



PENTECOSTAL

THEOLOGICAL SEMINARY

a Church of God ministry

Mission Statement:

The mission of the Pentecostal Theological Seminary is to form, support, and resource women and men for Holy Spirit-filled, Holy Spirit-led Christian ministry in today's world. The Seminary is dedicated to carry out this task as an act of obedience to God under the Lordship of Jesus Christ in the power of the Holy Spirit. The Seminary is committed to the absolute authority of Scripture and to the Holiness-Pentecostal interpretation of the Christian faith as set forth in the Declaration of Faith of the Church of God. The Seminary seeks to be a community of faith, worship, and study, nurturing covenantal relationships and creating awareness of the world mission and global diversity of the Church. It is the intention of the Seminary to help students integrate life and learning in such a way that they may acquire the maturity and professional competency needed to carry out the mission of the Church in the world. As a denominationally sponsored institution, the Pentecostal Theological Seminary is fully committed to the spiritual, doctrinal, and ethical emphases of the Church of God and is firmly dedicated to serving and training its ministry.

SECTION 1: COURSE OVERVIEW

HT640-Theology of John Wesley (3 hours)

2021-2022: Fall 2021

August 23, 2021-December 10, 2021

Sync & Hybrid

Instructor: Tony Richie, D. Min., Ph. D., Associate Professor of Theology

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Course Description

Welcome to a study of "The Theology of John Wesley"! The Pentecostal Movement in general and the Church of God in particular has deep roots in the Wesleyan and Holiness traditions. The identification of the Church of God with its Wesleyan and Holiness heritage has led to the designations "Wesleyan-Pentecostal" or "Holiness-Pentecostal". The biography, spirituality, and theology of John Wesley provide a rich resource for contemporary Wesleyan-Pentecostal belief and practice. This course assesses the life and teaching of John Wesley by means of biographies, sermons, and letters. Further, it consults fruits of the recent revival in Wesley studies. It also considers how Wesley's integration of theology and polity may

inform and shape Pentecostal practice today (e.g. in terms of ecclesial leadership and mission). Primary source documents and contemporary illustrations will supplement lectures and text materials as well as relevant links and videos. The specific aim of this course is to help the student not only to become historically informed about Wesley and his theology but also to understand and apply the genius of this heritage to the needs of the Church and world of today in Pentecostal contexts and even beyond.

SECTION 2: COURSE REQUIREMENTS

Course Learning Outcomes

Upon completion of this course, students should be able to:

- Demonstrate an understanding of major historical events, persons, concepts, and ideas in the life and thought of John Wesley with focus on theological implications
- Identify the major planks in Wesley's distinctive theological edifice while recognizing its synthesizing nature and integrating theme
- Trace the historical influence of Wesley's life and thought on later Wesleyanism, the Holiness Movement, and the Pentecostal Movement
- Discern areas of theological continuity and discontinuity between Wesley, the Holiness Movement, Wesleyanism, and contemporary Pentecostalism, most especially Wesleyan-Pentecostalism
- Describe and evaluate critically Pentecostalism's historical appropriation of (or lack thereof) its Wesley heritage, particularly regarding theology
- Distinguish between explicitly Wesleyan/Holiness Pentecostal identity and non- Wesleyan/Holiness Pentecostal identity (Baptistic Pentecostals)
- Develop a Wesleyan-Pentecostal reading on the history/theology of the Christian church
- Dialogue constructively with Wesley's theological voice in articulating a trajectory for future Wesleyan-Pentecostal theological motifs
- Discuss the relevance of the history/theology of Wesleyan-Pentecostals for personal, theological, and ministerial formation.

Course Textbooks

REQUIRED:

Books:

Albert C. Outler, ed. *John Wesley* (UK: Oxford University Press, 1980).

Kenneth J. Collins, *The Theology of John Wesley: Holy Love and the Shape of Grace* (Nashville: Abingdon Press, 2007)

Henry H. Knight III, *From Aldersgate to Azusa Street: Wesleyan, Holiness, and Pentecostal Visions of the New Creation* (Eugene, Oregon: Wipf - Stock, 2010)

Tony Richie, *Essential of Pentecostal Theology: An Eternal and Unchanging Lord Powerfully Present and Active by the Holy Spirit* (Eugene, OR: Resource, 2020).

Journals:

Tony Richie, "Radical and Responsible: A Wesleyan-Pentecostal Ecotheology," *Journal of*

Pentecostal Theology 23:2 (2014), 216-35 (available at Centre for Pentecostal Theology)

_____, "Mr. Wesley and Mohammed: An Inquiry into Islam," *Asbury Theological Journal* 58:2 (2003), 79-99 (Squires Library)

_____, "Healing Fire from Heaven", *Wesleyan Theological Journal* 42:2 (2007), (Squires Library)

Blog: Tony Richie, "Pentecostalism's Wesleyan Roots and Fruit,"

<http://seedbed.com/feed/pentecostalisms-wesleyan-roots-fruit/>.

Symposium: J. W. Haas, Jr. "John Wesley's Vision of Science in the Service of Christ": *Perspectives on Science and Christian Faith* (December 1995):

<https://www.asa3.org/ASA/PSCF/1995/PSCF12-95Haas.html>.

***Also see Chapter 1, Tony Richie, *Toward a Pentecostal Theology of Religions: Encountering Cornelius Today* (Cleveland, TN: CPT, 2013) (available at CPT or Squires Library). ***

RECOMMENDED: Please see *Populi* for file with helpful resources for research and writing regarding Wesley and Wesleyan Pentecostal studies. It is titled "Supplemental & Recommended Texts".

Course Assessment

- **Reading/Participation:** It is expected that students will have completed the assigned readings before coming to class. In addition to the required texts (weekly reading assignments), some handouts from primary source materials may be assigned for reading. Supplemental readings from various sources will also be assigned as their relevant topic is covered.

Class lectures are mostly dialogical in nature. Students are encouraged and expected to engage the course instructors during each of their lectures. Moreover, students are expected to engage one another in small group discussions.

- **Hybrid Format Discussion:** This format provides access for all student across the modes of delivery—whether (resident) on-campus or online and whether synchronous or asynchronous. In order to accomplish this goal, assignments have been standardized with various options available for fulfilling course requirements. **1)** All students are required to post a Personal Introductory Video under the Introductions Discussion Board on Populi **before** the first day of class. It should be 1:3—2:00 minutes. Please tell something about yourself, your ministry, and your education goals at PTS. Professor and students will engage each other on our various mutual Introductions vial online discussions. **2)** All students are expected participate n discussion via Populi under the **Discussion** tab in response to weekly prompts from the professor. These discussions will focus on the assigned readings in the Albert Outler text on John Wesley's sermons and letters. **NOTE:** Asynchronous students are expected to view the digital recording of the class session for reach week on Populi. Familiarity with this content is essential for successful completion of the course. At times material from the class session (lecture and/or dialogue) may be incorporated into the discussion board exercise as well.

- **Pre-Course Survey Information for the AAAS DoSER Program**

PTS has been awarded a grant to participate in the Science for the Seminaries

program, offered by the AAAS (American Association for the Advancement of Science) Dialogue on Science, Ethics, and Religion. This particular course is chosen to be a part of the PTS project for the Science for the Seminaries program. Participating in the PTS project, students enrolled in this course is asked to complete the pre-course survey at the beginning of the course and the post-course survey at the end. Please note that these surveys are now available in Spanish.

- Pre-course survey link (see below)
<https://www.surveymonkey.com/r/Science4SeminariesPreCourse>
- Post-course survey link (see below)
<https://www.surveymonkey.com/r/Sci4SemPostCourseSurvey>

- **Research Paper:** Each student’s research paper topic proposal must be approved in writing no later than **October 1 (before Fall Break)**. The research paper is due not later than the last day of class (**November 16/before Thanksgiving Holiday**). Please submit your paper on Populi utilizing the appropriate assignment option. Please see Populi file for “Detailed Research Paper Guidelines”.
- **Final Exam:** *There will be a final exam during finals week (December 7 @ 9:00AM-11:45 AM). The questions will be taken from class lectures/discussion, reading assignments, instructional videos, and any other resources utilized by the professor. Exam must be taken on time unless students have acquired prior written permission from course instructor to take the exam at an alternative time.*

Assignments	Course Learning Outcomes				
	CLO1	CLO2	CLO3	CLO4	CLO5
Reading/Participation					
Exams					
Research Paper					
Discussions					

Submission of Assignments

All work should be submitted via Populi in the appropriate assignment link. Under normal circumstances, work will not be accepted through email. Please consult the professor for any changes.

Required and Supplemental Resources

Students are expected to have all required materials by the first day of the semester.

Course Evaluation

Assignments	Points	Weight
Exams		35%
Papers		35%
Discussions		15%
Class Participation		15%
TOTAL		100%

Grading Scale

GRADE	PERCENTAGE	QUALITY POINTS	MEANING OF GRADE
A	96-100	4.00	<i>Superior</i>
A-	91-95	3.70	
B+	88-90	3.30	<i>Very Good</i>
B	84-87	3.00	<i>Good</i>
B-	81-83	2.70	
C+	78-80	2.30	
C	74-77	2.00	<i>Minimal</i>
C-	71-73	1.70	<i>Unsatisfactory</i>
D+	66-70	1.30	
D	61-65	1.00	
F	0-60	0.00	<i>Failing</i>

Course Schedule

Week	Readings/Resources Used	Activities/Assignments	Due Dates
1	Video Interview: "John Wesley and Pentecostalism" (on Populi); Read Knight, Chap. 1; Richie, "Pentecostalism's Wesleyan Roots & Fruit" (on Populi)	Weekly Discussion Board; Course Introduction; Small Group-Presuppositions & Expectations; Lecture	8/24
2	Read Knight, pp. 13-26; Collins, Introduction & Chaps. 1-3; Clapper, "John Wesley and the Affections" (on Populi)	Weekly Discussion Board; Lecture; Small Group	8/31
3	Read Knight, pp. 51-71; Collins, Chaps. 4-6; Rigdon & Webster, "His Mother's Child" (On Populi)	Weekly Discussion Board; Lecture; Small Group	9/7
4	Read Knight, Chap. 8; Collins, Chaps. 7-9; Coulter, "The Unfolding Love of Spirit Baptism" (on Populi)	Weekly Discussion Board; Lecture; Small Group	9/14
5	Read Knight, Chaps. 17, 18-19; Haas, "John Wesley's Vision of Science in the Service of Christ" (on Populi)	Weekly Discussion Board; Lecture; Small Group: "Religion & Science in the Wesleyan-Pentecostal Tradition"	9/21
6	Knight, Chaps. 20-25; reference only: <i>Evolution and Holiness: Sociobiology, Altruism and the Quest for Wesleyan Perfection</i> (Matthew Nelson Hill)	Weekly Discussion Board; Lecture; Small Group; "Are Humans Biologically Determined or Partially Influenced? Intuitions on Human Freewill & Development from John Wesley" NOTE: Research paper proposal due no later than Friday Oct 1	9/28
7	Read Knight, Chaps. 31 & 33; Richie, Foreword, Introduction	Weekly Discussion Board; Lecture; Small Group	10/12
8	Read Richie, Part One	Weekly Discussion Board; Lecture; Small Group	10/19

9	Read Richie, Part Two	Weekly Discussion Board; Lecture; Small Group	10/26
10	Read Richie, Part Three	Weekly Discussion Board; Lecture; Small Group	11/2
11	Read Snyder, "Wesley, Irenaeus, and Christian Mission" (Populi); Richie, "Healing Fire from Heaven" (Populi)	Weekly Discussion Board; Lecture; Small Group	11/9
12	Podcast, "A Humbled Calvinism" (Populi); Read Richie, "Thinking thru the New Theism" (Populi)	Weekly Discussion Board; Lecture; Small Group; NOTE: Research paper due not later than Tuesday Nov 16 (last day of class)	11/16

SECTION 3: POLICIES & PROCEDURES

Attendance. Attendance is measured by participation in online discussion forums. Students who post after the due date for initial comments in each discussion form will be marked tardy for the class week. Regular attendance and participation are critical to the effectiveness of online courses as a communal activity. Students who are marked absent for two or more meetings in an online course will have their grade reduced by one letter grade. More than three absences will result in the students being dropped from the course or receiving a failing grade. All courses follow the Seminary calendar so that students attend for an entire semester (12 weeks of coursework; J-term online courses meet for 8 weeks.)

Academic Integrity. According to the PTS Student handbook, plagiarism occurs when a student deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its source. This definition applies to texts published in print or online, to manuscripts, to lectures, and to the work of other students. According to this definition, plagiarism includes, but is not limited to, the following:

- Copying any other person's work and submitting it as one's own, whether as a written document or an oral presentation.
- Copying or paraphrasing passages, sentences, phrases, data, statistics, isolated formulas, and visual aids from print, oral, or internet sources without proper acknowledgment.
- Using someone else's ideas without giving credit to the source.
- Submitting a professionally prepared research paper as one's own work.
- Submitting work that resulted from an unauthorized collaborative effort as individual work.
- Reusing or recycling a paper or research done for credit in a previous course without the permission and approval of all the professors involved.
- Offering material assembled or collected by others as one's own project or collection.
- Fabricating or creating material (statistics, text, etc.) to cite as a legitimate source.
- Intentionally documenting a source inaccurately.

Students who plagiarize will be subject to disciplinary action by the Seminary. See the PTS Student Handbook for further information on academic integrity policies.

This syllabus is provided to students and participants for their general guidance only. It does not constitute a contract; either expressed or implied, and is subject to change without notice.

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