

**DENOM604x United Methodist Studies: 20<sup>th</sup> Century to Present**  
**Garrett-Evangelical Theological Seminary**  
**A Blended Synchronous Mode Class**  
**2025 Spring, Thursdays, 6:30-9:30 pm**  
**Main 211**

Barry E. Bryant, Ph.D.

Associate Professor of United Methodist and Wesleyan Studies

Office Hours: By Appointment, F2F (Shafer Hall, room 733), or on MS Teams

Office Phone: (847) 866-3955

[barry.bryant@garrett.edu](mailto:barry.bryant@garrett.edu)

**A Note on Course Modality**

*This course is being offered in a blended synchronous modality, which means it is offered as in-person and synchronous online at the same time; in-class and remote learners engage in the same learning environment. Students may choose which modality to participate in from week to week. Instructors will track the modalities and notify the registrar's office at the end of the term.*

**Technology Notes**

Given the course's reliance on information 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 that seems to work well with Moodle.
- Operating System – Make certain you have an operating system (Windows, Mac OS, etc.) that is up to date enough to handle the course delivery systems.
- 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.

### A Note on the Syllabus

Because of delivery system of the class the 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 and on Moodle. **Prior to contacting Dr. Bryant about the course, check the syllabus to see if the information you want is already in it.** While every effort 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 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 daily for emails about the course.

### Navigating the Course

The course will be delivered using Microsoft Teams and Moodle, platforms used by Garrett-Evangelical (<http://garrett.ethinkeducation.com/>). Please be certain you have Microsoft Teams and can log on to Moodle before the course begins. Contact IT if there are problems. **Moodle will not be activated until January 27.** Once activated 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 Dr. Bryant's 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 questions to be covered. 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

This course follows all school academic policies and procedures, which can be accessed in their entirety on the Registrar section of MyGETS at this link: [https://mygets.garrett.edu/ICS/Registrar\\_and\\_Advising/Common\\_Syllabus\\_Policies.inz](https://mygets.garrett.edu/ICS/Registrar_and_Advising/Common_Syllabus_Policies.inz). All students are required to abide by the academic policies detailed in the *Academic Handbook* for the current academic year.

### Artificial Intelligence

Please be aware that all papers submitted to Turnitin are subjected to an evaluation of AI use. This course uses and disallows AI in the following ways:

Not Allowed	Allowed with appropriate acknowledgment	Allowed and no acknowledgement needed
<ul style="list-style-type: none"><li>• Generative AI help with papers (generating topics, ideas, outlines, arguments)</li><li>• Generative AI help with writing (paraphrasing,</li></ul>	<ul style="list-style-type: none"><li>• Language translation</li><li>• Language assistance for non-native English speakers</li><li>• Editing, polishing, or revising paper drafts</li></ul>	<ul style="list-style-type: none"><li>• Presentation design</li><li>• Citation generation</li><li>• Research</li><li>• Note-taking</li></ul>

summarizing, generating language for assignments) <ul style="list-style-type: none"> <li>Generative AI help with              reading (summarizing              or outlining reading              assignments)</li> </ul>	<ul style="list-style-type: none"> <li>Proofreading</li> </ul>	
You must consult the professor(s) for uses not mentioned above.		
To properly cite the use of AI in Chicago/Turabian style, access this link: <a href="https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html">https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html</a> .		

### CEQ's

- At the end of the course you are required to complete a course evaluation questionnaire (CEQ).
- These are anonymous and are not delivered to Dr. Bryant until grades are posted.  
 They are found on Moodle with directions and further instructions will be sent by email at the end of the term.

### Course Requirements

#### 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 20<sup>th</sup> century to the present. Attention to themes such as the ecumenical movement, world missions, evangelism, and social justice will also be given.

#### Required Reading

- Richey, Russell E., Kenneth E. Rowe, and Jean M. Schmidt. *American Methodism: A Compact History*. Nashville: Abingdon Press, 2012. (AMCH) ISBN: 1426742274, \$29.99. Chapters 8-12 only.
- Rasmus, Rudy, ed. *I'm Black. I'm Christian. I'm Methodist*. Nashville, TN: Abingdon Press, 2020. ISBN- 978-1791017095, \$9.59.
- Udis-Kessler, Amanda. *Queer Inclusion in the United Methodist Church*. Routledge, 2008. ISBN: 978-0-415-54244-9, \$49.59.
- Warner, Lacey C. *The Method of Our Mission: United Methodist Polity & Organization*. Nashville: Abingdon Press, 2014. ISBN- 142676717X, \$16.99. (After the new BOD is published this text will not be up to date, but most of it will be correct.)

#### Required Resources

- The Book of Discipline of the United Methodist Church 2020/2024*. Nashville: United Methodist Publishing House, 2025. (BOD) Kindle Edition, ASIN: B0DR3FY7HV, \$16.19. Also, online for free.
- The Book of Resolutions of the United Methodist Church, 2020/2024*. Nashville: United Methodist Publishing House, 2025. (BOR) Kindle Edition, ASIN: B0DS6KRK15, \$16.19.

Other reading 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.
- Knotts, Alice G. *Fellowship of Love: Methodist Women Changing American Racial Attitudes, 1920- 1968*. Nashville: Kingswood Books, 1996.
- 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.
- Thomas, James S. *Methodism's Racial Dilemma: The Story of the Central Jurisdiction*. Nashville: Abingdon Press, 1992.
- Tucker, Karen B. Westerfield. *American Methodist Worship*. New York: Oxford, 2001.
- Wainwright, Geoffrey. *Methodists in Dialog*. Nashville: Abingdon, 1995.

## Bibliographies

For a more comprehensive bibliography of Methodist material please consult the following:

- Anderson, Christopher, editor. *United Methodist Studies: Basic Bibliographies*, 6<sup>th</sup> edition. Madison, NJ: Drew University, 2014.  
[http://depts.drew.edu/lib/methodist/UMStudies\\_Bibliography.pdf](http://depts.drew.edu/lib/methodist/UMStudies_Bibliography.pdf)
- Eltcher, 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

**Play close attention to the due dates. Being the end of the year extensions will only be granted in extenuating circumstances**

### Forum posts

1. After each class session you will be given time to post a brief reflection of the day's class to the forum of the day. We will look at those at the start of class the following week. There will be 13 fora in all. You will be allowed to miss 3 **(10% of the final grade)**.

## Presentation

2. You are to identify and research a problem that you wish to address that has arisen from the context of ministry. Use all the assigned texts as appropriate and other sources as needed. This assignment will consist of 2 parts. The first part will consist of any visual presentation, such as PowerPoint, to address the problem or issue you've identified. Think of this as a public presentation to a group or caucus to convince them of their support for a petition to General Conference (see below). The second part must consist of the manuscript/paper used in the presentation that will be submitted on Turnitin. This is to demonstrate your research. The presentation of the question should have 3 loci of concern: its history, its doctrinal/theological issues, and how it relates to polity (or the *Book of Discipline*). In the presentation make sure you cover the following:
  - a. How is the issue relevant? What is the problem it addresses?
  - b. Succinctly summarize the issue raised by the question. What are the theological themes? What is at stake?
  - c. What is the historical background to the issue?
  - d. What does the *Discipline* have to say regarding the issue? Summarize and cite the relevant paragraphs. Does the *BOD* need to be deleted and/or amended?
  - e. Is there a solution to the problem raised by the question? What might it be?
  - f. **The PowerPoint/slide presentation should be approximately 15-20 minutes in length. The manuscript should be 1500 words in length (-+10% word count). This is based on a reading rate of about 150 words per minute (20% of the final grade).**

## Petition to General Conference

3. After completing your presentation write a petition addressing the issue identified by your presentation. While the petition is considered a follow-up to the presentation it will be considered a separate assignment. This assignment *must include the following*:
  - a. Include instructions on how to format a petition to General Conference. A checklist will suffice. See the PDF file on Moodle, "Formatting Instructions for Petitions to General Conference." A part of the instructions should include any information, such as names and positions, that is specific to your annual conference.
  - b. Formatting is important, so be sure to follow the formatting instructions and include "a rationale supporting the petition." If it is not strictly followed the petition will not get to the floor of General Conference. Remember that there is a strict 50-word limit to this section that you must follow.
  - c. There is no need to include a document consisting of "anticipated financial requirements." Instead, include a section identifying your political strategy to help get the petition passed. This is why you were asked to prepare a presentation of the issue above. Keep in mind the list of official and unofficial caucus groups or any other strategies that

would be helpful and how you might use social or other digital media  
**(20% of final grade). Presentation and petition due date 5/13.**

### Book Assignments

4. Using the Warner text and the *Discipline*, 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 the following will be acceptable: (*Discipline*, 10), or (Warner, 29). You’ll need to read this before drafting assignments 2 and 3. **1800 words total, +-10% word count. 20% of the final grade. Due date 5/6.**
  
5. Amanda Udis-Kessler, *Queer Inclusion in the United Methodist Church* is an acute analysis of the 2000 General Conference and how it contributed to the inclusionist/exclusionist debate leading up to the 2024 General Conference. Write a summary of the book’s arguments for ‘queer inclusion’ in The UMC. How were these arguments objected to by the exclusionists? In Udis-Kessler opinion what was at stake? What lessons were learned for The UMC today? **1800 words total, +-10% word count. 15% of the final grade. Due date 4/1.**
  
6. Write book review of Rudy Rasmus, ed. *I’m Black. I’m Christian. I’m Methodist*. See Moodle for a guideline regarding how to write a book review. This should be more than a summary of the main points. It should also be a critical review regarding the book’s strengths and weaknesses. **1800 words total, +-10% word count. 15% of the final grade. Due date 4/22.**
  
7. **Paper submission guidelines**
  - a. **All assignments are to be submitted to “Turnitin” on Moodle.**
  - b. Written assignments must be submitted in a Microsoft Word or a compatible format.
  - c. **Papers submitted to Turnitin MUST BE EXACTLY named using the following format and 2 points will be deducted for not following these instructions!**  
 StudentLastName\_FirstInitial\_DENOM604x\_S25\_Paper#  
 For example, Bryant\_B\_DENOM604x\_S25\_Paper2

### Grading Scale

A	93-100	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	Failing

### Course Calendar

<p>1/30 <b>Section 1</b> Orientation, reading assignments on Moodle</p> <p>Q 1: What is the character of Wesleyan theology? Q 2: What is the character of Methodist theology?</p>	<p>2/6 <b>Sections 2</b> Q 3: Can United Methodist theology be contextual? Q 4: Does Methodism have a future in American culture? Q 5: Is United Methodism a world church?</p>	<p>2/13 <b>Sections 3</b> Q 6: Is there a way of queering Wesley and the church? Q: 7 Clergy leaders: Who will they be? How will they emerge? To what will they lead us?</p>	<p>2/20 <b>Section 4</b> Q 8: Is division a threat to the denomination? Q 9: How do caucuses contribute to the connection?</p>	<p>2/27 <b>Sections 5</b> Q 10: Has our theology of ordained ministry changed? Q 11: Are extension ministries an opportunity to reclaim a Wesleyan understanding of mission?</p>
<p>3/6 <b>Section 6</b> Q 12: Leading small congregations: Persistence or change? Q 13: Is there a new role for lay leadership?</p>	<p>3/13 <b>Sections 7</b> Q 14: What style of episcopal leadership will our bishops embody and model? Q 15: Is there a better way to elect bishops?</p>	<p>3/20 <b>Section 8</b> Q 16: Has United Methodist preaching changed? Q 17: What is the future of music in The United Methodist Church? Q 18: What can't United Methodists use media?</p>	<p>4/3 <b>Sections 9</b> Q 19: Will the city lose the church? Q 20: Is holistic evangelism possible?</p>	<p>4/10 <b>Section 10</b> Q 21: What difference do size, site, and style of the Annual Conference make? Q 22: What is the common discipline for local churches?</p>
<p>4/24 <b>Section 11</b> Q 23: What defines clergy compensation: Mission or market? Q 24: Is there a crisis in church finance?</p>	<p>5/1 <b>Section 12</b> Q 25: Are the local church and denomination bureaucracy twins? Q 26: Connectionalism: End or new beginning?</p>	<p>5/6 <b>Section 13</b> Q 27: What would it take for The UMC to live into "Article 5: of the Constitution and become an anti-racist denomination? A discussion of the Rasmus text.</p>		

**United Methodist Resources on the Internet  
(If a link doesn't work Google it.)**

The United Methodist Church- [www.umc.org](http://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](http://www.umc-gbcs.org)  
General Commission on Christian Unity and Interreligious Concerns-  
<https://www.umcdiscipleship.org/resources/christian-unity-and-interreligious-concerns>  
General Commission on Religion and Race- [www.gcorr.org](http://www.gcorr.org)  
General Council on Finance and Administration- [www.gcfa.org](http://www.gcfa.org)  
General Board of Higher Education and Ministry- [www.gbhem.org](http://www.gbhem.org)  
General Board of Discipleship- [www.gbod.org](http://www.gbod.org)  
General Commission on United Methodist Men- [www.gcumm.org](http://www.gcumm.org)  
General Board of Global Ministries- [www.umcmmission.org](http://www.umcmmission.org)  
General Board of Pension and Health Benefits, now  
Wespath Benefits and Investments- [www.wespath.org](http://www.wespath.org)  
General Commission on the Status and Role of Women- [www.qcsw.org](http://www.qcsw.org)  
General Commission on Archives and History- [www.gcah.org](http://www.gcah.org)  
United Methodist Communications- [www.umcom.org](http://www.umcom.org)  
United Methodist Young People- [www.umcyoungpeople.org](http://www.umcyoungpeople.org)  
United Methodist Publishing House- [www.umph.org](http://www.umph.org)  
*United Methodist Caucus Groups*  
UM Queer Clergy Caucus- [www.umqcc.org](http://www.umqcc.org)  
Black Methodists for Church Renewal (BMCR)-  
National Hmong Caucus of the United Methodist Church- [www.hmongumc.org](http://www.hmongumc.org)  
Metodistas Asociados Representando la Causa de los Hispano-Americanos  
(MARCHA)- [www.marchaumc.org](http://www.marchaumc.org)  
National Federation of Asian American United Methodists- [www.nfaaum.org](http://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](http://www.resourceumc.org/en/churchwide/pacific-islander-national-plan)



Score Levels	Content	Conventions	Organization
<b>A</b>	<ul style="list-style-type: none"> <li>▪ Is well thought out and supports the thesis of the paper</li> <li>▪ Reflects application of creative and critical thinking</li> <li>▪ Has clear goal that is related to the topic</li> <li>▪ Is pulled from several sources (3-4 per page is a good rule of thumb)</li> <li>▪ Is accurate</li> </ul>	<ul style="list-style-type: none"> <li>▪ No spelling, grammatical, or punctuation errors</li> <li>▪ High-level use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information is clearly focused in an organized and thoughtful manner.</li> <li>▪ Information is constructed in a logical pattern to support the thesis statement</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>▪ Is well thought out and supports the thesis</li> <li>▪ Has application of critical thinking that is apparent</li> <li>▪ Has clear goal that is related to the topic</li> <li>▪ Is pulled from a variety of sources (2-3 per page)</li> <li>▪ Is accurate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Few spelling, grammatical, or punctuation errors</li> <li>▪ Good use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information supports the thesis statement of the paper</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>▪ Supports the thesis</li> <li>▪ Has application of critical thinking that is apparent</li> <li>▪ Has no clear goal</li> <li>▪ Is pulled from a limited number of sources (1-2 per page)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minimal spelling, grammatical, or punctuation errors</li> <li>▪ Low-level use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project has a focus but might stray from it at times</li> <li>▪ Information appears to have a pattern, but the pattern is not consistently carried out in the paper</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Has some factual errors or inconsistencies</li> </ul>		<ul style="list-style-type: none"> <li>▪ Information loosely supports the thesis statement</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>▪ Provides inconsistent information for the thesis</li> <li>▪ Has no apparent application of critical thinking</li> <li>▪ Has no clear goal</li> <li>▪ Is pulled from few sources (1 per page)</li> <li>▪ Has significant factual errors, misconceptions, or misinterpretations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Several spelling, grammatical, or punctuation errors</li> <li>▪ Poor use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Content is unfocused and haphazard</li> <li>▪ Information does not support the solution to the thesis statement</li> <li>▪ Information has no apparent pattern</li> </ul>