

THEO 650 “Race: America’s True Religion”
Prerequisite Class, THEO500, Introduction to Theology
Wednesdays, 6:30-9:30 p.m.
8 September – 8 December

Instructors

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Office hours (F2F or Zoom) by appointment

“The conquest of the earth, which mostly means the taking it away from those who have a different complexion or slightly flatter noses than ourselves, is not a pretty thing when you look into it too much.” Joseph Conrad, *Heart of Darkness*, 1902.

“Racist ideas make people of color think less of themselves, which makes them more vulnerable to racist ideas. Racist ideas make White people think more of themselves, which further attracts them to racist ideas.” Ibram X. Kendi, *How to Be an Antiracist*, 6.

“But race is the child of racism, not the father. And the process of naming ‘the people’ has never been a matter of genealogy and physiognomy so much as one of hierarchy.” (Ta-Nehisi Coates, *Between the World and Me*, p. 7).

A Note on this Syllabus

This course is being offered in a “hyflex” modality. This means a student is able to join the class via a video conference platform to view the lecture and participate in the class remotely. If a student decides to take the course as hyflex it is expected that they will be present remotely just as they would be joining the class face to face.

A great deal of course material will utilize Moodle. Consequently, this syllabus is exceptionally long and detailed, including step-by-step instructions for navigating the course in Moodle and detailed explanations of what the graded assignments entail. Please be certain to familiarize yourself thoroughly with the syllabus. All the information you need is here. Prior to contacting the instructor about the course, check the syllabus to see if the information you want is already in it.

While we will do our best to follow the syllabus as written, the changing nature of any given semester may mean that we may make some modifications to the course along the way. In this case, the changes will be made on Moodle and we will send emails to alert you to these changes. Please track your garrett.edu email accounts regularly for emails from us about the course.

Technology Notes

Given the use of information technology to deliver this course you will need to be certain you have sufficient technological ability to access and participate in this course. It is the student’s responsibility to have sufficient technology to access and participate in the course. The instructor will assume this and is not obligated to take technological difficulties into account when assessing the student’s work.

Minimum technological requirements

- Web Browser – You will need the latest version of the web browser you are using (Internet Explorer, Firefox, Safari, Google Chrome, etc.). Note that not all browsers work equally well with Moodle, so you may need to experiment with them if you have difficulty using all the functions on the site. (I use Firefox and have never had issues.)
- Operating System – In order to use the latest browser, you will need to have an operating system (Windows, Mac OS, etc.) that is up-to-date enough to handle it. Please be certain you have such an operating system.
- Internet Connection – You will need a high-speed internet connection that is sufficient to run streaming video with no difficulty. Usually cable and DSL connections can do this. Dial up cannot. If your home internet connection is not sufficient to provide this kind of connection, you will need to find access to a computer that does have this connection.
- Hardware – Bear in mind that you will need sufficient computing power in terms of memory, speed, audio, and video for the different aspects of this course to work well. Make certain that you have all of these in place so that you can run the necessary software and fully participate on-line.

Moodle

In addition to the weekly lecture this course will be delivered through the Moodle software Garrett-Evangelical uses (<https://courses.garrett.edu/>). Please be certain you can log on to Moodle before the course begins. Once it is available, the course name will appear on your Moodle list.

When you click on the course name, you will see a screen with the title of the course and my contact information. As you scroll down, you will see that the content of the course is contained in several large boxes, each with the title of the topic of the week. The course is organized around a series of activities that are in each of these boxes. Within each box you will find a series of hyperlinks. These links will connect you to readings that are available online or a variety of assignments you need to complete. You will have to click each of these in order to access the documents and assignments that are required in the course. This syllabus will explain the organization of the course and the activities that students are expected to accomplish in each section.

Course Objectives

The main purpose of these class is to equip students to engage in the work of “antiracism.” To accomplish students should learn the following.

1. Articulate their social location and how that influences their attitudes toward racial constructs.
2. Learn the history of racialization, critical race theory, and globalized racism.
3. To critique white privilege.
4. What it means to engage in the work of antiracism.
5. To engage in informed, critical, and constructive conversation regarding race that results in action.
6. Students will also see the implications of racialization for gender, class, religion, criminal justice, and reparations.

Course Requirements

Don't purchase these books all at once. However, those marked with * should be purchased right away and read in the order listed. For the reading schedule see below.

*Kendi, Ibram X. *Be Antiracist: A Journal for Awareness, Reflection, and Action*. New York: One World, 2020. ISBN: 978-0593233009, \$12.49.

*Kendi, Ibram X. *How to Be an Antiracist*. New York: One World, 2019. ISBN: 978-0525509288, \$13.87.

*Gossett, Thomas F. *Race: The History of an Idea in America*. 2nd ed. New York: Oxford University Press, 1997. ISBN: 0195097785, \$37.34.

*Gordon-Reed, Annette. *Racism in America: A Reader*. Cambridge: Harvard University Press, 2020. ASIN- B08FK3GKVC, free on Kindle and <https://doi.org/10.4159/9780674251656>.

Johnson, Sylvester A. *African American Religions, 1500-2000: Colonialism, Democracy, and Freedom*. Cambridge: Cambridge University Press. 2015. ISBN: 978-052115700, \$23.92.

Bantum, Brian. *The Death of Race: Building a New Christianity in a Racial World*. Minneapolis: Fortress Press, 2016. ISBN: 978-1506408880, \$16.99.

Kwon, Duke L., Gregory Thompson. *Reparations: A Christian Call for Repentance and Repair*. Grand Rapids: Brazos Press, 2021. ISBN: 978-1587434501, \$21.99.

Consult Moodle for additional reading material, a select bibliography, and a proposed class schedule.

Written Assignments

1. Social Location

On the first day of class you will be asked to share the following five social location identifiers as they apply to you: 1. "Gender," 2. "Race,"; 3. Economic class, 4. Religion/denomination, 5. City of origin. Then, you will be asked to respond to the following: Which of these do you think about most often? Which of these do you think about least often? Which of these would like to learn more about? How can we make class agreements to honor each others' identities? (Dupree-Dominguez, Molleen N. "Social Location Project." *Teaching Theology & Religion* 22, no. 1 (2019): 53–53.) (No grade will be assigned but it is expected that everyone will complete the assignment.)

2. Topical Colloquium

Students will be assigned to one of the following topics to work collaboratively on a presentation to be given to class on a date to be assigned. (Greater detail and description of topics to be provided.) (30% of final grade.)

1. Inventory with a narrative of racialized symbols on Garrett's campus.
2. Laws and the prison industrial complex.
3. Unmasking and deconstructing whiteness.
4. Racialized immigration.
5. Globalized racialization.
6. Racialized differences in health care.
7. Racialized differences in education.
8. Economic disparities.

9. Racialization, redlining, and housing.
10. Reparations.

2. An Antiracist Journal

Each student will be required to purchase, Kendi, Ibram X. *Be Antiracist: A Journal for Awareness, Reflection, and Action*. New York: One World, 2020. ISBN: 978-0593233009, \$12.49, and complete all the entries of the journal and then write a reflection paper on what you learned from the experience. What did you learn about yourself by journaling? Has journaling and what you learned from the experience changed your perspective and if so, how? What is the greatest challenge you will face in order to engage in the work of antiracism? (1000 words +-10%, 25% of final grade.)

4. A Theology of Antiracism

The final assignment will be to write a description of Christian theology that reflects the perspective of antiracism. You will want to give special consideration to the doctrines of God, Christ, and the Holy Spirit, the image of God, and theological anthropology. More about this will be covered in class. (2000 words, +-10%, 30% of the final grade.)

5. Moodle discussion groups

This course will be offered in a hyflex modality, which means we may have students online that we never see in our physical classroom. There will be discussion forums on Moodle for you to engage with your student colleagues who are online. Guidelines will be provided on Moodle. (15% of final grade.)

Paper submission guidelines:

- a. Written assignments are to be submitted to “Turnitin” on Moodle.
- b. They must be submitted in a Microsoft Word or a compatible format.
- c. Assignments must conform to Turabian (see, “Styles and Manual Guides” at <http://www.garrett.edu/library/citation.htm> or, <http://www.eturabian.com/turabian/index.html>).
- d. **All file names for papers MUST EXACTLY be named using the following format:**
StudentLastName_FirstInitial_THEO650_F21_Paper#
For example, Bryant_B_THEO650_F21_Paper

Academic Policies

All students are required to abide by the academic policies detailed in the *Academic Handbook* for the current academic year. The following policies are of particular importance to the successful completion of one’s coursework:

Writing

- Academic integrity and plagiarism: (See 19-20 Handbook, 12, 78-83) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- Writing and citations: The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)

- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/student-life/student-services/Writing-Center> for more detailed information.

Attendance and Class Participation

- Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed.... All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 19-20 Handbook, 9)
- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (19-20 Handbook, 19)
- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

Academic Accommodations

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.
- Extensions: For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (19-20 Handbook, 20)

Proposed Schedule

Date	Topic	Readings
9/8	Your Social Location, Social Constructs, and Social Contracts; Antiracism Journaling	Kendi, <i>Journal</i> ; your social location statement uploaded to Moodle
9/15	“Mythistory” and History of Racism in America	Gossett, chs. 1-8
9/22	History of Racism in America	Gossett, chs. 9-17
9/29	Racism in America	Gordon-Reed
10/6	Racism in America and Its Cost in Lives	Gordon-Reed
10/13	Critical Race Theory at the Intersection	Gordon-Reed; articles on Moodle
10/20	A Global View of Race, Racism and Palestinian Case Studies	Aulette; articles on Moodle
10/27	Beyond the Binary: Latinx, Asian Americans, Arab Americans, Native Americans	Articles on Moodle
11/3	<i>The Color of Christ, Marking Time, and Representations in Art</i>	Bantum; Articles on Moodle
11/10	Race: A Theological Account	Carter, Part 1-2

11/17	Race: A Theological Account	Carter, Part 3
12/1	Race, Racism, Reparations and the Evanston Case Study	Corlett; Articles on Moodle
12/8	The Work of Antiracism as a 12 Step Spiritual Discipline: A Reprisal and an Antiracism Covenant	Kendi, <i>Antiracism</i>

Rubric for Paper

Score Level	Content	Conventions	Organization
A	<ul style="list-style-type: none"> ▪ Is well thought out and supports the thesis of the paper ▪ Reflects application of creative and critical thinking ▪ Has clear goal that is related to the topic ▪ Is pulled from a variety of sources ▪ Is accurate 	<ul style="list-style-type: none"> ▪ No spelling, grammatical, or punctuation errors ▪ High-level use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Information is clearly focused in an organized and thoughtful manner. ▪ Information is constructed in a logical pattern to support the thesis statement.
B	<ul style="list-style-type: none"> ▪ Is well thought out and supports the thesis ▪ Has application of critical thinking that is apparent ▪ Has clear goal that is related to the topic ▪ Is pulled from several sources ▪ Is accurate 	<ul style="list-style-type: none"> ▪ Few spelling, grammatical, or punctuation errors ▪ Good use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Information supports the thesis statement of the paper.

C	<ul style="list-style-type: none"> ▪ Supports the thesis ▪ Has application of critical thinking that is apparent ▪ Has no clear goal ▪ Is pulled from a limited number of sources ▪ Has some factual errors or inconsistencies 	<ul style="list-style-type: none"> ▪ Minimal spelling, grammatical, or punctuation errors ▪ Low-level use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Project has a focus but might stray from it at times. ▪ Information appears to have a pattern, but the pattern is not consistently carried out in the paper. ▪ Information loosely supports the thesis statement.
D	<ul style="list-style-type: none"> ▪ Provides inconsistent information for the thesis ▪ Has no apparent application of critical thinking ▪ Has no clear goal ▪ Is pulled from few sources ▪ Has significant factual errors, misconceptions, or misinterpretations 	<ul style="list-style-type: none"> ▪ Several spelling, grammatical, or punctuation errors ▪ Poor use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Content is unfocused and haphazard. ▪ Information does not support the solution to the thesis statement. ▪ Information has no apparent pattern.

Rubric for Class Presentations

Score Levels	Content	Conventions	Organization
A	<ul style="list-style-type: none"> ▪ Understands the nature of the question in its historical and contemporary context. ▪ Reflects creative and critical thinking. ▪ Is pulled from a variety of sources. ▪ Is accurate. 	<ul style="list-style-type: none"> ▪ Presentation was clear and concise. ▪ Delivery was polished. ▪ Use of IT was appropriate and well integrated into the presentation. 	<ul style="list-style-type: none"> ▪ The response contained information that was current, correct, and organized in a logical way.
B	<ul style="list-style-type: none"> ▪ Understands the nature of the question. ▪ Has application of critical thinking that is apparent. ▪ Pulled from several sources. ▪ Is accurate. 	<ul style="list-style-type: none"> ▪ Presentation clear. ▪ Delivery was free of verbal and non-verbal distractions. ▪ Use of IT was helpful to presentation. 	<ul style="list-style-type: none"> ▪ The response contained information that was relevant and organized.

C	<ul style="list-style-type: none"> ▪ Struggles to grasp the relevance of the question. ▪ Reflects little creative or critical thinking. ▪ Pulled only from one source. 	<ul style="list-style-type: none"> ▪ Presentation lacked clarity and went too long. ▪ Delivery was disjointed and distracting. ▪ Use of IT had little purpose 	<ul style="list-style-type: none"> ▪ The response contained information that was organized but dated and incorrect.
D	<ul style="list-style-type: none"> ▪ Does not understand the nature of the question. ▪ Reflects no creative or critical thinking. ▪ Lacks understanding even of the chapter related to the question 	<ul style="list-style-type: none"> ▪ Presentation was confusing and difficult to follow. ▪ Delivery lacked significant signs of preparation. ▪ No thought given to use of IT. 	<ul style="list-style-type: none"> ▪ The response contained incorrect information that lacked organization.

Grading Scale

A+ 97-100	4.0	C+ 77-79	2.33
A 93-96	4.0	C 73-76	2.0
A- 90-92	3.67	C- 70-72	1.67
B+ 87-89	3.33	D+ 67-69	1.33
B 83-86	3.0	D 63-66	1.0
B- 80-82	2.67	D- 60-62	.67

