

SYLLABUS

04HT6210: The Gospel and Race

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Course meeting times: June 17-20, 2019, on the RTS Atlanta campus: Monday-Thursday, 9a-4:30p.

Course description:

An introductory exploration of the intersection between the Gospel and racial issues. Attention will be paid to biblical-theological material, the history of race relations especially in the United States, and sociological data. Students will seek to work through these issues toward practical steps for ministry application in their local ministry contexts.

Goals:

1. *Introduce* the student to biblical-theological material on race, emphasizing God's mission to forge a multi-ethnic, multi-cultural people in and through Christ.
2. *Overview* the history of race relations, especially in the United States and focusing on white-black relations, engaging with key voices in the Christian tradition.
3. *Begin* to use key sociological terminology in thinking about race relations and develop theological constructs for understanding these issues.
4. *Suggest* practical steps for ministry application in local ministry contexts.

Required texts:

Anthony Bradley, *Aliens in the Promised Land: Why Minority Leadership is Overlooked in White Christian Churches and Institutions* (Phillipsburg: P&R, 2013); ISBN: 978-1596382343.

Ta-Nehisi Coates, *Between the World and Me* (Spigel and Grau, 2015); ISBN: 978-0812993547
 W. E. B. DuBois, *The Souls of Black Folk* (Dover, 2014); ISBN: 978-0486280417

Michael Emerson and Christian Smith, *Divided by Faith: Evangelical Religion and the Problem of Race in America* (New York: Oxford University Press, 2000); ISBN: 978-0195147070.

J. Daniel Hays, *From Every People and Nation: A Biblical Theology of Race* (Downers Grove: IVP, 2003); ISBN: 978-0830826162

Jemar Tisby, *The Color of Compromise: The Truth about the American Church's Complicity with Racism* (Grand Rapids: Zondervan, 2019); ISBN: 978-0310597261

Soong-Chan Rah, *The Next Evangelicalism: Freeing the Church from Western Cultural Captivity* (Downers Grove: IVP, 2009); ISBN: 978-0830833603

In Pursuit of Gospel Unity: PCA Papers on Racism and Racial Reconciliation (Atlanta: Committee on Discipleship Ministries, 2019); order here:
<https://www.pcabookstore.com/p-91508-pursuit-of-gospel-unity-pca.aspx>

Recommended books:

- Richard A. Bailey, *Race and Redemption in Puritan New England* (New York: OUP, 2014)
- Edward Blum and Paul Harvey, *The Color of Christ: The Son of God and the Saga of Race in America* (Chapel Hill: University of North Carolina Press, 2012).
- James Cone, *The Cross and the Lynching Tree* (Marynoll: Orbis, 2013).
- David L. Chappell, *A Stone of Hope: Prophetic Religion and the Death of Jim Crow* (Chapel Hill: University of North Carolina Press, 2005).
- Carolyn Dupont, *Mississippi Praying: Southern White Evangelicals and the Civil Rights Movement, 1945-1970* (New York: New York University Press, 2015).
- Korie L. Edwards, *The Elusive Dream: The Power of Race in Interracial Churches* (New York: OUP, 2008).
- Carl F. Ellis, Jr., *Free at Last?: The Gospel in African-American Experience* (Downers Grove: IVP, 1996); ISBN: 978-0830816873.
- Bryan Loritts, ed., *Letters to a Birmingham Jail: A Response to the Words and Dreams of Martin Luther King, Jr.* (Chicago: Moody, 2014); ISBN: 978-0802411969
- Sean Michael Lucas, *Robert Lewis Dabney: A Southern Presbyterian Life* (Phillipsburg: P&R, 2005).
- _____. *For a Continuing Church: The Roots of the Presbyterian Church in America* (Phillipsburg: P&R, 2015).
- Peter Slade, *Open Friendship in a Closed Society: Mission Mississippi and a Theology of Friendship* (New York: OUP, 2009).

Requirements and Grading:

1. *Regular attendance and class participation* (10%). Since we only have a week-long class, no absences are allowed; because this is a class that will have a number of discussion sessions, full participation in the discussions will be required for full points.
2. *Reading* (30%). You will be required to read 100% of the required texts. You will fill out a reading report that will disclosed how much of the assigned readings you have read.
3. *Reflection papers* (35%). You will write seven reflection papers, one on each of the books (except for Rah, *The Next Evangelicalism*). Each will be one page and will be turned in at the beginning of the teaching week.
4. *Final paper* (25%). You will write a five-page critical interaction with Soong-Chan Rah's *The Next Evangelicalism*.
5. *Grading scale (standard RTS scale):*

97-100	A
94-96	A-
91-93	B+
88-90	B
86-87	B-
83-85	C+

80-82	C
78-79	C-
75-77	D+
72-74	D
70-71	D-
Below 70	F

As part of our purpose to train servants of the triune God to walk with God in all of life, we expect godly integrity in the academic work done at RTS. God's covenant with His people calls for honesty and a commitment to truth (as in the 9th commandment). As we live in that covenant and in community with one another, upholding truth is an essential duty. Specifically applied to academic labors, this means that we accurately represent our work to others. In other words, neither cheating nor plagiarism is tolerated.

Instructions on particular assignments:

1. *Reflection papers (1 page each)*
 - a. For each reflection paper, you will respond to the book assigned by answering the following question: *in what ways did this book inform or correct my understanding of how Christians have or should engage racial relations?*
 - b. Do not write more than one page.
 - c. The reflection paper will be written with one-inch margins, double-spaced, 12 point Times Roman font.
 - d. You will turn in papers for all seven of the books (all except Rah, *The Next Evangelicalism*) on **Tuesday, June 18, 2019, at the beginning of class time. NB—that means you need to read the books and complete the assignment before the class week actually starts.**
 - e. The grade is pass/fail; if you follow instructions completely (including form requirements stated in line b), you will receive the full amount of points (signified by a check mark). If you fail to follow instructions, then the instructor will determine how many points are appropriate.
2. *Five-page response paper to The Next Evangelicalism.*
 - In section one, answer the following question (2-3 pages): *in what ways did Rah define white privilege, superiority, captivity, and power (n.b., these words are used interchangeably throughout the book)? Did he see this as positive or negative for global evangelicalism? Give examples to support your answer.*
 - In section two, answer the following question (2-3 pages): *in what ways did Rah's book inform, instruct, correct, or challenge your understanding of the nature of the church? Did you agree with his insistence on the need for a more thorough embrace of a multi-cultural approach? What practical steps might your local church take to get there?*
 - a. The response will be written with one-inch margins, double-spaced, 12 point Times Roman font. Please write in complete sentences, paragraphs, etc.
 - b. The response will be due on **Friday, July 19, 2019; no late papers will be accepted.**
 - Please email your paper—along with your reading report—to both of the email addresses listed in the syllabus.

**SCHEDULE OF ASSIGNMENTS
AND PROBABLE LECTURE SCHEDULE**

DAY	LECTURE	DISCUSSION	OTHER NOTES
Monday: morning	All Nations: Biblical Reflections on Race		Syllabus talk
Monday: afternoon	Continued	Hays	
Tuesday: morning	Divided by Faith: Historical Reflections	Tisby	Papers due
Tuesday: afternoon	Continued	DuBois	
Wednesday: morning	Continued	Coates	
Wednesday: afternoon	Sociological Realities in Thinking about Race	Emerson/Smith	
Thursday: morning	Continued	Bradley	Prepare for final paper
Thursday: afternoon	The Way Forward: Practical Steps for Christians and Churches	PCA Position Papers	


REFORMED THEOLOGICAL SEMINARY
SYSTEM

Course Objectives Related to MDiv* Student Learning Outcomes

Course: 4HT623: The Gospel and Race

Professor: Dr. Sean Michael Lucas

Campus: Atlanta

Date: June 2019

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> ➤ Strong ➤ Moderate ➤ Minimal ➤ None 	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Moderate	Several short writing assignments that interact with biblical, theological, and cultural/global information
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Moderate	Interaction with biblical materials on race.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Minimal	
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	Emphasizes that love for God motivates practical steps toward racial reconciliation
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Strong	Within a Reformed worldview, students engage the topic of racial relations.
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Strong	Engages the topic of racial relations within a winsomely reformed ethos.
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	None	
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	None	

Shepherd	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	Moderate	Practical steps suggests on applying classroom learning to ministry in local church context
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Strong	Engagement with recent denominational actions and larger public on the most significant public issue—race—over the past 250 years.