

**CS-422      Theological Heritage 4: Wesleyan Movement**  
Wesley Theological Seminary Course of Study  
General Board of Higher Education and Ministry  
Second Summer Term: July 13-17, 2020

Faculty: Rev. Joye F. Jones  
Email: [jjones@wesleyseminary.edu](mailto: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:**

- Heitzenrater Richard P., *Wesley and the People Called Methodists*. Second edition. Nashville: Abingdon Press, 2013.
- Maddox, Randy L. *Responsible Grace: John Wesley's Practical Theology*. Nashville: Kingswood Books, 1994.
- Wigger, John H. *American Saint: Francis Asbury and the Methodists*. New York: Oxford University Press, 2009

Plus the following sermons found on <http://wesley.nnu.edu/john-wesley/> (Note, all of these sermons are included in *John Wesley's Sermons, An Anthology* edited by Outler & Heitzenrater, Abingdon Press, ©1987, 2<sup>nd</sup> printing, 1993.)

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

And this article by John Wesley: “What is an Arminian” found on

<https://arminiantheologyblog.wordpress.com/category/john-wesley/>

**Optional Texts: None of these are required; they are listed in case you want to read more.**

**History:**

- Wigger, John H. *Taking Heaven by Storm: Methodism and the Rise of Popular Christianity in America*. New York: Oxford University Press, 1998. By the same author of the book on Francis Asbury, covering American religion, with a focus on the Methodist movement through the middle of the 19<sup>th</sup> century. Very readable.

- Collins, Kenneth J. *John Wesley: A Theological Journey*. Nashville: Abingdon Press, 2003. Interweaves John Wesley's life with his theological development and the development of the Methodist movement.
- Newman, Richard S, *Freedom's Prophet: Bishop Richard Allen, the AME Church, and the Black Founding Fathers*. New York: New York University Press, 2008. Biography of an important early African-American Methodist who founded the AME Church.

### **Theology:**

- Collins, Kenneth J. *The Theology of John Wesley: Holy Love and the Shape of Grace*. Nashville: Abingdon Press, 2007. A somewhat different take on Wesley's theology of grace than Maddox gives, it is a much more dense read. But if it floats your boat ...

### **Other Required Materials**

A video camera will be needed for some assignments. A smart phone camera is acceptable.

## **Class Assignments**

### **Assignments to be completed before on-campus classes**

**READINGS:** Read all three of the required texts, the five required sermons, and Wesley's article entitled "What Is an Arminian?" Take notes and bring them with you to class to facilitate discussion.

The following are some questions to consider in your readings: (JW = John Wesley)

#### ***Foundations of the Methodist Movement in England.***

1. What were the main reformation & theological influences on JW both in his home and as he developed his own theology? Consider pietism, Calvinism, Moravians, Church of England & the dissenters.
2. What is an Arminian? What were the issues at stake in the arguments between Arminians and Calvinists?
3. What were the major effects of (1) the Holy Club, (2) the Georgia experience, (3) Peter Bohler on JW?

#### ***Methodist Movement in America: Asbury, Wesley, Coke and the development of***

1. Superintendency: including General Superintendents (Bishops) and Presiding Elders (District Superintendents). Their power, who selects, term limits. What was JW's theological basis for ordaining clergy?
2. Holy conferencing: including general & annual conferences; charge & quarterly conferences. What purpose(s) do/did they serve
3. Ordination and offering the sacraments: Who decides on ordination & who carries it out? Who is authorized to officiate/offer sacraments? What were the root causes of these concerns?
4. Itineracy & appointments: What were the big issues?

#### ***Theology***

1. Grace: What is grace? What is JW's understanding of how grace "works". Why was his interpretation attractive to the ordinary/poor people of England, women, and enslaved people?
2. JW's understanding of faith. How does faith relate to grace?
3. Holiness: Holiness and sanctification. What does JW mean by these terms? What is radical/confusing about this teaching? What is the holiness movement & what are some of the

denominations that are part of the movement? How do they relate to the Methodist movement/church?

**INTRODUCTION VIDEO:** Create a ~ 5 min video to introduce yourself to the class. Include pictures/video of yourself & the church(es) you serve, and a *brief* narration of your call to ministry. Post on Blackboard by **June 24**. View the videos of all of your classmates by **June 27**.

### **Assignments to be completed by JULY 3**

**SITE VISIT:** Visit a place near where you live or work that is important in American Methodist history. This link will take you to a list of some sites: <http://www.gcah.org/research/travelers-guide>. If you plan to visit a place not on the list, please obtain my permission before you go.

Take notes & photos/videos of the site. Develop a short presentation about your visit. Include why this place is important, what you learned, and what surprised, confounded, puzzled, or impressed you.

Your presentation may be a paper (with pictures) or a short video. The paper should be 4- 6 pages; the video 6-8 minutes. Due **July 3**.

**HISTORICAL VIDEOS:** View & take notes on all of the following videos:

Susanna Wesley <https://www.umc.org/en/content/susanna-wesley-mother-of-methodism>

Thomas Coke <https://www.umc.org/en/content/thomas-coke-a-father-of-methodism>

Susan Angeline Collins <https://www.umc.org/en/content/african-american-womans-incredible-life-as-a-methodist-missionary>

Write a *brief* synopsis (about a paragraph) of each video. Select **one** of them, and write a 1-2 page paper covering the role and importance of this person in Methodism. Due **July 3**.

**ON-LINE PRESENTATIONS BY JOYE JONES:** TBA

### **SYNTHESIS PROJECT to be completed by July 31:**

Using the sermons, readings, on-line materials & class discussions, creatively bring together your grasp of the modern Wesleyan understanding of grace, faith, and holiness, using specific illustration(s) to show how these foundational teachings have their roots in the past and are lived out in the UMC today.

Let your creativity flourish. You may write a paper, of course, but I encourage you to use other means such as art, photography, video, music, poetry, story-telling – whatever creativity you can tap into – for this assignment.

Written papers should be 10-12 pages long. Creative work should be based on similar effort. I will have to use my judgment in determining if it is enough. Please talk with me about this before beginning the project.

No matter the format of the project you choose, you must include a bibliography for all sources you used for the preparation of your work, even if they are materials assigned for class reading. Due **July 31**.

**All assignments should be posted through the Blackboard portal by the due date.**

### **Instructions on Writing for all assignments**

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

**Please, follow the instructions for each paper about what is to be covered, and how long the paper should be.**

Good papers will show evidence that you have both read and understood the assignments.

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 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; the bibliography is not included in the page count.

### **Citations & Bibliography**

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

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

Your synthesis project must have a bibliography, citing all the resources you used; papers on the site visit and historical videos need a bibliography if you used any material other than your own experiences.

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

### **Grading**

Your work will be evaluated on how well you follow the instructions; how well you address all parts of the assignments. For written work, clarity, accuracy, & consistency will be part of the evaluation. (Please run a spell & grammar check & edit for typos!) For media other than standard papers, creativity will be part of the assessment, as will clarity and over-all quality of the project. Have you conveyed your knowledge & understanding using the format/medium you have selected?

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

Synthesis Project: 40%

Site visit & report: 25%

Other on-line assignments combined: 20%

Class participation: 15%

Late submissions: Any required work received after the due date (except for the final synthesis project) will have its grade lowered in accordance with Seminary policy. If something beyond your control will prevent you from submitting your work on time, notify me **immediately** to see what can be worked out.

The final synthesis project will **not be accepted** after the due date.

On-campus Class Schedule  
July 13-17, 2020

\* The words for the hymns will be posted in “announcements” before the first class. They will also be on PowerPoint in class that day.

1. Mon Jul 13 \*Hymn: “Everlasting Love”  
Tune *Maryton*, “O Master Let Me Walk with Thee”  
Reformation & theological background of the Evangelical Revival  
Wesley Family, Methodist beginnings  
Sermon Discussion: **Free Grace**
2. Tues Jul 14 \*Hymn: “My God, I Know I Feel Thee Mine”  
Tune *Dove of Peace*, “I Come with Joy”  
Wesleyan Revival: Grace & Holiness  
Sermon Discussion: **Witness of the Spirit II**
3. Wed Jul 15 \*Hymn: “Lord of the Harvest”  
Tune *Boylston*, “A Charge to Keep I Have”  
Methodists Cross “The Pond” – Early American Methodism  
Issues of ordination, episcopacy, & interagency  
Sermon Discussion: **Scripture Way of Salvation**
4. Thurs Jul 16 \*Hymn: “The Word of Life We Sow”  
Tune *Diademata*, “Crown Him with Many Crowns”  
Social Holiness, including slavery & racism, role of women & radical inclusion  
Sermon Discussion: **Uses of Money**
5. Fri Jul 17 \*Hymn: “True Witness of the Father’s Love”  
Tune: *St Catherine*, “Faith of Our Fathers”  
Conflict, schisms & union; where are we today?  
Sermon Discussion: **On Working Out Our Own Salvation**