

## **THEO650C “Wesleyan Spiritual Theology”**

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### **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 be understood in the widest sense possible. Historical, theological, and practical aspects of the tradition will be considered along with the contextualization of the Methodist method.

### **A NOTE ON THIS SYLLABUS**

This course is being offered in a HyFlex modality, that is it will be offered online (OL) and face to face (F2F) simultaneously (note that all times will be CENTRAL). Because of that the 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. Please be certain to familiarize yourself thoroughly with the syllabus. Prior to contacting Dr. Bryant about the course, check the syllabus to see if the information you want is already in it.

While every attempt will be made to follow the syllabus as written, given the changing nature of any given semester 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 daily for emails regarding the course.

### **NAVIGATING THE COURSE**

Since this course will be taught F2F and OL please note the following:

1. Much of the secondary course material will be posted on Moodle.
2. Note that each section of Moodle consists of assignments and deadlines.
3. For OL students this means you are expected to be present online for each session and participate as you would in a F2F course.
4. The course will be delivered through Microsoft Teams and Moodle, the software Garrett-Evangelical uses (<https://courses.garrett.edu>). You will need to familiarize yourself with Teams and Moodle before course begins.
5. For both OL and F2F students, the course will not be available on Moodle until just before the semester begins and once it is available, the course name will appear on your Moodle list.
  1. 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 of the week.
  2. 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 in order to access the documents.

3. 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 HyFlex modality of this course, you will need to be certain you have sufficient technological ability to access and participate in this course. It is the student's responsibility to have sufficient technology to access and participate in the course. 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. (I use Firefox and have never had issues.)
- Operating System – In order to use the latest browser, you will need to have an operating system (Windows, Mac OS, etc.) that is up to date enough to handle it. Please be certain you have such an operating system.
- Internet Connection – You will need a high-speed internet connection that is sufficient to run streaming video with no difficulty. 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 an internet service provider that does.
- Hardware – Bear in mind that you will 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.
- If you are having any IT issues that is on Garrett's end, please contact the IT department for a solution. Sometimes access to Moodle can be resolved by the registrar's office.

### **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 excessive absences. Missing more than 6 hours of class will result in failure. **Keeping up with the reading, preparation, and participation are essential.**

### **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 relevant sections of *Student Life & Academic Handbook*. Please contact the Dean of Students for consultation.

## **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-** 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). (19-20 Handbook, 84)
- **Writing Support-** The Writing Center at Garrett-Evangelical offers programs to support all students’ theological research and writing. See <https://www.garrett.edu/student-life/student-services> “Writing Center” for more detailed information.

## **ATTENDANCE AND CLASS PARTICIPATION**

- **Diversity, Equity, Inclusion-** 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. (See 2019-2020 *Handbook*, 9)
- **Attendance-** While this is an online course attendance online attendance will be monitored by Microsoft Teams. Also, it is recorded when you log into Moodle. If your presence on is not noted this will be seen as a “red-flag” and you will be contacted to make sure there are no problems.

## **ACADEMIC ACCOMMODATIONS**

- **Student accommodations-** 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* (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.
- **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. (19-20 Handbook, 20)

## **COURSE POLICIES**

1. **Excellence in Writing-** Even though this is an UM Studies course, everything you have learned about good writing style still counts! Obtuse or inelegant writing in your essays will be reason for a reduced grade. If you need help with your writing, please contact the instructor.

2. **Intellectual Virtue-** We are striving not only to learn about a subject, but to sharpen our abilities to think critically. To do this, we must practice intellectual virtue by being open-minded, straightforward and thoughtful in our spoken and written work. We show our Christian scholarship not only by considering issues and questions that are central to our faith, but by being careful and respectful in our treatment of the authors of our texts, the ideas we discuss, and the thoughts of our fellow classmates.

3. **Late Work-** Late work without the instructor's written permission (via email) is not accepted in this course.

## **STUDENT LEARNING OUTCOMES**

1. To identify the constitutive nature of a Wesleyan spiritual theology and what it means to make disciples of Jesus Christ in the Wesleyan tradition.
2. To recognize the ecumenical nature of Wesleyan spiritual formation.
3. To identify the variety of Christian traditions or movements and their spiritual insights that have influenced the Wesleyan tradition.
4. 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. (4)

Hayes, Diane L. *Forged in the Fiery Furnace: African American Spirituality*. Maryknoll: Orbis Books, 2012. ISBN 99781570754722, \$22.00. (5)

Knight, Henry H. *From Aldersgate to Azusa Street: Wesleyan, Holiness, and Pentecostal Visions of the New Creation*. Eugene, Or.: Pickwick Publications, 2010. ISBN 978-1606089880 \$42.00. (1)

LeClerc, Diane. *Discovering the Heart of Christian Holiness: The Heart of Wesleyan-Holiness Theology*. Kansas City: Beacon Hill Press, 2020. ISBN 978-0834124691, \$35.19. (The Kindle version is cheaper.) (3)

Osinski, Keegan. *Queering Wesley, Queering the Church*. Eugene, Oregon: Cascade Books, 2021. ASIN: B09C2ND62L, \$9.99. (6)

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

Wesley, John. *Rules of the Band Societies* (1738); *The General Rules* (1743). Available on the Internet and on Moodle (2)

## 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*. Truesdale, Albert, 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.
- \*Dayton, Donald. *The Theological Roots of Pentecostalism*. Baker Publishing, 1987.
- \*Erb, Peter. *The Pietists: Selected Readings*. Classics of Western Spirituality. Paulist Press, 1983.
- \*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.
- \*Jeffrey, David L. *A Burning and a Shining Light: English Spirituality in the Age of Wesley*. Grand Rapids: Eerdmans, 1987.
- \*Jacobsen, Douglas. *A Reader in Pentecostal Theology*. Indiana University Press, 2006.
- \*Jennings, Daniel R. *The Supernatural Occurrences of John Wesley*. Sean/Multimedia, 2012.
- \*Kimborough, S T. *Orthodox and Wesleyan Spirituality*. St. Vladimirs Press, 2002.
- \*Law, William. *A Serious Call to a Devout and Holy Life*. Editions are available free on Internet.
- 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. 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, 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.

- \*Taylor, Jeremy. *Holy Living*. Available as a PDF at [http://www.ccel.org/ccel/taylor/holy\\_living.pdf](http://www.ccel.org/ccel/taylor/holy_living.pdf)
- \*Thomas, á Kempis. *The Imitation of Christ*. Editions are available free on the Internet.
- Wesley, John. *A Plain Account of Christian Perfection*. Editions are available free on the Internet.
- Wesley, John. *Rules of the Band Societies* (1738); *The General Rules* (1743). Available on the Internet.
- \*Wesley, John. Select sermons below found on the Internet.
- Sermon 58 "On Predestination" 1773
  - Sermon 43 "The Scripture Way of Salvation" 1765
  - Sermon 57 "On the Fall of Man" 1782
  - Sermon 44 "Original Sin" 1759
  - Sermon 128 "Free Grace" 1739
  - Sermon 1 "Salvation by Faith" 1738
  - Sermon 5 "Justification by Faith" 1746
  - Sermon 18 "The Marks of the New Birth" 1748
  - Sermon 13 "On Sin in Believers" 1763
  - Sermon 14 "The Repentance of Believers" 1767
  - Sermon 40 "Christian Perfection" 1741
  - Sermon 76 "On Perfection" 1784
  - Sermon 60 "The General Deliverance" 1781
  - Sermon 64 "The New Creation" 1785
- \*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 EXPECTATIONS)**

##### **Student Presentations-**

1. **Presentation of a topic-** In consultation with Dr. Bryant each student will select a topic from the schedule below to be presented, approximately 20-25 minutes in length. Although it is not required, this presentation may utilize multi-media and information technology resources such as Power Point, the Internet, etc. (20% of final grade).
2. **Presentation of paper proposal to a forum and in class-** Each will also present a proposal of the final paper that will include the following: 1. the research questions you will explore; 2. a thesis statement for the paper; 3. the spiritual disciplines to be included; and, 4. the sources that will be utilized for the paper. Prior to discussing this in class the proposal will be uploaded to a forum. (20% of final grade)

3. **Masters degree students will write a research paper of approximately 5,000 words based on the paper proposal. All others 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) and write a Wesleyan spiritual theology that is representative of that tradition. What spiritual disciplines are included and why? (excluding bibliography, +- 10% word count and 60% of final grade. Due date TBD.)

### **COURSE SCHEDULE (DATES TBD)**

Session	Topic	Reading *supplemental # required
1	<i>English Spirituality in the Age of Wesley</i>	*Jeffrey
2	<i>Aldersgate to Auza Street</i>	# Knight
3	Pietism and the Brethren tradition;	*The Pietists (Spener, Erb, O'Malley/Vickers)
4	Wesley, Women, and the Orthodox Connection	*Chilcote, *Kimbrough
5	Wesley, Perfection, and Entire Sanctification; The 'New Quadrilateral'	# <i>Rules for Bands; The General Rules; Plain Account of Christian Perfection; Sermons 5, 14,18,40,76.</i>
6	Holiness Movements; The Korean Holiness Church Holiness and Social Reform	*Bryant, *LeClerc, *Palmer *Park *Smith
7	The Pentecostal Movements	#Burgess
8	Wesley and Pentecostalism	*Jennings; *Dayton
9	Afro Holiness and Pentecostalism	*Yong
10	Latinx Pentecostalism; Pentecostal Feminism	*Hallum
11	Presentation of Research Topics	
12	Queering of the Wesleyan tradition	#Osinski; *Nolasco
13	Anti-Racism as Spiritual Discipline	#Hayes;

## RESEARCH PAPER AND PRESENTATIONS LEARNING RUBRIC

Score Levels	Content	Conventions	Organization
<b>A</b>	<ul style="list-style-type: none"> <li>▪ Is well thought out and supports the solution to the challenge or question</li> <li>▪ Reflects application of critical thinking</li> <li>▪ Has clear goal that is related to the topic</li> <li>▪ Is pulled from a variety of sources</li> <li>▪ Is accurate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minimal (1-3) spelling, grammatical, or punctuation errors</li> <li>▪ High-level use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information is clearly focused in an organized and thoughtful manner.</li> <li>▪ Information is constructed in a logical pattern to support the question or thesis statement.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>▪ Is well thought out and supports the solution</li> <li>▪ Has application of critical thinking that is apparent</li> <li>▪ Has clear goal that is related to the topic</li> <li>▪ Is pulled from several sources</li> <li>▪ Is accurate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Few (4-6) spelling, grammatical, or punctuation errors</li> <li>▪ Good use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information supports the solution to the question or thesis statement.</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>▪ Supports the solution</li> <li>▪ Has application of critical thinking that is apparent</li> <li>▪ Has no clear goal</li> <li>▪ Is pulled from a limited number of sources</li> <li>▪ Has some factual errors or inconsistencies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Several (6-8) spelling, grammatical, or punctuation errors</li> <li>▪ Low-level use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project has a focus but might stray from it at times.</li> <li>▪ Information appears to have a pattern, but the pattern is not consistently carried out in the project.</li> <li>▪ Information loosely supports the question or thesis statement.</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>▪ Provides inconsistent information for solution</li> <li>▪ Has no apparent application of critical thinking</li> <li>▪ Has no clear goal</li> <li>▪ Is pulled from few sources</li> <li>▪ Has significant factual errors, misconceptions, or misinterpretations</li> </ul>	<ul style="list-style-type: none"> <li>▪ More than 8 spelling, grammatical, or punctuation errors</li> <li>▪ Poor use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Content is unfocused and haphazard.</li> <li>▪ Information does not support the solution to the challenge or question.</li> <li>▪ Information has no apparent pattern.</li> </ul>