

United Methodist History: DENOM-600X, Fall 2017

Garrett-Evangelical Theological Seminary

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Digital Office Hours (All Times Central):

Monday 1pm-4pm, Tuesday 8am-10am, Wednesday 8am-10am

### **Course Description**

This course is designed to provide students with an opportunity to become knowledgeable about the origins of the Wesleyan tradition and its expressions in The United Methodist Church. It explores the roots of the movement in the Anglican Church and the Wesleyan Revival of the 18th century, and the history of the institutional and theological development of American Methodist/Evangelical United Brethren tradition through the beginning of the 21st century.

### **Course Objectives**

The course will engage the students with:

#### **Being**

- A participant in the history and mission of The United Methodist Church
- A participant in the structures of The United Methodist Church
- Concerned about the reform of the church
- Concerned about the way in which history impacts our churches and society

#### **Doing**

- Theology from a Wesleyan perspective
- Articulating how the Wesleyan history, doctrine, and polity offer a gift to the church as a whole
- Historical education as part of the process of making disciples for the transformation for the world

#### **Knowing**

- The Methodist heritage and tradition
- The diverse streams of tradition that feed into The United Methodist Church
- The missional activities of the Wesleyan Revival and the Methodist Episcopal Church
- Various ways in which history impacts our ministry and mission as United Methodists

## Dates for Course

The course will become available shortly before **Tuesday, September 5<sup>th</sup>** and be available through **Friday, December 15<sup>th</sup>**. During that time, please adhere to all the deadlines set within the Course Assignments section of the syllabus. While this course is online, it is the expectation of the instructor that it will take as much time as a regular, face-to-face course. You should plan on spending approximately six hours per week working on this course and assignments.

## Navigating the Course

This course will be taught entirely on-line. There will be no face-to-face meetings, nor required virtual meetings. However, note that there are deadlines within the course that you must meet. The discussion forums have weekly deadlines by when you need to post, meaning that you must do the reading and watch the lectures in time for this each week. Likewise, all the other assignments must be turned in by certain times. The instructor is available during his digital office hours via various forms of communication.

The course will be delivered through the Moodle software Garrett-Evangelical uses ( <http://moodle.garrett.edu/> ). Please be certain you can log on to Moodle before the course begins. Once it is available, the course name will appear on your Moodle list.

When you click on the course name, you will see a course description box in the center and navigation options to the left . 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. You should 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.

## Course Policies

**1. Cheating and Plagiarism:** These are serious breaches of academic integrity, involving claiming credit for the work that someone else has done. All professors are required to report and submit evidence of all suspected incidents of academic dishonesty, especially plagiarism, to the academic dean's office. Note that many faculty use plagiarism detection software such as Turnitin to assist in checking submitted work. **A violation of the plagiarism policy will result in a grade of zero for that assignment and disciplinary action in consultation with the Academic Dean.** If you are uncertain

in any way as to what is entailed in these activities, see Garrett Academic Handbook 72-79.

**2. Excellence in Writing:** If you would like assistance with editing, content, or structure, please contact the Writing Center.

**3. Intellectual Virtue:** We are striving to learn about a subject and sharpen our abilities to think critically. To do this, we must practice intellectual virtue by being open-minded, straightforward and thoughtful in our spoken and written work. We show our Christian scholarship not only by considering issues and questions that are central to our faith, but by being careful and respectful in our treatment of the authors of our texts, the ideas we discuss, and the thoughts of our fellow classmates.

**4. Late Work** will be accepted without penalty only in extreme and documented situations, such as a death or serious diagnosis in the family, a lengthy illness, or other emergency. Please plan your work so that an acute emergency (e.g. brief illness, computer problems, pastoral emergency) does not interfere with submitting your work on time. Unexcused late assignments will receive a reduced grade.

**5. Disability Accommodation Statement:** Garrett Evangelical Theological Seminary is committed to providing equal access to its programs of graduate professional education for all qualified students with learning, physical, medical, or psychological disabilities. The Seminary aims to provide reasonable accommodation for qualified individuals with a disability (based on clinical documentation) to ensure their access and participation in Seminary programs. For details, see "Disabilities Policies and Procedures" in the Student Handbook.

### Technology Notes

Given the lack of personal contact during the course, 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, Microsoft Edge, 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.

- Operating System - To use the latest browser, you will need to have an operating system (Windows, Mac OS, Chrome 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 these in place so that you can run the necessary software and fully participate on-line.
- **If you have any problems logging on or with any systems issues on GETS's end contact the IT department and not the instructor.**

### **Instructor Interaction and Grading**

The instructor will be a point of contact for students concerning the course and to review the lectures. In addition to this, the instructor may participate on the discussion forums as needed. The instructor will do his best to respond to all emails within 24 hours of when they are sent. Be aware that if you send an email during the weekend, semester break, or on major Christian holy days, you will need to wait until a regular school day for an answer.

The instructor will be online several hours a week (excluding weekends and holidays) for digital office hours. The instructor will focus on the discussion forums for all groups. All grades are the final decision of the instructor. Given the restrictions of the online format, there will be little opportunity to appeal grades. Keep in mind that the syllabus lays out in detail what is required for good grades. Deviation from the syllabus will lead to a lower grade.

### **Readings**

#### **I. Required Reading**

Abraham, William J. and James E. Kirby, eds. *The Oxford Handbook of Methodist Studies*. New York: Oxford University Press, 2009. ISBN-13: 9780199696116. **Free - selections posted online under fair use copyright.**

Heitzenrater, Richard, *Wesley and the People Called Methodist*. Nashville: Abingdon, 1995. ISBN-13: 9780687443116.

Knotts, Alice G. *Fellowship of Love: Methodist Women Changing American Racial Attitudes, 1920- 1968*. Nashville: Kingswood Books, 1996. ISBN-13: 9780687027194.

Teasdale, Mark R. *Methodist Evangelism, American Salvation*. Eugene, OR: Pickwick, 2014. ISBN-13: 9781620329160.

Wingeier-Rayo, Philip. "Regarding ministry to people of color and Native Americans: 'Language Specific and Culturally Specific Ministries in the Wesleyan Tradition.'" (Posted on Moodle)

Wingeier-Rayo, Philip. *The Worldwide Nature of the United Methodist Church: Mission and Stewardship in the 21st century*. (Posted on Moodle)

## II. Theology in Context Books (Choose one for your TIC Project):

Andrews, William L., ed. *Sisters of the Spirit*. Bloomington, IN: Indiana University Press, 1986. ISBN-13: 9780253287045.

- Three autobiographies of African American women who pursued their calls to preach despite social and ecclesiastical resistance.

Cartwright, Peter. *The Autobiography of Peter Cartwright*. Nashville, TN: Abingdon Press, 1986. ISBN-13: 9780687023196.

- Autobiography of one of the most colorful circuit riders during the Second Great Awakening.

Dougherty, Mary Agnes. *My Calling to Fulfill: Deaconesses in the United Methodist Tradition*. New York: Women's Division, General Board of Global Ministries, the United Methodist Church, 1997.

- An Exploration of the history and purpose of the United Methodist Deaconess movement.

Hagood, L.M. *The Colored Man in the Methodist Episcopal Church*. Hard Press Editions, 2012: ISBN-13: 9781290589093.

- An African American MEC preacher writes about his view of the MEC and how it has handled race relations in the immediate aftermath of the Civil War.

Harkness, Georgia. *Understanding the Kingdom of God*. 1974. Nashville, TN: Abingdon Press. ISBN-13: 9780687428649.

- Harkness considers the problems she sees in her current day society and how understanding the Kingdom provides the materials to overcome these.

Jones, E. Stanley. *Christ of the Indian Road*. United Methodist Publishing House, 1925. ISBN-13: 9780687063772.

- Famous first book of Methodist missionary to India in which he re-conceives the role of the missionary as not being a bearer of Western civilization.

Palmer, Phoebe. *The Way of Holiness*. BiblioLife. ISBN-13: 978-1103119684.

- Autobiography of Phoebe Palmer as she sought personal sanctification. Offers the foundational ideas that led to the rise of Holiness theology.

Roberts, Gary L. *Massacre at Sand Creek: How Methodists Were Involved in an American Tragedy*. Nashville, TN: Abingdon Press, 2016. ISBN-13: 978-1501819766.

- A Look at the Methodist Episcopal Churches involvement in this event.

Ward, Platt, ed. *Methodism and the Republic*. Hard Press Editions. ISBN-13: 9781313797948.

- Compiled by the MEC's home missions board, this text offers several eye-witness descriptions of MEC home missions in the early twentieth century

Weakley, George, Jr., ed. *The Nature of Revival*. Minneapolis, MN: Bethany House Publishers, 1987. ISBN-13: 9780871239259.

- Includes portions of the journals of John Wesley, Charles Wesley, and George Whitefield as they observed the revival developing around them.

## Course Structure and Assignments

This course is divided into six units of two weeks a piece with an opening and closing week for the course. Each unit covers a significant portion of United Methodist History. The first week focuses on historical content, the second week focuses on implications and application of this history.

### 1. Group Engagement with the Unit (60% of Final Grade)

- a. During Week 1 of each Unit, students will watch the provided lecture and read the assigned texts for the unit. They will then post a response (300 words +/- 10%) to the reflection question assigned by Thursday of that week at 10:00pm Central Time. They will then respond (100 words +/- 10%) to one another by Saturday of that week at 10:00pm Central Time (you must respond to at least two other people in your group).

**Simplified:**

a. Post a response to the assigned reading and lecture by Thursday at 10pm CT

b. Respond to colleagues posts by Saturday at 10pm CT

**NO LATE POSTINGS ACCEPTED**

- b. During Week 2, the students must select a significant event, implication, or idea from the previous weeks readings and provide a description of how this affects their ministry. This should be a description of how this information will impact how they engage in ministry in the United Methodist Church. The student should provide a 50 word description of the topic followed by a 300 word explanation of how this impacts their understanding and approach to a particular portion of their ministry (worship, preaching, education, mission, fellowship, administration, evangelism, etc.). This is due by Thursday at 10:00pm Central Time. Students will then respond to colleagues' posts by Saturday at 10:00pm with thoughts, implications, and discussion by.

**Simplified:**

a. Post an implication this Unit's reading has on your ministry by Thursday at 10pm CT

b. Post a response to your colleagues' implications by Saturday at 10pm CT

**NO LATE POSTINGS ACCEPTED**

**2. Theology in Context Project (30% of Final Grade) -Due Oct 20th, 10pm CT VIA TURNITIN**

Select a text from the "Theology in Context" of the course reading. Using this text the design a "Theology in Context" project for applying or engaging the text and its implications within ministry and community. The project can be a sermon series, teaching plan, missional focus, online vlog, evangelism/outreach approach, or an academic paper which provides a means of engaging the selected text within a particular context through a particular mechanism.

Anything you design must be complete. Lesson plans, sermon outlines, worship services, mission projects, must all be complete.

**NOTE: This must be applied to your particular context, as if you plan to implement it. Take note of the time of year, day, etc. Take note of liturgical and civil holidays.**

**NOTE: Late Projects without permission will drop 10 percentage points per day.**

**3. Local History Interview (10% of Final Grade) - Due Dec. 13<sup>th</sup>, 10pm CT VIA TURNITIN**

Choose a person from your local United Methodist congregation. Conduct an interview about their experience of the history of the local congregation. If possible select someone with at least at 30 year relationship with the church. If the church is not that old, look for someone who has been part of the church since its beginning.

Suggested Interview Questions:

- 1 - What are the most significant memories you have of the history of this church?
- 2 - What role did the church play in the community that surrounds it?
- 3 - Where do you fit in to the history of this church? What role have you played in its legacy?
- 4 - What do you think the history of this church tells us its role in the Great Commission and living in to God's Kingdom on earth?

Record the discussion or take notes.

Summarize the interview and your interpretation of this history of the congregation and the potential future of this congregation based on this interview. 1000 words (+/- 10%). Due December 13<sup>th</sup>, 10pm Central Time.  
**NOTE: Late Projects without permission will drop 10 percentage points per day.**

### Course Schedule

Dates	Topic	Assignments
Sept 4-9 Opening Week	Course Introduction	Introduce Yourself Discussion Forum
Sept. 10-23 Unit 1	Wesley and the People Called Methodists	Heitzenrater Text Discussion Forum Ministry Implications
Sept. 24-Oct. 7 Unit 2	War to War: The Birth of American Methodism through the Civil War	Teasdale Intro-Ch. 3 Discussion Forum Ministry Implications
Oct. 8-21 Unit 3	American Methodism's Ascent and Growth	Teasdale Ch. 4-Ch. 5 Discussion Forum <i>No Ministry Implications</i>

		<b>TIC PROJECT DUE</b>
Oct 22-Nov 4 Unit 4	From High Tide to Conservation: WWI and the Aftermath	Teasdale Ch. 6 - Conclusion Knotts Intro-Ch 4 Discussion Forum Ministry Implications
Nov 5 - 18 Unit 5	Merging and Reconfiguring: 1939 through 1968	Knotts Ch. 5-13 Discussion Forum Ministry Implications
Nov 19-25	<b>THANKSGIVING BREAK</b>	
Nov 26-Dec 9 Unit 6	Growth and Future of the UMC: Globalization Order of the Deacon Continual Reorganization	Knotts Ch. 14 Oxford Handbook Texts Wingeier- Rayo Texts Discussion Forum Ministry Implications
Dec 10-14	Reflection Week	No Reading Final Reflection <i>This Reflection is ungraded but simply a time to reflection. However, I will allow it to replace a missed post from a previous week.</i> <b>Local History Interview</b>

### Guidelines For Grading

Grading Scale:

A: 93-100 | A- 90-92 | 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 |

### Grade Explanation for Discussion Forum/Ministry Implications

A/100%

(70%) -You have engaged the discussion forum/ ministry implication topic in a coherent and thoughtful way.

(10%) -There are little to no spelling and grammatical errors, and your thought process is easy to follow.

30%)-You post on at least two other group members' posts in engaging and thoughtful ways.

B/85%

-You engaged the discussion forum/ ministry implication topic in a coherent way showing you have read the material and reflected on it.

-Grammar and spelling error present.

-You engage posts of group members

C/75%

-You post something which is related to the topic.

-Grammar and spelling errors present

-You do not post on group members posts

F/0%

-No post or off topic post

### **Grade Explanation for TIC Project**

This project's scope will vary, but essentially:

An **A** project:

-Will thoughtfully and creatively explore the topic at hand in the described way.

It will be interesting, well outlined and explained, and have an understandable scope and goal. The goal is important.

-It will be directed to a specific congregation or community

-It will also have few grammatical, structural, or spelling errors.

A **B** project:

-Will explore the topic at hand in an efficient way. It will be outlined and explained. The goal and scope are present.

-It will be useable in a congregation

-It has grammatical and structural issues, but does not detract greatly from the goal.

A **C** project:

-Has a topic which it explores. It is somewhat outlined and explained. A goal may be inferred.

-It may be useable in a congregation

-It has many grammatical and structural errors which detract from the work.

A **D** project:

- Has an inferred topic. It has no goal. It is lacking in outline and scope.
- Possibly useable in a congregation with work.
- It has numerous grammatical and structural errors.

An **F** project:

- Has no topic or goals which are even inferable.
- Not useable
- It has numerous grammatical and structural errors.

### **Grade Explanations for Local Church Interview**

An **A** paper:

- Develops a thesis and trajectory based on the interview. It provides an interpretation of the interview which allows for application in the local church.
- It has few grammatical and structural errors.

A **B** paper:

- Has a thesis related to the interview. It provides an interpretation of the interview and some application to the local church.
- It has some grammatical and structural errors.

A **C** paper:

- A thesis may not be present but may be inferred. It connects the interview to the local church in some way.
- It has many grammatical errors.

A **D** paper:

- No thesis present or inferred. Interview and local church are referenced but no coherent trajectory is present.
- Numerous grammatical errors.

An **F** paper:

- Paper is off topic, does not engage interview or reference local church, and lacks basic requirements for the assignment.
- Numerous grammatical errors.