

Dr. Dianne Reistroffer
ET 105-4 Methodist Heritage
Spring, 2013 – Tuesdays and Thursdays, 4:00-5:50 p.m.
Schlegel Hall 120

History and Doctrine of Methodism

Course Description

The course is designed to provide an overview of the history and doctrine of the Methodist movement. Significant time is spent on the life, work, and theology of John Wesley and the Wesleyan roots of Methodism as well as on the American Methodist experience. Close attention is paid to the institutional history of the predecessor denominations of The United Methodist Church, to the emergence of the AME, AMEZ, and CME churches, and to specific traditions that come together to form these denominations.

Course Purpose

The purpose of the course is to acquaint students with the historical and theological uniqueness of Methodism and to inspire students to inquire in greater detail about various aspects of that heritage. This course also meets the history and doctrine requirements for ordination as an elder and as a deacon in full connection in The United Methodist Church. This course also fulfills the denominational heritage requirement for students from the AME, AMEZ, CME, Wesleyan, and Nazarene church traditions.

Course Objectives

Course objectives include:

1. Helping students understand the Methodist tradition in the context of cultures from which it has emerged and in light of its sources (catholic, evangelical, reformed), its antecedent organizations, the world family of Methodist churches, and the ecumenical Christian community;
2. Assisting students in the interpretation of the Methodist tradition in order that they may participate responsibly in the life and leadership of the church, critically and effectively communicate the tradition, and actively engage in ecumenical dialogue; and,
3. Encouraging students to relate historical understanding and theological reflection to the mission and ministry of the church through knowledge of the rationale and the ordering of

church structures, an understanding of the nature and authority and power in the church, and a commitment to the on-going process of renewal.

Student Learning Outcomes

Student learning outcomes and related assessment strategies for this course include:

1. Students will be able to think critically and theologically (MDiv SLOs 15 and 16).

In two major doctrinal papers, students will exercise and be graded on their ability to think critically and theologically about key doctrines and theological themes/developments in Methodism. Students will be tested on basic beliefs in Methodism on both the midterm examination and the final examination.

2. Students will be expected to interpret the church's history and tradition (MDiv SLO 4).

Through class lectures and discussions, in the two papers assigned, and in the midterm and final examinations, students will not only master facts about Methodist heritage, but will also present interpretations, including their own, of that heritage and tradition.

3. Students will be able to articulate and discuss Reformed theology, as well as their own ecclesial traditions, and articulate what they believe to others (MDiv SLOs 3 and 4).

In the first four lectures and class discussion, students will examine and evaluate the Reformation roots of Methodism (including Reformed/Puritan) and in the course itself engage the theology of their own Methodist heritage. In the midterm and final examinations and in the two major papers, students will articulate and discuss at some length the major theological beliefs of Methodism.

4. Students will recognize racism, sexism, classism, and other forms of oppression that marginalize and dehumanize and respond to them creatively, constructively, and redemptively (MDiv SLOs 6 and 7).

Through discussion and lectures during sessions 9, 15, 16, and 21, students will encounter the racial dilemma in American Methodism, racism's unfortunate legacy in church and society, and recent efforts through the Pan Methodist movement to bring about racial reconciliation in American Methodism.

5. Students will discern their vocation and help others to do so and be able to articulate a theology of ministry (QEP SLO 2).

In leading devotions using John Wesley's Standard Sermons, Charles Wesley's hymns, and other hymns of the church, through class discussion, and in writing two major doctrinal papers, students will demonstrate their vocation and help others to celebrate theirs through prayer, reflection, and shared tradition in word and song.

(A list of the Student Learning Outcomes for the MDiv program is available on the Seminary intranet.)

Course Methodology and Format

The teaching methodology for this course is primarily lecture, but there is some discussion and independent research activity as well. The format for instruction is chronological and thematic.

Course Requirements

1. Preparation and participation. Students are expected to read the assigned material, attend class regularly, lead devotions from time to time (based on John Wesley's Standard Sermons, Charles Wesley's Hymns, and Hymns of the Church), and, when required, participate in class discussion. Active and informed participation in class discussion is expected of all students. (10% of the final grade)

2. Writing assignments. Two historical-theological papers (due March 25 and May 9, 2013, respectively) offer students an opportunity to critically and appropriately explain and relate theological themes and developments in Methodism. Details on these assignments are on separate pages. (40% of the final grade)

3. A midterm examination. The exam covers material from the first half of the course, includes both objective and short essay questions, and is scheduled for Thursday, March 14, 2013. (25% of the final grade)

4. A final examination. This exam covers material from the second half of the course, includes both objective and short essay questions, and is scheduled by the Registrar during the Final Exam period. (25% of the final grade)

Required Textbooks

These are available in the Seminary Bookstore and may be ordered on Amazon or Barnes and Noble. For the frugally-minded or cash-deprived, you may want to borrow a set of these texts from a student or graduate who took the class last year or the year before.

Campbell, Ted. *Methodist Doctrine: The Essentials*. Second edition. Nashville: Abingdon Press, 1999.

Heitzenrater, Richard P. *Wesley and the People Called Methodist*. Nashville: Abingdon Press, 1995.

Jones, Scott. *United Methodist Doctrine: The Extreme Center*. Nashville: Abingdon Press, 2002.

Norwood, Frederick A. *The Story of American Methodism*. Nashville: Abingdon Press, 1974.

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

Richey, Russell. *The Methodist Conference in America: A History*. Nashville: Kingswood, 1996.

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

Recommended Reference and Bibliographical Resources

Anderson, Christopher J. and Rowe, Kenneth E. *United Methodist Studies: Basic Bibliographies*. Nashville: GBHEM, 2009. Accessed online at:
http://www.drew.edu/library/files/UM_Biblio_5th_ed.pdf

Evans, Christopher H. *Selected Bibliography: History and Doctrine of United Methodism*. Boston: Boston University School of Theology, TH 821 Syllabus, Fall 2012, pp. 8-14. (Separate handout given out in class and used with permission.)

Matthews, Rex. *Timetables of History for Students of Methodism*. Nashville: Abingdon, 2007.

Other Recommended Texts and Readings

The following histories of the African Methodist Episcopal Church, the African Methodist Episcopal Zion Church, and the Christian Methodist Episcopal Church on reserve.

Campbell, James T. *Songs of Zion: The African Methodist Episcopal Church in the United States and South Africa*. New York: Oxford University Press, 1995.

Lakey, Othal L. *The History of the CME Church*. Revised. Memphis: The CME Publishing House, 1996. (Recent paperback edition has come out.)

Walls, William J. *The African Methodist Episcopal Zion Church: Reality of the Black Church*. Charlotte, NC: A.M.E. Zion Publishing House, 1974.

Class readings are on reserve in the library. Ask at the circulation desk for assistance.

Seminary Policies

Inclusive Language: In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's and the tradition's images for God. For further assistance, see <http://www.lpts.edu/academics/academic-resources/academic-support-center/online-writing-lab>.

Citation Policy: Citations in your papers should follow the Seminary standard, based on these guides:

Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed.

Chicago: University of Chicago Press, 2007.

The Chicago Manual of Style, 15th ed. Chicago: University of Chicago Press, 2003.

Copies of these guides are available at the library and in the Academic Support Center.

Academic Honesty: All work turned in to the instructor is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of the author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed author and source of the work being cited. Failure to do so constitutes

plagiarism, and may result in failure of the course. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, see The Code of Student Conduct, 6.11; Student Handbook, p. 19.

Special Accommodations: Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (kmapes@lpts.edu) during the first two weeks of the semester and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect learning are also encouraged to speak with the instructor.

Attendance Policy: According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Three or more absences may result in a low or failing grade in the course.

Class Schedule and Assigned Readings

R Feb. 7 INTRODUCTION TO THE COURSE AND THE SETTING; EUROPEAN REFORMATIONS; ANGLICAN/PURITAN TRADITION

Required Reading: Heitzenrater, *Wesley and the People Called Methodist*, 1-25.

Recommended Reading: Lindberg, Carter. *The European Reformations*.
Oxford: Blackwell Publishing, 1996, 309-356.
(Chapter 13: The Reformations in England and Scotland)
Devotions led by Dianne Reistroffer.

T Feb. 11 PIETISM

Required Reading: Heitzenrater, 25-36; Norwood, 23-26.
Runyon, *The New Creation*, 13-25.
Wesley/*Sermon*: “The Image of God”
Class Hymn: UMH #110 “A Mighty Fortress”
Devotions led by Dianne Reistroffer.

Recommended Reading: Lindberg, Carter. *The Pietist Theologians*. Oxford: Blackwell Publishing, 2005, 1-13 (overview); 84-96 (Spener), 100-110 (Francke).

R Feb 13 -- NO CLASS: Be sure to spend the extra time reading the rest of the Heitzenrater text which will inform the next four class sessions (Feb. 19, 21, 26, 28).

T Feb 19 WESLEY'S ENGLAND: AN OVERVIEW
JOHN WESLEY: HIS FOREBEARS, THE EARLY YEARS, AND
THEOLOGICAL FOUNDATIONS

Required Reading: Heitzenrater, *John Wesley and the People Called Methodist*, 25-32.
Campbell, *Methodist Doctrine: The Essentials*, 9-52
Class Hymn: UMH #240 "Hark! The Herald Angels Sing"
Devotions: A Prayer by Susanna Wesley

R Feb 21 JOHN WESLEY: OXFORD AND GEORGIA

Required Reading: Heitzenrater, 33-73.
Class Hymn: UMH #729 "O Day of Peace" (JERUSALEM)
Devotions: A Reading from the Book of Common Prayer

T Feb 26 JOHN WESLEY: THE MORAVIANS AND ALDERSGATE

Required Reading: Heitzenrater, 75-95.
Wesley/*Sermons*: "The Circumcision of the Heart," "Justification
By Faith," and "Christian Perfection"
Class Hymn: UMH #57 "O For a Thousand Tongues to Sing"
Devotions led by Zach McNulty

R Feb 28 THE EARLY YEARS OF THE REVIVAL; CONSOLIDATION
OF THE MOVEMENT; INSTITUTIONAL FORMS

Required Reading: Heitzenrater, 97-260.
Campbell, 52-71.
Richey, *The Methodist Conference in America*, 13-20.
Wesley/*Sermons*: "The Means of Grace," "The Marks of the New
Birth," and "The Almost Christian"
Class Hymn: UMH #384 "Love Divine, All Loves Excelling"
Devotions led by Scott Woodburn

T Mar 5 JOHN WESLEY: HIS THEOLOGY, PART ONE

Required Reading: Runyon, Theodore. *The New Creation: John Wesley's Theology Today*. Nashville: Abingdon, 1998. Read chapters two and three, 26-101.

N.B. This is the official text in doctrine for the UMC, however, this instructor prefers Scott Jones' text, *United Methodist Doctrine: The Extreme Center*, or Randy Maddox's *Responsible Grace*.

Additionally, students who are rusty on Methodist theology will find Ted Campbell's *Methodist Doctrine: The Essentials* a helpful, accessible resource.

Be prepared to recognize these doctrinal terms: grace, prevenient grace, conviction (conversion), justification, the concomitants of justification (beginnings of the process of sanctification), going on to perfection, perfection.

Class Hymns: UMH #348 "Softly and Tenderly Jesus Is Calling,"
UMH #364 "Because He Lives"
UMH #408 "The Gift of Love"

R Mar 7 JOHN WESLEY: HIS THEOLOGY, PART II

Required Reading: Jones, Scott, *United Methodist Doctrine*, 195-240.
Take special note of Bishop Jones' discussion of the personal and social dimensions of the doctrine of sanctification. Additionally, as you work on your major papers, you will find that this text builds nicely and more substantially on the material from Ted Campbell's book.

T Mar 12 JOHN WESLEY'S SOCIAL & ECONOMIC ETHICS AND THE POOR;
WESLEY AND SLAVERY

Required Reading: Runyon, 168-221; Heitzenrater, Richard, ed., *The Poor and the People Called Methodist*, 15-38, 59-81, 121-130.

Wesley/*Sermons*: "Upon Our Lord's Sermon on the Mount (Sermons IV and VIII), "On Working Out Our Own Salvation," and "The Use of Money"

Class Hymn: UMH #432 "Jesu, Jesu"

Devotions led by Stacy Debose-Brown.

R Mar 14 **MIDTERM EXAM**

Please note that we are not in class the next two weeks (Research and Study, March 18-22, and Holy Week, March 25-29).

M Mar 25 **FIRST WRITING ASSIGNMENT** is due this day NLT 5 p.m.
Please hand in a print (hard) copy to Ms. Fran Schnuerle in SH 104.

T Apr 2 **AMERICAN METHODISM: THE FOUNDING FATHERS AND MOTHERS, PART ONE (Separation Pains)**

Required Reading: Heitzenrater, 258-265, 274-308.
Norwood, 61-81.
Richey, 21-49.
Wesley/*Sermon*: “The Duty of Constant Communion”
Class Hymn: UMH #566 “Blest Be the Dear Uniting Love”
Devotions led by Angela Cox.

R Apr 4 **AMERICAN METHODISM: THE FOUNDING FATHERS AND MOTHERS, PART TWO (Emergence of General Conference and Early Schism)**

Required Reading: Norwood, 82-102.
Richey, 50-61.
Wesley/*Sermon*: “On the Wedding Garment”
Class Hymn: UMH #553 “And Are We Yet Alive”
Devotions led by Irene Ludji.

T Apr 9 **THE BECKONING FRONTIER AND ORGANIZING TO BEAT THE DEVIL (American Methodism in the early 19th century)**

Required Reading: Norwood, 119-163.
Richey, 51-67; 73-94.
Devotions: Reflections from Dorothy Ripley (1767-1831).
Class Hymn: UMH #368 “My Hope Is Built”

R Apr 11 THE GERMAN METHODISTS: ALBRIGHT AND THE EVANGELICAL ASSOCIATION; OTTERBEIN, BOEHM AND THE UNITED BRETHREN IN CHRIST

Required Reading: Norwood, 103-118.
Richey, 68-71.
Devotions: Reflections from Jacob Albright (1759-1808)
Class Hymn: UMH #102 “Now Thank We All Our God”

Further Reading: Behney, J. Bruce and Eller, Paul H. *The History of the Evangelical United Brethren*. Nashville: Abingdon, 1979. (Official history commissioned after the 1968 union leading to the UMC.)

T Apr 16 THE ANTI-SLAVERY STRUGGLE AND BLACK METHODISTS, PART ONE (The beginnings of the AME and AMEZ churches and the racial dilemma in American Methodism)

Required Reading: Norwood, 164-174, 185-196.
Richey, 95-108.
Devotions: Words of Richard Allen from his Autobiography.
Class Hymn: UMH # 512 “Stand By Me”

Further Reading: George, Carol V.R. *Segregated Sabbaths: Richard Allen and the Emergence of Independent Black Churches, 1760-1840*. NY: Oxford University Press, 1974. The AME, AMEZ, and CME histories listed on page 5 of the syllabus should also be consulted.

R Apr 18 THE ANTI-SLAVERY STRUGGLES AND BLACK METHODISTS, PART TWO (Antebellum divisions and the Civil War and Reconstruction and the emergence of the CME Church in 1870)

Required Reading: Norwood, 197-209, 239-248, 271-281.
Richey, 95-108.
Devotions: Words of Bishop Isaac Lane and Dr. Mattie E. Coleman
Class Hymn: UMH #402 “Lord, I Want to Be a Christian”

T Apr 23 FROM SANCTIFICATION TO HOLINESS (Phoebe Palmer and the Holiness Movement; the emergence of Holiness churches)

Required Reading: Norwood, 292-301, 316-329.

Schmidt, Jean Miller. *Grace Sufficient: A History of Women in American Methodism, 1760-1939*. Nashville: Abingdon, 1999, 133-147 (Essay on Phoebe Palmer and other women evangelists in the early days of the Holiness movement)

Devotions: Words of Phoebe Palmer about the beauty of holiness.

Class Hymn: UMH #467 "Trust and Obey"

R Apr 25

IN PURSUIT OF CHURCH UNION, 1868-1939 and 1939-1968

Required Reading:

Norwood, 239-270, 406-425.

Richey, 109-198.

Devotions: Open, led by Kathie Meyers

Class Hymn: UMH #154-155 "All Hail the Power of Jesus' Name"

T Apr 30

WOMEN IN 19TH CENTURY METHODISM

Required Reading:

Norwood, 330-340.

Robert, Dana L. *American Women in Mission: A Social History of Their Thought and Practice*. Macon, GA: Mercer University Press, 1996, 125-188. (Chapter Four on Women and Missions in the MEC)

Thomas, Hilah and Keller, Rosemary Skinner Keller. *Women in New Worlds: Historical Perspectives on the Wesleyan Tradition*. Nashville: Abingdon Press, 1981, 246-292, 310-328. (Essays on the role of women in the MEC, MEC-South, and AME churches as well as the WCTU.)

Schmidt, Jean Miller, *Grace Sufficient*, 151-231. (Essays on women's ordination, the deaconess movement, and women's struggle for laity rights.)

Devotions: From the Autobiography of Dr. Frances Willard

Class Hymn: UMH #369 "Blessed Assurance"

R May 2

THE SOCIAL GOSPEL AND LIBERALISM: THEIR IMPACT ON CHURCH AND SOCIETY

Required Reading:

Norwood, 341-354, 381-405

Evans, Christopher H., ed. *The Social Gospel Today*. Louisville:

WJKP, 2001. (Read Christopher Evans' introductory essay, 1-13, and My essay on "Giving Patterns and Practices Among Women in the MEC and CME Churches: A Social Gospel Perspective," 86-97.)

Evans, Christopher H. *Liberalism Without Illusion: Renewing An American Christian Tradition*. Waco: Baylor University Press, 2009, 33-54.

Further Reading: Handy, Robert. *The Social Gospel in America, 1870-1920*. NY: Oxford University Press, 1966. (A classic work on the Social Gospel)

Devotions: Reflection on Walter Rauschenbusch's social awakening as a pastor in Hell's Kitchen.

Class Hymns: UMH #426 "Behold a Broken World"

UMH #427 "Where Cross the Crowded Ways of Life"

T May 7 THE STRUGGLE FOR INCLUSION IN METHODISM, 1900-1968
(Civil rights, women's rights, laity rights, and the emergence of caucas Methodism)

Required Reading: Richey, 175-184
Norwood, 406-425.

Further Reading: Thomas, James S. *Methodism's Racial Dilemma*. Nashville: Abingdon, 1992.

Devotions: Reflections from the writings of Dr. Georgia Harkness

Class Hymn: UMH #178 "Hope of the World"

R May 9 ISSUES AND TENSIONS IN THE CONTEMPORARY CHURCH,
1968-PRESENT

**THE SECOND WRITING ASSIGNMENT IS DUE TODAY AT THE
START OF CLASS.**

Required Reading: Norwood, 426-442.
Evans, *Liberalism Without Illusion*, 55-98.
Robert, Dana L. *Joy to the World*, Chapter 2, "From 1910 to the World Church Today," 25-38.

Wesley/*Sermons*: "A Catholic Spirit" and "The New Creation"

Devotions: Recitation of the Social Creed.

Class Hymn: UMH #114 "Many Gifts, One Spirit"

R May 16

FINAL EXAMINATION (awaiting confirmation from registrar)