will be treated in the same manner as plagiarism and will be subject to the same penalties. If you are using small amounts of material from a previous submitted work, that work should be referenced appropriately. When a student is writing their final program requirement (paper, project or thesis) it may be appropriate, with their advisor's permission, to include portions of previously submitted materials if properly referenced.

MA, and PhD University Grading Scale

A (95-100)	Demonstrates excellent mastery of the subject matter, a superior ability to articulate this, and provides helpful connections to daily life or contemporary issues. Exceeds expectations of the course.
A- (90-94)	Demonstrates mastery of the subject matter, ability to articulate this well, and makes connections to daily life or contemporary issues. Exceeds expectations of the course.
B+(87-89)	Demonstrates a very good understanding of the subject matter, able to articulate lessons learned in the assignment well. Meets expectations of the course.
B (83-86)	Demonstrates an understanding of the subject matter and the ability to articulate lessons learned. Meets expectations of the course.
B-(80-82)	Demonstrates an understanding of the material at hand, has some difficulty articulating this, and basic connection of the material to daily life or contemporary issues/life. Meets basic expectations for the course.
C+(77-79)	Demonstrates a basic comprehension of the subject matter, weak articulation, and connections. Does not meet expectations for the course.
C (70-76)	Demonstrates a minimal comprehension of the subject matter and has difficulty making connections. Does not meet expectations of the course.
F (below 70)	Unable to meet the basic requirements of the course.

- Please note: A+'s and C-'s are not part of the grading system.

Other academic policies are listed at: <https://www.hartfordinternational.edu/current-students/academics/academic-policies>

Course Schedule and Reading Assignments

Module 1- Weeks of September 5 & 12 Introduction and Overview

As we probe deeply into the questions pertaining to the two fundamental pillars of leadership and ethics, areas of discussion will include the power and place of story (*narrative*) and performance (*dramaturgy*) in shaping the leaders' vision and mission, skills of personal development for lifelong learning, public engagement, spirituality, and vocation (*calling*), justice as fairness, community-building, and more. When you have completed this section, you will be able to:

- Identify ethical leadership principles and practices utilizing the Ethical Leadership Model™.
- Apply narrative and dramaturgical (the study of social interaction in terms of performance) analysis and methods in the development of character, civility, and community as ethical leadership practices.
- Utilize a conceptual model for negotiating ethical decision-making at the intersection of life-worlds and system-worlds.
- Demonstrate knowledge of five theories and methods of ethical analysis in leadership practices.
- Identify personal core values that present themselves in “defining moments” that ask leaders to choose between competing values and ideals in which we intensely believe.
- Assemble an “Ethical Leaders Toolkit” that can be applied in various leadership contexts and life situations.

To Do:

By September 5:

Read Fluker, *Ethical Leadership: The Quest for Character, Civility and Community*
Chapters, 1-4, pp. 1-119

Lectures “Looking at Leadership”

By September 12:

Read: Fluker, *Ethical Leadership: The Quest for Character, Civility and Community*
Chapters 5-8, pp. 121-189

Lecture: “At the Intersections Where Worlds Collide: Introduction to Ethical Leadership”

See Canvas for Ethical Leadership Toolkit Exercises

ELT Exercises begin on September 6 and end after November 7.

In addition to posts of your GENERATION OF IDEAS, which ends on September 28, at least one of these exercises are required weekly:

- Audio
- Creative Visualization
- Interviews
- Journaling
- Discussion Questions: Your Story
- Week 1 & 2 Generation of Ideas

By Sunday September 10

Post a 1-2 paragraph summary of your GENERATION OF IDEAS into the discussion thread and talk with each other about what you've generated.

Module 2— September 19 - 25

The Problem of Ethical Leadership in Black Life and Culture: Historical and Religious Perspectives

As we begin this important module on the problem of ethical leadership in Black life and culture, keep in mind that we are primarily interested in your gaining a broad sweep of historical and religious perspectives in African American moral traditions. When you have completed this section, you will be able to:

- Demonstrate an understanding of the historical underpinnings of religious and moral traditions that have nurtured leaders in African American life and practice;
- Demonstrate the place of narrative and dramaturgy as significant practices of African American leaders;
- Demonstrate an ability to identify Black pioneers who were key leaders and the 19th and 20th century movements that have shaped contexts and meanings for contemporary African American, national and global life and culture;
- Examine definitions and strategies of nascent African American leadership and its continued practices through the twentieth century in respect to integrationist and nationalist movements; and
- Examine the intersectionality of religion, race, class, gender and sexuality in African American leadership practices.

By September 19

- **Read:** Fluker, *The Ground Has Shifted*, Chapters 1 pp., 1- 15 – 2. pp. 16- 42
- **Lecture:** “The Tragic Character of Black Existence as Context for Ethical Life,” Part I &II

By Sunday September 24 at 11:59pm

- **Post:** Respond Focus Questions: Module 2a & 2b due by Sun September 24, 11:59pm

By September 25

- **Read** Nelson, *Rise and Fall of Modern Black Leadership*, Chapters 1, pp. 3-59 – 4, pp. 61-111
- **Lecture:** The Tragic Character of Black Existence as Context for Ethical Life, Part I &II
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See Canvas for Ethical Leadership Toolkit Exercises:

- Audio
- Creative Visualization
- Interviews

- Journaling
- Discussion Questions: Your Story
- Final Project Weeks 3 & 4: Generation of Ideas

By Sunday, October 2

POST a 1-2 paragraph summary of your GENERATION OF IDEAS into the discussion thread and talk with each other about what you've generated.

Module 3—October 3 - 10
The Problem of Ethical Leadership in Black Life and Culture:
Ideological and Cultural Antecedents

In this module, we will look closely at the ways in which ideology and culture insinuate consciousness and determine behavior and social practices. Among African American religious and civic leaders, uplift ideology, and its symbiotic relationship to the “politics of respectability” is a major challenge that has persisted intergenerationally. On the other hand, nationalist perspectives challenged this dominant portrayal of African American elites and identified more with counter-cultural ideologies that tended toward separatism and pan Africanist politics and global alliances. When you have completed this module, you will be able to:

- Demonstrate an appreciation of the ways in which history, ideology and culture conspired with and informed African American religious and moral leadership practices;
- Demonstrate an understanding of the significance of *recognition* as an ethical value in African American leadership practices and the challenges of *masking* and *mirroring*;
- Demonstrate an understanding of the notions of *dilemma* and *double consciousness* in respect to African American leadership;
- Demonstrate an understanding of African American leadership uplift ideology and the practices of respectability and race management; and
- Demonstrate an understanding of the significance of the religious and non-religious underpinnings of Black nationalist ideology and practices on African American leadership.

Required Reading:

Nelson, *The Rise and Fall of Modern Black Leadership*, Chapters 5-6.

October 1

Kendi, Ibram X. *Stamped from the Beginning*, Prologue, Chapters 1-7, pp. 1-57; Chapter 12, pp. 143-158.

Wilkerson, Isabel. *Caste: The Origins of Our Discontent*, Chapters 1-6, pp. 4-72.

October 8

Lectures:

“The Problem of Ethical Leadership in Black Life and Culture: Ideological and Cultural Antecedents”, Part I

October 3

“The Problem of Ethical Leadership in Black Life and Culture: Ideological and Cultural Antecedents,” Part II **October 10**

Focus Questions: Module 3a due by Sun October 1, 11:59pm

Focus Questions: Module 3b due by Sun October 8, 11:59pm

See Canvas for Ethical Leadership Toolkit Exercises:

- Creative Exercise
- Interviews
- Journaling
- Discussion Questions
- Final Project Weeks 5 & 6: Generation of Ideas

POST an outline of your *précis* to the discussion thread and talk with each other about what you’ve generated.

Module 4—October 17 & 24

Ethical Leadership and Black Church Practices

(Fall Break-???)

***Precis is due – October 24**

In this module, we will look specifically at the ways in which ethical leadership and black church practices and cultural performances intersect and often collide in public spaces. When you have completed this module, you will be able to:

- Reflect on black leadership in the latter half of the twentieth century and the ongoing manifestations of race as a shape-shifting ghost;
- Identify the genesis and development black church practices in relationship to the intersectionality of the problems of race, gender, sexual orientation, class and ability;
- Demonstrate an understanding of the methodological emphases of memory, vision and mission (remembering, retelling and reliving the story) of black churches in the United States; and
- Demonstrate an understanding of three major shifts (turnings) of black churches' narratives and performances in public spaces as moments of psycho-political (dilemma to diasporas), theo-ethical (exodus to exile) and existential-aesthetic (frying pan to the fire).

Required Reading:

Nelson, *The Rise and Fall of Modern Black Leadership*, Chapter 7-8.

October 15

Fluker, *The Ground Has Shifted*, Chapters 3-6

October 21

Lectures:

“Vision: Three Critical Moments for *Turning* to Black Church Futures” Part I

October 17

“Vision: Three Critical Moments for *Turning* . . .” Part II

October 24

Focus Questions: Module 4a due by Sun October 15, 11:59 pm

Precis: Due by Wednesday October 21, 11:59 pm

See Canvas for Ethical Leadership Toolkit Exercises:

- Creative Visualization
- Interviews
- Journaling
- Discussion Questions

Module 5—October 31 & November 7

Ethical Leadership and The Politics of Respectability

In this module, we will examine the origins and significance of the politics of respectability and its contemporary relevance to ethical leadership and the quest for social transformation. After completing this module, you will be able to:

- Identify the general historical and religious underpinnings of “the politics of respectability”;
- Identify key figures and movements associated with “the politics of respectability”; and
- Examine ways in which respectability has both served as an important practice of the African American freedom struggle and as a formidable challenge to new generations of activists and intellectuals; and
- Explore ways in which a self-critical intergenerational, intersectional community of discourse and practice surrounding the politics of respectability can empower and enrich the quest for social transformation.

Required Reading:

Fluker, *The Ground Has Shifted*, Chapters 7-9

October 29

Nelson, *The Rise and Fall of Modern Black Leadership*, Chapter 9-11.

October 29 & November 5

Lectures: **Mission: Reliving the Story**

“*Re-turning* to the Little House”

October 31

“Cultural Asylums and the Jungles They Planted in Them”

November 7

Focus Questions: Module 5a due by Sun October 29, 11:59 pm

Focus Questions: Module 5b due by Sun November 1, 11:59 pm

See Canvas for Ethical Leadership Toolkit Exercises:

- Creative Visualization
- Interviews
- Journaling
- Discussion Questions

Module 6

November 14 & 21

The Problem of Ethical Leadership in Black Life and Practices: Contemporary Issues and Strategies

In this final module, we will explore the tenuous and destructive relationship between neoliberalism and the black subject which has a significant impact on contemporary African American leadership and its self-understanding. In this module we will:

- Examine the ways in which marketization and the upward transfer of wealth and power to a financial elite diminishes African American leadership's moral capacity;
- Examine the ways in which African American leadership is tethered to the notion of self-understanding of a "capitalist ethical subject"; and
- Explore perspective approaches to the problem of ethical leadership, neoliberal conceptions of the self and the work of social justice.

Required Readings:

Fluker, *The Ground Has Shifted*, Chapter 10.

November 12

Lectures: "Mission—Reliving the Story: Neoliberalism and the Problem of Democratic Space"

November 12 & 19

***Final Paper/Project Presentations: on the Nov 14 and November 21, respectively.**

November 28
Class Presentations on Final Paper/Project

--Thanksgiving Break
(No Class)

December 5
Class Presentations and Closing Ceremony

December 12
Final Paper/Project due

December 20
Last Day of Classes

Theme Readings for Weekly Student Presentation

Black Pioneers September 19

Douglass, Frederick. "The Meaning of July Fourth for the Negro", Independence Day Speech, Rochester, New York, July 5, 1852

<http://www.historyisaweapon.com/defcon1/douglassjuly4.html>

West, Cornel and Buschendorf, Christa. *Prophetic Fire*, Chapter 1, "It a Beautiful Thing to Be on Fire"—Frederick Douglass.

Truth, Sojourner. "Ain't I A Woman?" Women's Convention, Akron, Ohio, 1851

<https://sourcebooks.fordham.edu/mod/sojtruth-woman.asp>

The Narrative of Sojourner Truth Dictated by Sojourner Truth (ca.1797-1883); edited by Olive Gilbert; Appendix by Theodore D. Weld. Boston: The Author, 1850.

<http://digital.library.upenn.edu/women/truth/1850/1850.html> (Please read for general understanding)

Garnet, Henry Highland. "An Address to The Slaves Of The United States" The National Negro Convention, Buffalo, New York (1843) <http://www.blackpast.org/1843-henry-highland-garnet-address-slaves-united-states>

Walker, David. "Our Wretchedness in Consequence of the Preachers of Religion" in *African American Religious History: A Documentary Witness*.

Black Foremothers September 26

Cooper, Anna Julia. "The Negro Problem in America" in *The Southern Workman* (February 1898).

_____. "The American Negro Academy" in *The Southern Workman* (February 1898), pp. 35-36.

Cooper, Brittney. "Proper, Dignified Agitation": The Evolution of Mary Church Terrell," in *Beyond Respectability*, Chapter 2, pp. 57-86.

Decosta -Willis, Miriam, Ed. *The Memphis Diary of Ida B. Wells*. (Please read for general understanding)

King, Preston. "Ida B. Wells and the Management of Violence," in Walter Earl Fluker and Preston King, co-editors. *Black Leaders and Ideologies in the South: Resistance and Non-Violence*, [hereafter *BLIS*], pp. 111-146.

Townes, Emilie M. *Womanist Justice, Womanist Hope* (Oxford University Press, 2000). Chapters 5-6. (optional)

West, Cornel and Christa Buschendorf. *Prophetic Fire*, Chapter 6, “Prophetic Fire—Ida B. Wells” (optional)_

Butler, Anthea D. *Women in the Church of God in Christ: Making a Sanctified World*: Introduction, Chapters 5 and 6. (optional)

Higginbotham, Evelyn Brooks. *Righteous Discontent: The Women’s Movement in the Baptist Church, 1880-1902*, Chapters 1 and 2.

Dilemma October 1

Du Bois, W. E. B. “The Talented Tenth,” in *Future of the Race*.

_____. “The Talented Tenth Memorial Address” in *Future of the Race*.

West, Cornel. “Black Strivings and the Twilight of a Civilization,” in *Future of the Race*

West, Cornel and Christa Buschendorf. *Prophetic Fire*, Chapter 2, “The Black Flame—W.E.B. DuBois”. (optional)

Washington, Booker T. “The Atlanta Exposition Address, 1895” *Selected Speeches of Booker T. Washington* ed. E. Davidson Washington (Garden City, New York: Doubleday, Doran & Co., 1932).

Hodges, N. “We Wear the Mask,” *BLIS*, pp. 76-110.

Dilemma October 8

Baldwin, James, “Down at the Cross: Letter from a Region in My Mind”, *The Fire Next Time* <https://www.newyorker.com/magazine/1962/11/17/letter-from-a-region-in-my-mind>

King, Martin Luther, *Where Do We Go From Here?* Chapter IV, 109-142.

X, Malcolm, “Message to the Grassroots” –<https://www.youtube.com/watch?v=ly39tp3LEKI>

Black Church Practices

October 15

Day, Keri. (2022). *Azusa Reimagined: A Radical Vision of Religious and Democratic Belonging*. Stanford, CA: Stanford University Press. Introduction and Chapters 1-3, 1-126.

Frederick, Marla F. *Between Sundays: Black Women and Everyday Struggles of Faith*, “Introduction” and “Prophetic Engagement,” 1-30 and pp. 37-128.

Monroe, Irene. “When and Where I Enter, The Whole Race Enters with Me: Que(e)rying Exodus,” in Anthony Pinn and Dwight Hopkins, *Loving the Body: Black Religious Studies and the Erotic* (Palgrave, 2004), 121-132. (optional)

Patterson, Robert J. *Exodus Politics: Civil Rights and Leadership in African American Literature and Culture* (University of Virginia, 2013). Introduction, “Civil Rights, Leadership and the Politics of Exodus” and Chapter 1, “Is He the One?: Civil Rights Activism and Leadership in Ernest Gaines, *The Autobiography of Miss Jane Pittman*.” (optional)

Ross, Rosetta E. *Witnessing and Testifying: Black Women, Religion, and Civil Rights Movement*, Chapters 2 and 3. (optional)

Warnock, Raphael. *The Divided Mind of the Black Church*, Introduction, Chapters 1-2, and Conclusion. (optional)

Williams, Delores. *Sisters in the Wilderness: The Challenge of Womanist God-Talk* (Maryknoll: Orbis Books, 1995) (optional)

Queering the Black Church

October 22

Best, Wallace. “Everybody Knew He was ‘That Way’: Chicago’s Clarence Cobbs, American Religion, and Sexuality During the Post-World War Period.” In Sorett, Josef. (Ed.). *The Sexual Politics of Black Churches* (New York: Columbia University Press, 2022), 78-103.

Lightsey, Pamela. *Our Lives Matter: A Womanist Queer Theology* (Pickwick Publications, 2015), Chapters 1-2.

Snorton, C. Riley, *Black on Both Sides: A Racial History of Trans Identity* (University of Minnesota Press, 2017), Preface, Introduction and Chapters 1-2, pp. vii-55.

Racial Uplift and Respectability Politics

October 29

Cooper, Brittney C. *Beyond Respectability: The Intellectual Thought of Race Women*, Prologue, Introduction and Chapters 1 and 6.

James, Joy. *Transcending the Talented Tenth*, Chapters 1 –3.

Racial Uplift and Respectability Politics

November 7

Gaines, Kevin K. *Uplifting the Race: Black Leadership, Politics, and Culture in the Twentieth Century* (Chapel Hill: University of North Carolina, 1996), Chapters 1-3 (4-6, optional).

Kennedy, Randall. "Lifting as We Climb: A Progressive Defense of Respectability Politics," *Harpers*, October 2015. <https://harpers.org/archive/2015/10/lifting-as-we-climb/>

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