

COURSE SYLLABUS
COS 422 – THE WESLEYAN MOVEMENT
SPRING 2017

Luther J. Oconer, Ph.D.
Office: 937-529-2325
ljoconer@united.edu

NOTE: This syllabus may be subject to changes. Some links may be broken and need updating. Before printing, please view the most recent version at <http://tinyurl.com/COS422-2017>.

COURSE WEBSITE: Our course website will open on February 27, 9:00 am. You will be able to access it at <https://online.united.edu/courses/1133>.

I. 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.

II. COURSE OBJECTIVES:

Students will be able to:

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 their Wesleyan heritage and identity.

III. TEXTBOOKS:

Required Reading:

- [*The Book of Discipline of the United Methodist Church, 2016*](#). Selected reading: "Historical Statement," 11-24.
- Richard Heitzenrater, *Wesley and the People Called Methodists* (Nashville: Abingdon Press, 2013). ISBN 978-1426742248. This book shall be referred to as HEITZENRATER.
- Russell E. Richey, Kenneth E. Rowe, and Jean Miller Schmidt, *American Methodism: A Compact History* (Nashville: Abingdon Press, 2012; ISBN 978-1426742279). This book shall be referred to as RICHEY.

IV. CALENDAR OF TOPICS AND READINGS:

PRE-WORK

- WATCH: Lecture 1: The English Reformation. This is only a 51-minute video. This will be posted in our course website. Please watch this before our gathering weekend.
- QUIZ 1. This will consist of 10 questions (multiple choice and True or False). This will cover Lectures 2-6. Feel free to open your notes and books.
- Print PowerPoints for Lectures 2-7. These will be provided in the course website. You will need to bring these notes for our gathering weekend.

(MAR 10–11) GATHERING WEEKEND

- See you at United. No prior reading required.
- Orientation, Introductions
- We will attempt to cover Lectures 2-6. Lectures 7-10 will be provided via videos or notes in the course website.

(MAR 13–17) QUIZ WEEK

- QUIZ 2. This will consist of 50 questions (multiple choice and True or False). This will cover Lectures 2-6. Feel free to open your notes and books.
- DUE: MAR 17 (Friday midnight)
- Powerpoints will be provided as handouts. Make sure to take notes during gathering weekend!

(MAR 20–24) MODULE 1 : The English Reformation and German Pietism; The First and Second Rise of Methodism

Reading Assignment:

- Read the “Historical Statement” from the *2012 United Methodist Book of Discipline*, <http://www.cokesbury.com/forms/DynamicContent.aspx?id=87&pageid=920>, 11-22.
- Read HEITZENRATER, Preface, chapters 1-2.

Lectures:

- Lecture 1
- Lecture 2

Snapshots: Pick one only.

- The English Reformation: Skim through [Thomas Cranmer’s “Of the salvation of all mankind” from the Book of Homilies \(1547\)](#).
- German Pietism: German Pietism: Read Section 4 of [Jacob Spener’s *Pia Desideria \(Pious Desires\) in Pietists: Selected Writings*, edited by Peter C. Erb \(Mahwah, NJ: Paulist Press, 1983\), 37-40](#). Note: Read Section 4 only.
- The Holy Living Tradition: Read [Jeremy Taylor’s “Rules for employing our Time” in his book, *The Rule and Exercises of Holy Living*](#).

- The Religious Society: Skim through [1\) Anthony Horneck's "Rules for the Religious Society" \(late 1600s\)](#) and [2\) "The Rules of the Religious Society in St. Giles, Cripplegate" \(1718\) in *English Church Life from the Restoration to the Tractarian Movement* \(London: Longmans, Green & Co., 1914\), 308-13](#). Note: Get a sense of how what took place in the religious societies as well as its rules.
- The Holy Club: See, for example, [John Wesley's Letter to Richard Morgan on the death of William Morgan \(Oct. 18, 1732\)](#).
- Read [John Wesley's sermon, "The Circumcision of the Heart."](#)
- Coming to America: Examine [John Wesley's journal entries, October 25, 1735-February 6, 1736, *The Journal of the Rev. John Wesley* \(Jackson ed.\), 16-22](#).
- Trouble in Georgia: Examine [John Wesley's journal entries, July 3-December 2, 1737, *The Journal of the Rev. John Wesley* \(Jackson ed.\), 48-58](#).

Due Dates:

- REFLECTION 1: MAR 22 (Wednesday midnight)
- Responses and Acknowledgements : MAR 24 (Friday midnight)

(MAR 27–31) MODULE 2 : The Third Rise of Methodism; Growth and Maturity

Reading Assignment:

- Read HEITZENRATER, chapters 3-Epilogue

Lectures:

- Lecture 3
- Lecture 4

Snapshots: Pick one only.

- Aldersgate Experience: Examine [John Wesley's journal entries, May 1-June 6, 1738, *The Journal of the Rev. John Wesley* \(Jackson ed.\), 86-100](#).
- The Revival Begins (field preaching): Examine examples of [John Wesley's journal entries on his field preaching from April 1-May 29, 1739, *The Journal of the Rev. John Wesley* \(Jackson ed.\), 174-186](#).
- The Revival Begins (field preaching): Read an eyewitness account of Charles Wesley's preaching at the onset of the revival in ["Charles Wesley in 1739. By Joseph Williams of Kidderminster," *Proceedings of the Wesley Historical Society* 42.6 \(Dec. 1980\): 181-185](#).
- John Preaches A New Message: Read [John Wesley's sermon, "Salvation by Faith."](#)
- The Singing Methodists: Read ["The Preface" to John and Charles Wesley's *Hymns and Sacred Poems* \(1743\), iii-vi](#).
- Wesley splits with the Moravians: Read [transcript of John Wesley's conversation with Zinzendorf at Gray's Inn Walk \(1741\)](#).
- On Women Preachers: Read [John Wesley's letter to Mary Bosanquet, June 13, 1771](#).
- John Wesley on Slavery: Read [John Wesley's "Thoughts Upon Slavery" in *The Works of Wesley* \(Emory ed.\), 278-279](#).
- John Wesley on Slavery: Read [John Wesley's letter to William Wilberforce, February 24, 1791](#). You can view the original, albeit hard to read, letter from the [Drew University Methodist Library's Wesley Manuscripts Collection](#).

- John Wesley's Evangelical Economics: Read [John Wesley's "Thoughts on the Scarcity of Provisions" in *The Works of Wesley* \(Emory ed.\), 274-278.](#)

Due Dates:

- REFLECTION 2: FEB 03 (Wednesday midnight)
- Responses and Acknowledgements: FEB 05 (Friday midnight)

(APR 03-07) MODULE 3 : Early American Methodism; The United Brethren in Christ and the Evangelical Association

Reading Assignment:

- Read RICHEY, Introduction, chapters 1-2.

Lectures:

- Lecture 5
- Lecture 6

Snapshots: Pick one only.

- John Wesley's Plan for America: Read [John Wesley's letter to 'Dr.Coke, Mr. Asbury and our brethren in North America' on September 10, 1784, in *Letters of John Wesley*, edited by Augustine Birrell \(London: Hodder & Stoughton, 1915\), 263-65.](#)
- Dear Franky: Read [John Wesley's scathing letter to Francis Asbury on September 20, 1788, in *Letters of John Wesley*, ed. Augustine Birrell \(1915\), 279-80.](#)
- The Beginnings of Methodism in America: Read [Francis Asbury's journal entry from August-December 1771, *The Journal of Rev. Francis Asbury: Bishop of the Methodist Episcopal Church* \(1852\), 11-20.](#)
- Scriptural Holiness Across the Land: Read [letter from Bishops Asbury and Coke, *Minutes of the General Conference of Methodist Episcopal Church's* \(1796\), 8-7.](#) Read also [Question 12, "Rules Respecting Slavery," 22-23.](#)
- Frontier American Methodism: Read [The Life, Autobiography of Peter Cartwright: the Backwoods Preacher \(New York: Carlton & Porter, 1857\), chapters 3-6 and 9.](#)
- The Doctrine of the United Brethren in Christ: Read ["The Doctrine of the United Brethren in Christ," *The Disciplines of the United Brethren in Christ* \(Dayton, OH: United Brethren Publishing House, 1895\), 3-6.](#)
- The Origins of the United Brethren in Christ: Read ["Of the Origins of the United Brethren in Christ," *The Disciplines of the United Brethren in Christ* \(Dayton, OH: United Brethren Publishing House, 1895\), 9-11.](#)
- United Brethren Circuit Rider: Read Christian Newcomer's account of his preaching, spirituality, and encounters with Otterbein, Boehm, Asbury, and other prominent Methodists from [April 19-Sept. 23, 1801 in *The Life And Journal Of The Rev'd Christian Newcomer* \(1834\), 80-86.](#)
- Holiness in the Evangelical Association: See Jacob Albright and George Miller's take on holiness in ["Albright, Walter and Miller" in *Voices on Holiness from the Evangelical Association* \(1882\), 51-58.](#)

Due Dates:

- REFLECTION 3: MAR 05 (Wednesday midnight)

- Responses and Acknowledgements: MAR 07 (Friday midnight)

APR 10–16 : HOLY WEEK/EASTER BREAK

(APR 17–21) MODULE 4 : Women, and African-Americans; Schisms

Reading Assignment:

- Read RICHEY, chapters 3-6.

Lectures:

- Watch Lecture 7
- Watch Lecture 8

Snapshots: Pick one only.

- Hester Ann Roger's Quest for Entire Sanctification: Read [Hester Ann Rogers, *A short account of the experience of Mrs. Hester Ann Rogers \(New-York: Published by Daniel Hitt, for the Methodist connection in the United States, 1811\), 32-41*](#). Note: Begin at the last paragraph of Page 32.
- An African American Woman's Religious Experience: Read [Jarena Lee, "My Call to Preach the Gospel," *Religious Experience and Journal of Mrs. Jarena Lee \(Philadelphia: Jarena Lee, 1849\), 10-13, 15-17*](#). Go to Pages 10-13 and 15-17.
- Fanny Newell's Sanctification and "Exhortation" Experience at a Camp-Meeting: [Read Fanny Newell, *Memoirs of Fanny Newell \(Springfield : O. Scott and E. F. Newell\), 52-59*](#). Note: Read her entry for June 9, 1809.
- The Beginnings of African American Methodism: Read [Richard Allen, *The Life, Experience, and Gospel birth of the Rt. Rev. Richard Allen \(Philadelphia: Martin & Borden, 1833\), 4-24*](#).
- The Zionites Apology and Appeal for a separate African Conference in the MEC: Read [James Varick and George Collins, "To the Bishops and Preachers of Philadelphia and New York Conferences, assembled," in Christopher Rush, *A Short Account of the Rise and Progress of the African Methodist Episcopal Church in America \(New York: Christopher Rush, 1843\), 60-64*](#).
- Seeds of the Methodist Protestant Church Schism: See [Alexander McCaine, *The History and Mystery of Methodist Episcopacy \(Baltimore: Richard J. Matchett, 1827\)*](#). Read [Preface \(iii-v\), Conclusion \(70-72\), and Appendix No. 1 "To the Rev'd William M'Kendree..." \(73-74\)](#).
- The Methodist Protestant Church: Read the ["Elementary Principles" in *The Book of Discipline of the Methodist Protestant Church \(Baltimore: Book Committee of the Methodist Protestant Church, 1830\), 13-15*](#).
- The Birth of the Wesleyan Methodist Church (1842): Read ["Withdrawal from the M.E. Church" in Lucius C. Matlack, *The History of the Wesleyan Methodist Connection, 2nd Part \(New York, 1849\), 308-317*](#).
- Wesleyan Methodism: [Skim through or read a chapter of Luther Lee's *Slavery Examined in Light of the Bible \(Syracuse, NY: Wesleyan Methodist Book Room, 1855\)*](#).
- The 1844 Schism: See [Read resolution on Bishop James O. Andrew \(147\) and Bishop Andrew's address \(148-150\) in the *Report of Debates in the General Conference of the Methodist Episcopal Church Held in the City of New York, 1844 \(New York: Carlton and Phillips, 1855\), 147-150*](#)
- The 1844 Schism: [Read "Report of the Committee of Nine on the Division of the Church"](#)

[\(June 7\) in the Journal of the General Conference of the Methodist Episcopal Church \(1844\), 217-219.](#)

Due Dates:

- REFLECTION 4: APR 19 (Wednesday midnight)
- Responses and Acknowledgements: APR 21 (Friday midnight)

(APR 24–28) MODULE 5 : The Holiness Movement, and Overseas Missions; the Social Gospel

Reading Assignment:

- Read RICHEY, chapters 7-9.
- Read [Timothy L. Smith, "The Holiness Crusade," in *The History of American Methodism*, vol. 2, ed. Emory S. Bucke \(Nashville: Abingdon Press, 1964\), 608-27.](#)
- Read [Luther Oconer, "Methodism in Asia and the Pacific: Origins and Development," in *The T&T Clark Companion to Methodism*, ed. Charles Yrigoyen, Jr. \(New York: T&T Clark, 2010\), chapter 9.](#)

Lectures:

- Watch Lecture 9
- Watch Lecture 10

Snapshots: Pick one only.

- The Holiness Movement: [Skim through or read a chapter of Phoebe Palmer, *The Way of Holiness* \(New York: Piercy and Reed, 1843\).](#)
- The Holiness Movement: [Skim through or read a chapter of Henry C. Morrison's *Baptism with the Holy Ghost* \(Louisville, KY: Pentecostal Publishing Company, 1900\).](#)
- The First Methodist Missionary to Native Americans: Skim through the first few pages of [*The Missionary Pioneer: or, A Brief Memoir of the Life, Labours, and Death of John Stewart* \(New York: J.C. Totten, 1837\).](#)
- The Birth of the WFMS (now, United Methodist Women): Read [*The Story of the Woman's Foreign Missionary Society of the Methodist Episcopal Church \(WFMS\), 1869-1895* \(1898\), 13-18.](#) Read only pages 13-18.
- The Birth of Methodism in Korea: Read [*The Korean Mission of the Methodist Episcopal Church* \(New York: Open Door Emergency Commission, 1902\), 18-23.](#)
- Following the Flag to the Philippines: Read the beginning of Methodism in the Philippines in [Homer Stuntz, *The Philippines and the Far East* \(Cincinnati: Jennings & Pye, 1904\), 420-29.](#)
- The Great Indian Revival of 1905: Read [Bishop John E. Robinson's "Days of Blessing and Power at Ansansol" *The Indian Witness* \(Dec. 21, 1905\), 3-4.](#)
- A Day in the Life of a Medical Missionary: Read [Clara A. Swain, *A Glimpse of India* \(New York: James Pott & Co., 1909\), 100-107, March 17, 1875.](#)
- Spirit-filled Missions: Listen to famous Methodist missionary [E. Stanley Jones' sermon, "The Gifts of the Holy Spirit."](#)
- The Social Creed of the Methodist Episcopal Church: Read ["The Church and Social Problems," *The Doctrines and Discipline of the Methodist Episcopal Church* \(1908\), 479-481.](#)
- Call to Social Service: Read [Harry F. Ward, "Social Service and the Church," *Centenary Celebration of American Methodist Missions* \(1919\), 25.](#)
- Bishops' Call to Social Service: Read ["Pastoral Letter of the Methodist Episcopal Bishops on Social Service," *Centenary Celebration of American Methodist Missions* \(1919\), 25.](#)
- Progressive vs. Conservatives Over the Social Creed: Read ["The Battle of Columbus," *The Christian Century* \(April 1, 1936\), 486-487.](#)

- Social Creed for the New Methodist Church: See the Social Creed shortly after the merger of 1939. Read "[Social Creed](#)" in *Doctrines and Discipline of the Methodist Church (1939)*, 693-697.

Due Dates:

- REFLECTION 5: APR 26 (Wednesday midnight)
- Responses and Acknowledgements: APR 28 (Friday midnight)

VIII. ATTENDANCE

It is expected that you be present every week to participate in our online discussions. You are considered absent if you fail to post in the discussion boards, or fail to contact the professor for a particular week. If in case you cannot log in to the course website, promptly get in touch with the professor and United's helpdesk (helpdesk@united.edu). A total of one absence, which constitutes 20% of our five meeting weeks online, will automatically result in a failed grade. You will not be marked absent if you inform the professor ahead of time for reasons deemed acceptable. The professor reserves the right to grant excuses on a case by case basis.

IX. EVALUATION:

This course will be conducted in five modules. All assignments are required to be posted on time. Failure to do so will result in deductions. Assignments come in two forms:

- 1) **SNAPSHOT REFLECTIONS & RESPONSES.** Write **five (5)** reflections (700-1200 words). Each student will be required to write a reflection for each module. In addition to the reflection, students are expected to respond to other reflections, and acknowledge responses posted by their classmates.
 - a. **REFLECTIONS.** Pick only **one (1)** snapshot for each reflection. **I do not expect** you to read all of the listed snapshots. You must be able to fulfill the following **learning objectives**:
 1. **COMPREHEND.** Demonstrate how the snapshot contributes or adds to your current comprehension of United Methodist history.

You can meet this objective by elaborating on **at least one** of the applicable guide questions:

 - What new thing have you discovered from the snapshot that adds to your current understanding of United Methodist history?
 - What is the relevance of the snapshot to United Methodist history?
 - What is the central theme you found in the snapshot?
 - What does the snapshot teach you about Wesleyan (John or Charles Wesley's) theology?
 - What does the snapshot tell you about what is at the heart of United Methodism praxis?
 - What does the snapshot tell you about our heritage as United Methodists?
 - In what ways is it in continuity or discontinuity with Wesley's teachings (as you understand them so far) or the spirit of Methodism (as you understand it so far)?
 - Does the snapshot reveal recurring themes in the history of United Methodism?
 2. **CONNECT.** Connect or relate the snapshot in relation to the assigned readings. Make sure to indicate in your writing the author's name and page number/s enclosed in parenthesis. For examples: (Heitzenrater, 30.), (Richey, 45), (Wigger, 30).

This objective can be accomplished by connecting the snapshot with the assigned readings

through **at least one** of the following suggestions:

- Use the assigned readings to provide historical context or background to the snapshot.
 - Put the snapshot in conversation with any of the assigned readings.
 - Relate it with other events/personalities/issues in United Methodist history that you have read so far from the assigned readings or from the lectures.
3. **REFLECT**. Reflect on the snapshot in relation to at least one of the following: 1) your own personal experiences, 2) present-day United Methodism, and 3) social realities.

You can meet this objective by elaborating on **at least one** of the following questions:

- How does the snapshot speak to your own personal experience or spiritual journey?
 - If an argument is being made in the snapshot, do you agree or disagree with it?
 - What lessons can we present-day United Methodists learn from the snapshot?
 - How does the snapshot relate to present-day United Methodism?
 - How does the snapshot speak to social issues or recent world events?
- b. **RESPONSES**. Respond to at least one (1) reflection per module. When you respond to the reflections of your colleagues, you must be able to fulfill the following **learning objectives**:

1. **COMPREHEND**. Demonstrate comprehension by doing one of the following:
- Giving additional historical context to the snapshot in question.
 - Relating the snapshot with other events/personalities/issues from the assigned readings or from the lectures.
 - Agreeing or disagreeing with or correcting any claims made in the reflection, and explaining why.
2. **RELATE**. Relate the snapshot to your own experience or to present-day United Methodism.
3. **ASK**. Ask a question regarding any claims made in the reflection.

LENGTH. Responses need not be long (300-700 words).

BONUS POINTS. You are only required to respond to **one (1) reflection only**, but if you want to increase your points you can respond to as many as you want. Additional points will be given for additional responses (3 points each). This can be shorter than your first response, and you only need to fulfill **any one** of the 3 learning objectives listed above.

- c. **ACKNOWLEDGEMENT TO RESPONSES**. Robust discussions are encouraged in this class. Make sure to acknowledge or answer your classmates responses to your reflections. Each unacknowledged response will result in 3 points deduction. A simple 'thank you' will not do. You will need to respond with at least two sentences. You are only to acknowledge responses submitted by SATURDAY midnight. You are not expected to acknowledge responses that have been posted late.

GRADING AND RUBRICS. **100 points** per reflection, including responses (maximum, see table below). The main purpose of this exercise is to allow you to engage with the historical texts with some degree of depth, while interacting with your classmates.

Criteria	Excellent (10)	Very Good (9)	Good (8)	Satisfactory (7)	Inadequate (6)
Content (5)	Meets all 3 of the learning objectives for reflections.	Meets 2.5 of the learning objectives for reflections.	Meets 2 of the learning objectives for reflections.	Meets only 1.5 of the learning objectives for reflections.	Meets only 1 of the learning objectives for reflections.
Writing (2)	Writing is highly coherent, and insightful. It strictly follows the word limit. Has only two grammatical and two spelling errors (max).	Writing is highly coherent, and insightful, but includes more than two grammatical and two spelling errors.	Writing is slightly incoherent and lacking-depth, but with minimal grammatical and spelling errors.	Writing is incoherent and lacking depth, but with minimal grammatical and spelling errors.	Writing is incoherent and lacking depth, and has more grammatical and spelling errors.
Responses (3)	Meets all 3 of the learning objectives for responses, and responds to all questions posted by classmates.	Meets 2.5 of the learning objectives for responses, and responds to all questions posted by classmates.	Meets 2 of the learning objectives for responses, and responds to all questions posted by classmates.	Meets only 1.5 of the learning objectives for responses, and responds to all questions posted by classmates.	Meets only 1 of the learning objectives for responses, and responds to all questions posted by classmates.

ACADEMIC DISHONESTY. No posts shall be copied from the Internet (such as from blog posts and websites) and pasted in your posts. You are only to rely on the assigned readings and textbooks for your posts, as long they are properly cited. Any first instance of plagiarism will automatically result in 0 points for the exercise in question. Second offenses will result in a failing grade for the whole course.

DUE DATES:

- **Reflections** must be posted not later than the midnight (11:59PM) on the Wednesday of each module.
- **Responses** must be posted not later than the midnight (11:59PM) on the Friday of each module.
- **Acknowledgement to Responses** must be posted not later than the midnight (11:59PM) on the Friday of each module. You are only to acknowledge responses submitted by Thursday midnight. You are not expected to acknowledge or respond to responses that have been posted later than that. Failure to acknowledge responses provided to you by your classmates will result in 3 points deduction for each instance.

2) QUIZZES

- **QUIZ 1.** There will be 10 questions. You have one hour to complete the quiz.
- **QUIZ 2.** There will be 50 questions. You have 3 hours to complete the quiz.
- **ATTEMPTS.** You are allowed to take the two quizzes twice.
- **GRADING.** Both quizzes are equivalent to 100 points. If you take them twice, your final score will be averaged from your two scores.
- **WHAT IS COVERED?** QUIZ 1 shall cover Lectures 1. QUIZ 2 shall cover lectures 2-6. PowerPoints will be provided in advance.

Method of Determining Grade:

Grades will be determined in the following way:

Intensive Participation	10%
Reflections & Responses	60%
Quizzes	30%

Grading scale:

A	95 - 100%
A-	90 - 94
B+	88 - 89
B	84 - 87
B-	80 - 83
C+	75 - 79
C	70 - 74
F	0 - 69