

**40-674 United Methodist Studies: Wesley and the Nineteenth Century
Garrett-Evangelical Theological Seminary
Fall 2014**

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Course description

This course is designed to provide students with an opportunity to become knowledgeable about the origins of the Wesleyan tradition and its expressions in the United Methodist Church. It explores the roots of the movement in the Anglican Church and the Wesleyan Revival of the 18th century, the history of the institutional and theological development of American Methodist/Evangelical United Brethren tradition through the 19th century.

Course objectives

By the end of the course, the student should have a better understanding of the following:

- the sermons of John Wesley
- the hymns of Charles Wesley
- the Methodist heritage and tradition
- the diverse streams of tradition that feed into the United Methodist Church
- the process and development of the Methodist/Wesleyan doctrinal heritage in the United States

Course Requirements

Required Reading

Heitzenrater, Richard P. *Wesley and the People Called Methodist*. Nashville: Abingdon, 1995. ISBN 978-0687443116, \$28.00.

Outler, Albert C. and Richard Heitzenrater. *John Wesley's Sermons: An Anthology*. Nashville: Abingdon, 1991. ISBN 978-0687204953, \$28.00.

Richey, Russell E., Kenneth E. Rowe and Jean Miller Schmidt. *The Methodist Experience in America: Volume Two, Sourcebook*. Nashville: Abingdon Press, 2000. ISBN 0687246733. \$52.00.

Richey, Russell E., Kenneth E. Rowe and Jean Miller Schmidt. *Methodist Experience in America*. Nashville: Abingdon Press, 2010. ISBN 9780687246724. \$52.00.

Runyon, Ted. *The New Creation: John Wesley's Theology for Today*. Nashville: Abingdon, 1998. ISBN 978-0687096022, \$27.00.

Also:

By Water and the Spirit: A United Methodist Understanding of Baptism.

http://www.gbod.org/worship/articles/water_spirit/

This Holy Mystery: A United Methodist Understanding of Holy Communion

<http://www.gbod.org/worship/thisholymystery/default.html>

Required Writing

1. The student will be required to read and outline each of the sermons in the Outler/Heitzenrater *Anthology*. The sermons will become the theological foundation for future dialogue as we trace the tradition and the substance of the final paper. The outline should contain the following: sermon title; date preached; the main theological themes

(e.g. grace, nature, sin, nature of humanity, nature of God, etc.); a succinct one or two sentence summary of the sermon; and a **paraphrased** outline of the main points and sub-points. Each sermon should take less than one typed (single spaced, 12 pt. type) page. A sample outline is found below. (30% of final grade).

2. Paper #1- Using Heitzenrater as your text, write a 1500 word paper on the following: What was the mission of early Methodism? How did the ecclesiology develop in order to carry out that mission? How did this put Methodists at odds with the Church of England? (20% of final grade)

3. Paper #2- Write a 1500 paper researched from the primary documents in *The Methodist Experience in America* looking at the issues of race. Based on these documents what were some of the issues surrounding race in the 19th century American Methodism? Be sure to analyze the material as to its social as well as theological content and cite examples in support of your case. How did these issues influence Methodist theology, polity and ecclesiology? (20% of final grade)

4. Paper #3- Write a 2500 word research paper on Wesley's Scripture way of salvation in the sermons, and the role sacraments play in this journey, i.e. the way of salvation and its relationship to sacramental practice. (30% of final grade).

Written assignments are to be submitted to Turnitin on Moodle.

1. They must be in a Microsoft Word or compatible format.
2. They must be submitted before midnight on the due date.
3. **The file MUST EXACTLY be named using the following format:**
StudentLastName_FirstInitial_40674_F14_Paper#
e.g. Bryant_B_40674_F14_Paper#1
StudentLastName_FirstInitial_40674_S13_Outlines#
e.g. Bryant_B_40674_F14_Outlines#1

Required Attendance and Participation

While no points will be given for attendance, due to the nature of the course's scheduling, a deduction in grade will be given for absences. **Missing more than 6 hours of class will result in failure.** Preparation and participation are also essential. (See, *Student Life & Academic Handbook, 2009-2010*, p. 16).

Disabilities Policies and Procedures

Garrett Evangelical Theological Seminary is committed to providing equal access to its programs of graduate professional education for all qualified students with learning, physical, medical, or psychological disabilities. The Seminary aims to provide reasonable accommodation for qualified individuals with a disability (based on clinical documentation) to ensure their access and participation in Seminary programs. For details, see "Disabilities Policies and Procedures" in the 2009-2010 *Student Life & Academic Handbook*, p. 62. Please contact the Dean of Students for consultation.

Supplementary Reading

- Jones, Scott J. *United Methodist Doctrine: The Extreme Center*. Nashville: Abingdon, 2002.
- Keller, Rosemary. *Spirituality and Social Responsibility*. Nashville: Abingdon, 1993.
- Klaiber, Walter and Manfred Marquardt. *Living Grace: An Outline of United Methodist Theology*. Nashville: Abingdon, 2001.
- McClain, William B. *Black People in the Methodist Church: Whither Thou Goest?* Nashville: Abingdon, 1984.
- Noley, Homer. *First White Frost : Native Americans and United Methodism*. Nashville: Abingdon, 1991.
- Norwood, Frederick A. *The Story of American Methodism: A History of the United Methodists and Their Relations*. Nashville: Abingdon, 1974.
- Oden, Thomas C. *John Wesley's Scriptural Christianity: A Plain Exposition of His Teaching on Christian Doctrine*. Grand Rapids: Zondervan, 1994.
- Rack, Henry D. *Reasonable Enthusiast: John Wesley and the Rise of Methodism* (London: Epworth, 2002).
- Ruth, Lester. *A Little Heaven Below: Worship at Early Methodist Quarterly Meetings*. Nashville: Kingswood, 2000.
- Schmidt, Jean Miller. *Grace Sufficient: A History of Women in American Methodism, 1760-1939*. Nashville: Abingdon, 1999.
- Tucker, Karen B. Westerfield. *American Methodist Worship*. New York: Oxford, 2001.
- Weber, Theodore R. *Politics in the Order of Salvation: Transforming Wesleyan Political Ethics*. Nashville: Abingdon, 2001.

Bibliography

For a more comprehensive bibliography of Methodist material please consult the following:

- Rowe, Kenneth E. *United Methodist Studies: Basic Bibliographies*. 4th edition. Nashville: Abingdon, 1998. Online at <http://www.gcah.org/UMStudies.pdf>
- Jarboe, Betty. *John and Charles Wesley: A Bibliography*. Metuchen, NJ: Scarecrow Press, 1987.

Online Resources

Care needs to be expressed when using online material. If you haven't found these sites already you might find them interesting.

<http://rylibweb.man.ac.uk/data1/dg/text/method.html> (The Methodist Archives, John Rylands Library, The University of Manchester. A good site with lots of links.)

<http://www.aamhc-umc.org/> (African-American Methodist Heritage Center)

<http://wesley.nnu.edu/index.htm> (The Wesley Center Online. It is possible to download some of Wesley's works here.)

<http://www.gcah.org/> (The General Commission on Archives and History)

<http://www.drew.edu/books/200Years/200UM/homepage.htm> (The Story of Methodism in America)

<http://gbgm-umc.org/UMhistory/wesley/> (This the General Board of Global Ministry site. They have lots of material here on the Wesley family.)

Proposed Class Schedule*

Class Dates	Lecture/Discussion Topics	Class Assignments
Session 1 8/4	CW Hymn: "And are we yet alive?" INTRODUCTION: Why are you United Methodist? A Look at the Literature	Heitzenrater, 1-96
Session 2 8/11	CW Hymn: "O for a thousand tongues to sing" Connecting Points: Reformation and Revolution The Epworth Years	Heitzenrater, 97-180 Sermons 1-10 Due
Session 3 8/17	CW Hymns: "And can it be that I should gain" and "Where shall my wondering soul begin?" The Three Rises of Methodism	Heitzenrater, 199-323
Session 4 8/25	CW Hymn: "Come, O thou traveler unknown" 1744, Conference, Connectionalism, and Controversy	Sermons 11-20 Due MEA1/MEA2
Session 5 10/2	CW Hymn: "Love divine all loves excelling" 1784, The Christmas Conference The Beginnings of the AME	MEA 1/MEA 2 Paper I Due
Session 6 10/9	1844, The Plan of Separation and Uncivil War	MEA 1/MEA 2
Session 7 10/16	1880, The Refused Ordination of Anna Oliver	MEA 1/MEA 2 Sermons 21-30 Due
10/23	READING DAY	
Session 8 10/30	Piety and Politics in 19 th Century Methodism	MEA1/MEA2
Session 9 11/6	Connecting Points in the 19 th Century	Paper II Due MEA1/MEA2
Session 10 11/13	The Sermons, Notes, Minutes and General Rules	Runyon, chs 1-2
Session 11 11/20	The Quadrilateral as Epistemology	Runyon, chs. 2-4 Sermons 31-40 Due
11/27	THANKSGIVING	
Session 12 12/4	Wesley and the Scripture Way of Salvation	Runyon, chs. 5-6
Session 13 12/9	The Sacraments, the Hymnal, and Methodism	Sermons 41-50 Due
12/16		Paper III Due

Classroom Policies:

1. Abandon cell phones all ye who enter here.
2. Thou shalt not cheat.
3. Thou shalt not plagiarize. Woe to those who heed not this warning. You shall be anathema. Let those who have ears hear (See, *Student Life & Academic Handbook, 2009-2020*, pp. 26-35).
4. Thou shalt use thy computer only for the taking of notes during class time.
5. Thou shalt attend class.
6. Thou shalt arrive prepared and on time. Yea verily, it shall go well for thee if thou arrivest prepared and on time.
7. Thou shalt submit thy assignments on time less a curse of one letter grade fall upon thee for each day thy paper is late. If it is more than two days late, bring it not. This shall be deemed a blemished paper and is not an acceptable offering in the professor's sight.
8. Thou shalt leave the classroom in the same order that you found it.
9. Thou shalt love thy neighbor as thyself and use hospitable language that is inclusive of all persons regarding race, sex, or economic background.
10. Thou shalt read the G-ETS *Bulletin*, *Student Handbook*, or the *Academic Handbook* for an explanation and elaboration of these and other polices.

The Witness of the Spirit: Discourse II

Sermon # 11

1767

Theological Theme: Assurance

Summary: The testimony of the Holy Spirit, that we are children of God, is both *direct* and *indirect*. The argument against the idea of *direct* testimony of the Holy Spirit to our spirit is contrary to Christian experience and to Scripture.

- I. No one who believes Scripture can doubt the importance of assurance.
 1. Two dangers: Denial leads to religious formality; Failure to understand it leads to enthusiasm.
 2. Part of the grand testimony God has given the Methodists.
- II. What is the witness of the Spirit?
 1. The testimony given by the Spirit of God to our spirit that we are children of God.
 2. An inward impression of the soul, whereby the Spirit of God immediately and directly witness to my spirit that I am a child of God.
 3. Spirit works upon the soul by immediate influence that one is forgiven.
 4. The testimony of the Spirit is acknowledged by all [disputing] parties.
 5. No real testimony of the Spirit without fruit of the Spirit.
 6. Point in question is *direct* testimony of the Spirit.
- III. There is *direct* testimony of the Spirit.
 1. When our spirit is conscious of the fruits of the Spirit, it infers that we are children of God.
 2. Ye have received the Spirit of Adoption, whereby we cry Abba, Father.
 3. The testimony of the Spirit of God must be antecedent to testimony of our own spirit.
 4. Not only to children of God, but to all who are convinced of sin.
 5. Everyone who denies the existence of such [direct] testimony, denies justification by faith.
 6. Experience of the children of the world confirms the experience of the children of God.
- IV. Answers to objections
 1. This doctrine is founded on Scripture, therefore experience confirms it.
 2. A scriptural doctrine is no worse, though men abuse it to their own destruction.
 3. A fruit of the Spirit is the witness of the Spirit.
 4. Witness of the Spirit is important to profession of faith
 5. Spiritual gifts are not the same as bearing witness.
 6. Twofold witness of the Spirit guards against delusion.
 7. We can be tried to the point of failure to keep our filial confidence in God without the direct witness of the Spirit.
 8. None of the main objections weakens the evidence that the Spirit of God both *directly* and *indirectly* testifies that we are children of God.

Grading Rationale for Written Assignments

Score Levels	Content	Conventions	Organization
A	<ul style="list-style-type: none"> ▪ Is well thought out and supports the thesis of the paper ▪ Reflects application of creative and critical thinking ▪ Has clear goal that is related to the topic ▪ Is pulled from a variety of sources ▪ Is accurate 	<ul style="list-style-type: none"> ▪ No spelling, grammatical, or punctuation errors ▪ High-level use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Information is clearly focused in an organized and thoughtful manner. ▪ Information is constructed in a logical pattern to support the thesis statement.
B	<ul style="list-style-type: none"> ▪ Is well thought out and supports the thesis ▪ Has application of critical thinking that is apparent ▪ Has clear goal that is related to the topic ▪ Is pulled from several sources ▪ Is accurate 	<ul style="list-style-type: none"> ▪ Few (1 to 3) spelling, grammatical, or punctuation errors ▪ Good use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Information supports the thesis statement of the paper.
C	<ul style="list-style-type: none"> ▪ Supports the thesis ▪ Has application of critical thinking that is apparent ▪ Has no clear goal ▪ Is pulled from a limited number of sources ▪ Has some factual errors or inconsistencies 	<ul style="list-style-type: none"> ▪ Minimal (3 to 5) spelling, grammatical, or punctuation errors ▪ Low-level use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Project has a focus but might stray from it at times. ▪ Information appears to have a pattern, but the pattern is not consistently carried out in the paper. ▪ Information loosely supports the thesis statement.
D	<ul style="list-style-type: none"> ▪ Provides inconsistent information for the thesis ▪ Has no apparent application of critical thinking ▪ Has no clear goal ▪ Is pulled from few sources ▪ Has significant factual errors, misconceptions, or misinterpretations 	<ul style="list-style-type: none"> ▪ More than 5 spelling, grammatical, or punctuation errors ▪ Poor use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Content is unfocused and haphazard. ▪ Information does not support the solution to the thesis statement. ▪ Information has no apparent pattern.

Richey, Russell E., Kenneth E. Rowe and Jean Miller Schmidt. *The Methodist Experience in America*. Nashville, TN: Abingdon Press, 2000.

Richey, Russell E., Kenneth E. Rowe and Jean Miller Schmidt. *Methodist Experience in America*. Nashville: Abingdon Press, 2010.

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