

Wesley Theological Seminary Course of Study
General Board of Higher Education and Ministry
Second Term: July 23 – August 2, 2018

CS-422 Theological Heritage 4: Wesleyan Movement

Faculty: Rev. Joye F. Jones

Email: jjones@wesleyseminary.edu

Course Description

This course covers the significant individuals, decisive events, and theology of the Methodist movement. Utilizing categories of grace, faith, and holiness, the student will appropriate the Wesleyan heritage.

Objectives

1. Understand and reflect on the movements, major figures, and events that led to the eighteenth century revivals, especially the lives and ministries of John and Charles Wesley.
2. Understand and articulate the vision of holiness and the theology of grace as it shaped the Wesleys, and the structures of the Methodist movement.
3. Identify and discuss significant theological and historical developments in American Methodism, including ordination and episcopacy.
4. Reflect theologically on our Wesleyan heritage and identity.

Required Texts

- Richard P. Heitzenrater, *Wesley and the People Called Methodists*. Second edition. Nashville: Abingdon Press, 2013.
- Russell E. Richey, Kenneth E. Rowe, and Jean Miller Schmidt. *American Methodism: A Compact History*. Nashville: Abingdon Press, 2012.
- Maddox, Randy L. *Responsible Grace: John Wesley's Practical Theology*. Nashville: Kingswood Books, 1994.

Required Additional Text: You are required to read only ONE of these texts. See Assignment section below.

- John H. Wigger, *American Saint: Francis Asbury and the Methodists*. New York: Oxford University Press, 2009 (**if you were born Jan-June**)

OR

- Richard S. Newman, *Freedom's Prophet: Bishop Richard Allen, the AME Church, and the Black Founding Fathers*. New York: New York University Press, 2008 (**if you were born July-Dec**)

Online Readings

1. John Wesley's sermons: <http://wesley.nnu.edu/john-wesley/> **OR**
<http://www.umcmission.org/Find-Resources/John-Wesley-Sermons>
2. Wesley's essay on Arminianism: <http://www.umcmission.org/Find-Resources/John-Wesley-Sermons/The-Wesleys-and-Their-Times/What-Is-an-Arminian>

Additional Resources you may find helpful. These are NOT required.

- Campbell, Ted. A. *Methodist Doctrine: The Essentials (Revised Edition)*. Nashville: Abingdon Press, 2011.
- Langford, Thomas A. *Practical Divinity: Theology in the Wesleyan Tradition (Revised Edition), Vol. 1*. Nashville: Abingdon Press, 1983.
- Wigger, John H. *Taking Heaven by Storm: Methodism and the Rise of Popular Christianity in America*. New York: Oxford University Press, 1998.

ASSIGNMENTS

Readings Journal

Keep a journal with notes on all the readings for this course. As you read and take notes, reflect on how you could apply your insights from the readings to aspects of your ministry. (This journal will not be turned in, but you will need it for the written assignments.) Bring your journal to class to facilitate in-class discussions.

- **Before you begin the assignments listed below**, read the books by Heitzenrater and Maddox, and Wesley's essay on Arminianism.
- Before you begin the written assignments, please see the instructions on writing and information about **citations & bibliography** at the end of this study guide.

Assignment 1: Due June 1, 2018

Wesley's Standard Sermons in Historical Context

From the earliest days of the movement, Wesley's Standard Sermons have been considered as authoritative on issues of faith for the "People Called Methodist". You will be reading six of them for this class. The sermons are written in 18th century English, and take effort to understand. You may be tempted to use versions of his sermons that have been rendered in modern English. **Don't do it.** Those writers are applying their own interpretation to Wesley's words, and may not accurately reflect what Wesley intended. Struggle with the language, and you will benefit from the study. Your study of Wesley's life, times, and theological development will also contribute to your understanding of the sermons.

A. Required Sermons – read ALL of these sermons (making notes in your journal as you do)
These sermons will be discussed in class, with students leading the discussion.

Free Grace	Uses of Money
On Working Out Our Own Salvation	Witness of the Spirit II
Scripture Way of Salvation	

B. Additional Sermons – select one of these sermons to read (make notes)

Salvation by Faith	Circumcision of the Heart
Almost Christian	Catholic Spirit
Justification by Faith	Christian Perfection
Repentance of Believers	Danger of Riches
Means of Grace	On Visiting the Sick

Written Assignment: Write a **6 page** (total for both sermons) paper on two sermons, one from A & one from B. For each sermon:

- Provide a brief summary of the sermon in no more than two pages. What is the main theological teaching or issue?
- Place the sermon in its historical context and in the context of Wesley's life and theological development. How does it contribute to Methodist doctrine or theology?

Assignment 2: Due June 1, 2018

Biography Review: Francis Asbury or Richard Allen

While many were involved in the development of the American Methodist tradition, Francis Asbury and Richard Allen were particularly important in adapting the English movement to the American context. To understand better their contributions, half of the class will read Wigger's *American Saint* and half will read Newman's *Freedom's Prophet*.

- If you were born in **January-June**, you are to **read** *American Saint*.
- If you were born in **July-December**, you are to **read** *Freedom's Prophet*.

The books will be discussed in class, with students leading the discussion.

Written Assignment: After reading your assigned text, write a **4 page** review of the book. Your paper should include:

- A concise summary of the most relevant parts of the work, making it understandable to a person interested in but having little knowledge of Methodist history. (This should not be a rehash of the person's life.)
- Why is this person important to the American Wesleyan movement? What were some of the issues that he faced that are still relevant to Methodism today?
- A critical assessment of the book. (e.g. What was good? How well did it convey the information? What is your impression of the book & the person it's about? Etc.)

Assignment 3: Due July 24, 2018 – the first day of Class

Methodist History Research Paper

How does our past affect the present? After reading *Wesley and the People Called Methodists* by Heitzenrater and *American Methodism: A Compact History* by Richey et al., explore in more depth an area of United Methodist history that interests you. Since you will have already written about John Wesley and either Asbury or Allen, you are to select a different area for study, something that engages your curiosity. For example, **(just suggestions!)**

- The history of United Methodism in your region or in a different part of the world.
- The influence of one or more of the various antecedents (e.g., ME, MP, EUB) of the UMC on polity or doctrine or the church you serve.
- Impact of the holiness movement on today's UMC.
- How a particular UM tradition (e.g. healing ministry, Sunday School, worship styles, small groups, music) began, developed and/or influenced the church.
- Role of women or various ethnic groups. **etc.**

Written Assignment:

1. When you have found something that interests you, send a brief description of your topic by email to the instructor for approval. This will be a short paper, so you will need to keep your topic narrowly focused, and not try to cover too much. The topic of your paper must be approved no later than June 1, 2018

2. Once your topic has been approved, write a **6 page research paper** on your chosen topic. Be careful about relying too heavily on a single source.

Assignment 4: Due July 24, 2018 – the first day of Class

Synthesis & Practical Application of Your Readings

Much of our doctrine and practice is rooted in Wesley's writings. However, as times and culture have changed, Methodists have brought new understanding and angles of visions to the 18th century revival movement. How do we stay true to the Methodist revival while applying those truths to our present context and culture?

Written Assignment: Write a **4 page synthesis** of your journal entries that connects your readings to at least one aspect of your practice of ministry. For example, (*just suggestions!*)

- How the theology in John Wesley's sermons informs your preaching.
- Understanding our "open table" communion or baptism of infants
- How Connectionalism affects the way your church carries out its mission.
- The effects of Arminianism on today's church doctrines or practices. **ETC.!**

Instructions on Writing

If you have questions about an assignment, ASK. Please don't assume!

Good papers will show evidence that you have both read and understood the assignments, and for the history research paper, did research beyond the required readings. It is also important that your papers stay focused on the assigned topic.

You are strongly advised to use online source material with extreme caution, since many online sources do not meet scholarly standards. While high-quality scholarship is available online, and the internet can be a powerful research tool, Googling is not a synonym for research. Lack of research or use of poor source material will adversely affect the grade.

All deadlines must be honored, and failure to do so will adversely affect the grade.

All papers should be typed, double-spaced in Times New Roman, 12 point font, with one-inch margins. Please number all pages. Be sure your name is on the paper. Papers should be the assigned length, plus or minus one-half page; the required bibliography is not included in the page count.

Citations & Bibliography

Proper citation is critical. Ideas, concepts, or information derived from other sources or persons other than your own thinking must be acknowledged through footnotes. Any quotation of three words in length or greater must be footnoted.

Use any academically acceptable "notes-bibliography" style for footnotes and citations. A helpful style is "Turabian."

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

Each paper must have a bibliography, citing all the resources you used in preparing the paper – even if you use only one and it is the assigned reading!

Failure to meet these formatting requirements will adversely affect a grade. Plagiarism is theft, and may result in a failing grade.

Grading

Papers will be evaluated by how well you address all parts of the assignments; clarity of writing, accuracy, & consistency; the ability to make a coherent argument; and conformity to proper academic standards. Please run a spell check & edit for typos!

The course grade will be based on my evaluation of the assignments, weighted as follows:

- Assignment 1: Wesley Standard Sermons Paper – 30%
- Assignment 2: Asbury/Allen Biography Review – 15%
- Assignment 3: History Research Paper – 30%
- Assignment 4: Journal Synthesis – 15%
- Class participation – 10%

Any paper received after the due date will have its grade lowered in accordance with Seminary policy. If something beyond your control will prevent you from submitting your paper on time, notify me **immediately** to see what can be worked out.

Grading:

The instructor assumes that everyone in the class is capable of the work required to receive a “B” grade for each assignment. The following interpretations of the meaning of each grade have been developed to help class members review their work to identify strengths and problems.

A “B” means that the basic elements of the assignment have been faithfully included, the argument is internally coherent, and clearly articulated.

A “B+” means the assignment is also well crafted.

An “A-“ means that the assignment is not only well crafted, but it also probes the issues with considerable insight.

An “A” means the assignment is well crafted, reveals considerable insight, and moves beyond the range of the student’s prior knowledge to begin to construct new perspectives and meanings for the subject. In other words, it shows the student’s imagination at work; it has a creative edge.

A “C+” means that the assignment lacks clarity or focus, tends to reveal more the writer’s opinions than the results of the writer’s analysis, and lacks reflective insight into the issues being discussed.

A “C” means that the assignment does not move beyond the reporting of information from readings and/or class discussions to engaging them with issues being discussed; it may indicate inappropriate or misuse of data and readings.

A “C-“ means that despite some moments of focused discussion and insight, major gaps exist in the development of the argument or discussion.

An “F” means the individual needs to see me immediately.

Grades will be reduced a step (e.g. from B to a B-) for assignments handed in after the start of class, and a full letter grade for any assignments 24 hours past due. Assignments over 48 hours past due will be lowered two letter grades. We need to talk if an assignment is over 72 hours past due. Please note only two unexcused absences are allowed before grade is lowered one step.

Final course grades are mailed to the student, GBHEM in Nashville and the student's conference representative by September 30. Grades are not posted on-line.

Inclusive Language

In both oral and written contributions to the course, students are expected to be conscious of the power of language in theology. Inclusive language respects both gender and racial diversity, and students should demonstrate awareness that language about persons and God expresses values and impacts theological ideas in the details of race and gender connotations. Both gender and race are socially-constructed categories, and changing language is part of bringing justice to theological discourse.

Academic Policies

Attendance: Students are expected to attend all classes in their entirety. Faculty member have the authority to set attendance policies for particular courses and those policies will be included in the course syllabus. Deviation from the attendance policy may result in reduction of grade or loss of credit for the course.

Plagiarism: Plagiarism is regarded as a serious offense and will result in substantial penalties, including the possibility of academic dismissal. The faculty regards the following as form of plagiarism or dishonesty:

- Copying from another student's paper
- Giving or receiving unauthorized assistance to or from another student during an examination
- Using unauthorized material during an examination
- Borrowing or presenting as one's own (i.e. without proper attribution) the composition or ideas of another.