

**CS-422 Theological Heritage 4: Wesleyan Movement
Summer 2021**

On-line, synchronous classes via zoom July 26-30, 1:00-3:30 pm

Other required work will be done asynchronously (you by yourself) by the assigned date.

ALL email communications will be through your **Wesley email account**. Be sure it is connected to your personal email, if you don't usually check your WTS account.

SYLLABUS

Instructor Name: Rev. Dr. Joye F. Jones

Virtual Office Time *by request*. Please send an email & I'll set a zoom or facetime appointment.

Personal cell phone: 240-481-9724

Email: jjones@wesleyseminary.edu I will answer emails within 24 hours.

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.

Course 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.

TEXT BOOKS AND COURSE MATERIALS

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. *Taking Heaven by Storm: Methodism and the Rise of Popular Christianity in America*. Univ. Chicago Press, 1998.

On-line Required Readings:

The 6 sermons listed below found on <http://wesley.nnu.edu/john-wesley/> (Note, all of these sermons can also be found in *John Wesley's Sermons, An Anthology* edited by Outler & Heitzenrater, Abingdon Press, ©1987, 2nd printing, 1993.)

“Christian Perfection”

“Circumcision of the Heart”

“On Working out Our Own Salvation”

“Scripture Way of Salvation”

“Use of Money”

“Witness of the Spirit II”

“What is an Arminian” posted in “COURSE DOCUMENTS”; also found on

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

“Brief thoughts on Christian Perfection” posted in “COURSE DOCUMENTS”.

There are also **required videos** for you to watch and respond to on the Discussion Board or in short papers (see below). Kaltura videos are posted in the “Assignments” section of Blackboard.

OPTIONAL Texts: None of these are required.

History:

- 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.
- Rack, Henry D. *Reasonable Enthusiast: John Wesley and the Rise of Methodism*. 2nd Edition. Nashville: Abingdon Press, 1992. A more extensive treatment of JW and his work in England.
- Richey, Russell E., Kenneth E. Rowe, & Jean Miller Schmidt, *American Methodism: A Compact History*. Nashville: Abingdon Press, 2010, 2012. A bit boring, but a good reference.
- Wigger, John H. *American Saint: Francis Asbury and the Methodists*. New York: Oxford University Press, 2009. A well-written biography of the “father” of American Methodism.

Theology of Grace:

- Collins, Kenneth J. *The Theology of John Wesley: Holy Love and the Shape of Grace*. Nashville: Abingdon Press, 2007. A different take on Wesley’s theology of grace than Maddox.

Technical Requirements

Microsoft Windows

- Windows 8 or 10
- Intel Core i5 or higher or AMD equivalent
- At least 16GB of free storage space

Mac OS/X

- OS/XMac OS X 10.14 or newer
- Intel processor and at least 4 GB of RAM

All Systems

- Up-to-date browser: Firefox, Chrome, Safari, Edge ([click here for Blackboard browser checker](#))
- Up-to-date PDF reader ([Adobe](#) or [FoxIt](#))
- Up-to-date version of [Adobe Flash Player](#)
- Up-to-date video player:
 - Windows Media player or
 - [VideoLAN VLC media player](#)
- Up-to-date Word processor and presentation package ([Wesley Theological Seminary offers free Office 365 Basic for students click here for instructions on how to download](#))
- High speed internet connection

Other Required Materials

We will meet via zoom July 26-30, 1:00 – 3:30 pm.

Students must have a web cam and microphone; USB headset and microphone are ideal for course meetings.

CLASS ASSIGNMENTS

TEXTBOOK READINGS

The following are some questions to think about in your reading. You are **not** required to write answers. (JW = John Wesley) They are only to help provide a focus.

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 were the major effects of (1) the Holy Club, (2) the Georgia experience, (3) Peter Böhler on JW?

Methodist Movement in America

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. Importance of circuits, local pastors, exhorters, class meetings
4. 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?

Theology

1. Grace: What is grace? What is JW's understanding of how grace "works"? Why was his interpretation attractive to ordinary & poor people, 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?

DISCUSSION BOARD

Answers must be posted by July 19; comments on posts by July 24.

You cannot comment on a post that already has a comment UNTIL every post has at least one comment.

Assigned texts

Respond to questions about **readings from the texts** in DISCUSSION BOARD; post comments on 2 other students' answers if so instructed.

Kaltura or YouTube videos (Kaltura videos are all found in the "Assignments" section.)

1. Understanding Arminianism

Watch the following videos:

- **Kaltura** video lecture on Blackboard by Joye Jones: "God's Sovereignty: Calvinist-Arminian Arguments & the Council of Dort" (ca.9 min) **AND**
- **YouTube** video: John Wesley & George Whitefield
<https://www.youtube.com/watch?v=rgqicv3nRdg&t=17s> (ca.33 min). **WARNING:** unfortunately, this video contains ads, and I don't know how to edit them out.

Read Wesley's article: "What is an Arminian" (found in "Course Documents")

Respond to questions in DISCUSSION BOARD by **July 19** post comments on 2 other students' answers by **July 24**. Your comments on others' answers must include either a new insight that adds depth and meaning to the original post or a question that requires a substantive answers (i.e., not "yes" or "no"). You cannot comment on a post that already has a comment UNTIL every post has at least one comment.

2. Second Great Awakening.

Watch the following video: <https://www.youtube.com/watch?v=t2LTugtRQEQ> (ca.27 min).

WARNING: unfortunately, this video contains ads, and I don't know how to edit them out

Respond to questions in DISCUSSION BOARD by **July 19** post comments on 2 other students' answers by **July 24**. You cannot comment on a post that already has a comment UNTIL every post has at least one comment.

3. Our German Roots: History of the EUB.

Watch **Kaltura** video lecture on Blackboard by Joye Jones: "Our German Roots" (ca.9 min).

Respond to questions in DISCUSSION BOARD by **July 19** post comments on 2 other students' answers by **July 24**. You cannot comment on a post that already has a comment UNTIL every post has at least one comment.

4. **One in Christ - The MEC Becomes The UMC:** Watch Kaltura video lecture on Blackboard by Joye Jones (ca.21 min).

Respond to questions in DISCUSSION BOARD by **July 19** post comments on 2 other students' answers by **July 24**. You cannot comment on a post that already has a comment UNTIL every post has at least one comment.

WRITTEN PAPERS

➤ Please read **IMPORTANT information** on writing papers at the end of the assignments section. Papers not adhering to the format will have the grade lowered.

1. Sermon Synopses:

"Christian Perfection"

"Circumcision of the Heart"

"On Working out Our Own Salvation"

"Scripture Way of Salvation"

"Use of Money"

"Witness of the Spirit II"

Wesley's sermons are written in 18th century British English, and sometimes they are not easy to understand. Word usage changes over time, and some words don't mean exactly the same now as they did then; he also liked to drop Greek and Latin phrases into his sermons. You may be tempted to find versions of the sermons that have been "translated" into modern English. Don't use them. The time that you spend wrestling with Wesley's own words will repay you.

After reading **each** sermon, write one paragraph (ca.100 words) describing your own understanding of the main theological point(s) of the sermon; these should be combined into a single document. Paper to be submitted via BLACKBOARD by **June 30**. **NOTE:** Bibliography NOT required unless you use sources other than the sermons themselves. However, direct quotes from any source must have citations.

2. **Synopses of Historical People Videos:** After watching each video, write a **brief** synopsis (100-150 words, ca.½ page) of the importance of each person to Methodism; these should be combined into a single document. Paper to be submitted via BLACKBOARD by **June 30**. **NOTE:** Bibliography NOT

required unless you use sources other than the videos. However, direct quotes from any source must have citations.

- Susanna Wesley <https://www.umc.org/en/content/susanna-wesley-mother-of-methodism> (ca.4 min)
- Robert Strawbridge <https://www.umc.org/en/content/farmers-who-sowed-methodism-in-america> (ca.3.5 min)
- Thomas Coke <https://www.umc.org/en/content/thomas-coke-a-father-of-methodism> (ca.3 min)
- Francis Asbury: A Flame Spirit <https://www.youtube.com/watch?v=7-ag7WwJZYQ&t=117s> (ca.8 min)

3. Richard Allen & the AME Church

Watch the video “Richard Allen Documentary”:

<https://www.facebook.com/MotherBethel/videos/2042042119155900/?v=2042042119155900>
(ca.23 min, produced by Mother Bethel AME Church)

Read pages 13-25 of Allen’s biography posted on “COURSE DOCUMENTS” or online:

<https://docsouth.unc.edu/neh/allen/allen.html>

Write a 3-4 page paper (ca.750-1000 words) discussing the conflict between Allen and the Methodist Episcopal Church, particularly St. Georges. Why did Allen choose to remain Methodist instead of following Jones into a different denomination? How did what we now call the “Trust Clause” play a major role in the conflict?

NOTE: Bibliography NOT required unless you use sources other than the ones listed above. However, direct quotes from any source must have citations.

Paper to be submitted via Blackboard **June 30**.

4. Methodist History Research Paper: Due by end of class, July 30, 3:30 pm.

How does our past affect the present? Explore in more depth an area of United Methodist history that interests you. Find a person – other than John Wesley, Francis Asbury, & Richard Allen – or event or teaching that engages your imagination. For example, (just suggestions!)

- The development of United Methodism in your region or in a different part of the world. Are there historical places near you to visit/research?
- The influence of one or more of the various antecedents (e.g., ME, MECS, MP, EUB) of the UMC on our polity or doctrine, or on the church you serve.
- How a particular UM tradition (e.g. Sunday School, small groups, music) began and developed in the UMC or your particular congregation.
- The growth of outreach and service ministries across time and place.
- People who have had major influence on the development of the UMC or our polity or doctrines.
- How the conflicts in the UMC today reflect or relate to conflicts and schisms of our past.

When you have found something that interests you, send a brief description of your topic by email to the instructor for approval. 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 30**.

Once your topic has been approved, write a **8-10 page research paper** on your chosen topic. You must rely on at least three reputable sources; Wikipedia is not acceptable.

Paper must be submitted via BLACKBOARD by July 30, 3:30 pm.

INSTRUCTIONS ON WRITING PAPERS

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 assignment. They will reflect **your** thinking and integration of the material. Don't over-use quotations.

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 is a powerful research tool, Googling is not a synonym for research, and Wikipedia may not be accurate. In addition, over-reliance on a single source does not represent good scholarship. I expect you to use more than just the assigned class readings. 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 each page of the paper**. Papers should be the assigned length, plus or minus ½ page; the bibliography is not included in the page count.

Please check for typos and grammatical errors. Everybody makes mistakes, but papers with lots of errors indicate a lack of care in preparation.

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. However, the papers must reflect your own thinking. A paper that contains many quotes or ideas from others cannot be considered your own thinking.

Papers must use inclusive language. (see below)

Any quotation of three words 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

Your research paper **MUST** have a bibliography, listing all the resources you used. Other writings, such as synopses, do not require a bibliography **UNLESS** you use sources other than those assigned.

However, **ALL** quotations must have citations.

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

Paper must be submitted in Word or as a PDF.

* * * * *

OTHER IMPORTANT INFORMATION

Grading

Writings & postings will be evaluated by how well you address all parts of the assignments; clarity of thought & writing, and accuracy. Your research paper will also be evaluated on the ability to make a coherent argument; and conformity to proper academic standards.

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

Discussion Boards	20%
Sermon Synopses	12%
Historical videos Synopses	8%
Richard Allen paper	15%
Research Paper	35%
Zoom class participation	10%

Class Schedule

Monday, July 26

Lecture/Discussion
 Reformation Background
 The Wesley Family
 Methodist Beginnings & the Need for Revival

Tuesday, July 27

Lecture/Discussion
 Grace, Faith & Holiness
 Sermon discussions

Wednesday, July 28

Lecture/Discussion
 Methodist Movement in America
 Asbury & Coke
 Christmas Conference
 Clashes over Ordination & Episcopacy
 Sermon discussions

Thursday, July 29

Lecture/Discussion
 A Long Road to Inclusion: Laity, Racism, & Women
 Sermon discussions

Friday, July 30

Sermon discussions
 Discussion: What is an Arminian?
 Discussion: The Character of a Methodist

COURSE REQUIREMENTS

Attendance

Attendance is mandatory. Students are expected to participate in all classes in their entirety as directed. If you are ill or have an emergency and will need to miss a zoom session, contact me immediately.

Participation

Students are required to participate in all course activities.

Participation includes

- Completing all assigned readings, including all on-line readings.
- Completing all asynchronous (on your own) assignments as listed above, which includes viewing assigned YouTube videos and recorded lectures.

- Completing Discussion Board assignments with substantive comments & responses.
- Completing all written papers with attention to instructions on writing papers.
- Attending and actively engaging in synchronous (zoom) class sessions, including participating in discussions and any group work.

Late work Policy

Written papers WILL BE accepted until the beginning of class on July 26 without penalty. Written papers submitted after that will be accepted, but the grade will be lowered by ½ step for each late day (e.g., A to A-, B- to C, etc.). **Discussion Board** answers and comments **WILL NOT** be accepted late; missing items will receive a 0. **No work** will be accepted after **3:30 pm July 30**.

Viewing Grades

Assignment grades will be on Blackboard and can be accessed by clicking MyGrades in the course menu. Pre-class written papers received on listed due date will be returned no later than the first day of class, July 26. Research papers and papers submitted after the due date will be returned by August 9. All papers will be returned via your Wesley email.

Grade Schema

93 – 100 = A (Excellent/Outstanding)
 90 – 92 = A- (Outstanding)
 88 – 89 = B+ (Very Good)
 83 – 87 = B (Good)
 80 – 82 = B- (Adequate)
 78 – 79 = C+ (Adequate)
 73 – 77 = C (Adequate)
 70 – 72 = C- (Substandard)
 69 or less = F (Unacceptable)

Course Policies

God has called you to this work. The church has expectations of you. So please remember:

- students are expected to learn how to navigate in Blackboard Learn & to address technical problems immediately
- students are expected to keep abreast of course announcements
- students are expected to **use their Wesley Seminary email** as opposed to a personal email address
- students are expected to keep instructor informed of class related problems, or problems that may prevent the student from full participation
- students are expected to observe course etiquette at all times

Inclusive Language Policy

Bearing in mind that language reflects, reinforces, and creates social reality, the Seminary expects class conversation and written work to employ language that respects the equal dignity and worth of all human beings. In particular, linguistic sexism and racism are to be avoided. (from student handbook). In addition, students are asked to refrain from using masculine pronouns for God.

Accommodations/Disability Support

Once admitted to Wesley, students needing accommodations must communicate with the Associate Dean for Community Life. Students will submit to the Office of Community Life relevant, current documentation from a qualified professional, which will be evaluated by a consultant with a degree in special education. All accommodations for classes are made by the Office of Community life on behalf of the student. Please see our [page on Disability Accommodations for more information](#).

Academic Honesty & Integrity

Wesley Theological Seminary considers plagiarism as a serious offense which will result in substantial penalties, including the possibility of academic dismissal. Students are expected to comply with all standards for academic honesty and integrity, both of the seminary and of the classes in which students are enrolled. The seminary regards the following as forms of plagiarism or academic dishonesty:

- copying from another student's work;
- giving or receiving unauthorized assistance to or from another student during an examination;
- using unauthorized material during an examination;
- presenting as one's own (i.e., without proper attribution) the composition or ideas of another;
- copying material from any sources, whether print or online.

All work submitted must be the work of the student submitting. Work from other sources must be thoroughly paraphrased or indicated as a direct quotation. In either case, the source of the material must be cited. Students are referred to the most current edition of Kate Turabian's *Manual for Writers of Research Papers* for instructions on source citations.

Furthermore, the mutilation, defacement, or stealing of library materials are also considered forms of academic dishonesty and a violation of the seminary's *Covenant of Professional Ethics and Behavior* (see "Use of Property") and are also subject to disciplinary action.

In questions of academic dishonesty, the professor will report the circumstances of the case to the Dean. In first instances of proven plagiarism or dishonesty, the student will receive a "Fail" grade for the course. Second instances will result in automatic separation from the Seminary. Please see the Wesley Theological Seminary Catalog for further details.

SafeAssign

You may be asked to submit one or more of your writing assignments to Blackboard's SafeAssign plagiarism prevention service. Assignment content will be checked against Internet sources, academic journal articles, and the papers of other Wesley Theological Seminary students for common or borrowed content. SafeAssign generates a report that highlights any potentially unoriginal text in the submitted paper. The report may be submitted directly to the instructor or the instructor may elect to have students submit initial drafts through SafeAssign so that you will receive the report allowing the opportunity to adjust and ensure that all source material has been properly cited.

Blackboard Administration

Blackboard Learn automatically records all student and faculty activities including: the first and last access to the course, the pages accessed, the number of discussion messages read and sent, chat room discussion text, and posted discussion topics. These data can be accessed by the instructor to evaluate class participation and to identify participants having difficulty, or to verify academic honesty.

Courses will be unavailable to students two months after the course has ended. Please be sure to save any course material, content, or readings prior to the course completion. If you need the course after it has become unavailable, you must contact the instructor.

Courses will be removed from the server 2 years after the course has been completed.

Technical Support

Students must attempt to solve technical problems and contact their instructor when technical problems do arise.

If you experience technical problems, please exercise one or all of the following options:

- [Blackboard Training Materials](#)
- Call Blackboard Support at (202) 885-609
- Email Blackboard Support at edtech@wesleyseminary.edu

If you have lost your password, or have a problem that is not specifically Blackboard related, please contact Solutionworx at support@solutionworx.com or by phone at (703) 961-1840