

Instructor:

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E-COS 422 Theological Heritage IV: Wesleyan Movement

Summer 2019

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

By the end of the term, students should be able to:

- 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.
- Understand and articulate the vision of holiness and the theology of grace as it shaped the Wesleys, and the structures of the Methodist movement.
- Identify and discuss significant theological and historical developments in American Methodism, including ordination and episcopacy.
- Reflect theologically on their Wesleyan heritage and identity.

Required Texts:

Ted A. Campbell. *Methodist Doctrine: The Essentials*. Revised Edition. Nashville: Abingdon Press, 2011.

Richard Heitzenrater. *Wesley and the People Called Methodists*. 2nd Edition. Nashville: Abingdon Press, 2013.

Albert C. Outler and Richard Heitzenrater, eds. *John Wesley's Sermons: An Anthology*. Nashville: Abingdon Press, 1991.

Russell E. Richey, Kenneth E. Rowe, and Jeanne Miller Schmidt. *American Methodism: A Compact History*. Nashville: Abingdon Press, 2013.

Recommended Texts:

Randy Maddox. *Responsible Grace: John Wesley's Practical Theology*. Nashville: Kingswood Books, 1994.

Russell E. Richey, Kenneth E. Rowe, Jeanne Miller Schmidt, eds. *The Methodist Experience in America, vol. 2: Sourcebook*. Nashville: Abingdon Press, 2000.

Theodore Runyon. *The New Creation: John Wesley's Theology Today*. Nashville: Abingdon Press, 1998.

Bibliographies

Susan M. Eltscher, ed. *Women in the Wesleyan and United Methodist Traditions: A Bibliography*. Madison: GCAH, 1991.

C. Jarrett Gray, Jr. *The Racial and Ethnic Presence in American Methodism: A Bibliography*. Madison, GCAH, 1991.

Thomas Lenhart and Frederick A. Norwood. *Native American Methodists*. Lake Junaluska, NC: The Commission on Archives and History, 1979.

John Gordon Melton. *A Bibliography of Black Methodism*. Evanston, IL: Institute for the Study of American Religion, 1970.

Christopher Anderson. *United Methodist Studies: Basic Bibliographies*. 6th edition. Drew University, 2014.

http://s3.amazonaws.com/gcah.org/UMC_History/Bibliographies/UMStudies_Anderson_2014.pdf

Course Evaluation

1. Written Assignments – 65% [due June 15]
2. Completion of Online Tasks and Class Participation (during intensive week) – 35%

Course Requirements:

Attendance, Participation, and Completion of Online Tasks: Attendance, class participation, and completion of online tasks comprise 35% of your final grade.

- **Completion of Online Tasks:** 5 or our 20 hours of class time is to be taken up by online engagement. Please, read each section of the website carefully and complete all tasks. These will entail viewing videos, taking interactive quizzes, and participating in message board discussions.
- **Participation:** Every student is also expected to participate in the life of the class.

The following rubric is utilized to assess student's participation grade:

A	Student makes thoughtful contributions in every on-campus class and online discussion. The student raises questions about course material, responds to instructor questions, acts as a leader in group work, puts together strong in-class writing assignments, and, generally, demonstrates genuine enthusiasm and interest in the course material.
B	Student frequently makes thoughtful contributions in every on-campus class and online discussion. The student raises questions about course material, responds to instructor questions, strongly participates in group work, puts

	together strong in-class writing assignments, and, generally, demonstrates genuine enthusiasm and interest in the course material.
C or lower	Student rarely speaks up in class, does not thoroughly engage course content or fellow students in online discussions, and is a poor participant in group work.

Written Work: Please, read each of the following assignments carefully and then write essays on the assigned topic. *A successful answer will exhibit good organization, careful writing, and strong engagement with the required reading assignments.*

Plagiarism: Remember to cite carefully in all of your work. Plagiarism occurs whenever anyone takes credit for someone else's *words or thoughts*. It can range in severity from inadvertently omitting a citation to printing an entire paper off the Internet. Using other people's materials without documentation, whether from a book, journal, teacher, another student, sermon service, or lectionary aid, is unacceptable behavior. Such activity, otherwise known as plagiarism usually means failure for the course with notification sent to the Conference Course of Study Registrar and the Division of Ordained Ministry. Professors will report all instances of plagiarism to the Director of the Course of Study. The Director will arrange for a meeting with the professor and the student, and the student will be given opportunity to explain the situation. The Director in consultation with the professor will make a decision about what action is appropriate for a first instance of plagiarism. Such action could include, rewriting the material, or failure of the course. A brief summary of the meeting will be prepared by the Director and placed in the student's file in the Course of Study Office and kept there until the student completes the Course of Study Curriculum. If a second instance of plagiarism is documented, the student will fail the course and the Director will determine what other consequences may apply.

Guidelines for Homework:

1. Begin each answer with the question and the question number.
2. Begin each answer to the question on a new page.
3. Follow the length given for each item of written work.
4. Read the pages, take notes and answer the questions completely in your own words, using complete sentences (unless otherwise noted).
5. Email your work to COS office in a Microsoft Word compatible format, 12-point font (preferably Times New Romans), double-spaced, with a one-inch margins all around.
6. On each page of your work, include a header with your name, the class number, and the page number.
7. As each assignment is short, do not provide long quotations in essays. Use short quotations sparingly. In most cases summarize the assigned readings in your own words.
8. It is important to cite the work and page number when referring to idea or to material there. Note the source and page number(s) in parentheses at the end of each usage. For example, when citing material from Heitzenrater do it as follows: (Heitzenrater, 106).
9. If you refer to books that are not listed on the class reading list, then you must give full bibliographic information in an endnote, not a footnote, and endnotes do not count toward the paper length. The Proper Citations page will give you more information about how to present bibliographic information in your work. .
10. Add a title page to each course of each module that includes a) the name of the course, b) your name, and c) the date of the first day of class.

11. The due date for all work may be found on the homework page of the COS website. Late work may be turned in only after the approval of the director of the COS.

UNIT I. THE BEGINNINGS OF METHODISM

Prior to starting the following written assignments complete “Before You Get Started” and “Unit I: Beginnings of Methodism” on course Moodle/online page.

1.1 The Beginning of Methodism

Required Reading:

- Heitzenrater, *Wesley and the People Called Methodists*, 1-106.

Written Assignment:

1. Discuss the “three rises of Methodism” paying special attention to their historical and theological significance, giving special attention to the Anglican, Pietist, and “holy living” traditions. (3 pages)

1.2 The Wesleyan Revival

Required Reading:

- Heitzenrater, *Wesley and the People Called Methodists*, 107-222.

Written Assignment:

2. (a) Describe the development of the organizational structure of the Methodist movement from the early revival through the 1740s. Your examination should include an analysis of preachers, societies, bands, classes, class leaders, tickets, conference, and so forth. (b) What – if anything – can contemporary Methodists learn from the organizational practices of the early Methodists? (3 pages)
3. How did Methodist societies function as a “reform” movement within the Church of England? What problems did this create for the relationship between Methodism and the Church of England? (2 pages)

1.3 The Maturing of Methodism

Required Readings:

- Heitzenrater, *Wesley and the People Called Methodists*, 223-290.

Written Assignment:

4. Based on all reading assignments in *Wesley and the People Called Methodists* completed to this point in the course, describe the role and contribution of women in early British Methodism. (3 pages)

UNIT II. OVERVIEW OF JOHN WESLEY'S THEOLOGY

Prior to starting the following written assignments complete "Unit II: Overview of Wesleyan Theology" on course Moodle/online page.

2.1 Wesley's Methodology

Required Readings:

- Campbell, *Methodist Doctrine*, 35-42.
- *2016 Book of Discipline of the United Methodist Church*, "Doctrinal Standards," pp. 47-92. This can be read online:
<https://www.cokesbury.com/forms/DynamicContent.aspx?id=87&pageid=920#9568>

Written Assignment:

1. Write an overview of the primary basis of doctrine for United Methodists. In writing this overview, make sure to provide a brief overview of the "Wesleyan Quadrilateral" and the "Articles of Religion." (2 pages)

2.2 Wesley's Theology of Grace

Required Readings:

- Read the following from Wesley, *John Wesley's Sermons*:
 - "Image of God" (13-22)
 - "Justification by Faith" (111-122)
 - "Original Sin" (325-334)
 - "The Scripture Way of Salvation" (371-380)
 - "Christian Perfection" (69-84)
- Campbell, *Methodist Doctrine*, 52-71

Written Assignment:

2. Put together outlines of all five of the sermons listed above. At the top of the page, provide a brief executive summary of the key point(s) of the sermon. (1-2 pages each)
3. Describe Wesley's understanding of the way of salvation. Pay particular attention to his conceptions of prevenient grace, justifying grace, assurance, sanctifying grace, and Christian perfection. Cite and provide short quotations from the sermons listed above. (4 pages)

2.3 The Christian Community and the Means of Grace

[see, "Discussion Forum: Sacraments and Means of Grace"]

Required Reading:

- Read the following sermons in Wesley, *John Wesley's Sermons*:
 - "The Means of Grace" (157-72)

“The Duty of Constant Communion” (501-510)

- Campbell, *Methodist Doctrine*, 72-89
- Review “Chuck Knows Church videos on Holy Communion, Baptism, Baptismal Font, and The Bread and the Cup” (all linked on course Moodle page)
- Review *This Holy Mystery* and *By Water and the Spirit* (all linked on course Moodle page)

Written Assignment

4. Explain the role and significance of the sacraments in the ministry in which you have been called? In crafting your answer address, (a) baptism, (b) infant baptism, and (c) communion.

UNIT III. AMERICAN METHODISM

Prior to starting the following written assignments complete “Unit III: Methodism in America” on course Moodle/online page.

3.1 Early American Methodism, 1760-1784

Required Readings:

- Heitzenrater, *Wesley and the People Called Methodists*, 291-362.
- Richey, Rowe, and Schmidt, *American Methodism*, 1-26.

Written Assignment:

1. Write an essay describing the establishment of the Methodist Episcopal Church in 1784. In your essay, (a) describe the reasons that the Methodists in America separated from the Church of England and (b) John Wesley’s rationale and plan for an independent Methodist church in America. (3 pages)

3.2 American Methodism, 1785-1865

Required Readings:

- Richey, Rowe, and Schmidt, *American Methodism*, 27-106.
- *Recommended:*” Turner’s PowerPoint on Race and Methodism in the Civil War Era” (Moodle/online)

Written Assignments:

2. Describe the role that circuit riders, itinerancy, and camp meetings played in shaping early American Methodism. (2 pages)
3. Slavery and race relations have been issues for American Methodism since 1784. Demonstrate how the church’s stance on slavery changed from 1784-1844 and how the issue ultimately divided the church. (2 pages)

3.3 Methodism Conflict, 1866-1939

Required Readings:

- Richey, Rowe, and Schmidt, *American Methodism*, 107-168

- “1908 Social Creed of the Methodist Church.” (Moodle/online)
- See Social Creed and Principles (Moodle or <http://www.umc.org/what-we-believe/our-social-creed>)

Written Assignments:

4. Describe how industrialization and urbanization in America led the Methodist Episcopal Church to develop the Social Creed of 1908. Compare and contrast this creed with the most recent Social Creed in *The Book of Discipline*. (2 pages)
5. What events contributed to the formation of the Methodist Church in 1939? (2 pages)

3.4 Modern Methodism, 1939-present day

Required Readings:

- Richey, Rowe, and Schmidt, *American Methodism*, 169-260.
- *Recommended:*” Turner’s PowerPoint on Ordination of Women in UMC” (Moodle/online)

Written Assignments:

6. Trace the historical events leading up to the ordination of the first woman in American Methodism. (3 pages)
7. Methodists and the EUB were on parallel tracts from 1784 until 1968. Identify how the movements were similar and different during those years. What was the rationale behind their merger in 1968? (2 pages)

After completing all other assignments finish the “We’re Almost Done!” unit on course Moodle/online page.

