

**THEO650B “The Development of Wesleyan Theology”
Spring 2025, Tuesdays, 6:30-9:30 pm, Online and Room 211
Barry E. Bryant, Ph.D.**

Associate Professor of United Methodist and Wesleyan Studies
Office Hours: By Appointment, F2F (Shafer Hall, room 733), or on MS Teams
Office Phone: (847) 866-3955 barry.bryant@garrett.edu

A Note on Course Modality

This course is being offered in a blended synchronous modality, which means it is offered as in-person and synchronous online at the same time; in-class and remote learners engage in the same learning environment. Students may choose which modality to participate in from week to week. Instructors will track the modalities and notify the registrar’s office at the end of the term.

Technology Notes

Given the course’s reliance on information technology, 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.). Note that 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 that seems to work well with Moodle.
- Operating System – Make certain you have an operating system (Windows, Mac OS, etc.) that is up to date enough to handle the course delivery systems.
- 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 a computer that does have this connection.
- 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.

A Note on the Syllabus

Because of delivery system of the class 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. All the information you need is here and on Moodle. **Prior to contacting Dr. Bryant about the course, check the syllabus to see if the information you want is already in it.** While every effort 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 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 about the course.

Navigating the Course

The course will be delivered using Microsoft Teams and Moodle, platforms used by Garrett-Evangelical (<http://garrett.ethinkeducation.com/>). Please be certain you have Microsoft Teams and can log on to Moodle before the course begins. Contact IT if there are problems. Once Moodle has been activated the course name will appear on your Moodle list. When you click on the course name, you will see a screen with the title of the course and Dr. Bryant’s 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 questions to be covered. 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 or a variety of assignments you need to complete (discussion forums, etc.). You will have to click each of these to access the documents and assignments that are required in the course. This syllabus will explain the organization of the course and the activities that students are expected to accomplish in each section.

Academic Policies

This course follows all school academic policies and procedures, which can be accessed in their entirety on the Registrar section of MyGETS at this link: https://mygets.garrett.edu/ICS/Registrar_and_Advising/Common_Syllabus_Policies.jnz. All students are required to abide by the academic policies detailed in the *Academic Handbook* for the current academic year.

Artificial Intelligence

Please be aware that all papers submitted to Turnitin are subjected to an evaluation of AI use. This course uses and disallows AI in the following ways:

Not Allowed	Allowed with appropriate acknowledgment	Allowed and no acknowledgement needed
<ul style="list-style-type: none"> • Generative AI help with papers (generating topics, ideas, outlines, arguments) • Generative AI help with writing (paraphrasing, summarizing, generating language for assignments) • Generative AI help with reading (summarizing or outlining reading assignments) 	<ul style="list-style-type: none"> • Language translation • Language assistance for non-native English speakers • Editing, polishing, or revising paper drafts • Proofreading 	<ul style="list-style-type: none"> • Presentation design • Citation generation • Research • Note-taking

You must consult the professor(s) for uses not mentioned above.

To properly cite the use of AI in Chicago/Turabian style, access this link: <https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>.

CEQ's

- At the end of the course you are required to complete a course evaluation questionnaire (CEQ).
- These are anonymous and are not delivered to Dr. Bryant until grades are posted. They are found on Moodle with directions and further instructions will be sent by email at the end of the term.

Course Purpose

This course will trace the development of Wesleyan theology from John Wesley to the present and will include the 'queering of Wesley and the queering of the church.' There will be a special emphasis on reading and the interpretation of the basic writings of theologians who have sought to do their work within the Wesleyan tradition, which includes, among others, Methodist, Holiness, and Pentecostal theologies.

Course Requirements

Reading of required texts:

Chiles, Robert E. *Theological Transition in American Methodism, 1790-1935*. Lanham, MD: University Press of America, 1983. ISBN: 0819135518, \$48.00. Amazon has a hardcover volume for \$11.99.6

Langford, Thomas. *Practical Divinity: Theology in the Wesleyan Tradition*. Nashville: Abingdon, 1998. ISBN: 0687073820, \$24.70.

Langford, Thomas. *Wesleyan Theology: A Source Book*. Durham: Labyrinth Press, 1984. ISBN: 0939464403, \$16.00.

[Langford, Thomas. *Practical Divinity: Readings in Wesleyan Theology*. Nashville: Abingdon, 1998. This text is an updated and more expensive version of *WTS* above. Part V, "Contemporary Voices" will be scanned and available on Moodle. It's referred to as *PD2* below]

Other reading:

Choose a theologian from the list below and read a minimum of 250 pages of their works. We'll arrange for you to lead a class on a discussion of them later in the semester. If there is a Wesleyan/Methodist theologian you would like to research but isn't on the list contact Dr. Bryant.

William J. Abraham
John Cobb
James Cone
Robert Cushman
H. Ray Dunning
Justo González
Georgia Harkness
Stanley Hauerwas
Major Jones
Walter Klaiber
Diane LeClerc
Pamela Lightsey
Manfred Marquardt
Jose Miguez-Bonino

Homer Noley
Thomas Oden
Shubert Ogden
Tom Oord
Keegan Osinski
Phoebe Palmer
Harris Franklin Rall
William J. Seymour
Marjorie Suchocki
Geoffrey Wainwright
Mildred Bangs Wynkoop
Amos Yong

Assignments

1. Assignment #1, read Langford, *PD*, chapters 1-5 and write a paper on the development of Wesleyan theology and how the American context resulted in changes. Be sure to identify significant theologians during this period as well as the influence of culture and geography (2000 words, +/- 10%, 20% of the final grade. **Due by 3/30**).
2. Assignment #2, Using Chiles as a guide, write an essay identifying the doctrines being traced and then track the theological development from “sinful” to “moral” humanity. How did “reason” eventually adumbrate “revelation”? What is the distinction between “free grace” and “free will”? Be sure to cite the primary theologians responsible for the changes. In the final section reflect on “reason and revelation” reflect on the implications this might have on the relationship between “science and religion” today. (2100 words, +/- 10%, 20% of the final grade. **Due by 3/30**).
3. Assignment #3, Project/Presentation will consist of 2 parts.
 - a. Research paper proposal- Each student will make a presentation of their selected theologian on a day to be determined. Power Point or other multi-media tools may be used. This could be a basic outline of the paper, a thesis statement, and research questions that will be the start of your final paper. It will be a good time to get feedback. You will be given 45 minutes to 1 hour to summarize your work and take questions and comments from the class (20% of final grade). Presentation date TBD.
 - b. Research paper- Take what you learned from the research paper presentation and write the final research paper. It must follow the *MLA Handbook*, consist of a good thesis statement, a clear outline, and well-presented arguments in support of the thesis statement (3500 words, +/-10%, 40% of final grade). **Senior papers due date TBD; others due before May 12.**

Grading Scale

A	93-100	4.0	C+	77-79	2.33
A-	90-92	3.67	C	73-76	2.0
B+	87-89	3.33	C-	70-72	1.67
B	83-86	3.0	D+	67-69	1.33
B-	80-82	2.67	D	63-66	1.0
			D-	60-62	Failing

Proposed Class Schedule

1/28	What makes a theology Wesleyan? What makes it Methodist? Readings: <i>Practical Divinity (PD)</i> , chs. 1-4; <i>Wesleyan Theology Sourcebook (WTS)</i> , Part I
2/4	Readings: <i>PD</i> , chs. 5-8; <i>WTS</i> , Part II; class discussion
2/11	Readings: <i>PD</i> , chs. 9-10; <i>WTS</i> , Part III; class discussion
2/18	Readings: <i>PD</i> , chs. 11-12; <i>WTS</i> , Part IV; class discussion
2/25	Readings: Chiles, chs. 1-2; <i>WTS</i> , Part V; class discussion
3/4	Readings: Chiles, chs. 3-4; <i>PD2</i> , “Contemporary Voices”
3/11	1968 and the “doctrinal standards”; Wesleyan theology revived
3/18	Process theology and Feminist Theology
3/25	No Class, Easter Break. Papers #1 and #2 are due by 3/30.
4/1	Liberation Theologies: Black and Latinx
4/8	Holiness and Pentecostal Theologies
4/15	The Wesleyan Divide: GMC and UMC
4/22	The queering of Wesley and queering the church: Using Wesley to reform Wesley
4/29	Presentations of paper proposals

Sample Bibliography

- Campbell, Sarah. *Conflict and crisis in American Methodism: Slavery and homosexuality, 1784-2022*. PhD thesis Middlesex University/London School of Theology, 2023.
- Chitando, Ezra, Obert Bernard Mlambo, Sakhumzi Mfecane, Kopano Ratele, and SpringerLink. *The Palgrave Handbook of African Men and Masculinities*. Edited by Ezra. Chitando, Obert Bernard. Mlambo, Sakhumzi. Mfecane, and Kopano. Ratele. 1st ed. 2024. Cham: Springer International Publishing, 2024. <https://doi.org/10.1007/978-3-031-49167-2>. (Ch. 22)
- Cobb, John. *Christ in a Pluralistic Age*. Philadelphia: Westminster Press, 1975.
A Christian Natural Theology Based on the Thought of Alfred North Whitehead. Philadelphia: Westminster, 1965.
God and the Word. Philadelphia: Westminster Press, 1969.
- Cone, James H. *A Black Theology of Liberation*. Maryknoll: Orbis Books, 1986.
Black Theology and Black Power. Maryknoll: Orbis Books, 1997.
For My People: Black Theology and the Black Church: Maryknoll: Orbis Books, 1984.
- Dlamini, Ntobeko. “Unheard Voices: Stories of LGBTI+ Clergy in the Methodist Church of Southern Africa.” *The Ecumenical Review* 73, no. 4 (2021): 594–605.
<https://doi.org/10.1111/erev.12632>.
- Dunning, H. Ray. *Grace, Faith, and Holiness*. Kansas City: Beacon Hill Press of Kansas City, 1988.
Reflecting the Divine Image: Christian Ethics in Wesleyan Perspective. Downers Grove: Intervarsity, 1998.
- Evans, Christopher H. “What a Queer Girl Frank Willard Is!” In *Do Everything*. New York: Oxford University Press, 2022. <https://doi.org/10.1093/oso/9780190914073.003.0003>.

- González, Justo L. *Mañana: Christian Theology from a Hispanic Perspective*. Nashville: Abingdon, 1990.
Faith and Wealth: A History of Early Christian Ideas on the Origin, Significance, and Use of Money. San Francisco: Harper, 1990.
Out of Every Tribe and Nation: Christian Theology at the Ethnic Roundtable. Nashville, Abingdon, 1992.
- Hannah Adair Bonner. “We Queer Clergy Begged Our Fellow Methodists to Love Us. They Voted No.” *The Washington Post* (Washington, D.C. 1974. Online), 2019.
- Harkness, Georgia. *Christian Ethics*. New York: Abingdon, 1957.
Beliefs that Count. New York: Abingdon, 1961.
Foundations of Christian Knowledge. New York: Abingdon, 1955.
- Hauerwas, Stanley. *Against Nations: War and Survival in a Liberal Society*. Minneapolis: Winston Press, 1985
After Christendom? How the Church is to Behave if Freedom, Justice, and a Christian Nation are Bad Ideas. Nashville: Abingdon, 1991.
Character and the Christian Life: A Study in Theological Ethics. San Antonio: Trinity University Press, 1975.
- Jones, Major. *Christian Ethics for Black Theology*. Nashville: Abingdon, 1974.
The Color of God: The Concept of God in Afro-American Thought. Macon: Mercer, 1987.
- Klaiber, Walter and Manfred Marquardt. *Living Grace: An Outline of United Methodist Theology*. J. Steven O’Malley, Ulrike R. M. Guthrie, trans. Nashville: Abingdon, 2001.
- Lightsey, Pamela R. “Inner Dictum: A Womanist Reflection from the Queer Realm.” *Black Theology: An International Journal* 10, no. 3 (2012): 339–49.
<https://doi.org/10.1558/blth.v10i3.339>.
Our Lives Matter: A Womanist Queer Theology. Eugene, Oregon: Pickwick Publications, 2015.
- Maddox, Randy, ed. *Rethinking Wesley’s Theology for Contemporary Methodism*. Nashville: Kingswood Books, 1998.
- Metheny, Rachel Ann. “‘Give My Thy Hand’: A New Understanding of Eroticism for the United Methodist Church.” ProQuest Dissertations & Theses, 2004.
- Miguez-Bonino, José. *Christians and Marxists: The Mutual Challenge to Revolution*. Grand Rapids: Eerdmans, 1976.
Doing Theology in a Revolutionary Situation. Philadelphia: Fortress, 1975.
- moon, dawne. “Gay Pain in Church.” *Contexts (Berkeley, Calif.)* 2, no. 1 (2003): 58–59.
<https://doi.org/10.1525/ctx.2003.2.1.58>.
- Oden, Thomas. *Agenda for Theology*. San Francisco: Harpers, 1979.
Doctrinal Standards in the Wesleyan Tradition. Grand Rapids: Francis Asbury Press, 1988.
- Ogden, Shubert. *Faith and Freedom*. Nashville: Abingdon, 1989.
On Theology. San Francisco: Harper and Row, 1986.
- Palmer, Phoebe. *Promise of the Father*. New York: Garland, 1985.
Select Writings. Thomas Oden, ed. New York: Paulist Press, 1988.

- Rall, Harris Franklin. *The Meaning of God*. Popular ed. Nashville: Cokesbury, 1928.
Modern Premillennialism and the Christian Hope. New York: The Abingdon Press, 1920.
- Rasmus, Rudy, ed. *I'm Black. I'm Christian. I'm Methodist*. Nashville, TN: Abingdon Press, 2020.
- Robertson, Megan. *Called and Queer: Lived Religion and LGBTQ Methodist Clergy in South Africa*. Cham, Switzerland: Palgrave Macmillan, an imprint of Springer Nature Switzerland, 2024.
- Rowland, Mark (2024) *A queer and Methodist theology of holiness: strategies for queering Wesley's teaching*. PhD thesis, University of Leeds.
- Shaffer, Scott. "John Wesley's Thoughts upon Slavery and Wesleyan Pro-LGBTQ Social Ethics." *Holiness* 9, no. 2 (2024): 100–112.
<https://doi.org/10.2478/holiness2024-0016>.
- Stephens, Darryl W. "A Charismatic Learning: Open and Affirming Ministry in a Methodist Congregation." *International Journal of Practical Theology* 22, no. 2 (2018): 193–210. <https://doi.org/10.1515/ijpt-2017-0014>.
- Suchocki, Marjorie. *God, Christ, the Church*. New York: Crossroad, 1982.
The Fall to Violence: Original Sin in Relational Theology. New York: Continuum, 1994.
- Wainwright, Geoffrey. *Doxology*. New York: Oxford University Press, 1980.
Eucharist and Eschatology. London: Epworth, 1971.
- Wynkoop, Mildred Bangs. *A Theology of Love*. Kansas City: Beacon Hill Press of Kansas City, 1972.

Rubric for Papers

Score Levels	Content	Conventions	Organization
A	<ul style="list-style-type: none"> ▪ 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 several sources (3-4 per page is a good rule of thumb) ▪ Is accurate 	<ul style="list-style-type: none"> ▪ No spelling, grammatical, or punctuation errors ▪ High-level use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Information is clearly focused in an organized and thoughtful manner. ▪ Information is constructed in a logical pattern to support the thesis statement
B	<ul style="list-style-type: none"> ▪ 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 a variety of sources (2-3 per page) ▪ Is accurate 	<ul style="list-style-type: none"> ▪ Few spelling, grammatical, or punctuation errors ▪ Good use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Information supports the thesis statement of the paper
C	<ul style="list-style-type: none"> ▪ Supports the thesis ▪ Has application of critical thinking that is apparent ▪ Has no clear goal ▪ Is pulled from a limited number of sources (1-2 per page) ▪ Has some factual errors or inconsistencies 	<ul style="list-style-type: none"> ▪ Minimal spelling, grammatical, or punctuation errors ▪ Low-level use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ 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

<p>D</p>	<ul style="list-style-type: none"> ▪ Provides inconsistent information for the thesis ▪ Has no apparent application of critical thinking ▪ Has no clear goal ▪ Is pulled from few sources (1 per page) ▪ Has significant factual errors, misconceptions, or misinterpretations 	<ul style="list-style-type: none"> ▪ Several spelling, grammatical, or punctuation errors ▪ Poor use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Content is unfocused and haphazard ▪ Information does not support the solution to the thesis statement ▪ Information has no apparent pattern
-----------------	---	--	--