

40-673 United Methodist Studies: 20th Century to Present
Summer 2017, June 19-30, 8:00 a.m. – 12:30 p.m.
Room 108

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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, personal evangelism, and social justice will also be given.

Required Reading

- Knotts, Alice G. *Fellowship of Love: Methodist Women Changing American Racial Attitudes, 1920-1968*. Nashville: Kingswood Books, 1996. ISBN: 978-0687027194. \$27.00.
- Richey, Russell E., William B. Lawrence, Dennis M. Campbell, eds. *Questions for the Twenty-first Century Church. Volume 4, United Methodism and American Culture*. Nashville: Abingdon, 1999. Relevant chapters will be available on Moodle.
- Richey, Russell E., Jean Miller Schmidt, Kenneth E. Rowe, *American Methodism: A Compact History*. Nashville: Abingdon, 2012. ISBN: 978-1426742279. \$29.99.
- Warner, Lacey C. *The Method of Our Mission: United Methodist Polity and Organization*. Nashville: Abingdon Press, 2014. ISBN: 978-1426767173. \$16.99.
- The Book of Discipline of the United Methodist Church 2016*. Nashville: United Methodist Publishing House, 2016. The Kindle version is preferred. **ASIN:** B01NCNW6FM. \$12.99.

Supplementary Reading:

- Guillermo, Artemio R. *Churches Aflame: Asian Americans and United Methodism*. Nashville, TN: Abingdon Press, 1991.
- Jones, Scott J., Bruce R. Ough, *The Future of the United Methodist Church: Seven Vision Pathways*. Nashville: Abingdon Press, 2010. ISBN: 978142670252-5. \$16.00.
- Keller, Rosemary. *Spirituality and Social Responsibility*. Nashville: Abingdon, 1993.
- Klaiber, Walter and Manfred Marquardt. *Living Grace: An Outline of United Methodist Theology*. Nashville: Abingdon, 2001.
- 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.
- Miller, Craig Kennet. *Seven Myths of the United Methodist Church*. Nashville: Discipleship Resources, 2008. ISBN: 978-088177-529-7. \$14.00
- Noley, Homer. *First White Frost: Native Americans and United Methodism*. Nashville: Abingdon, 2000.
- Richey, Russell E., et al., eds. *The Methodist Experience in America: A History*. Vol. I. Nashville: Abingdon 2010.
- Richey, Russell E., et al., eds. *The Methodist Experience in America: A Sourcebook*. Nashville: Abingdon, 2000.
- Schmidt, Jean Miller. *Grace Sufficient: A History of Women in American Methodism 1760-1968*. Nashville: Abingdon, 1999.

Scott, David W. *Mission as Globalization: Methodists in Southeast Asia at the turn of the Twentieth Century*. Lanham: Lexington Books, 2016.

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:
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.

Rowe, Kenneth E. *United Methodist Studies: Basic Bibliographies*. 4th edition. Nashville: Abingdon, 1998. Online at <http://www.qcah.org/UMStudies.pdf>

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 prepared and on time. Yea verily, it shall go well for thee if thou arrivest prepared and on time.
7. Thou shalt submit thy 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 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 journey here.

Disabilities Policies and Procedures

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 2011-2012 *Student Life & Academic Handbook*, p. 62. Please contact the Dean of Students for consultation.

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

The proposed course schedule is on Moodle.

Required Assignments and Writing

1. Each student will be required to **post on Moodle by midnight each day a reflection on the day's class** consisting 350 words (-+10%). Each reflection will be worth 10 points and the points will be accumulated for a possible total of 100. A rubric is found below. (10% of the final grade)
2. Each student will be required to write **a book review of the Knotts and Warner texts.** The review for each text must consist of 800 words (1600 words in all -+10%). They must be submitted as a single document following the template below. A link to suggestions as to how to write a book review may be found on Moodle. (20% of the final grade)
3. In consultation with Dr. Bryant each student will select an issue discussed in class and **draft a resolution for General Conference** that seeks to address it. The paper should consist of the following sections:
 - a. A history section. What is the historical context of issue? How did we arrive to this point? In addition to *Methodist History: A Compact History* will be helpful to keep in mind the following texts as you research this: Richey, Russell E., et al., eds. *The Methodist Experience in America: A History*. Vol. I. Nashville: Abingdon 2010; and, Richey, Russell E., et al., eds. *The Methodist Experience in America: A Sourcebook*. Nashville: Abingdon, 2000.
 - b. A theology section. What are the theological issues at stake? How might Methodist doctrine and theology address the issue? Is the proposal coherent with United Methodist theology and doctrine? *The Book of Resolutions (2016)* may also be helpful.
 - c. A polity section. What does the resolution seek to change in the *Discipline*? How will this resolution alleviate or correct the problem identified? Be sure to identify the *Discipline* paragraphs relevant to the issue and the resolution. Are there any past or pending judicial council rulings relevant to the resolution? What is your best argument for the resolution? What is the best argument against it? Be sure to keep in mind the Warner text.

The final paper should be 3500 words (-+10%) excluding bibliography and footnotes. (70% of the final grade)

Paper submission guidelines:

- a. **All assignments are due by midnight, Friday, July 24. Late work will not be accepted and no extensions will be given. Let me repeat, late work will not be accepted and no extensions will be given.**
- b. All work is to be submitted in a Microsoft Word or compatible format to "Turnitin" on Moodle by midnight on July 24.

- c. Assignments 2 and 3 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 must EXACTLY be named using the following format with the file name in the subject line:**
 StudentLastName_FirstInitial_40674_J17_Paper#
 e.g. Bryant_B_40673_J17_Paper1

Appendix

Rubric for Resolution

Grade Levels	Content	Conventions	Organization
A	<ul style="list-style-type: none"> ▪ Is well thought out and supports the argument for the resolution ▪ 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 arguments for the resolution ▪ Has application of critical thinking that is apparent ▪ Has clear goal that is related to the problem addressed in the resolution ▪ 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 resolution ▪ 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.
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Rubric for Discussion Board Posts

Here are the criteria to grade your posts. Each forum is graded as a whole, so all posts (initial and responses) must be of good quality.

The posts must be made and made on time to receive a grade.

Number of points for each section	Excellent – 100%	Above Average – 85%	Average - 70%	Failing – 0%
Timeliness = All or nothing	The student posted according to the deadlines. No points added, but forum posts can be graded per below.	N/A	N/A	The student did not post according to the deadlines. The forum fails.
Followed Directions = 15	The student posts threads and responds to threads as directed to in the syllabus, using the appropriate forum areas in Moodle. All posts are within specified word limits.	The student posts threads and responds to threads as directed to in the syllabus, using the appropriate forum areas in Moodle. Most posts are within specified word limits.	The student posts threads and responds to threads as directed to in the syllabus, using the appropriate forum areas in Moodle. Most posts either exceed or fall short of the specified word limits.	The student posts unauthorized threads or fails to use the forums appropriately.
Coherence = 25	There is a logical flow throughout the post such that it is easily understandable and persuasive in the points they	There is a logical flow throughout the post such that it is easily understandable. It may not be persuasive in its	There is an overall logic apparent in the post, though it requires some effort to grasp what the logic is.	There is no apparent logic to the post. It is obtuse and difficult to understand the points it makes.

	make.	presentation, however.		
Content: Initial Post = 25	The student clearly interacts with the course materials (the appropriate texts and the lecture material itself), demonstrating both comprehension of the material and offering thought-provoking questions for further exploration on the lecture material.	The student clearly interacts with the course materials (the appropriate texts related to the quizzes and the lecture material itself), demonstrating comprehension of the material.	The student clearly interacts with the lecture only, demonstrating comprehension of the material.	The student's post either does not make reference to the lecture material or clearly misunderstands the lecture material.
Content: Responses = 20	The student responds to others substantively by finding points to agree with, disagree with, or to nuance in the previous post based on ideas raised in course materials. The response invites constructive conversation with the previous post.	The student responds to others substantively by finding points to agree with, disagree with, or to nuance in the previous post based on course materials.	The student responds to others, but only uses personal experiences or ideas of evangelism to do so. There is little interaction with course materials.	The student responds in a hostile way that seeks to end conversation, or the student's response clearly does not address the issues raised in the previous post.
Collegiality = 15	The posts are academic in tone, inviting further constructive conversation on the matter at hand, even in the case of disagreements.	The posts are academic in tone, though can emphasize deconstructive interaction more than constructive.	The posts are mature in tone, though more conversational than academic in tone and/or are defensive about engaging in constructive self-reflection.	The posts are entirely informal and/or may be entirely negative by attacking others and resisting reflection on one's own work invited by others.

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