

United Methodist History Online

DENOM 600X-Summer 2020

Jonathan LeMaster-Smith, Instructor

Email: jonathan.lemaster-smith@garrett.edu

Phone: 336-880-2545

SPECIAL NOTE

This is the last time the courses DENOM 600X, DENOM 601X, and DENOM 602X will be taught in this format at Garrett-Evangelical. If you have already taken courses in this sequence, this is your last chance to complete this sequence. If you have not already begun this sequence, it is recommended that you wait until Fall of 2020 to begin these courses.

Course Dates: This course begins June 1st, 2020 and runs until August 28th.

Course Format

This course will utilize the Moodle Online Learning Platform, YouTube, and potentially other online resources. It requires that students have access to high speed Internet and the ability to check email and Moodle at least once a week.

Course Description

This course explores the value and realities of Methodist history from John Wesley until the current realities of a global church, potential division, and a global pandemic. Other than John Wesley's England, our focus will be on the American Methodist Experience. However, the final unit explores the realities of global United Methodism in the twenty-first century. This course meets the requirements for the Basic Graduate Theological Studies and United Methodist Certifications.

Course Goals

- Students will engage the importance history and its use as part of the theological and contextual realities of the church.
- Students will receive both a broad overview of the History of the United Methodist tradition. This begins with pre-Wesley church history in England, and then primarily focuses on the American Methodist tradition.
- Students will utilize technology and other resources to demonstrate their ability to convey their understanding of history in their ministry settings.
- Students will understand the value of history for forging a future for the people called Methodists.

Course Outcomes

- Students will reflect on the historical realities of their own context through engaging texts, lectures, and reflective assignments.
- Students will engage the contexts of others through readings and collegial engagement.
- Students will synthesize their understanding of the importance of each era of history on their present reality through their final integration.
- Students will creatively utilize their knowledge and reflection through the development of a contextually appropriate project.

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/studentlife/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.

A Note on Online Teaching Style

The instructor acknowledges students are taking other classes, tending to family and personal matters, and serve in ministry settings. Instead of assigning one pathway for success in this class, the instructor has curated a space for you to explore the facets of United Methodism you find interesting and most relevant to you. While there may be multiple readings and lectures each unit, the instructor understands that the time is often scarce. Therefore, the instructor allows for you to select the readings and lectures that resonate with you the most. If you are unsure of what readings and lectures to begin with, the instructor gives a suggested starting point in each unit.

According to educational standards, for a two-hour class, students should expect to read approximately 70 pages per week of class and do six hours of course work. However, this course is divided into units, not weeks. Therefore, there may be over 100 pages to read but you will have two weeks to complete the work.

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)

Technology Requirements

- It is the responsibility of the student to maintain appropriate technology and Internet access.
- Should you have issues with Moodle, email, or other Garrett-Evangelical technology issues, please contact IT: computer.services@garrett.edu.

Required Texts

All prices are listed for paperback edition.

Kindle/Ebook editions are acceptable as well.

- Lynn Hunt *History: Why it Matters*. Cambridge, UK: Polity Press, 2018. ISBN-13: 978-1509525546. Amazon: \$11.34
- Richard P. Heitzenrater. *Wesley and the People Called Methodists: Second Edition*. Nashville, TN: Abingdon Press, 2013. ISBN-13: 978-1426742248 Amazon: \$17.49
- Russell E. Richey, Kenneth E. Rowe, Jean Miller Schmidt. *The Methodist Experience in America: A History*, Volume 1. Nashville, TN: Abingdon Press, 2010. ISBN-13: 978-0687246724. Amazon: \$34.70
- Elaine Robinson and Amos Nascimento, Eds. *Global United Methodism: Telling the Stories, Living into the Realities*. Nashville, TN: Wesley's Foundery Books, 2019. ISBN-13: 978-1945935459. Amazon: \$21.39.
- Sharon Zimmerman Rader and Margaret Ann Crain. *Women Bishops of The United Methodist Church: Extraordinary Gifts of the Spirit*. Nashville, TN: Abingdon Press, 2019. ISBN-10: 1501886304. Amazon: \$14.81.
- *The Book of Discipline of The United Methodist Church, 2016* (and errata/additions). Nashville: United Methodist Publishing House, 2016. ISBN: 9781501833212. Amazon: \$23.99.
 - If you do not already have a copy, borrow someone's or it's free online here: <https://www.cokesbury.com/book-of-discipline-book-of-resolutions-free-versions>

Course Assignments

I. Historical Implications for Our Context and Vocation

These are a series of reflection activities which show both grasp of content and application to vocation and context. Each students' responses will be different. Each student will have the opportunity to offer constructive feedback to other students as part of each Unit. This could be done in writing, visually, or recorded.

1. Unit 1: Why United Methodist History Matters (10% of Final Grade)

- a. From your own ministry context or personal vocation, provide us with a historical/spiritual journey/timeline. Make sure to hit at least 5 significant historical points on the timeline and explain why those aspects of the history are important.
- b. Between 250 and 500 words (or audio/visual equivalent)
- c. Cite all sources used (not just direct quotes)
- d. Initial Post Due: June 12th, Colleague Feedback Due: June 21st.

2. **Unit 2: The People Called Methodists (Then and Now) (10% of Final Grade)**
 - a. Select a source from eighteenth century early Methodism. This could be John Wesley, Charles Wesley, or one of their many colleagues. Provide a brief description of these writings and why they matter to your vocation or your local ministry context. Make sure to give equal attention to why this source is of both historical and contextual value. Share a link to the text.
 - b. Between 250 and 500 words (or audio/visual equivalent)
 - c. Cite all sources used (not just direct quotes)
 - d. Initial Post Due: June 26th, Colleague Feedback Due: July 12th.

3. **Unit 3: Rooted in Methodism (10% of Final Grade)**
 - a. So much of contemporary Methodism is rooted in these first years. Select an event, person, or concept which matters in your context (vocational or ministry) from this period. Research the legacy of those realities for your vocation, sharing at least three important impacts those roots continue to provide.
 - b. Between 250 and 500 words (or audio/visual equivalent)
 - c. Cite all sources used (not just direct quotes)
 - d. Initial Post Due: July 24th, Colleague Feedback Due: August 2nd.

4. **Unit 4: Forming, Feuding, and Forging (10% of Final Grade)**
 - a. Select either an incident of forming, feuding, or forging (the title of the previous unit) from this unit. Explore how it continues to impact the church today using sources from texts, online resources, or personal interviews. From the broader world of Methodism, bring it down to how it impacts the realities of your personal vocation or ministry context.
 - b. Between 250 and 500 words (or audio/visual equivalent)
 - c. Cite all sources used (not just direct quotes)
 - d. Initial Post Due: August 14th, Colleague Feedback Due: August 23rd.

5. **Unit 5: Contextual Integration and Global Context (10% of Final Grade)**
 - a. Collect and curate your previous four postings. Draw them together through one larger reflection, utilizing your colleagues' commentary. Explore how the history and scope of the Methodist movement impacts your present experience. If this is a written report, add an introductory and concluding section and submit it. If these are a series of recordings, create a "VLOG/Podcast" Introductory episode. If this is a visual art collection, provide the notes for an art exhibit. If it is a mix of responses, curate how you feel best assesses the spirit of your work.
 - b. Between 500-750 words (or audio/visual equivalent)
 - c. Due August 30th, no Colleague Commentary

6. **Colleague Commentary (20% of Final Grade)**
 - a. Collegial work is important. This is not simply a "post and response" style course. Instead, these engage all of us as mutual colleagues. While

the instructor may or may not provide feedback, students are expected to share their learning. You likely read different writings and explored different resources than your colleagues. This is your chance to offer constructive and useful feedback to your colleagues through sharing your experience of their work and how it impacts your work.

- b. Between 100-200 words.
- c. Respond to at least two colleagues by the due date listed for each Unit.
- d. Each unit is worth 25% of your “Colleague Commentary” score.
Missing one drops you to a 75, missing two a 50, etc.

II. Creative Project (30% of Final Grade)

- a. This is project which utilizes your knowledge and passion about a particular subject in Methodist history in order to create resources or project for your ministry setting.
- b. This could be an infographic, timeline, dramatic representation, visual arts display, musical writing, sermon series, small group study, etc.
- c. It will include a 250-word description of your context and why you chose both the subject and the format for the project.
- d. Due: August 15st.

Grading Scale:

| A: 93-100 | A- 92-90 | B+ 87-89 | B 83-86 | B- 80-82 | C+ 77-79 | C 73-76 | C- 70-72 | D+ 67-69 |
| D 60-66 | F 0-59 |

Course Schedule

Dates	Unit Name	Assignment
June 1 st -June 14 th	Why Methodist History Matters	Readings: Hunt Text <i>Discipline</i> 11-24 Articles and Resources on Moodle Assignments: a. Introductory Forum b. Why UM History Matters
June 15 th – June 27 th	Wesley and the People Called Methodists 18 th Century England	Readings: Heitzenrater Text Articles and Resources on Moodle Assignments: a. Then and Now

June 29 th -July 5 th	<i>Fourth of July Break</i>	
July 6 th -July 26 th	Forming, Feuding, Forging Ahead Mid 18 th to Late 19 th Century	Readings: Richey, Rowe, Schmidt: Chapters I-XII Articles and Resources on Moodle Assignments: a. Rooted in Methodism
July 27 th – August 16 th	Merging, Expanding, Dividing Early 20 th Century to Present	Readings: Richey, Rowe, Schmidt: Chapters XIII-XV Rader & Crain Text Articles and Resources on Moodle Assignments: a. Forming, Feuding Forging b. Creative Project
August 10 th – August 28 th	Contextual Integration in our Local Context and Vocation	Readings: Robinson & Nascimento Articles and Resources on Moodle Assignments: a. Contextual Integration