

## CS-422 Theological Heritage 4: Wesleyan Movement

Summer 2022

On-line, synchronous classes via zoom July 18-22, 1:30-3:45 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

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**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](mailto: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.

The course combines history and theology.

#### 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 5 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, 2<sup>nd</sup> printing, 1993.)

“Christian Perfection”

“On Working out Our Own Salvation”

“Circumcision of the Heart”

“Witness of the Spirit II”

“Means of Grace”

“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”.

“The Character of a Methodist” 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). 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*. 2<sup>nd</sup> 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.

## PRE-CLASS ASSIGNMENTS

**Estimated time for Pre-Class (asynchronous) assignments:** You need to know that WTS (and GBHEM) consider watching videos/on-line lectures and replying to Discussion Board questions as part of contact hours; they do NOT include reading texts or researching & writing papers in this contact time. GBHEM & WTS expect about 20 contact hours total, both Zoom and asynchronous.

Assuming that you may watch the videos twice and answer the discussion board questions thoughtfully, including thoughtful replies to others’ comments, I estimate about 10 hours of work. If you work faster, good for you. If you work more slowly, I’m sorry. I estimate our Zoom time together to be about 10 hours.

## HISTORICAL SITE VISIT & REPORT

**Due June 30**

Visit a place near where you live 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>; be sure to check out the additional options at the bottom of the website page, “United Methodist Historic Sites”. 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. Then 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, narrated video. The paper should be 4- 6 pages; the video 6-8 minutes.

## TEXTBOOK READINGS

The following are some questions & points to think about in your reading. They are intended 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

**Respond** to questions in DISCUSSION BOARD by **July 10**; post comments on 2 other students' answers (if required) by **July 17**. 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.

### **Assigned texts**

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

### **Video Lectures & YouTube Videos**

#### **1. Understanding Arminianism**

**Watch** the following videos:

- **Video Lecture** on Blackboard (in "Assignments") 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.

Respond to questions in DISCUSSION BOARD; post comments on 2 other students' answers.

**2. Our German Roots: History of the EUB.**

Watch **Video Lecture** on Blackboard by Joye Jones: "Our German Roots" (ca.9 min). No questions, no comments. 😊

**3. One in Christ - The MEC Becomes The UMC:** Watch **Video Lecture** on Blackboard by Joye Jones (ca.21 min). Respond to questions about **this video** in DISCUSSION BOARD. (No comments on other students' answers required.)

## WRITTEN PAPERS

**Due June 30**

➤ 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”

“Means of Grace”

“On Working out Our Own Salvation”

“Witness of the Spirit II”

Wesley’s sermons are written in 18<sup>th</sup> 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) 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)

### 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 2-3 page paper (ca. 500-750 words) on the key issues in the conflict between Allen and the Methodist Episcopal Church, particularly between St. Georges and Bethel Chuches. Why did Allen choose to remain Methodist instead of following Jones into a different denomination?

**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**.

## SYNTHESIS PROJECT

### Due July 22

Using the sermons, other assignments & class discussions, creatively bring together **your understanding** of the modern Wesleyan doctrines of grace and holiness.

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 5-6 pages long. Creative work should be based on similar effort. I will need to use my judgment in determining if it is enough. Please talk with me about this **before beginning** the project, if you intend to do something other than a paper.

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.

### 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.

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. Any quotation of three words or more **MUST** have a citation.

Papers must use inclusive language. (see below)

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 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.

### **WTS 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.

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## **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:

Historical Site Visit Report	10%
Discussion Boards (combined)	25%
Sermon Synopses	15%
Historical videos Synopses	6%
Richard Allen paper	14%
Synthesis Project	20%
Zoom class participation	10%

### **Class Schedule**

#### **Monday, July 18**

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

#### **Tuesday, July 19**

Lecture/Discussion  
 Grace, Faith & Holiness  
 Sermon discussions

#### **Wednesday, July 20**

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

#### **Thursday, July 21**

Lecture/Discussion

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

### Friday, July 22

Sermon discussions  
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 assignments, including assigned YouTube videos and recorded lectures
- Completing Discussion Board assignments with substantive comments & responses.
- Ensuring that all written papers follow the instructions.
- Attending and actively engaging in synchronous (zoom) class sessions, including participating in discussions and any group work.

### Late work Policy

Pre-class **written papers/videos WILL BE** accepted until the beginning of class on July 18 without penalty. Papers/video 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 **3:45 pm July 22**.

### Viewing Grades

Assignment grades will be on Blackboard and can be accessed by clicking MyGrades in the course menu. Pre-class written papers received by the listed due date will be returned no later than the first day of class, July 18. Work submitted after the due date will be returned by August 5. 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)

By Wesley Seminary policy, a grade of F is assigned if pre-class work is not received/completed, or if there is evidence of plagiarism. No paper will be received after the last day of class.

## 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

## 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](mailto: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](mailto:support@solutionworx.com) or by phone at (703) 961-1840