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
Also:
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 19\textsuperscript{th} 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

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

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://wesley.nnu.edu/index.htm](http://wesley.nnu.edu/index.htm) (The Wesley Center Online. It is possible to download some of Wesley's works here.)
[http://www.drew.edu/books/200Years/200UM/homepage.htm](http://www.drew.edu/books/200Years/200UM/homepage.htm) (The Story of Methodism in America)
[http://gbgm-umc.org/UMhistory/wesley/](http://gbgm-umc.org/UMhistory/wesley/) (This the General Board of Global Ministry site. They have lots of material here on the Wesley family.)
<table>
<thead>
<tr>
<th>Session Dates</th>
<th>Lecture/Discussion Topics</th>
<th>Class Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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 19th Century Methodism | MEA1/MEA2 |
| **Session 9**  |                           |                   |
| 11/6          | Connecting Points in the 19th 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.
   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

<table>
<thead>
<tr>
<th>Score Levels</th>
<th>Content</th>
<th>Conventions</th>
<th>Organization</th>
</tr>
</thead>
</table>
| **A**        | ▪ 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 | ▪ No spelling, grammatical, or punctuation errors  
               ▪ High-level use of vocabulary and word choice | ▪ Information is clearly focused in an organized and thoughtful manner.  
               ▪ Information is constructed in a logical pattern to support the thesis statement. |
| **B**        | ▪ 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 | ▪ Few (1 to 3) spelling, grammatical, or punctuation errors  
               ▪ Good use of vocabulary and word choice | ▪ Information supports the thesis statement of the paper. |
| **C**        | ▪ 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 | ▪ Minimal (3 to 5) spelling, grammatical, or punctuation errors  
               ▪ Low-level use of vocabulary and word choice | ▪ 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**        | ▪ 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 | ▪ More than 5 spelling, grammatical, or punctuation errors  
               ▪ Poor use of vocabulary and word choice | ▪ Content is unfocused and haphazard.  
               ▪ Information does not support the solution to the thesis statement.  
               ▪ Information has no apparent pattern. |