

40-673 United Methodist Studies: 20th Century to Present
Garrett-Evangelical Theological Seminary
Spring 2014
Loder Hall, Sorenson Classroom

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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

Frank, Thomas Edward. *Polity, Practice, and the Mission of the United Methodist Church.*

Nashville: Abingdon, 2006.

ISBN- 978-0687335312, \$28.00.

Jones, Scott J. *United Methodist Doctrine: The Extreme Center.* Nashville: Abingdon, 2002.

ISBN- 978-0687034857, \$30.00.

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., Kenneth E. Rowe, Jean Miller Schmidt, eds. *The Methodist Experience in America: A History.* Vol. I. Nashville: Abingdon 2010.

ISBN- 978-0687246724, \$50.00. (Read chapters 11-15.)

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.

ISBN- 978-0687021468, \$21.00

The Book of Discipline of the United Methodist Church 2008. Nashville: United Methodist Publishing House, 2008.

ISBN- 978-0687647859, \$25.00.

Supplementary Reading:

Book of Resolutions of the United Methodist Church, 2008. Nashville: United Methodist Publishing House, 2009.

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.
- Noley, Homer. *First White Frost: Native Americans and United Methodism*. Nashville: Abingdon, 2000.
- 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.gcah.org/UMStudies.pdf>

Required Assignments and Writing

1. Each student will be assigned to a group and will present in class responses to questions detailed in the syllabus on the date assigned. (20%)
2. Each student will prepare 10, 1 page reflection paper of the issues discussed in the previous week's discussion in class. Due at class time the week following. (10%)
3. Write a book review of the Knotts text. See the following for ways to write a book review::
<http://teacher.scholastic.com/writewit/bookrev/>
<http://writingcenter.unc.edu/handouts/book-reviews/>
<http://www.wikihow.com/Write-a-Book-Review>
 (800 words, 15%).
4. Using the *Discipline* and the Frank 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 are the necessary elements of a charge conference? Briefly outline the process you would go through to prepare for one. (600 words)
5. You have been asked to teach a new members class of people who are thinking about joining the church. What should they know about the United Methodist Church? Using the *Hymnal*, *Book of Worship*, *Discipline* and the Jones text write a paper on the 4 most important things you think new members should know about the UMC. (3000 words, 40%)
6. 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 4 and 5 above **must consist of endnotes and not footnotes**, and endnotes do not count toward the total number of pages.
 - d. Assignments 4 and 5 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>).
 - a. **All assigned papers file MUST EXACTLY be named using the following format with the file name in the subject line:**
 StudentLastName_FirstInitial_40674_S14_Paper#
 e.g. Bryant_B_40674_S14_Paper1

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.

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 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 journey here.

Group Assignments

Proposed Schedule:

Class	Subject/Topic	Reading/Assignments
Session 1	Introduction and Review: Wesley's Theological Legacy and Trajectories	<i>BOD</i> , ¶¶ 1-200
Session 2	All questions come from QTCC: Q 1: "Does Methodism have a future in American culture?" Q 2: "Is United Methodism a world church?"	<i>BOD</i> , ¶¶ 160-166, 1001-1011 <i>BOD</i> , ¶¶ 540-548, 585-588, 590-591, 1301-1327; <i>MEA</i> , Chs. XI, XII
Session 3	Q 3: "What is the character of Methodist theology?" Q 4: "Can United Methodist theology be contextual?"	Frank, Introduction – Chapter 8 <i>BOD</i> , ¶¶ 101-104 <i>MEA</i> , Ch. XV
Session 4	Q 5: "How do caucuses contribute to the connection?" Q 6: "Connectionalism: End or new beginning?"	Frank, Chapters 9-12; <i>MEA</i> , Ch. XIV <i>BOD</i> , ¶¶ 613.20, 806.9, 906.1, 2001-2109

Session 5	Q 7: "Has our theology of ordained ministry changed?" Q 8: "Are extension ministries an opportunity to reclaim a Wesleyan understanding of mission?"	Jones, Part I; <i>MEA</i> , Ch. XIII <i>BOD</i> , ¶¶ 120-142, 253-257, 301-369 Paper II Due
Session 6	Q 9: "Has United Methodist preaching changed?" Q 10: "Does Methodism have a future in the electronic church?"	Jones, Part II
Session 7	Q 11: "Is division a threat to the denomination?" Q12: "Will homosexuality split the church?"	Jones, Part III; <i>MEA</i> , Ch. XV <i>BOD</i> , ¶¶ 161H, 162F, 304.3, 341.6, 806.9, 2702-2702.1, 501-511
Session 8	Q 13: "Leading small congregations: persistence or change?" Q 14: "Is there a new role for lay leadership?"	<i>BOD</i> , ¶¶ 126, 256.1b, 631, 641.7, 666, 1118.2c, 262, 264.2, 1117, Paper III Due
Session 9	Q 15: "Is there a better way to elect bishops?"	<i>BOD</i> , ¶¶ 404-413, 512-537 <i>BOD</i> , ¶¶ 402-403, 414-416
Session 10	Q 16: "What is the common discipline for local churches?" Q 17: "What difference do the size, site, and style of the annual conference make?"	<i>BOD</i> , ¶¶ 1101-1127 <i>BOD</i> , ¶¶ 601-656,
Session 11	Q 18: "What defines clergy compensation: mission or market?" Q 19: "Clergy leaders: who will they be? How will they emerge? To what will they lead us?"	<i>BOD</i> , ¶¶ 246-251, 337-342 <i>BOD</i> , ¶¶ 140-142
Session 12	Q 20: "Are the local church and denominational bureaucracy twins?" Q 21: "Is there a crisis in church finance?"	<i>BOD</i> , ¶¶ 249, 258, 604, 703.6, 704, 801-823
Session 13	Q 22: "Is holistic evangelism possible?" Q 23: "Will the church lose the city?"	<i>BOD</i> , ¶¶ 630.4-630.4d, 1114, 1115.13 <i>BOD</i> , ¶¶ 1112-1113, 1313, 2302.2a Paper IV Due

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 ▪ 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