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DENOM 604 United Methodist Studies: 20th Century to Present
Garrett-Evangelical Theological Seminary
Spring 2020

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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.
- ❖ 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.

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.

Book of Resolutions of the United Methodist Church, 2016. Nashville: United Methodist Publishing House, 2017. (BOR)

Kindle Edition, ASIN: B01N9JOOKE, \$12.99.

Knotts, Alice G. *Fellowship of love: Methodist women changing American racial attitudes, 1920-1968.* Nashville: Kingswood Books, 1996.

ISBN: 0687027195, \$24.98.

Thomas, James S. *Methodism's racial dilemma: The story of the Central Jurisdiction.* Nashville: Abingdon Press, 1992.

ISBN- 0687371295, \$22.99.

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.

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- 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.
- 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.
- Richey, Russell E., Kenneth E. Rowe, and Jean M. Schmidt. *American Methodism: A Compact History*. Nashville: Abingdon Press, 2012. (AMCH)
- 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
- 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 be assigned to a group and will present in class responses to questions detailed on Moodle on the date assigned. Each presentation **must address the following**:
 - a. What does the *Discipline* have to say regarding the issue? Summarize the relevant material.
 - b. What is the historical background to the issue? Why is it still relevant?
 - c. What are the relevant theological themes? What is at stake theologically? (25%)
2. Using the *Discipline* and the Warner text, write a response to the following (15%):
 - 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, due 2/21)
3. Write a book review of the Knotts and Thomas texts. (25% for both) See the following for ways to write a book review:
<http://writingcenter.unc.edu/handouts/book-reviews/>
In general, you need to convince me you read the book by submitting a careful and critical analysis of the work (800 words, due 4/4).
4. Select one of the questions discussed in class and propose a solution to the issue as a petition for General Conference (for a succinct summary of this process see, <http://www.umc.org/who-we-are/about-the-legislative-process>). In the paper be sure to include the following sections: the procedure for sending petitions to General Conference; the historical setting of the issue; a theological reflection on both the problem and the petition and be sure to identify what is at stake theologically; and, in what ways does the

- petition influence polity or alter the *Discipline*? In other words, reflect on the issue in terms of its history, doctrine, and polity. The actual proposal should be the final section of the paper. (3500 words, 35%, due 5/16)
5. Paper submission guidelines:
 - a. Written assignments are to be submitted to “Turnitin” on Moodle by midnight on the due date.
 - b. They must be submitted in a Microsoft Word or a compatible format.
 - c. Assignments 3 and 4 above must conform to Turabian (see, “Styles and Manual Guides” at <http://www.garrett.edu/library/citation.htm> or, <http://www.eturabian.com/turabian/index.html>).
 - d. **All assigned papers file MUST EXACTLY be named using the following format with the file name in the subject line:**
StudentLastName_FirstInitial_40673_S20_Paper#
For example, Bryant_B_40673_S20_Paper1
 6. **SENIOR WORK MUST BE SUBMITTED BY DATE TBD.**

Disabilities Policies and Procedures

Garrett-Evangelical is committed to providing a quality theological education and will provide reasonable accommodations for documented conditions. Students requiring specific assistance such as classroom changes, alternative ways of notetaking, different classroom procedures, or alternative testing formats are urged to request the appropriate accommodations from the director of academic studies/registrar. The director of academic studies/registrar can advise students on other support services and resources, for example, diagnostic testing. Students must complete a request for accommodations using the form available from the director of academic studies/registrar or through MyGETS documenting their condition(s) through appropriate verification methods.

Required Classroom Attendance and Participation

1. While no points will be given for attendance, due to the nature of the course’s scheduling, a deduction in grade will be given for absences. Missing more than 6 hours of class will result in failure.
2. Preparation and participation are essential.

Classroom Policies

1. Abandon cell phones all ye who enter here.
2. Thou shalt not cheat.
3. Thou shalt not plagiarize. Woe to those who heed not this warning. You shall be anathema, with much wailing and gnashing of teeth. Let those who have ears hear.
4. Thou shalt use thy computer only for the taking of notes during class time.
5. Thou shalt attend class.
6. Thou shalt arrive to class prepared and on time. Yea verily, it shall go well for thee if thou arrivest prepared and on time.
7. Thou shalt submit thine assignments on time less a curse of one letter grade fall upon thee for each day thy paper is late. If it is more than two days late, bring it not. This shall be deemed a blemished paper and is not an acceptable offering in the professor’s sight.
8. Thou shalt leave the classroom in darkness and in the same order that thou findest it.
9. Thou shalt love thy neighbor as thyself and use hospitable language that is inclusive of all persons, yea verily, amen and amen.
10. Thou shalt read the G-ETS *Bulletin*, *Student Handbook*, and the *Academic Handbook* and know what is written there so it might go well for you in your sojourning here.

FOR A PROPOSED CLASS SCHEDULE AND DUE DATES CONSULT MOODLE.

Rubric for Paper

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 ▪ 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. ▪ Is pulled from a variety of 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. ▪ Pulled from several 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. ▪ Pulled only from one source. 	<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.

Internet Resources

The United Methodist Church- www.umc.org

[Websites for General Boards and Agencies](#)

General Commission on Archives and History- www.gcah.org

United Methodist Communications- www.umcom.org

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

General Commission on Christian Unity and Interreligious Concerns- www.gccuic-umc.org

United Methodist Publishing House- www.umph.org

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

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

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

General Board of Discipleship- www.gbod.org

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

Global Ministries UMC- www.umcmmission.org

General Board of Pension and Health Benefits- www.gbophb.org

General Commission on the Status and Role of Women- www.gcsrw.org

The American Methodism Project- www.archive.org/details/americanmethodism

*note the search function by topic and keyword

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The Works of John Wesley: The Bicentennial Edition

<http://www.ministrymatters.com.turing.library.northwestern.edu/library/#/000wjw-new/71e53414b295e597d2cceed7b55e26ff/introduction.html>

Wesley, John. *John Wesley's Sermons, An Anthology*. Albert Outler, Richard Heitzenrater, eds. Nashville: Abingdon Press, 1991.

<http://www.ministrymatters.com.turing.library.northwestern.edu/library/#/jwanthology/ed34df4d70245441a82b3d7005173225/introduction.html>

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	.67