

DENOM 604 United Methodist Studies: 20th Century to Present
Garrett-Evangelical Theological Seminary
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A Note on the Course Modality and the Syllabus

This course is being offered in a blended-synchronous modality. For a description of modalities see, https://mygets.garrett.edu/ICS/Courses_and_Syllabi/Course_Schedule/. A blended-synchronous course means students may take it either online or in person synchronously. A student must decide which modality will be selected as once a student appears online it will be counted as an online course. Please note that all times are CENTRAL.

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. The syllabus will establish policies for the course while Moodle will provide much of the instruction and content. Please be certain to familiarize yourself **thoroughly** with the syllabus and Moodle before the start date of class. All the information you need is there. Prior to contacting Dr. Bryant about the course, check the syllabus and Moodle to see if the information you want is already there.

While every attempt will be made to follow the syllabus as written, given the changing nature of any given semester it may mean that some modifications to the course will be made along the way. In this case, the changes will be made on Moodle and emails will be sent to alert you to these changes. Please track your garrett.edu email accounts regularly for emails regarding the course.

Course Description

This course is designed to provide the student with a better understanding of the theological, historical, and denominational structure of the United Methodist Church from the beginning of the 20th century to the present. Attention to themes such as the ecumenical movement, world missions, evangelism, and social justice will also be given.

Course Objectives

By the end of this course the student should be able to-

- experience what it means to engage in “conference”
- discuss the historical events and theological issues leading up to the mergers in 1939 and 1968
- demonstrate an awareness of contributions made by women and other cultural traditions to United Methodism as well as the significance of the racialization of persons of color
- understand the historical and theological basis for United Methodist social principles and their relationship to missions and evangelism
- better understand the connectional, itinerant, and catholic nature of United Methodism

- engage contemporary UM issues by applying history, doctrine, and UM polity.

Navigating the Course

The course will be delivered on Microsoft Teams and Moodle software, platforms that Garrett-Evangelical uses (<http://garrett.ethinkeducation.com/>). Please be certain you have Microsoft Teams and can log on to Moodle before the course begins. The course won't be available until the start of the semester and when it is the course name will appear on your Moodle list. You'll be notified by email when it is activated.

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 (discussion forums, etc.). You will have to click each of these 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.

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 the coursework:

Writing

- academic integrity and plagiarism: (See *2019-2020 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). (*2019-2020 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/studentlife/student-services/\"Writing Center\"](https://www.garrett.edu/studentlife/student-services/\) 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 and learning process have an obligation to honor and respect varying perspectives on relevant issues. (See *2019-2020 Handbook*, 9)
- Attendance and lateness policies: Attendance is required. While much of this class is an online course and attendance in the usual sense can't be measured when you log into Moodle for work this can be noted. If your presence on Moodle is not noted this will be seen as a "red-flag" and you will be contacted to make sure that things are copacetic.

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 (2019-2020 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. (*2019-2020 Handbook*, 20)

Technology Notes

Given the course's reliance on technology 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.

Course Requirements

Required Reading

The Book of Discipline of the United Methodist Church 2016. Nashville: United Methodist Publishing House, 2017. (BOD) Kindle Edition, ASIN: B01NCNW6FM, \$13.49. Also, online for free.

The Book of Resolutions of the United Methodist Church, 2016. Nashville: United Methodist Publishing House, 2017. (BOR) Kindle Edition, ASIN: B01N9JOOKE, \$12.99. The Kindle version is preferred because of its search ability.

Dreff, Ashley Boggan. *Nevertheless: American Methodists and Women's Rights*. Nashville, TN: Wesley's Foundry Books, 2020. ISBN- 978-1945935770, \$16.99.

Richey, Russell E., Kenneth E. Rowe, and Jean M. Schmidt. *American Methodism: A Compact History*. Nashville: Abingdon Press, 2012. (AMCH) ISBN: 1426742274, \$29.99.

Rasmus, Rudy, ed. *I'm Black. I'm Christian. I'm Methodist*. Nashville, TN: Abingdon Press, 2020. ISBN- 978-1791017095, \$9.59.

Warner, Lacey C. *The Method of our Mission: United Methodist Polity & Organization*. Nashville: Abingdon Press, 2014. ISBN- 142676717X, \$16.99.

Other required reading that is necessary for presentations will be posted Moodle.

Supplemental Reading

Current, Angella P. *Breaking Barriers: An African American Family & the Methodist Story*. Nashville: Abingdon Press, 2001.

Dong, Peter M. *The History of the United Methodist Church in Nigeria*. Nashville: Abingdon Press, 2000.

Klaiber, Walter and Manfred Marquardt. *Living Grace: An Outline of United Methodist Theology*. Nashville: Abingdon, 2001.

McClain, William B. *Black People in the Methodist Church: Whither Thou Goest?* Nashville: Abingdon, 1984.

McEllhenney, John G. *United Methodism in America: A Compact History*. Nashville: Abingdon, 1992.

Murray, Peter C. *Methodists and the Crucible of Race, 1930-1975*. Columbia: University of Missouri Press, 2004.

Nickell, Jane E. *We Shall Not be Moved: Methodists Debate Race, Gender, and Homosexuality*. Eugene, Oregon: Pickwick Publications, 2014.

Noley, Homer. *First White Frost: Native Americans and United Methodism*. Nashville: Abingdon, 2000.

*Osinski, Keegan. *Queering Wesley, Queering the Church*. Eugene: Cascade Books, 2021.

Bibliographies

For a more comprehensive bibliography of Methodist material please consult the following:
Anderson, Christopher, editor. *United Methodist Studies: Basic Bibliographies*, 6th edition.

Madison, NJ: Drew University, 2014.

http://depts.drew.edu/lib/methodist/UMStudies_Bibliography.pdf

Eltscher, Susan M., editor. *Women in the Wesleyan and United Methodist Traditions: A Bibliography*. Madison: GCAH, 1991.

Gray, Jr. C. Jarrett. *The Racial and Ethnic Presence in American Methodism: A Bibliography*. Madison, GCAH, 1991.

Lenhart, Thomas, and Frederick A. Norwood. *Native American Methodists*. Lake Junaluska, NC: The Commission on Archives and History, 1979.

Melton, John Gordon. *A Bibliography of Black Methodism*. Evanston, IL: Institute for the Study of American Religion, 1970.

Required Assignments and Writing

1. Each student will prepare a presentation of a question to be presented on the dates assigned (see Moodle). The presentation will consist of two parts. The first part will be the class presentation itself and it may utilize slides (e.g. PowerPoint), multimedia, or use a lecture format. The second part will consist of the manuscript and PowerPoint if that was used in the presentation. Treat the manuscript as you would a research paper and it should include citations, a bibliography, and uploaded to Turnitin. In the presentation make sure you cover the following:
 - a. What is the question and how is it relevant today?
 - b. Succinctly summarize the issue raised by the article in *Questions for the 21st Century Church*. What are the theological themes? What is at stake?
 - c. What does the *Discipline* have to say regarding the issue? Summarize and cite the relevant material.
 - d. What is the historical background to the issue? After discovering your assigned question be sure to read the *AMCH* with your question in mind and include a summary of relevant information with citations (e.g. *AMCH*, 6).
 - e. Propose a solution to the problem raised by the question.
 - f. **The classroom presentation should be approximately 15-20 minutes in length. The manuscript should be 2000 words in length (+-10% words). This is based on a reading rate of about 150 words per minute. The presentation with the documentation will be worth 30% of the final grade.**
2. Using the *Discipline* and the Warner text, write a response to the following:
 - a. Discuss the nature of the superintendency, the itinerancy, and connectionalism in United Methodism as a denomination. (600 words)
 - b. What roles do the General, Jurisdictional, Central, and Annual Conferences play in the United Methodist Church? (600 words)
 - c. What does it mean to call the church “a means of grace” and how does this influence the mission of the United Methodist Church? How is this mission best carried out? (600 words)
 - d. For citation purposes references with *Discipline* or Warner followed by the page number will suffice. Other sources must be fully cited.
 - e. **1800 words total, +-10%, 20% of the final grade.**

3. The Drecht and Rasmus texts are complimentary works that need to be read together. Read them both first and then write a single book review pointing out the thesis of each along with a critical analysis and how each contributes to your understanding of the issues discussed. See the link on Moodle for ways to write a book review and for the rubric. In general, you need to convince me that you read the book (**1200 words and 20% of the final grade**).
4. Select one of the questions raised in the course and propose a solution to the issue in the form of a petition for General Conference. You may use the question you presented for your petition. **Question 6 is excluded from this assignment.**
 - a. For instructions on how to format a petition see the PDF file on Moodle, “Formatting Instructions for Petitions to General Conference.”
 - b. Be sure to follow these formatting instructions and include “a rationale supporting the petition.” There is a 50-word limit to this section that you will need to keep for the sake of the petition. However, for the assignment you will need to expand and expound in this section to give consideration to the historical setting of the issue; a theological reflection on both the problem and the petition. Be sure to identify what is at stake theologically.
 - c. There is no need to include a document consisting of “anticipated financial requirements.” Instead, include a section identify your political strategy to help get the petition passed. This is how the ‘sausage’ is made.
 - d. This is to be submitted on TurnItIn (**30% of final grade, 1600 words, +-10%**).
6. Paper submission guidelines
 - a. **Written assignments must be submitted to “Turnitin” by the last day of class.**
 - b. Written assignments must be submitted in a Microsoft Word or a compatible format.
 - c. Assignments 3 and 4 above must conform to Turabian. For style guides see, www.guides.garrett.edu/citing-writing-resources/style-guides.
 - d. **Papers submitted to Turnitin MUST BE EXACTLY named using the following format:** StudentLastName_FirstInitial_DENOM604x_S24_Paper#
For example, Bryant_B_DENOM604x_S24_Paper1
There will be a point deducted from the grade for not doing this.

United Methodist Resources on the Internet. (Please let Dr. Bryant know of broken links.)

The United Methodist Church- www.umc.org

The Council of Bishops- <https://www.unitedmethodistbishops.org/>

United Methodist General Boards, Agencies, and Commissions

General Board of Church and Society- www.umc-gbcs.org

General Commission on Christian Unity and Interreligious Concerns-

www.umcdiscipleship.org/resources/christian-unity-and-interreligious-concerns

General Commission on Religion and Race- www.gcorr.org

General Council on Finance and Administration- www.gcfa.org

General Board of Higher Education and Ministry- www.gbhem.org

General Board of Discipleship- www.gbod.org

General Commission on United Methodist Men- www.gcumm.org

General Board of Global Ministries- www.umcmmission.org

General Board of Pension and Health Benefits, now
 Wespeth Benefits and Investments- www.wespath.org
 General Commission on the Status and Role of Women- www.gcsrw.org
 General Commission on Archives and History- www.gcah.org
 United Methodist Communications- www.umcom.org
 United Methodist Young People- www.umcyoungpeople.org
 United Methodist Publishing House- www.umph.org

United Methodist Caucus Groups

UM Queer Clergy Caucus- www.umqcc.org
Black Methodists for Church Renewal (BMCR)-
National Hmong Caucus of the United Methodist Church- www.hmongumc.org
Metodistas Asociados Representando la Causa de los Hispano-Americanos (MARCHA)-
www.marchaumc.org
 National Federation of Asian American United Methodists- www.nfaaum.org
 Native American International Caucus- <http://www.naicumc.com/>
 Pacific Islander National Caucus of United Methodists-
www.resourceumc.org/en/churchwide/pacific-islander-national-plan

Grading Scale

Please note- because institutional grading is on a 4.0 scale the top number grade is 96 on a 100 point scale.

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

PROPOSED QUESTION ORDER FOR PRESENTATIONS

Question/date/presenter	Question/date/presenter
Q 1: What is the character of Wesleyan theology?	Q 14: What style of episcopal leadership will our bishops embody and model?
Q 2: What is the character of Methodist theology?	Q 15: Is there a better way to elect bishops?
Q 3: Can United Methodist theology be contextual?	Q 16: Has United Methodist preaching changed?
Q 4: Does Methodism have a future in American culture?	Q 17: What is the future of music in The United Methodist Church?
Q 5: Is United Methodism a world church?	Q 18: Does Methodism have a future in an electronic culture?
Q 6: Is there an authentic way of queering Wesley and the Church?	Q 19: Will the city lose the church?

Q 7: Clergy leaders: who will they be? How will they emerge? To what will they lead us?	Q 20: Is holistic evangelism possible?
Q 8: Is division a new threat to the denomination?	Q 21: What difference do size, site, and style of the Annual Conference make?
Q 9: How do caucuses contribute to the connection?	Q 22: What is the common discipline for local churches?
Q 10: Has our theology of ordained ministry changed?	Q 23: What defines clergy compensation: mission or market?
Q 11: Are extension ministries an opportunity to reclaim the Wesleyan tradition?	Q 24: Connectionalism: end or new beginning?
Q 12: Leading small congregations: persistence or change?	Q 25: What are strategies The UMC might adopt to live up to "Article 5" of the Constitution?
Q 13: Is there a new role for lay leadership?	

Rubric for Paper/Petition

Score Levels	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 	<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.

	<ul style="list-style-type: none"> ▪ Is pulled from several sources ▪ Is accurate 		
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. ▪ Contains a succinct summary of the question pertaining to the chapter and uses 3 or more other 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. ▪ Utilizes the chapter pertaining to the question and at least 2 other 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. ▪ Utilizes only the chapter pertaining to the question and no additional sources. 	<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.