

DENOM604x United Methodist Studies: 20th Century to Present
Garrett-Evangelical Theological Seminary
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An Asynchronous Mode Class

Barry E. Bryant, Ph.D.

Associate Professor of United Methodist and Wesleyan Studies

Office Hours: By Appointment on Zoom

Office Phone: (847) 866-3955

barry.bryant@garrett.edu

A Note on This Syllabus

This syllabus is a draft. The course is being redesigned so it can be better taught in the asynchronous mode of the January term. Because of that Moodle and the course assignments will not be finalized until December. When they are you will be sent a final syllabus. For now, this will provide you with a book list of required reading, academic policies, and directions for making sure your internet and computer will be enough to complete the course.

A Note on Course Modality and the Syllabus

This course is being offered in an asynchronous modality. Asynchronous courses mean we are not engaged in the learning process at the same time, learning is self-paced, and the assignments are completed during your own time. This usually means there is little or no real-time interaction between students and the instructor. There will be, however, 4 scheduled synchronous sessions to check in with each other, see if there are any unresolved issues, and raise any questions related to the course material. Please make a list of anything you wish to discuss prior to these sessions. The sessions will be recorded for those who are unable to attend otherwise. **The time for these sessions will be 4 p.m. to better accommodate the different time zones. The dates will be January 3, 10, 17, and 24.**

Because of this 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. 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 software, 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. *Moodle will not be available until nearer the start of the semester. Once it is 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 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 one's coursework:

Writing

- academic integrity and plagiarism: 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" 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.
- 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.
- 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*. 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.

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 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

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.

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.

Richey, Russell E., Kenneth E. Rowe, and Jean Miller. Schmidt. *The Methodist Experience in America: A Sourcebook*. Vol. 2. Nashville: Abingdon Press, 2010. ISBN: 978-0-687-24673-1, \$30.49. (Read chapters 11-14)

Richey, Russell E., Kenneth E. Rowe, and Jean Miller. Schmidt. *The Methodist Experience in America: A History*. Vol. 1. Nashville: Abingdon Press, 2000. ISBN: 978-0687246724, \$35.99. (Read MEA IV, V, and VI)

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

Other required 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.
- Osinski, Keegan. *Queering Wesley, Queering the Church.* Eugene, Oregon: Cascade Books, 2021.
- 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*, 6th edition. Madison, NJ: Drew University, 2014. http://depts.drew.edu/lib/methodist/UMStudies_Bibliography.pdf
- Eltsher, 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.

Course Requirements and Schedule TBD United Methodist Resources on the Internet (Let Dr. Bryant know if a link doesn't work.)

- 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- <https://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.gcummm.org
- General Board of Global Ministries- www.umcmmission.org
- General Board of Pension and Health Benefits, now
Wespath Benefits and Investments- www.wespath.org
- General Commission on the Status and Role of Women- www.gcsr.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

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	

Rubric for Papers

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 ▪ 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 	<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

	<ul style="list-style-type: none"> ▪ Has some factual errors or inconsistencies 		<ul style="list-style-type: none"> ▪ 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

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