

BI 652

# African American Biblical Interpretation (English Exegesis)

## Semester

Spring 2024

## Instructor

Instructor: Matthew Schlimm (Ph.D., Duke University), Professor of Old Testament

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## Course Description

This course analyzes the interplay between the Bible and race with particular attention to the experiences of African Americans. Topics are biblical, historical, and theological in nature. Biblically, the course will examine not only the Bible's explicit teachings on race, but also ways that the biblical narrative (such as the exodus story) has informed black identity. Historically, the class will focus on slavery, its abolition, the civil rights movement, the Pan-African movement, as well as more contemporary issues. Theologically, students will gain exposure to ideas from liberationist, postcolonial, and black theologians. Successful completion of the class provides a solid understanding of biblical exegesis, biblical theology, and the Black experience in America. This course satisfies requirements for an English Exegesis class.

## Learning Outcomes

Students who successfully complete this course will:

1. Explain how the Bible has been used as an instrument of both oppression and liberation.
2. Describe key issues facing Black communities today.
3. Articulate how the Bible addresses situations faced by Black communities.
4. Demonstrate how African American interpretation of the Bible tends to differ from white and Eurocentric interpretation.

In keeping with the stated purpose of the M.Div. degree (“to serve the one God – Father, Son, and Holy Spirit – and prepare women and men for faithful, compassionate, and effective pastoral ministry”), this course helps meet the following M.Div. curricular objectives:

- Be formed by, live in, and minister out of Scripture and the historical and theological tradition of the church.
- Interpret the Christian Scriptures through faithful exegesis and in light of the Christian tradition.
- Preach the Word of God with faithfulness and clarity.

Additionally, this course helps meet the following MAMD curricular objective:

- Articulate and reflect critically and constructively on the biblical and theological foundations of God's mission to the world.

Additionally, this course helps meet the following MAM curricular objective:

- The student will be able to identify and interpret key themes from the Christian scriptures.

## Text(s), Readings, and Materials

### Required Textbooks:

1. Callahan, Allen Dwight. *The Talking Book: African Americans and the Bible*. New Haven: Yale University Press, 2006. ISBN: 9780300136166.
2. One of the following volumes:
  - For those wanting an OT commentary: Page, Jr., Hugh R., et al., eds. *The Africana Bible: Reading Israel's Scriptures from Africa and the African Diaspora*. Minneapolis: Fortress, 2010. ISBN: 978-0800621254.
  - For those wanting a discussion of OT women: Gafney, Wilda. *Womanist Midrash: A Reintroduction to the Women of the Torah and the Throne*. Louisville, Kentucky: Westminster John Knox Press, 2017. ISBN: 978-0664239039.
  - For those wanting a NT commentary: Blount, Brian K., et al., eds. *True to Our Native Land: An African American New Testament Commentary*. Minneapolis: Fortress, 2007. ISBN: 978-0800634216.
3. One of the books from the bibliography at the end of this document (for book review and presentation).
4. Other resources available through the web or our library.

### Recommended Textbook:

The following book has many points of continuity with Callahan's book, and it is accessible enough to be used in local churches.

McCaulley, Esau. *Reading While Black: African American Biblical Interpretation as an Exercise in Hope*. Downers Grove: IVP Academic, 2020. ISBN: 978-0830854868.

## Performance Expectations:

1. Attend all class sessions and other required activities.
2. Have and use all textbooks and required materials

3. Meet all deadlines.
4. Prepare adequately for each class session using appropriate study strategies.
5. Do your own work.
6. Listen actively and carefully in class, including following all directions.
7. Participate in class activities and discussions.
8. Write and speak effectively and appropriately.

## Technology Requirements:

1. **Email:** Students are expected to check their UD e-mail accounts regularly for course updates and University announcements.
2. **Electronic Devices:** Students are expected to have or locate their own access to computer equipment and a reliable internet connection. Distance students are required to have a working **webcam and microphone** because they will give video presentations during the semester.
3. **Moodle** is UD's Learning Management System, giving students access to course resources and gradebook as well as allowing them to upload assignments. Use Google Chrome or another compatible browser to navigate to <https://moodle.dbq.edu>. If this is your first time using Moodle, then your initial password is the same as that assigned as your network password. As this is an **online course**, students are expected to login to Moodle on a regular basis to access course resources, such as readings and discussion forums, as well as upload assignments.
4. **Technical Support:** If you have any difficulty with your UD e-mail account or with accessing Moodle, please contact the Technology HelpDesk at 563-589-3737 ([HelpDesk@dbq.edu](mailto:HelpDesk@dbq.edu)).
5. **Proctoring Services:** The instructor reserves the right to administer quizzes and exams remotely by an online authentication service called Proctorio. In the event Proctorio is used, you will need to meet the following technical requirements:
  - Working webcam and microphone
  - Internet connection of at least 2MBps (test at [www.speedtest.net](http://www.speedtest.net))
  - Chrome browser is required
  - Up-to-date operating system (Windows or Mac OS). You must take quizzes/exams on a desktop computer or laptop (not a tablet, Chromebook, or cell phone).
  - If you have any questions or concerns about your operating system, check out Proctorio by clicking on <https://proctorio.com/support>.

## Student Evaluation & Grading:

1. **COURSE REQUIREMENTS**
  - A. **Quizzes (30%):** Students are expected to take quizzes on a weekly basis covering lecture and reading material. Quizzes are **due every Monday at 11 pm CST**.
  - B. **Book Review Presentation (25%):** Prepare a 10- to 12-minute presentation of a book from the bibliography below. Your presentation should review the book, [1] paraphrasing its thesis in your own words (one sentence), [2] summarizing its organization (at least one sentence per chapter), [3] explaining the most insightful part(s) of the book, [4] describing

why anyone should read the book and making any critiques. Distance students should make videos. **Due Mon Feb 26 at 11 pm CST.**

- C. Commentary Comparison (20%):** Examine how a biblical passage (10-30 verses) is treated in either *True to Our Native Land*, *Womanist Midrash*, or *The Africana Bible*. Then examine how the same text is treated by a Caucasian scholar in the Anchor Bible Commentary, Word Biblical Commentary, Interpretation, the New Interpreter’s Bible, Women’s Bible Commentary (3rd ed.; Westminster John Knox), the New Cambridge Bible Commentary, New International Commentary on the Old/New Testament, the Story of God Bible Commentary, Smyth & Helwys Bible Commentary, Old/New Testament Library, Hermenia, Baker Commentary, or the NIV Application Commentary. Write a paper 800 words or less explaining the similarities and differences in each treatment. Students may need to compare several passages to decide on the best one to use for this assignment. **Due Mon Mar 18 at 11 pm CST.**
- D. Final Project (25%):** Prepare a 10- to 12-minute presentation where you analyze an artifact created by an African American who interacts with a specific part of the Bible. This artifact could be a sermon, book excerpt, speech, pamphlet, or even a work of art. It could be historical or contemporary. It should *not* be a work that formed a key part of a lecture (e.g., don’t use F. Douglass’s “What to the Slave Is the Fourth of July?”). **Due Mon April 15 at 11 pm CST.**
- E. Robust Participation** in all facets of the course is assumed. Failure to participate can result in the loss of one’s final grade by a letter grade or more.

## 2. GRADING SCALE

93 – 100%	A
90 – 92%	A-
87 – 89%	B+
83 – 86%	B
80 – 82%	B-
77 – 79%	C+
73 – 76%	C
70 – 72%	C-
67 – 69%	D+
63 – 66%	D
0 – 62%	F

## 3. REQUIREMENTS & OBJECTIVES

Course requirements are designed to help students fulfill objectives, as the following table explains:

Learning Goal:	Quizzes	Book Review	Commentary Comparison	Artifact Analysis
1. Explain the Bible as Tool of Oppression and Liberation	X		X	X
2. Gain an understanding of key issues facing black communities today.	X		X	X

3. Articulate how the Bible addresses situations faced by black communities.	X	X		X
4. Demonstrate how African American interpretation of the Bible tends to differ from white and Eurocentric interpretation.	X		X	

**Administrative Information:**

**Attendance and Make-up Policies:**

Students are required to watch all lectures. If students would like to request an excuse from doing something at the designated time, they should make their request via email to [mschlimm@dbq.edu](mailto:mschlimm@dbq.edu). Excused absences will be given for medical and professional reasons (such as meeting with an ordination board), as well as circumstances such as severe weather and family emergencies. Excused absences of this nature will not negatively affect grades, but the student bears full responsibility for submitting a request via email to be excused. If appropriate arrangements are not made ahead of time, then the relevant grade will be reduced by 5 percentage points for each twenty-four hour period it is late.

Engagement in online courses is determined by student active participation using Moodle – watching a lecture, submitting an assignment, taking a quiz, or participating in a discussion forum. Students who have not engaged within the first week of class in at least one of these methods as determined by the instructor will be dropped from the course by the Registrar for non-engagement.

**Confidentiality:**

Students may not convey information about other students, or use the work of other students, without receiving their permission.

**Plagiarism:**

As stated in the UDTs Student Handbook, "The seminary defines plagiarism as the copying or use of work or ideas not the student's own, in any form including AI generated text without acknowledgment. Students shall not represent the work of another as their own or in any way misrepresent their own work, or the work of another. The use of any outside source, whether of idea or of paraphrase, shall be properly acknowledged. Any quotation, even of phrase, shall be marked by quotation marks. Misrepresentation shall be avoided. The Seminary defines cheating as the dishonest use of resources. Cheating on any academic assignment is prohibited. The first offense of plagiarism, once established, will be penalized by an 'F' on the assignment. Second offense, once established, will be penalized with an 'F' for the course. Third offense, once established, results in the student being eligible for dismissal from the Seminary. The Academic and Student Affairs Committee of the Seminary, with the dean, shall adjudicate all claims of cheating and enforce this policy. Appeals of the decision of the Academic and Student Affairs Committee can be directed to the vice president of academic affairs through the director of seminary vocation. The VPAA decision is final."

**Inclusive Language Policy:**

As stated in the UDTs Catalog, "The University of Dubuque Theological Seminary affirms the equality of women and men in ministry and in the theological seminary, and affirms that language used in reference to humanity and to the people of God shall be gender inclusive. Papers and assignments done in the theological seminary shall conform to this guideline. Papers having gender biased language are unacceptable and shall be returned to the student for correction and, if applicable, a late penalty will apply. The seminary encourages all members of the community to be patient and encouraging with one another, as we all work toward the goal of language that reflects the unity and diversity of God's people." Furthermore, while students are not required to avoid the use of masculine pronouns when referring to God, they are encouraged to avoid excessive masculine language when describing God in commentary (translations should match the Hebrew text). As Scripture teaches (Luke 15), God is both the shepherd who searches for his lost sheep and the woman who searches for her lost coin.

**Academic Success Center:**

Students are welcome to contact the Academic Success Center to see what services (if any) would be helpful. Their website is: <https://www.dbq.edu/academics/academicsupportsuccess/>

**Library Support:**

Librarians are available to assist you in every stage of research assignments. The Reference Desk is located on the first floor of the Charles C. Myers Library. The phone number for the Reference Desk is 589-3770. Librarians also answer questions by email ([reference@dbq.edu](mailto:reference@dbq.edu)). Librarians can assist you in developing basic academic research skills and provide referrals as needed. Each academic department has an assigned librarian. Please contact your instructor to discuss library materials and services that will assist you in achieving course outcomes.

**Subject to Change:**

This syllabus, course calendar and other attending documents are subject to change during the semester.

**Americans with Disability Act (ADA) Statement:**

Reasonable accommodations are available for students who have a documented disability. All requested accommodations must first be approved through the Academic Success Center, 2nd floor of the Charles C. Myers Library (589-3262). Please notify your instructor during the first week of class of any approved accommodations needed for the course. Late notification may cause the requested accommodations to be delayed or unavailable, and approved accommodations are not retroactive. Confidentiality of all requests will be maintained.

**Title IX:**

The University of Dubuque is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the

basis of sex; which includes all forms of sexual misconduct. More information may be found at <https://www.dbq.edu/AboutUD/TitleIX/>

### **Jeanne Clery Act:**

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires the distribution of an Annual Security Report and Annual Fire Safety Report to all current faculty, staff, and students and notice of its availability to prospective students, faculty, and staff no later than October 1st of each year. More information may be found at <https://www.dbq.edu/SafetySecurity/JeanneCleryAct/>

### **Co-Curricular Disclaimer:**

Students carry out ministry responsibilities in the church and under the jurisdiction and oversight of their denominational judicatory and/or local congregation. Students engaging in ministry shall receive permission, guidance and oversight from these sources, including compliance with common requirements such as background checks, and authorization to preach or participate in the administration of the sacraments. All students enrolled in UD programs are expected to abide by the requirements described in the UD/UDTS student handbook.

As stated in the UD Student Handbook, "Students will often be required to provide their own transportation to and from off-campus activities and events. . . . Students are required, as a condition of their enrollment, to assume all risk and liability associated with their transportation to and from, and attendance at, off-campus experiences whether for required or voluntary activities."

## Netiquette: A Summary

All posts should reflect Christian character:

- Do solid work, "as unto the Lord."
- Do your own work; "Thou shalt not steal."
- Be kind; "Speak the truth in love."

Posts that do not do the assigned tasks will not receive credit. Inflammatory or insulting posts will be deleted, and can result in discipline, per institutional policy.

## Netiquette: The Details

- **Do solid work, "as unto the Lord."**
  - Carefully **proofread**, ensuring everything is clear and easy to understand.
  - **Follow the instructions** given for the discussion. Give particular attention to show long posts should be.

- **Directly relate** your post to the forum. If you would like to chat about issues unrelated to the questions posted, please use the "Coffee House" link found near the top of our website.
- **Do your own work; "Thou shalt not steal."**
  - As stated in the UDTs Student Handbook, "The Seminary defines **plagiarism** as the copying or use of another person's work in any form without acknowledgment. Students shall not represent the work of another as their own or in any way misrepresent their own work, or the work of another. The use of any outside source, whether of idea or of paraphrase, shall be properly acknowledged. Any quotation, even of phrase, shall be marked by quotation marks. Misrepresentation shall be avoided. The first offense of plagiarism definitively established will be penalized by an 'F' on the assignment. Second offense, definitively established, will be penalized with an 'F' for the course. Third offense, definitively established, results in the student being subject to dismissal from the Seminary."
  - Students may **not convey information about other students**, or use the work of other students, without receiving their permission
  - **Copying and pasting** material from other websites constitutes plagiarism (unless such material is properly quoted and cited).
- **Be kind; "Speak the truth in love."**
  - Be **respectful** of each member of the classroom, including peers and instructor. You are encouraged to write as if you were talking to the person face to face. If you would hesitate to say out loud and in company what you're preparing to post or email, it is probably wise not to press the "send" or "post" button.
  - **Avoid cynical or humorous comments**, as they can be misinterpreted.
  - **Concisely** give readers something **substantive** to read.
  - **Avoid dominating** class discussions.
  - Use **gender-inclusive language**. As stated in the UDTs Catalog, "The University of Dubuque Theological Seminary affirms the equality of women and men in ministry and in the theological seminary, and affirms that language used in reference to humanity and to the people of God shall be gender inclusive."
  - **Evaluate** the course (teaching materials, instruction strategies, work load, and classroom administration) in an appropriate context which will be made available at the end of the term. If there are specific questions or concerns, please address them directly to your instructor.



- If another student makes a post that you believe does not abide by this etiquette, please **email** the professor as soon as possible.

**This syllabus, course calendar and other attending documents  
may be subject to change during the semester.**

## Bibliography:

Students are required to choose a book from the list below and give a class presentation on it. For any book over 250 pages, students are welcome to work with the professor to choose appropriate chapters. Students will receive additional instructions so they do not choose the same book as someone else.

Bailey, Randall C., editor. *Yet with A Steady Beat: Contemporary U.S. Afrocentric Biblical Interpretation*. Semeia Studies 42. Atlanta: SBL, 2003.

Barber, II, William J., with Jonathan Wilson-Hartgrove. *The Third Reconstruction: How a Moral Movement Is Overcoming the Politics of Division and Fear*. Boston: Beacon, 2016.

Bowens, Lisa M. *African American Readings of Paul: Reception, Resistance, and Transformation*. Grand Rapids: Eerdmans, 2020.

Brooks, Gennifer Benjamin, editor. *Black United Methodists Preach!* Nashville: Abingdon Press, 2012.

Brown, Teresa Fry. *Weary Throats and New Songs: Black Women Proclaiming God's Word*. Nashville: Abingdon, 2003.

Butler, Jr., Lee H. *A Loving Home: Spirituality, Sexuality, and Healing Black Life*. Minneapolis: Fortress Press, 2000.

Chappell, David L. *A Stone of Hope: Prophetic Religion and the Death of Jim Crow*. Chapel Hill: University of North Carolina Press, 2004.

Collier-Thomas, Bettye. *Daughters of Thunder: Black Women Preachers and Their Sermons, 1850–1979*. San Francisco: Jossey-Bass, 1998.

Cone, James. *The Cross and the Lynching Tree*. Maryknoll, NY: Orbis, 2013.

- \_\_\_\_\_. *Black Theology and Black Power*. Maryknoll, NY: Orbis, 2018.
- Crawford, Evans E. Crawford. *The Hum: Call and Response in African American Preaching*. Nashville: Abingdon Press, 1995.
- Crowder, Stephanie Buckhanon. *When Momma Speaks: The Bible and Motherhood from a Womanist Perspective*. Louisville: Westminster John Knox, 2016.
- Davis, Stacy. *This Strange Story: Jewish and Christian Interpretation of the Curse of Canaan from Antiquity to 1865*. Lanham, MD: University Press of America, 2008.
- DiAngelo, Robin and Michael Eric Dyson. *White Fragility: Why It's So Hard for White People to Talk About Racism*. Boston: Beacon, 2018.
- Douglas, Kelly Brown. *Stand Your Ground: Black Bodies and the Justice of God*. Maryknoll, NY: Orbis, 2015.
- Douglass, Frederick. *Autobiographies: Narrative of the Life of Frederick Douglass, an American Slave; My Bondage and My Freedom; Life and Times of Frederick Douglass*. Edited by Henry Louis Gates. The Library of America 68. New York: Literary Classics of the United States, 1994.
- Douglas, Kelly Brown. *Sexuality and the Black Church: A Womanist Perspective*. Maryknoll, NY: Orbis Books, 1999.
- Dyson, Michael Eric. *I May Not Get There with You: The True Martin Luther King Jr.* New York: The Free Press, 2000.
- Felder, Cain Hope, editor. *Stony the Road We Trod: African American Biblical Interpretation*. Minneapolis: Fortress Press, 1991.
- Garvey, Marcus. *Selected Writings and Speeches of Marcus Garvey*. Edited by Thomas Crawford. Dover Thrift Edition. Dover, 2012.
- Gilbert, Kenyatta. *The Journey and Promise of African American Preaching*. Minneapolis: Fortress, 2011.
- Hayes, Diane L and Cyprian Davis, eds. *Taking Down Our Harps: Black Catholics in the United States*. Maryknoll, NY: Orbis Books, 1998.
- Haynes, Stephen R. *Noah's Curse: The Biblical Justification of American Slavery*. Oxford: Oxford University Press, 2002.
- Hood, Robert E. *Begrimed and Black: Christian Traditions on Blacks and Blackness*. Minneapolis: Fortress, 1994.
- Jennings, William James. *After Whiteness: An Education in Belonging*. Theological Education between the Times. Grand Rapids: Eerdmans, 2020.

- Junior, Nyasha. *An Introduction to Womanist Biblical Interpretation*. Louisville: Westminster John Knox, 2015.
- Junior, Nyasha, and Jeremy Schipper. *Black Samson: The Untold Story of an American Icon*. New York: Oxford University Press, 2020.
- Kendi, Ibram X. *How to Be an Antiracist*. New York: One World, 2019.
- King, Jr., Martin Luther. *A Testament of Hope: The Essential Writing and Speeches of Martin Luther King, Jr.* Edited by James M. Washington. New York: HarperOne, 2003.
- Kirk-Duggan, Cheryl A, and Tina Pippin. *Mother Goose, Mother Jones, Mommie Dearest: Biblical Mothers and Their Children*. Society of Biblical Literature Semeia Studies. Atlanta: Society of Biblical Literature, 2009.
- LaRue, Cleophus. *The Heart of Black Preaching*. Louisville: Westminster, 2000.
- \_\_\_\_\_. *I Believe I'll Testify: The Art of African American Preaching*. Louisville: Westminster John Knox Press, 2011.
- Marsh, Charles. *God's Long Summer: Stories of Faith and Civil Rights*. Princeton: Princeton University Press, 1999.
- McCaulley, Esau. *How Far to the Promised Land: One Black Family's Story of Hope and Survival in the American South*. New York: Convergent, 2023. 978-0593241080.
- McMickle, Marvin A. *A Time to Speak: How Black Pastors Can Respond to the HIV/AIDS Pandemic*. Cleveland: Pilgrim, 2008.
- \_\_\_\_\_. *Where Have All the Prophets Gone? Reclaiming Prophetic Preaching in America*. Cleveland, Ohio: The Pilgrim Press, 2006.
- \_\_\_\_\_. *Preaching to the Black Middle Class: Words of Challenge and Hope*. Valley Forge: Judson Press, 2000.
- Menakem, Resmaa. *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*. Las Vegas: Central Recovery Press, 2017.
- Mitchell, Henry H. *Black Preaching: The Recovery of a Powerful Art*. Nashville: Abingdon Press, 1990.
- Mitchem, Stephanie Y. *Introducing Womanist Theology*. Maryknoll, New York: Orbis Books, 2002.
- Page, Jr., Hugh R. *Israel's Poetry of Resistance: Africana Perspectives on Early Hebrew Verse*. Minneapolis: Fortress, 2013.

- Patterson, Sheron C. *New Faith: A Black Christian Woman's Guide to Reformation, Re- Creation, Rediscovery, Renaissance, Resurrection, and Revival*. Minneapolis: Fortress Press, 2000.
- Phillips, Nichole. *Patriotism Black and White; the Color of American Exceptionalism*. Waco: Baylor University Press, 2019.
- Powery, Luke. *Dem Dry Bones: Preaching Death and Hope*. Minneapolis: Fortress, 2012.
- Powery, Emerson B. and Rodney S. Sadler, Jr. *The Genesis of Liberation: Biblical Interpretation in the Antebellum Narratives of the Enslaved*. Louisville: Westminster John Knox, 2016.
- Raboteau, Albert. *Slave Religion: The "Invisible Institution" in the Antebellum South*. New York: Oxford University Press, 2004.
- Ross, Rosetta. *Witnessing and Testifying: Black Women, Religion and Civil Rights*. Minneapolis: Fortress Press, 2003.
- Simmons, Martha and Frank A. Thomas. *Preaching with Sacred Fire: An Anthology of African American Sermons, 1750 to the Present*. New York: W.W. Norton & Co., 2010.
- Smith, Mitzi J. *Womanist Sass and Talk Back: Social (In)Justice, Intersectionality, and Biblical Interpretation*. Eugene, OR: Cascade, 2018.
- \_\_\_\_\_. *Insights from African American Interpretation. Reading the Bible in the 21<sup>st</sup> Century*. Minneapolis: Fortress, 2017.
- Stevenson, Brian. *Just Mercy: A Story of Justice and Redemption*. New York: Spiegel & Grau, 2014.
- Thandeka. *Learning to Be White: Money, Race, and God in America*. New York: Continuum, 1999.
- Thomas, Frank. *They Like to Never Quit Praisin' God: The Role of Celebration in Preaching*. Cleveland, OH: Pilgrim Press, 2013.
- Thompson, Lisa. *Ingenuity: Preaching as an Outsider*. Nashville: Abingdon, 2018.
- Tisby, Jemar. *The Color of Compromise: The Truth about the American Church's Complicity in Racism*. Grand Rapids: Zondervan, 2019.
- Turner, Nat. *The Confessions of Nat Turner*. (Available through various publishers; try to use an unabridged edition.)
- Tyson, Timothy B. *Blood Done Sign My Name: A True Story*. New York: Three Rivers, 2004.
- Wilson-Hartgrove. *Reconstructing the Gospel: Finding Freedom from Slaveholder Religion*. Downers Grove: IVP, 2018.

Wimbush, Vincent L., and Rosamond C. Rodman, editors. *African Americans and the Bible: Sacred Texts and Social Textures*. Eugene, Oregon: Wipf & Stock, 2012.

Woodson, Carter G. *The Mis-education of the Negro*. (Available through various publishers; try to use an unabridged edition.)

More works of black biblical scholars can be found here:

<https://database.everyvoicekingdomdiversity.org/> or <https://ibr-bbr.org/bibliography-of-black-old-testament-scholars>. (Every Voice is more recent and includes scholars of other races, while the IBR page is less recent and more focused on African American scholars. Each database was created by the same team of scholars.) If a student would like to select a work from that bibliography instead of one of the works above, they should request instructor approval. A final option: students can treat issue 75.1 of *Interpretation: A Journal of Bible and Theology* as a book they review. Its table of contents is available here: <https://journals.sagepub.com/toc/intc/75/1>.

Tentative Schedule:

See next page.

Tue	Mon	Wk		Lecture 1	Lecture 2	Student Requirements	Callahan	
16-Jan	- 22-Jan	1	Intro	Intro to course.	Poison Book & Good Book.	Watch Lecture(s). Take Lecture Quiz 1 due 11 pm CST Tue	xi-xiv; 1-48	
23-Jan	- 29-Jan	2	Exile	Middle Passage & Prophetic Texts	Ezekiel & Modernity	Watch Lecture(s). Take Lecture Quiz 2 due 11 pm CST Tue	49-82	
30-Jan	- 5-Feb	3		Ps 137 & Black Lament	Ghetto & Responses	Watch Lecture(s). Take Lecture Quiz 3 due 11 pm CST Tue		
6-Feb	- 12-Feb	4	Exodus	Exodus in 19th cent	Exodus in 20th cent	Watch Lecture(s). Take Lecture Quiz 4 due 11 pm CST Tue	83-137	
13-Feb	- 19-Feb	5		Wandering in Desert	Directions to Promised Land	Watch Lecture(s). Take Lecture Quiz 5 due 11 pm CST Tue		
20-Feb	- 26-Feb	Seminary Study Days				<b>10-min video book review due Mon 2/26 at 11 pm CST</b>		
27-Feb	- 4-Mar	6	Exodus	Jim Crow Museum	Book Reviews	Watch Lectures, Book Reviews. Take Lecture Quiz 6 due 11 pm CST Tue	83-137 (con't.)	
5-Mar	- 11-Mar	7		Legacy Museum	Nat Morgan	Watch Lecture(s). Take Lecture Quiz 7 due 11 pm CST Tue		
12-Mar	- 18-Mar	8	Ethiopia	Ethiopia Intro	Garvey, Pan-Africa	Watch Lecture(s). <b>Commentary Comparison Due 11 pm CST Mon 3/18.</b> Take Lecture Quiz 8 due 11 pm CST Tue	138-184	
19-Mar	- 25-Mar	9		Black Theology	Jesus's Skin Color	Watch Lecture(s). Take Lecture Quiz 9 due 11 pm CST Tue		
26-Mar	- 1-Apr	Research & Easter Break						
2-Apr	- 8-Apr	10	Emmanuel	Rejecting Jesus	Jesus: Heavenly Savior	Watch Lecture(s). Take Lecture Quiz 10 due 11 pm CST Tue	185-246	
9-Apr	- 15-Apr	11		Jesus: Social Reformer	Jesus: Miracle Worker	Watch Lecture(s). <b>10-min video artifact analysis due Mon 4/15 at 11 pm CST.</b> Take Lecture Quiz 11 due 11 pm CST Tue.		
16-Apr	- 22-Apr	12		Jesus: Jailbird	Presentations	Watch Lecture(s), Presentations. Take Lecture Quiz 12 due 11 pm CST Tue		
24-Apr	- 27-Apr	Exam Week: No Exams in This Class.						