1-1-2003

CS 653 The Poor in John Wesley's Social Ethics

Hugo Magallanes

Follow this and additional works at: http://place.asburyseminary.edu/syllabi

Recommended Citation
http://place.asburyseminary.edu/syllabi/25

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.
CS653DL: THE POOR IN JOHN WESLEY’S SOCIAL ETHICS

3 HRS. CREDIT

Hugo Magallanes, Ph.D.  TUE. 2:30 - 5:15 PM
Assistant Professor Church in Society  Office Phone (FL): 482-7655
E-mail: hugo_magallanes@asburyseminary.edu
Office Hours: Tue 11:00 am - 1:00 pm in Orlando
and 5:15 pm to 7:15 pm when in Wilmore

PURPOSE:
To develop ministers who are responsive to the needs of the poor and other marginalized groups in society and church. To provide Wesleyan foundations, ethical and theological, to equip ministers and their congregations for understanding their moral responsibility toward the poor and the oppressed. To assist in developing practical applications and tentative responses to poverty related issues.

OBJECTIVES:
Upon completion of this course the student will be able to:
develop a Wesleyan identity of solidarity with the poor.
explain Wesley’s commitment to serve the poor in the light of his writings, life, and ministry.
integrate Wesley’s commitments to our present reality.
develop tentative responses to poverty related issues from a Wesleyan perspective.

REQUIRED TEXTS:


(These Sermons will be placed on Reserved at both ATS Libraries)

**RECOMMENDED READINGS:**


**EVALUATION:**
25% “Foundations” Paper: 5-6 pages limit (without counting page(s) for endnotes).
25% “Application” Paper: 5-6 pages limit (without counting page(s) for endnotes).
30% Final Examination (Take Home Exam)
20% On-Line Conversations/Participation
Debit: For inadequate class participation and/or late or incomplete reading.

**Grade Range:** Work for this class will be evaluated according to ATS standards (see catalog).

- **A** = 95-100% *Unusually high quality, exceptional work*
- **A-** = 90-94% *Far above average, fine work*
- **B+** = 87-89% *Above average for graduate work*
- **B** = 83-86% *Very good, average for graduate work*
- **B-** = 80-82% *Slightly below average for graduate work*
- **C+** = 77-79% *Meets requirements, but noticeable inadequacies for graduate work*
- **C** = 73-76% *Meets requirements, but with significant gaps for graduate work*
- **C-** = 70-72% *Meets requirements, but serious gaps*

**Requirements:**

**Distance Education Expectations:**

The mandate of the Board of Trustees of Asbury Theological Seminary with regard to the Orlando Campus is clear: one faculty, one School of Theology. The commitment of the School of Theology to distance education, then, is one important means to operationalize this mandate. For purposes of this statement, “distance education” refers to the Seminary’s use of synchronous, interactive audio-video broadcast technology, with a course originated on one geophysical campus (originator-campus) and involving students on another geophysical campus (receiver-campus) in real time. Distance learning in this modality thus allows for the two campuses, Wilmore and Orlando, to be woven together with reference to faculty, students, and program, at the instructional level. The overarching commitment of the School of Theology with regard to distance education—namely, to maximize the quality of this mode of delivery as a teaching-and-learning process so that the same learning objectives are met by students on both campuses—leads to the following instructional goals:

- Faculty who engage in distance-learning instruction will receive training specific to the audiovisual and other communication requirements relative to this mode of delivery.

Prior to enrolling in a course involving distance-learning instruction, students on both campuses will be alerted to the particular challenges and requirements of mixed-media educational delivery.

At the beginning of a course involving distance-learning instruction, students on both campuses will receive training specific to the requirements of mixed-media educational delivery (specifically, the use of FirstClass Client for students on both campuses, and V-Tel for students on the receiver-campus).
Courses involving distance-learning instruction will be structured in a way that allows persons on both campuses to interact substantively in either synchronous or asynchronous ways, or both.

Courses offered through distance-learning modalities will provide multiple means of access to the professor outside of class-time—including the professor’s geophysical presence on the receiver-campus (a presence that should also include the receiver-campus’ becoming the originator-campus) (typical expectation: 3 on-campus visits/semester), V-Tel (through office hours and/or by appointment), FirstClass Client Conference (discussion center, chat room, and private e-mail), and telephone.

Courses involving distance-learning instruction will provide means for students on the receiver-campus to receive feedback on written and other assignments at a level of substance and on a timetable equivalent to those on the originator-campus.

“Foundations” Paper: In this research paper the student is asked to identify, explain and analyze some key ethical/theological foundations of John Wesley’s commitment to serve the poor. As part of this analysis the student should present an overview of Wesley’s social context and the interdependence between Wesley’s work and social reform. **Due: March 6, 01**

“Application” Paper: Based on the above paper, the student will develop a tentative response to issues of poverty and a practical application for his/her ministry setting. The student is expected to give an overview description of the social context of his/her place of ministry and to apply Wesley’s ethical/theological foundations in his/her context. **Due: April 17, 01**

**On-Line Conversations/Participation:** In order to participate in the On-Line Conferences it is IMPERATIVE to have full access and basic knowledge of Asbury’s First Class e-mail system (the On-Line Conversations will be conducted using this system). Each person in the class will have a CS653 icon in their First Class e-mail, where you will find questions and other items for discussion and group interaction posted by the professor.

**Online Discussion Guidelines:**
Every week, unless otherwise indicated, students in this class will discuss question(s) posted by the professor. This class feature calls for good “e-manners.” Please limit each posting to 50 words or less [unless instructed to do otherwise]. Remember that class members do not benefit from hearing your tone of voice or seeing your body language, so be careful how you put things in writing! You may be perceived as shouting, when you only meant to add an emphasis. The professor will monitor and grade the team interaction and discussion assignments that occur via e-conference.

Some examples of evaluative criteria may include:
- Did you give a succinct, understandable statement that reflected your understanding of the course material and its relationship to the question posed?
- Did you reflect critically on the interface between course content and personal experience?
- Did you post your own answers/responses in a timely way, so as to promote conversation among the class members?
How effective were you in generating ideas/proposals for group interaction?
How effective were you in your engagement with the ideas/proposals generated by others in the class?
Did you respond to your classmates as per the instructions for the exercise?
Did you attend to issues of form and style appropriate to academic writing?

**Final Examination:** The Final Exam will be a 48 hr. take-home exam. On the date of the final exam, each student will receive 7 questions and will be required to answer 5 of them. In each answer the student is expected to write a “short essay” response in which he/she will integrate and articulate the material discussed in class as well as other relevant sources. Each “short essay” should be between 3 to 5 pages (without including endnotes).

**General Participation and Readings:** Students are required to complete all assigned readings. Reading records will be collected on the last day of the class. Failure to complete readings on time may result in lowering of the final grade, as will poor attendance for class. Attendance will be taken. The deduction for low participation and/or late or incomplete reading of assigned material will be up to 10% against the final grade (full letter grade reduction).

**Written Work:** ALL written work must be typed with 12 point type, one inch margins on all four sides, and true double spacing. Please follow page limit requirements. There will be a penalty for late papers commensurate with degree of lateness and the adequacy of the excuse. Papers are due in class on assigned date. ALL written work MUST use inclusive language when reference is made to human beings (female and male). This provides for both greater inclusion and greater precision. For more information on this topic see “Suggestions for Using Inclusive Language” available at the Dean’s office. For style and form of BOTH written papers AND final exam use and follow:


**COURSE SCHEDULE**

**Week 1 (2/11)** Introductions, Expectations, Requirements, and other Details.

**Week 2 (2/18)** Wesley’s Theological Foundations: The Poor and Christian Responsibility
Required Reading:

Wesley’s Sermons: “XXVIII Sermon on the Mount” “XXXVIII A Caution Against Bigotry” “XXXIX Catholic Spirit” “XLVIII Self-Denial” “LI The Use of Money” “L The Good Steward” “LXXIV Of the Church”

**Week 3 (2/25)** Wesley’s Theological Foundations: Riches and Poverty
Required Readings:

**Week 4 (3/4)** Wesley’s Work Among the Poor: Tangible and Concrete Actions
Required Readings:
  Sherwin, *John Wesley* . . . Chapters. 3-12

**Week 5 (3/11)** Wesley’s Economic Ethics
Required Readings:
  MacArthur, *The Economic Ethics of* . . . Chapters 2-4
  Thomas Madron, “John Wesley on Economics” in *Sanctification and Liberation*.

**Week 6 (3/18)** The Great Debate: Did Wesley Save England From Revolution?
Required Readings:
  John Kent “Methodism and Social Change in Britain” in *Sanctification and Liberation*.
  Sherwin, *John Wesley Friend of the People*. Chapters 1,2, 13-16
  MacArthur, *The Economic Ethics of John Wesley*. Chapter 1

**Week 7 (3/25)** An Interpretation of Wesley’s Views
Required Readings:
  Jennings, *Good News to the Poor*. Chapters 1-5

**Week 8 (4/1)** An Interpretation of Wesley’s Views (Cont.).
Required Readings:
  Jennings, *Good News to the Poor*. Chapters 6-9 7 Appendix

**Week 9 (4/8)** NO CLASS Reading Week/Spring Break

**Week 10 (4/15)** The Poor in the Wesleyan Traditions
Required Readings:
  Meeks, *The Portion of the Poor*. Entire Text

**Week 11 (4/22)** Tentative Applications: Sanctification, Liberation, and The Poor.
Required Readings:
  Runyon, *Sanctification and Liberation*. Pages 7-64.

**Week 12 (4/29)** Tentative Applications: Sanctification, Liberation, and The Poor (Cont.).
Required Readings:

**Week 13 (5/6)** Social Ethics in Wesleyan Perspective
Required Readings:
  Marquardt, *John Wesley’s Social Ethics*. Entire Text
Week 14 (5/13) Conclusions and Implications
Required Readings:
   Heitzenrater, *The Poor and The People Called Methodists*. Entire Text

Week 15 (5/20) Final Exam (Tentative Date)