THEO650C/SP650A "Wesleyan Spiritual Theology"
2026 Fall Semester
6:30-9:30 Tuesdays, Room TBD

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A NOTE ON COURSE MODALITY AND THE SYLLABUS

This course is being offered in a blended-synchronous modality. For a description of modalities see, **https://mygets.garrett.edu/ICS/Courses_and_Syllabi/Course_Schedule/.** A blended-synchronous course means students may take it either online or in person synchronously, however a student must decide which modality will be used as once a student appears online it will be counted as an online course.

This syllabus is exceptionally long and detailed, including step-by-step instructions for navigating the course in Moodle and detailed explanations of what the graded assignments entail. The syllabus will establish policies for the course while Moodle will provide much of the instruction and content. Please be certain to familiarize yourself thoroughly with the syllabus and Moodle before the start date of class. All the information you need is there. Prior to contacting the instructor about the course, check the syllabus and Moodle to see if the information you want is already there.

While every attempt will be made to follow the syllabus as written, given the changing nature of any given semester, especially during a pandemic, it may mean that some modifications to the course will be made along the way. In this case, the changes will be made on Moodle and emails will be sent to alert you to these changes. Please track your garrett.edu email accounts regularly for emails regarding the course.

Navigating the Course

Since this course will be taught on-line, please note the following:

1) Much of the course material will be posted on Moodle.
2) Note that each section consists of assignments and deadlines.
3) The course will be delivered through the Moodle software Garrett-Evangelical uses (https://courses.garrett.edu). Please be certain you can log on to Moodle before the course begins. Report any access issues to the registrar and the IT department. Once it is available, the course name will appear on your Moodle list.
    a. When you click on the course name, you will see a screen with the title of the course and my contact information. As you scroll down, you will see that the content of the course is contained in several large boxes, each with the title of the topic.
    b. The course is organized around a series of activities that are in each of these boxes. Within each box you will find a series of hyperlinks. These links will connect you to readings that are available online. You will have to click each of these to access the documents.
    c. This syllabus will also be posted there and will explain the organization of the course and the activities that students are expected to accomplish in each section.

Technology Notes
Given the modality of this course, you will need to be certain you have sufficient technological ability to access and participate. This is the student's responsibility. The instructor will assume this and is not obligated to take technological difficulties into account when assessing the student's work.

Minimum technological requirements

- **Web Browser –** You will need the latest version of the web browser you are using (Internet Explorer, Firefox, Safari, Google Chrome, etc.). Not all browsers work equally well with Moodle, so you may need to experiment with them if you have difficulty using all the functions on the site.
- **Operating System –** In order to use the latest browser, you must have an operating system (Windows, Mac OS, etc.) that is up to date enough to handle it.
- **Internet Connection –** A high-speed internet connection that is sufficient to run streaming video with no difficulty will suffice. Usually, cable and DSL connections can do this. Dial up cannot. If your home internet connection is not sufficient to provide this kind of connection you will need to find access to a computer or internet service provider that does.
- **Hardware –** Keep in mind that you will also need sufficient computing power in terms of memory, speed, audio, and video for the different aspects of this course to work well. Make certain that you have all of these in place so that you can run the necessary software and fully participate on-line.
- **MS Teams –** Please make certain you have a stable enough connection to sustain MS Teams and familiarize yourself with it.

Academic Policies
All students are required to abide by the academic policies detailed in the *Academic Handbook* for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:
Writing
• *Academic integrity and plagiarism*: (See AY 2324 Handbook, 13, 69-75) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
• *Writing and citations*: *The Turabian Manual for Writers* and the *Chicago Manual of Style* footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (AY 2324 Handbook, 74-75)
• *Writing Support*: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. To find out more, see the Writing Center Moodle site: <https://courses.garrett.edu/course/view.php?id=1137>. Contact the Writing Center for more detailed information <writing.center@garrett.edu>.
• *The use of AI:* The acceptable use of AI with appropriate acknowledgment includes activities such as translation from one language to another; editing, polishing, or revising (through tools

such as spell check, grammar check, and Power Point designer) are allowed with no acknowledgment needed; use of AI for research and generating first draft of assignments or creating outlines through tools such as ChatGPT is not allowed. The extent to which the use of AI is allowable in developing course assignments is determined by the faculty member in each of their courses. To properly cite the use of AI in Chicago/Turabian style access - https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html

Attendance and Class Participation

Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that, in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed. All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (AY 2324 Handbook, 10)

Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, or a proportionate amount for other class formats) should not expect to pass the class. (AY 2324 Handbook, 20)

All cell phones should be silenced during the whole of a class session and any other IT should not disrupt the class.

Academic Accommodations

Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook (AY 2324 Handbook, 13) and the Academic Accommodations section on https://www.garrett.edu/life-at-garrett/student-services/accessfor-students-with-disabilities/.

Extensions: For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (AY 2324 Handbook, 21)

COURSE DESCRIPTION

This course will look at Christian formation in the Wesleyan tradition and the theology that sustains it. The Holiness, Pentecostal/Charismatic movements, and African Methodist denominations will be discussed, along with United Methodists and the emerging movement of Queering the Wesleyan tradition. “Wesleyan” will therefore be understood in the widest sense possible. Historical, theological, and practical aspects of the tradition will be considered along with the contextualization of the Wesleyan method.

STUDENT LEARNING OUTCOMES

- To identify the constitutive nature of a Wesleyan spiritual theology and what it means to make disciples of Jesus Christ in the Wesleyan tradition.
- To recognize the ecumenical nature of Wesleyan spiritual formation.
- To identify the variety of Christian traditions or movements and their spiritual insights that have influenced the Wesleyan tradition.
- To develop a Wesleyan spiritual theology that is ecumenically specific and significant to the student.

REQUIRED TEXTS (NUMBERED IN ORDER OF READING)

Burgess, Stanley M. *Christian Peoples of the Spirit: A Documentary History of Pentecostal Spirituality from the Early Church to the Present*. New York: New York University Press, 2011. ISBN 978-0814799987, $28.00. (5)

Hayes, Diane L. *Forged in the Fiery Furnace: African American Spirituality.* Maryknoll: Orbis Books, 2012. ISBN 99781570754722, $22.00. (6)

Knight, Henry H., ed. *From Aldersgate to Azusa Street: Wesleyan, Holiness, and Pentecostal Visions of the New Creation*. Eugene, Or.: Pickwick Publications, 2010. ISBN 978-1606089880 $42.00. (4)

Osinski, Keegan. *Queering Wesley, Queering the Church.* Eugene, OR: Cascade Books, 2021. ISBN 978-1-7252-5403-9, $22.00; EBOOK ISBN 978-1-75252-5404-6, $9.99. (7)

Watson, Kevin M. *Pursuing Social Holiness: The Band Meeting in Wesley's Thought and Popular Methodist Practice*. New York: Oxford University Press, 2014. ISBN 978-0199336364 $43.39, paperback. This is also available digitally from the library. View online. (3)

Wesley, John. *A Plain Account of Christian Perfection*. Editions are available free on the Internet and on will be on Canvas. (2)

Wesley, John. *Rules of the Band Societies* (1738); *The General Rules* (1743). Available on the Internet and will be on Canvas. (1)

SUPPLEMENTAL READING

Bird, Stephanie Rose. *The Healing Power of African American Spirituality.*

Bryant, Barry E. "Holiness Movements: American, British, and Continental," *Global Wesleyan Dictionary of Theology*. Albert Truesdale, Henry H. Knight, Karen Strand Winslow, K. E. Brower, and K. E. Brower, eds. Kansas City, Mo: Beacon Hill Press of Kansas City, 2013.

Chilcote, Paul Wesley. *Early Methodist Spirituality: Selected Women's Writings*. Nashville, Tennessee: Kingswood Books, 2007.

Choi, Meesaeng Lee. *The Rise of Korean Holiness Church in Relation to the American Holiness Movement: Wesley's "Scriptual Holiness" and the "Fourfold Gospel."* Lanham, Md: Scarecrow Press, 2008.

Dayton, Donald. *The Theological Roots of Pentecostalism*. Baker Publishing, 1987.

Erb, Peter. *The Pietists: Selected Readings*. Classics of Western Spirituality. Paulist Press, 1983.

Faull, Katherine M. *Moravian Women's Memoirs: Their Related Lives, 1750-1820.* Syracuse NY: Syracuse University Press, 2009

Flew, R. Newton. *The Idea of Perfection in Christian Theology: An Historical Study of the Christian Ideal for the Present Life.* London: Oxford University Press, 1934.

Friedman, Matthew. *Union with God in Christ: Early Christian and Wesleyan Spirituality as an Approach to Islamic Mysticism*. Eugene, Oregon: Pickwick Publications, an imprint of Wipf and Stock Publishers, 2017.

Hallum, AM. "Taking Stock and Building Bridges: Feminism, Women's Movements, and Pentecostalism in Latin America." *Latin American Research Review* 38, no. 1 (2003): 169–86.

Jacobsen, Douglas. *A Reader in Pentecostal Theology*. Indiana University Press, 2006.

Jennings, Daniel R. *The Supernatural Occurrences of John Wesley*. Sean/Multimedia, 2012.

Kilian, Marcus K., and Stephen Parker. "A Wesleyan Spirituality: Implications for Clinical Practice." *Journal of Psychology and Theology* 29, no. 1 (2001): 72–80. https://doi.org/10.1177/009164710102900108.
Kimborough, S T. *Orthodox and Wesleyan Spirituality*. St. Vladimirs Press, 2002.
Land, Steven J. *Pentecostal Spirituality: A Passion for the Kingdom*. Cleveland, Tennessee: CPT Press, 2010.
Law, William. *A Serious Call to a Devout and Holy Life*. Editions are available free on Internet.
Lawson, Kevin E. (Kevin Ethan), and Scottie May, eds. *Children's Spirituality : Christian Perspectives, Research, and Applications*. Second edition. Eugene, Oregon: Cascade Books, 2019.
Khoo LL. *Wesleyan Eucharistic Spirituality: Its Nature, Sources and Future*. Open University (United Kingdom); 2002 (free on Moodle).
Nolasco, Rolf. *Hearts Ablaze: Parables for the Queer Soul*. New York: Morehouse Publishing, 2022.
O'Malley, Steven J. and Jason E. Vickers, eds. *Methodist and Pietist: Retrieving the Evangelical United Brethren Tradition*. Nashville: Kingswood Books, 2011.
Olson, Roger. *Reclaiming Pietism: Retrieving an Evangelical Tradition*. Grand Rapids: Eerdmans, 2015. (Available at archives.org) ISBN-13: 9781426714351. $46.00.
Palmer, Phoebe. *Entire Devotion to God*. Editions are available free on the Internet.
Park, Myung Soo. "The 20th Century Holiness Movement and Korean Holiness Groups," *The Asbury Journal.* 62(2007)2: 81-108.
Pseudo, Macarius, and George A. Maloney. *The Fifty Spiritual Homilies; and, the Great Letter*. Classics of Western Spirituality. New York: Paulist Press, 1992.
Ruth, Lester. *Early Methodist Life and Spirituality: A Reader*. Nashville: Kingswood Books, 2005.
Sanders, Cheryl Jeanne. *Saints in Exile: The Holiness-Pentecostal Experience in African American Religion and Culture*. New York: Oxford University Press, 1996.
Smith, Amanda Berry. *An Autobiography*. Editions are available free on the Internet.
Smith, Calvin L. *Pentecostal Power Expressions, Impact, and Faith of Latin American Pentecostalism*. Leiden [Netherlands]: Brill, 2011.
Smith, Timothy Lawrence. *Revivalism and Social Reform: American Protestantism on the Eve of the Civil War.* Baltimore: Johns Hopkins University Press, 1980.
Spener, Jacob. *Pia Desideria.* Available as a PDF on the Internet.
Spangenberg, August G. *An Exposition of Christian Doctrine.* Bristol, 1796. (chs. 16-19)
Taylor, Jeremy. *Holy Living*. Available as a PDF at http://www.ccel.org/ccel/taylor/holy_living.pdf
Thomas, á Kempis. *The Imitation of Christ.* Editions are available free on the Internet.
Threadgill Egerton, Deborah., and Lisi. Mohandessi. *Know Justice Know Peace A Transformative Journey of Social Justice, Anti-Racism, and Healing Through the Power of the Enneagram*. New York: Hay House, 2022.
Wesley, John. Select sermons found on Canvas.
Yong, Amos. *Afro-Pentecostalism: Black Pentecostal and Charismatic Christianity in History and Culture*. NYU Press, 2012.

EXPANDED BIBLIOGRAPHIES

DuPree, Sherry Sherrod. *African-American Holiness Pentecostal Movement*. New York: Garland Publishing, 1996.
Jones, Charles Edwin. *A Guide to the Study of The Holiness Movement*. Metuchen, NJ: Scarecrow Press, 1974.
Jones, Charles Edwin. *A Guide to the Study of the Pentecostal Movement*. Metuchen, NJ: Scarecrow Press, 1983.

COURSE REQUIREMENTS (FOR D.MIN. OR PH.D. STUDENTS PLEASE CONSULT WITH DR. BRYANT REGARDING ADJUSTING ASSIGNMENTS TO YOUR DEGREE PROGRAM.)

Student Presentations-

1. **Presentation of a topic-** Students will be assigned a topic from the schedule below for presentation on that date. Presentations should be approximately 20-25 minutes in length and while not required it may utilize multi-media and information technology resources such as Power Point, the Internet, etc. After the presentation you will need to submit any material used in the presentation (such as the manuscript and/or slide presentation). This should include any documentation and citation of material **(20% of final grade)**.
2. **Presentation of paper proposal to a forum and in class-** Each student will also present a proposal of the final paper that will include the following: 1. the research questions you want to explore; 2. a thesis statement for the paper; 3. the spiritual disciplines to be included; and, 4. the sources to be utilized for the paper. Prior to discussing this in class the proposal will be uploaded to a forum. (600 words +-10%, **20% of final grade**)
3. **Masters degree students will write a research paper of approximately 5,000 words based on the paper proposal. All other degree program students will need to consult with Dr. Bryant regarding your final paper-** The final paper will bring together topics from the semester and should include the following sections: 1. What makes for a Wesleyan spiritual theology, or what does it mean to make disciples of Jesus Christ in the Wesleyan tradition? 2. What are 2-3 influences that shaped this historically and their significance? 3. Select a denomination or movement in the Wesleyan tradition (e.g. the Holiness, Pentecostal, Charismatic, African Methodist, United Methodist, or a Queering of the Wesleyan tradition, etc.) and write a Wesleyan spiritual theology that is representative of that tradition or movement. What spiritual disciplines are included and why? (excluding bibliography, +-10% word count and **60% of final grade**. Due date TBD.)

COURSE SCHEDULE

Session	Topic	Reading *supplemental # required/Presenters
9/3	Introduction to the Wesleyan Tradition and English Spirituality in the Age of Wesley	*Jeffrey
9/10	Wesley, Perfection, and the 'New Quadrilateral"	#*Rules for Bands; The General Rules; Plain Account of Christian Perfection;* select sermons (5, 14,18,40,76). Class discussion *Watson, Covenant Discipleship *Watson, Accountable Discipleship
9/17	Moravians, Pietists, and the Brethren tradition	*Strom *Faull *Olson *Spener
9/24	Wesley, Women, and the Orthodox Connection	*Chilcote *Flew *Macarius
10/1	*Aldersgate to Azusa Street*	# Knight- Class discussion of text
10/8	Holiness Movements; Holiness and Social Reform The Korean Holiness Church	#LeClerc- Class discussion *Palmer *Bryant; Smith, T.- *Choi
10/15	The Pentecostal Movements	#Burgess- Class discussion of text *Dayton
10/22	Latinx Pentecostalism	*Smith, C.
10/29	Afro-Holiness and Pentecostalism	*Yong
11/5	Presentation of Research Topics	TBD
11/12	Presentation of Research Topics	TBD
11/19	Queering of the Wesleyan tradition	#Osinski- Class discussion *Nolasco
12/3	Anti-Racism as a Spiritual Discipline	#Hayes- Class discussion *Threadgill

RESEARCH PAPER AND PRESENTATIONS LEARNING RUBRIC

Score Levels	Content	Conventions	Organization
A	▪ Is well thought out and supports the solution to the challenge or question ▪ Reflects application of critical thinking ▪ Has clear goal that is related to the topic ▪ Is pulled from a variety of sources ▪ Is accurate	▪ Minimal (1-3) 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 question or thesis statement.
B	▪ Is well thought out and supports the solution ▪ 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 (4-6) spelling, grammatical, or punctuation errors ▪ Good use of vocabulary and word choice	▪ Information supports the solution to the question or thesis statement.
C	▪ Supports the solution ▪ 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	▪ Several (6-8) 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 project. ▪ Information loosely supports the question or thesis statement.
D	▪ Provides inconsistent information for solution ▪ 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 8 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 challenge or question. ▪ Information has no apparent pattern.