

PT 657: AME POLITY - GUIDED STUDY

3 credits

SUMMER 2019: JUNE 18, JULY 9 and JULY 23

Tuesdays, 6:30 – 10:00 PM

Professor

Miriam J. Burnett, MD, MDiv, MPH

Medical Director

AME International Health Commission

267-636-2407

mburnett@raphahealthinc.com

Office Hours: Tuesday or Wednesday afternoons by appointment

Missio's Mission

To prepare missional leaders who incarnate the story of Jesus with humility and authenticity and who communicate the story with fidelity to Scripture, appreciation of the Christian tradition, and sensitivity to the needs and aspirations of postmodern culture.

Course Description

The purpose of this course is to guide students in understanding the Wesleyan tradition and polity in the A.M.E. Church. In this course, students will be exposed to the Discipline and Doctrine of the A.M.E. Church, worship tradition and practices, as well as, experience how to organize the local church, plan and develop church plans, and budget.

This course is designed to lead students within the A.M.E. Church tradition in understanding and to articulate the religious heritage; to communicate it orally and in writing as a basic understanding of the history and documents of the faith tradition of the A.M.E. Church.

Prerequisite: none.

Course Learning Outcomes

Having successfully completed this course, the student should be able to:

1. Demonstrate proficiency in administrative organizing, planning and budgeting and knowledge of denominational tradition and religious heritage.
2. Demonstrate a transforming spirituality through an understanding of religious freedom and gender equality, cultural diversity and the practice of a ministry of justice and peace in the A.M.E. faith tradition.
3. Articulate a systematic and comprehensive understanding of the conference system. Identify essential components in the ecclesiastical structure of the African Methodist Episcopal Church. Correlate AME Church History with AME Church Doctrine in order to nurture and sustain the traditional witness to faith and order in the African Methodist Episcopal Church.
4. Describe the unique relationship between Pastors, Stewards Trustees, Class Leaders, Stewardesses, Deaconesses, Missionaries, the Laity, and other auxiliaries within the local church.
5. Utilize The Doctrine and Discipline of the African Methodist Episcopal Church, 2016; AME Hymnal as working handbooks for mission and ministry.

6. Organize an AME Church and effectively pastor a local church in its sacramental and liturgical witness to the Trinity in the contemporary existential situation of African Methodists throughout our global village.

Personal Note From The Professor

The Holy Spirit's work is often subtle and mysterious – and He and His work get a “bad rap” because of this mystery and because of historic abuses, distortions, and exploitations. Ignoring His Person and work is not really an option, though – especially for missional Christian leaders seeking to forward the Spirit's work! I look forward to engaging with you in this course to better discern the work of the Spirit, to learn with you and from you how the Spirit is at work among His people. I'm eager to hear and see what that looks like in YOUR community; and I look forward to edifying and encouraging one another in love and good deeds as we see the day approaching – despite the hardships and hostilities you and I face in this present hour.

Miriam Burnett

Course Assessments and Homework Hours

ASSIGNMENTS	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME
Reading and Reading Assignments	1-6	50%	60
Issue Paper	1-6	20%	15
Podcast Paper and Dialogue	1-6	10%	5
Class Participation (including conscientious engagement with narrated Power Points and classroom equivalent learning objects, see below)	1-6	20%	N/A
Total estimated time on homework		100%	80 hrs total (for 3 credit course)

INSTRUCTIONAL ACTIVITY IN ADDITION TO CLASS SESSIONS*		
General Description and Explanation:		
Some class lecture material and other course content is provided outside of class in digital form (narrated power-points, podcasts, etc.) Some, though not all, of the digital learning objects will be accompanied with follow-up quizzes and/or other “reinforcing” educational methodologies.		
INSTRUCTIONAL ACTIVITY	RELATED OBJECTIVES	ESTIMATED TIME
Audio-Visual Learning Objects (recorded lectures, narrated power-points, podcasts)	1-6	2-4 hrs.
Total		2-4 hrs

*These required assignments involve instruction comparable to what occurs in the classroom (lectures, presentations, and instructor-led activities such as discussions, debates, and collaborative work. They should be completed on the due dates listed in this syllabus.

Course Procedures & Course Requirements

1) **Class Interaction** - Participate positively and thoughtfully in class discussions. Class contributions should be regular, but not monopolizing. Your class participation grade will be based on the quality of your class interaction, as well as your overall contribution to class morale and the overall learning environment. **(10% of the final grade)**

2) **Required Books/Podcasts - the three books must be brought to every class session**

- *AMEC Sunday School Union, The Doctrine and Discipline of the A.M.E. Church 2012 - 2016 Edition*
- *The Book of Worship, The African Methodist Episcopal Church, 1984, Reprint 2005, Kindle 2018*
- *African Methodist Episcopal Church Hymnal, A.M.E. Church, 2000*
- One of the following podcasts:
 1. It's Conference Season: How church conventions influence Christian vocation
<https://player.fm/series/zera-today-with-dr-lorenzo-neal/its-conference-season-how-church-conventions-influence-christian-vocation>
 2. Acknowledging and Overcoming the Dark Side of Church Leadership
<https://player.fm/series/zera-today-with-dr-lorenzo-neal/acknowledging-and-overcoming-the-dark-side-of-church-leadership>
 3. Black life expendability and the Duty of Black Pastors
<https://player.fm/series/zera-today-with-dr-lorenzo-neal/black-life-expendability-and-the-duty-of-black-pastors>
 4. Who Runs the Church: Women as the secret weapon of the Church
<https://player.fm/series/zera-today-with-dr-lorenzo-neal/who-runs-the-church-women-as-the-secret-weapon-of-the-church>
 5. The Sacred or Secular Spectacle: Is there a right or wrong approach
<https://player.fm/series/zera-today-with-dr-lorenzo-neal/the-sacred-or-secular-spectacle-is-there-a-right-or-wrong-approach>

3) RECOMMENDED BOOKS

- Henry McNeal Turner, *Methodist Polity*, 2009
- Dennis C. Dickerson, *African Methodism and Its Wesleyan Heritage: Reflections A.M.E. Church History*, 2009
- Richard S. Newman, *Freedom's Prophet: Bishop Richard Allen, the A.M.E. Church and the Black Founding Fathers*, 2008
- Kenneth H. Hill, *The Romance of Teaching in the Wesleyan African Methodist Tradition*, 2016
- Harold I. Bearden, *African Methodist Episcopal Church Polity*, 1984
- G. Lovelace Champion, Sr., *Black Methodism, Basic Beliefs*, 1995
- Bishop R. R. Wright, Jr., *The African Methodist Episcopal Church, A.M.E. Polity*

Students should complete the readings by the due date listed in the course schedule. The course texts and one of the podcasts listed are required reading. Your grade is constituted by the quality and depth of your responses to the questions and essays prompted by the reading.

Attendance Policy and Grades

It is important to arrive on time and be actively engaged in every minute (literally, every minute) of class time. Class time is valuable – to you, to your classmates, and to the professor. Class time is thoughtfully prepared by the professor and crafted with intricacy for maximum learning effectiveness. Recognize that your grade may be lowered for tardiness or absences at the discretion of the instructor.

Attendance in this course constitutes both 1) coming to class and 2) logging in to the E-campus course site and participating in the online or out-of-class activities assigned throughout the course. Students are responsible for reading and familiarizing themselves with the material posted on the E-campus course site throughout the course.

Student usage of the course site is tracked by the E-campus software and monitored by the professor of the course. Students who need to be absent from the course site for two or more hours during a discussion forum activity or required web conference should email the professor in advance of the absence.

Students may email the instructor at any time if they have questions about the course.

Course Schedule with Topic, Assignments, Submission Method, & Due Dates

DATE	IN CLASS	EXERCISES/ASSIGNMENTS
Tuesday, 6/18/2019 6:30 – 10:00 pm	Topic: <ul style="list-style-type: none"> • Course Introduction: • Methodist Beliefs and Doctrine • Articles of Religion • A.M.E. Church Vision and Mission Statement • The Functions of the Connectional Church • General Officers and Departments • The Ministry in the A.M.E. Church • A.M.E. Church Conference System • The Role and Function of Bishops and Presiding Elders in the A.M.E. Church 	

<p>Tuesday, 7/9/2019 6:30 - 10:00 pm</p>	<p>Topic:</p> <ul style="list-style-type: none"> • The Role and Function of Pastors and other ministerial staff • Organizing the Local Church • The Functions of the Boards of the Local Church • Developing a Local Church budget and funding plan • Stewardship in the A.M.E. Church • Local Church Meetings: Planning and Holding Church Conference Steward, Trustee and Official Board Meetings • Podcast reflection presentations 	<p>Assignment 1: Each student will present an action plan for organizing a local A.M.E. Church Due 7/1/2019 (10% of the final grade).</p> <p>Assignment 2: Each student will develop a local church budget (bring to class) Due 7/1/2019 (10% of the final grade)</p> <p>Assignment 3: Each student will plan an agenda. Due 7/9/2019 (10% of the final grade)</p> <p>Assignment 4: Each student will prepare and present a three to five page reflection on a self-selected podcast, relate it to The Doctrine and Discipline of the African Methodist Episcopal Church, 2012-2016. The paper should present an issue related to our polity, discuss why it is an issue, and take a position that is supported through a rational theological discourse. Sources should be cited using Turabian 8th or 9th version. Careful attention should be given to style and grammar. Podcast selection should be submitted for approval by June 28. All papers will be due at the beginning of the class session on July 9th. The paper equals 10% of the final grade.</p>
<p>Note: Podcast reflection instructions</p>	<p>Student Name _____ Report for Podcast Name _____</p> <ol style="list-style-type: none"> I. Reflections on the podcast <ol style="list-style-type: none"> i. Your understanding of the material ii. Reflections on biblical principles, theological doctrines and historical expressions iii. Comments on denominational and/or local church's tasks in polity related to the podcast II. Comments III. Questions IV. Concerns 	

<p>Tuesday, 7/23/2019 6:30 - 10:00 pm</p>	<p>Topic:</p> <ul style="list-style-type: none"> • Worship Traditions in the A.M.E. Church • Rituals and Sacraments • Use of the AME Hymnal • Doctrine and Discipline issue presentations and discussions 	<p>Assignment 5: Each Student will plan and submit an A.M.E. Order of Worship (Traditional/Non-Traditional) (10% of the final grade)</p> <p>Assignment 6 (in class): Each Student will demonstrate the use of the AME Hymnal to select the hymns that correspond to the selected scriptures. (10% of the final grade)</p> <p>Assignment 7: Each student will prepare and present an eight to ten page on a self-selected topic related to The Doctrine and Discipline of the African Methodist Episcopal Church, 2012-2016. Topics should be selected and presented for approval by July 9th. All papers will be due at the beginning of the class session on July 23rd. (20% of the final grade).</p>
<p>Issue Paper Instructions</p>	<p>The paper should present an issue related to our polity, discuss why it is an issue, and take a position that is supported through a rational theological discourse. Sources should be cited using Turabian 8th or 9th version. Careful attention should be given to style and grammar.</p>	
<p>Note: All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work.</p>		

Student Responsibility and Academic Policies

1. **Academic Policies:** Students are fully responsible to know and follow all seminary rules, regulations, and deadlines published in the Academic Catalog and all requirements concerning their degree programs. See the e-campus home page.
2. **Course Syllabus:** Students are fully responsible to know and fulfill the requirements stated in the course syllabus. Students should email the professor about issues related to course work and deadlines during the course. See above under “completion of course work” for policies on course extensions.
3. **E-campus Course Site:** Students are fully responsible for course content and materials that are posted on the course site. Students are encouraged to check the course site frequently during the course. Students who experience difficulty accessing or using the E-campus should email helpdesk@Missio.edu and include their student ID# in their correspondence.
4. **Academic and General Integrity:** As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that the completion of all assignments and assessments are to reflect your own work. Students found

guilty of cheating or plagiarism will receive a grade of zero on the assessment and will follow the process outlined in the Academic Catalog. See the Academic Catalog for more information on plagiarism and policies related to cheating and plagiarism.

5. **Student PC Security Statement:** Missio Seminary recognizes the need for computer use throughout the entire educational process today. Computers equipped with Internet access and applications that help deliver information and knowledge are vital. Students are encouraged to bring their electronic computing devices to campus to facilitate their course work and supplemental activities. Given the current climate of online dangers such as viruses, malware, phishing scams, and other related risks it is critical to secure all such devices regardless if they're being used on campus or not. Please take the appropriate steps to safeguard the security of your own electronic devices to protect the integrity of the student network on campus and provide a safe computing environment for everyone to use.

Grading System

To remain in good academic standing, a student must maintain the grade point average designated for his or her program.

MISSIO SEMINARY GRADING SYSTEM			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing

Score Levels	Content	Conventions	Organization
A	<ul style="list-style-type: none"> ▪ Is well thought out and supports the solution to the challenge or question ▪ Reflects application of 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 solution.
B	<ul style="list-style-type: none"> ▪ Is well thought out and supports the solution ▪ 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 (1 to 3) spelling, grammatical, or punctuation errors ▪ Good use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Information supports the solution to the challenge or question.
C	<ul style="list-style-type: none"> ▪ Supports the solution ▪ 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 (3 to 5) 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 project. ▪ Information loosely supports the solution.
D	<ul style="list-style-type: none"> ▪ Provides inconsistent information for solution ▪ 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"> ▪ More than 5 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 challenge or question. ▪ Information has no apparent pattern.

Podcast/Issue Paper Grading

Class Interaction Grading

Oral demonstration of comprehension of assigned readings, ability to engage in group dialogue, and the willingness to dialogue.

Indicator	Unacceptable	Weak	Acceptable	Exceptional
Participant's attendance to classes and assignments.	Below 70%	70-80%	80-90%	100%
Does the participant evidences having read the material to inform class discussions?	Participant has difficulty in locating the readings and is unaware of assignments.	Participant is aware of assignments and readings and is unable to connect them to class session	Participant connects readings and assignments to session subject orally, and brings questions and concerns from the readings to class dialogue.	Participant integrates readings and assignments to his or her own project or context orally.
Does the participant engages the dialogue in class frequently?	Too frequent responses: dominates discussion, not allowing students (or sometimes even teach contribute or is silent or creates distractions by playing with items.	Comments occasionally or a bit too much or at times that break the flow of the discussion. Sometimes talks over others.	Contributes regularly to discussions, and allows others their turns to share their comments as well.	Frequency of comments is optimal (just right: neither too frequent so as to dominate, nor so little that there is no contribution). Steps in when there are silences to move discussion along but keeps quiet when this allows others to contribute.
Does the participant offer relevant contribution to class dialogue?	Comments are not related to topic at hand, or go back to previous part of discussion or question. Language is so general or confused that it's difficult to understand where comment fits.	Comments may only repeat what has been already said, or may be tangential or may sidetrack discussion from time to time. Language is fairly general; only personal experience has some specific details.	Contributions are related to the topic and some support is provided, at least in general ways, to make connections between the topic and the students' comments. Clarification questions are asked. Language is clear, if somewhat general, and specific details are provided.	Contributions enhance lesson or discussion: they may ask a key question, elaborate, bring in relevant personal knowledge, move the discussion along, identify issues or take the discussion to another level. Students use the vocabulary of the topic to be precise and clear. Able to synthesize or indicate gaps or extensions to topic.

Indicator	Unacceptable	Weak	Acceptable	Exceptional
Does the participant contribute to the creation of a learning community of orality and ocularity that is committed to a transformative and liberating spirituality.	Comments may focus attention on self rather than on discussion. Comments may frequently interrupt others or be disrespectful. Side conversations, body language or actions, inappropriate comments or sounds may make class participation fragmented.	Listens intermittently as others speak, so comments are sometimes off topic or don't follow thread of discussion. Comments and body language sometimes disrespectful. Sometimes follows the lead of others to disrupt participation. (Eye contact made intermittently if culturally appropriate.)	Listens as others contribute. Comments acknowledge others' contributions. Student both asks and answers questions in discussion. Comments and body language are generally respectful. Tanking in consideration gender, sexual orientation, cultural sensitivities (and Race/Ethnicity issues. Eye contact made.	Listens actively and attentively to others prior to making own comments. Comments focus on and enhance consideration of topic rather than focusing on specific people. Comments and body language validate and encourage others' contributions.