FOURTH YEAR
PRE-CLASS WRITTEN ASSIGNMENT

PERKINS COURSE OF STUDY SCHOOL – 2013

(412) WESLEYAN MOVEMENT

Dr. Daniel F. Flores dflores.phd@gmail.com

Critical reflection upon significant individuals, decisive events, and fundamental tenets of the Christian faith as found in the development of United Methodism. Utilizing categories of grace and faith as a focusing lens, the student appropriates particulars of the Wesleyan heritage and enters into the Church's ongoing task of interpreting, articulating, and enacting the gospel in contemporary life.

Textbooks:

- *The Book of Discipline of The United Methodist Church.* Nashville: United Methodist Publishing House, 2012.
- Richard P. Heitzenrater, *John Wesley and the People Called Methodists* . Nashville: Abingdon Press, 1995.
- Randy L. Maddox, *Responsible Grace: John Wesley's Practical Theology.* Nashville: Kingswood Books/Abingdon Press, 1994.
- Frederick A. Norwood, *The Story of American Methodism.* Nashville: Abingdon Press, 1976.

Print Resources:

- *The Methodist Experience in America.* 2 Vols. Nashville: Abingdon, 2010.
- *The United Methodist Book of Worship*, Nashville: The United Methodist Publishing House, 1992.
- *United Methodist Hymnal.* Nashville: The United Methodist Publishing House,1989.
- *Mil Voces para Celebrar.* Nashville: The United Methodist Publishing House, 1996.

Digital Resources:

- Christian Classics Ethereal Library. http://www.ccel.org/
- Internet Archive American Methodism Project http://archive.org/details/americanmethodism/
- SMU Bridwell Library Digital Collections http://digitalcollections.smu.edu/all/bridwell/
- Tyndale Seminary Reading Room. http://www.tyndale.ca/seminary/mtsmodular/reading-rooms/history

Assignments:

Answer questions numbers 1, 2, 3, 4, 7, 8, and 9 in concise essays of about 250 words each (one page typed double spaced). Answer *either* question number 5 or number 6 in an essay of about 700 words (three pages typed, double spaced). Answer question number 10 with responses of one to three sentences each.

1. Discuss the ecclesiastical situation in England at the beginning of the Eighteenth Century. Identify (a) Anglican, (b) Calvinist, (c) Nonconformist, (d) Pietist, (e) Puritan. REFERENCE: Heitzenrater, Chapter 1.

2. Discuss the growth of English Methodism from 1740 to Wesley's death, showing the emergence of structures of governance and ways of discipline. Why did Wesley's revival endure to become a church while Whitefield's revival left no such residue? REFERENCE: Heitzenrater, Chapters 3-5.

3. What were Wesley's main disagreements with (1) the Church of England (b) the Calvinists (c) the Moravians? REFERENCE: Heitzenrater, Chapters 2-6; Norwood, Chapters 1-5.

4. How do the elements of scripture, tradition, reason, and experience *fit together* in forming a basis for Christian belief? Relate what each meant in Wesley's own faith journey. REFERENCE: Discipline, pp. 76-86; Heitzenrater, Chapter 1; Maddox, Chapter 1.

5. The "Order of Salvation" is a sequence of occurrences which Wesley believed was the way God acts in the salvation process. Among its components are Assurance, Christian Perfection (also called Holiness and Entire Sanctification), Faith, Justifying Grace (or Justification), New Birth, Original Sin, Prevenient Grace, Repentance, and Sanctifying Grace (or Sanctification). Very briefly explain each and place them in logical (or chronological) sequence. REFERENCE: *Discipline*, pp. 41-71; Heitzenrater, Chapter 5; Maddox, Introduction and Chapters 6-7. *Hymnal*, general organization of hymns 336-536 (see the table of contents of the *Hymnal* and the page headings on these pages).

6. Maddox says (page 19) "Without God's grace, we cannot be saved, while without our (grace-empowered, but not coerced) participation, God's grace will not save." What issue is he addressing here, and why does he say what he says? REFERENCE: Maddox and Heitzenrater, *passim*. How do hymns in *The United Methodist Hymnal* reflect our reliance on divine grace?

7. Discuss the establishment of the Methodist movement in America, concluding with an accounting of why a new church emerged from this mission so soon after its founding. (1760-1784) REFERENCE: Heitzenrater, Chapters 5-6, Norwood, Chapters 5-10.

8. Discuss the issues of (1) race/ethnicity and (2) slavery as debated among American Methodists in the 18th and 19th centuries. How did this debate work out in the practical life of the church? Remember that race here does not refer *only* to divisions of black and white. REFERENCE: Norwood, Chapters 9-10, 15, 17-18, 21-25 and others.

9. Discuss the mergers of the 20th Century among American Wesleyan denominations. REFERENCE: Norwood Chapters 31-38.

10. Identify briefly the following: REFERENCE: Any or all of the materials assigned.
    a. Christmas Conference
    b. Love feast
    c. Frances Willard
    d. Central Jurisdiction
    e. Epworth
    f. Peter Böhler
    g. Social Gospel
    h. Arminianism
    i. Milton Wright
    j. Fanny Crosby

412: The Wesleyan Movement
Syllabus and Course Schedule
Dr. Daniel F. Flores, Instructor

Assignments and Grading

Pre-Class Assignment. Each student will have completed a pre-class assignment before arriving.

Quizzes. Students will complete two forty-five minute quizzes in class. During each quiz, students will have access to the UM *Discipline,* the UM *Hymnal,* and five pages of notes to use in responding to the quiz. Each quiz will consist of either a) eight short-identification questions from which the student will choose five to write on, or b) one essay question. Students will write in blue books (exam books), which will be provided.

Essay. Each student will complete an essay of between six and ten pages in length, formally documented according to standard formats for research documentation, answering the following question from the United Methodist *Discipline* with specific reference to the Wesleyan spiritual and theological tradition:

> How do you understand the following traditional Wesleyan – Evangelical doctrines:
> (a) repentance; *(b)* justification; (c) regeneration; *(d)* sanctification?

> What are the marks of the Christian life? [United Methodist *Discipline* 2012, ¶ 335]

Essays should contain explicit reference to the writings of John and Charles Wesley, theological works interpreting this theological inheritance, (e.g. Maddox, *Responsible Grace,* the United Methodist Discipline, *Hymnal, etc.*)

Warning: Properly cite all your sources. The instructor regularly checks for plagiarism. All assignments must be turned in on time. COSS policy does not permit acceptance of late work nor may we post incomplete grades.

Grading. Course grades will be assigned on the basis of the following formula:

Pre-Assignment	30%
First Quiz	20%
Second Quiz	20%
Essay	20%
Participation	10%
Total:	**100%**

Extra Credit. Up to 10% may be added to the total grade, not to exceed 100%, by writing an original plan for a group study on the Wesleyan movement. The plan will list course outcomes, ten well-developed lesson outlines, and one complete lesson. The entire project must be between three and five pages, no more – no less. This is due no later than the last day of the class.

Course Schedule July 2013 First Session

Monday Topic: Introduction to the course. Discussion on completion of pre-class assignments, the rationale for the course topic, research tips, and the timeliness in current events.

Tuesday Topic: John Wesley's Life (Part I). Review: Heitzenrater, *John Wesley and the People Called Methodists.* Focused Reading: John Wesley, *Journal* entries for 24 May1738 and 31 March — 2 Apri1, 1739.

Wednesday Topic: John Wesley's Life (Part II). Review: Maddox, *Responsible Grace,* chapters 2,4, and 5. Focused Reading Charles Wesley, "Hymn for Christmas-Day" and "Hymn for Easter-Day" ; John Wesley, "A Letter to a Roman Catholic"; Articles of Religion (*Discipline* 2012). Hymns: no. 95, "Praise God from Whom All Blessings Flow" (Thomas Ken, 1674); no. 88, "Maker in Whom We Live" (Charles Wesley, 1747); no. 616, "Come, Sinners, to the Gospel Feast" (Charles Wesley, 1747).

Thursday Topic: John Wesley and the "Way of Salvation." Review. Maddox, *Responsible Grace,* chapters 3, 6, and 7. Focused Reading. John Wesley, sermon on "The Scripture Way of Salvation," especially part I . Hymns. no. 339, "Come, Sinners, to the Gospel Feast" (Charles Wesley, 1747); no. 363, "And Can It Be" (Charles Wesley, 1739); no. 384, "Love Divine, All Loves Excelling" (Charles Wesley, 1747).

Friday Topic: Wesleyan Spirituality. Review: Maddox, *Responsible Grace,* chapter 8. Focused Reading: John and Charles Wesley, the "General Rules of the United Societies" (UMC *Discipline* 2012). Hymns. no. 553, "And Are We Yet Alive" (Charles Wesley, 1749).

Saturday First quiz. Topic: Early Methodist Churches (1784-1830). Review: Norwood, part II, pp. u9-238. Hymns- no. 529, "How Firm a Foundation" (Rippon, 1787); no. 292, "What Wondrous Love Is This" (American spiritual, early nineteenth century).

Monday Topic: The Period of "Methodist Ascendancy" (late nineteenth century). Review: Norwood, part III, pp. 239-354. Hymns- no. 98, "To God Be The Glory" (Fanny Crosby, 1875); no. 591, "Rescue the Perishing" (Fanny Crosby, 1869); no. 522, "Leave It There" (Charles Albert Tindley, ca 1906).

Tuesday Topic: Methodist Modernism (early twentieth century). Review: Norwood, part IV, pp. 355-442. Hymns- no. 530, "Are Ye Able, Said the Master" (Earl Marlatt,1926); no. 577, "God of Grace and .God of Glory" (Harry Emerson Fosdick, 1930).

Wednesday Topic: Methodist Postmodernism (late twentieth century). Statement of "Our Theological Task" (*Discipline* 2012). Hymns. no. 276, "The First One Ever" (Linda Wilberger Egan, 1980), no. 123, "El Shaddai" (Michael Card and Amy Grant, 1981).

Thursday Second Quiz; Essay Due. Topic: United Methodist Polity and Contemporary Directions in The United Methodist Church. Focused Reading: Constitution of The United Methodist Church (*Discipline* 2012).

IMPORTANT INFORMATION

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The completed pre-class work for courses 211-514 must be sent to the Course of Study School office **postmarked on or before May 15, 2013**. Pre-class work postmarked after May 15 will have grading penalties assessed as follows: (grades are expressed alphabetically from A to F, with F being the lowest grade)

- **Postmarks dated May 16 - May 31 will receive a one letter grade reduction**
- **Postmarks dated June 1 – June 15 will receive a two letter grade reduction.**
- **Postmarks dated June 16 or later, the student will be dropped from that course registration with no refund (of registration, fees or housing)**

A request for an extension (**not past June 15**) requires the following:

- It must be submitted **in writing (e-mail, letter or fax)** to the Director of the Course of Study School, Jeannie Trevino-Teddlie, (COSSExt@smu.edu or P.O. Box 750133, Dallas, TX 75275-0133 or fax-214-768-1042)
- It must be received **by May 1**
- It must state valid reason(s) for needing an extension
- It must state the course name(s) and number(s) for which the extension(s) is/are requested
- It must state the amount of time being requested (not beyond June 15)

In order for an extension request to be considered, the student must be fully registered (i.e., fees paid, signatures acquired, Release of Liability and Course Registration and Housing forms filled out and submitted). Before a decision can be made regarding an extension, the Director will consult with the student's district superintendent, local pastor registrar and instructor.

Optional Electronic Submission for Pre Class Assignments
Course of Study School Lockers

We are offering an alternate method for the submission of pre-class assignments. The Course of Study School has created a *'Locker System'*. This *Locker System* will allow students in the Course of Study School to submit their pre-class assignments electronically. Please remember that we will continue to accept mailed in paper pre-class assignments. Electronic submissions and the use of the *Locker System* is optional.

A *Locker* will be assigned to each student for each class they are taking. For example, if you are taking Hebrew Bible I (211) and Formation Discipleship (213) you will be assigned two different *Lockers*. The instructor for each course will then be able to log in to the *Locker System* and retrieve your submitted assignments for each particular class.

When your registration is received, the Course of Study School staff will be creating your private *Locker(s)* and informing you via e-mail when your *Locker(s)* has been successfully created. In this email, you will receive specific instructions on how to access your *Locker(s)* and how to upload your assignments.

If you have not registered by May 15th, you will not be guaranteed a locker and you will need to submit your pre-class assignments via postal service.

The *Locker System* will automatically date and time stamp your submitted assignments to inform the instructor and the Course of Study School staff when the assignment was submitted.

<u>The pre-class assignments should be submitted to the *Locker System* in .doc format.</u>

When you are ready to submit your pre-class assignments online, but have not received an e-mail with information on how to access your private *Locker(s)*, please contact the Course of Study School staff at COSS@smu.edu with the subject line: Locker Access. The Course of Study School staff will then reply with specific instructions on how to access your *Locker(s)* and how to upload your assignments.

The completed pre-class work for courses 211-514 must be submitted to the *Locker System* **no later than May 15, 2013 at midnight**. Pre-class work submitted to the *Locker System* after May 15 will incur grading penalties as mentioned above on the grading guidelines. **The same deadline restrictions apply whether you are submitting pre-class assignments electronically or via postal service.**

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Students should keep a **printed copy** of each assignment and bring a copy of each assignment to class regardless of how the assignment was submitted. In addition, students should include a one-page autobiography for *each* instructor.

Each assignment should be typed, double-spaced, or legibly handwritten, with pagination numbers, and be accompanied by a completed cover sheet. A copy of the cover sheet can be found in the Course of Study School Catalogue and can be photocopied, it will also appear as a preloaded file when you access your locker.

Guidelines for writing pre-class assignments and information on academic dishonesty are provided in the Course of Study School catalog, available on the website. Students are expected to understand what constitutes plagiarism. Students who are found to plagiarize are subject to grading penalties, which may include dismissal from the school.