Welcome to our course! This is the first online course in the history and thought of the movement that gave birth to Asbury Seminary, and to a host of ministries and churches dedicated to the spread of the Wesleyan message of full salvation in Jesus Christ, and to the transformation of world by witness to the Kingdom of God, seen by Wesleyans as “spreading Scriptural holiness across the land.” We will be meeting the great figures of this movement and sharing insights with one another about how their witness is impacting our lives, as well as the lives of those churches and other ministries that have borne witness to this message. In brief, our study is both an academic and a spiritual quest, that has as its goal a historical and theological understanding of a movement that has transformed the modern world for Christ. Its legacy is to live on in our ministries, as we find ourselves challenged and summoned by the Lord to whom it testifies. I look forward to joining with you in this journey of faith and learning this summer. The plan for our study is found in the syllabus given below. As a first order of business, I invite you to send a welcome message to our course center (a virtual classroom where all our class learning is to take place), indicating who you are, how God has called you, what are your ministry plans (and what church or denomination, where applicable), a word about your family (if desired), and how you expect our study will impact you in your preparation for ministry.

Course Center: This is where you will find the syllabus, containing module schedule for the course.
Discussion Center: This is where all public communication re. class work is posted.
Office: This is for private communications with the instructor; note: you are invited to address me as Dr. O'Malley, Dr. Steve, or Dr. O.
Chat Center: This is for real-time interaction re. prayer concerns, study and review discussions; none of this material is saved.
Archives Center: This is where completed communications from discussion center are stored.
Resources Center: This is a collection of tools available to all ExL students.

For general questions regarding the ExL program, contact Kevin Osborn at ExL_Director@asburyseminary.edu or Extended_Learning@asburyseminary.edu.

For technical support, contact Jared Porter at ExL_Support@asburyseminary.edu.

For library research support, contact Information Commons at Information_Commons@asburyseminary.edu.
For interlibrary loans, contact Dot James at Dot_James@asburyseminary.edu.

Library/Information Commons Resources
Link: http://www.asburyseminary.edu/library
Email: Information_Commons@asburyseminary.edu
Toll-Free: 1-866-454-2733

ExL students are encouraged to make use of local libraries, if possible. However, library services are always available to students through the Asbury Seminary Library. All requests for books and journal articles should be made online by going to the following link: http://asbury.hosts.atlas-sys.com/illiad/logon.html.

Advanced Research assistance is available by contacting Hannah Kirsch (Hannnah_Kirsch@asburyseminary.edu), which includes using various online databases, or doing research on a specific topic.

To request material from the Asbury Seminary Library, please follow the instructions on the library loan page (http://asbury.hosts.atlas-sys.com/illiad/logon.html). Students who live within a 50 mile radius of either the Florida or the Wilmore campus should come to campus to obtain their materials.

Please allow 5-10 business days for all requests to be filled. ExL students are billed for the cost of photocopies (5 cents per page) if the materials are not available in electronic format; however, shipping via media rate is free. (Media rate normally takes 5 business days for shipping, but it can take two weeks to addresses in the West). Express mail services (prices vary according to weight) and scanning (5 cents per page in PDF format) are also available. Requests generally require 1-2 business days to be processed. Plan ahead and make your requests early enough to allow for shipping and processing!

Course Catalog Description: "Traces the roots and surveys the historical development of the nineteenth-century Holiness Movement and analyzes its interaction with the prevailing historical milieu - especially other religious movements. Introduces the student to the persons, forces and events which shaped the movement."

Course Goals:
1. To explore the roots and examine the development of the movement.
2. To examine and evaluate its relationship with the prevailing historical milieu - with special attention given to other religious movements.
3. To offer an introduction to the leading persons, forces and issues that shaped the movement.
4. To provide special guidance to those students (especially Free Methodists and Wesleyans) who may be taking this course in fulfillment of denominational educational requirements.
5. To facilitate an awareness of method of interpretation of historical
materials, including an introduction to the different literary genre used by the movement, and demonstrating an awareness of method by analyzing the life and ministry of a particular figure in the movement.

Course Procedures:
1. Completion of weekly learning modules, including individual and team assignments, which are to be posted to the course center. (40 points)
2. Readings in the movement, including course texts and assigned readings, and sources studied in individual research, totaling 1500 pp (the latter to be done in consultation with instructor)
   Reading report to be submitted at time of final exam. (10 points)
3. Completion and presentation in class of one brief, on a critical figure or event within the movement, based upon the testimony of a primary document (4-5 pages, double spaced), with focus on either (a) the knowledge of the author and his/her beliefs gained from the document, or (b) issues (theological and other) being advanced by the document (either explicitly or implicitly). (20 points)

4. A research paper focusing on how one selected holiness denomination offers (offered) a distinctive contribution to the holiness movement. Follow these guidelines in preparing the paper:
   a. Define the historical and theological significance of the denomination within the larger movement.
   b. Give a brief review of literature on the definition given in (1.)
   c. Evaluate the historiography and assemble other evidence.
   d. Analyze the sources in (3) for your interpretation of the denominational history, in interaction with previous writers and with the larger context (i.e., are the interpretations given by the historians and theologians of the denomination accurate, and, if not, how should the historiography of the denomination be altered, in your judgment?)
   e. Conclusions.
      (Each student is requested to offer to the class and to the instructor, by August 15, a 2-3 page summary, excluding bibliography, of the research conducted in preparing this essay.) (30 points for the research paper).

5. The purpose of the final exam is to provide integration of the course. From the list of questions, select one to be written and sent to the office by the Friday of final exam week. (30 points value for final exam)
Text lectures will be provided to supplement readings from the class textbooks. Please consult the reading schedule for a guide to the weekly modules of the course.

Total possible points for course: 130

Grades will be based on the Seminary scale of:

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<th>Points</th>
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<td>117-130</td>
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Required Textbooks:
Donald Dayton, Discovering an Evangelical Heritage.
Melvin Dieter, The Holiness Revival of the Nineteenth Century.
Thomas Oden, ed., Phoebe Palmer

Collateral Reading:
D. Dayton, The Theological Roots of Pentecostalism.
John L. Gresham, Jr., Charles G. Finney's Doctrine of the Baptism in the Holy Spirit
William Kostlevy, ed., The Historical Dictionary of the Holiness Movement (Scarecrow, 2001)
T. Smurt, Revivalism and Social Reform in Mid-Nineteenth Century America.
J.S. O'Malley, ed., Theology and Early German-American Evangelicalism: Pietist Sources in Discipleship and Sanctification
Richard Steele, ed., Heart Religion in the Methodist Tradition and Related Movements

The Wesleyan Theological Journal

Suggested Sources:
Donald Dayton, The American Holiness Movement: A Bibliographical

J.S. O'Malley, *Pilgrimage of Faith; the Legacy of the Otterbeins* (Lanham, Md: Scarecrow, 1995)


**Sociological Studies:**

Alice F. Tyler, *Freedom's Ferment* (Minneapolis, MN: University of Minnesota Press, 1944)


Paul Carter, *The Spiritual Crisis of the Gilded Age* (DeKalb, IL, Northern IL U Press, 1971)

**History of Evangelism:**


**General guidelines for modules:** The class will be divided into two teams, A and B. Each week (a module is one week, from Monday 9 am to the following Sunday midnight) each team will select (by Monday 9pm – post selection in course center) one text (from the options for that module) for discussion and preparation of a group response or brief (to be 250-300 words in length) to be posted to the discussion center (by Sunday midnight). Select one of these qs to answer in your brief, that best addresses the issues you find in the text:

1. What is the operating view of sin and grace in this text?
2. What is the picture of Jesus Christ that emerges from this text?
3. How are these resources used? (Scripture, tradition, reason, experience)
4. What implications does the text have for visualizing how the community of the redeemed is to be identified and structured?

5. What are the implications here for ethics and for understanding the purpose of history?

[Note: Work out a plan in your team whereby each person contributes insights and together you draft a team response; you can work out a schedule whereby each person takes turn doing the final write up and post to the discussion center.]

You are also invited (optional) to post a personal answer to one of these two qs in any or all of the class modules:

1. What is most surprising to you about this text?

2. How are you drawn to God/Christ by this text? (or) How does this text challenge some aspect of your personal beliefs?
Outline of Topics (Correlated with the Dieter Text):

Module One. (6/1-6)
[Dieter, 1-22, Tersteegen, 110-122]

I. The Holiness Movement: Precursors and Roots;
   The Concern for Holiness in the Larger Christian Tradition
   2. The Role of German Pietism [Selection: Gerhard Tersteegen, “True Godliness”;
      Reserve Text: Divided into pp. 110-115 and 115-122 for Two Teams]

Module Two. (6/7-13) [Wesley #1; Wiggers #27]
[Collateral reading: Wood, The Recovery of Pentecost; Dayton, Theological Roots of
   Pentecostalism (This can be consulted also for other figures treated through the course)]

   3. The Theology and Ministry of John Wesley [Reserve: Sermon on “Christian
      Perfection”]
      (Special Note: Wesley and the Baptism of the Spirit)

II. The Prevailing Historical Milieu:
   A. Social and Political Factors in Nineteenth-Century America
   B. Theological Transitions and Institutional Developments in Methodism to 1865
   C. Religious Conditions and Controversies Contemporary with the Rise of the
      Holiness Movement as Found Within the:
      1. New England and Presbyterian Churches
         [Text: John Wesley, Sermon on “Christian Perfection”; Divided into Two Halves]

Module Three (6/14-21). [O’Malley, Salt of the Earth, Otterbein #5; Seybert #3 and #4;
   Füssle #12]

   2. German Churches and Revival Movements:
      The Evangelical Association
      a. Jacob Albright, John Seybert, W.W. Orwig, J.J. Escher, G.
         Füssle
      b. Holiness and the Articles of Faith
      c. The Germany Mission
      d. Holiness and Church Division
      e. Holiness in the German Idiom: Comparative Observation

      The United Brethren in Christ
      a. Otterbein: The Roots of Holiness in Reformed Pietism
b. Boehm; Holiness and the Mennonites Revivalism
c. Holiness and the Discipline
d. Holiness and UB Missions
e. The Union of 1946; Moderate Holiness in the EUB Discipline

[texts in Early German American Evangelicalism, Seybert, and Füβle]

Text studies: Bishop Johannes Seybert
Gottlob Füβle

Module Four (6/22-27)
[Dayton, 15-70; Dieter, 22-46; Finney #B,#31; Mahan #C and #32]

D. The Transitions from Calvinist to Arminian Revivalism: The Second Great Awakening
1. New School Theology and Lyman Beecher
2. Methodist Perfectionism to 1835

III. Leading Persons, Forces, and Issues in the Movement - the 19th Century
A. The Holiness Revival at Oberlin 1835-1865
   Perfectionism in Finney, Asa Mahan, and the Oberlin Holiness Movement

Text studies: Charles Finney
Asa Mahan

Module Five (6/28-7/4)
[Oden, 1-21, 32-43, 98-102, 107-122, 131-142, 165-179, 304-313; Dieter, 22-53; Boardman #18]

Phoebe Palmer and her Associates

B. The Palmers' Crusade in the M.E. Church 1835-1865
1. Walter, Phoebe, and Sarah (Lankford)
2. The Tuesday Meetings
4. The Critics

Text studies: Phoebe Palmer
William E. Boardman
Module Eight. (7/5-11)
(Upham #17; Caughey #33)

5. The Mediating Role of Thomas C. Upham
6. The Bishops and the Movement
7. Pre-Civil War status of the Movement
8. Methodist Holiness Evangelicalism (Caughey)
9. Early Holiness Literature

Text studies: Thomas C. Upham
James Caughey

Module Nine. (7/12-18)
(Dayton, 73-119; Scott #25, Lee #11; collateral reading: Smith, Revivalism and Social Reform]

C. Revivalism and Social Concern
1. The Age of Reform
2. Radical Perfectionism (Oneida, New Harmony, et al)
3. Perfectionism and Antislavery (Theodore Weld, Orange Scott, Luther Lee, LaRoy Sunderland, Lucius Matlock, B.L.Roberts)
4. Methodism and Abolitionism
5. The Wesleyan Methodist Schism

Text studies: Orange Scott
Luther Lee

Module Ten. (7/19-25) [Dierer, 79-116; Roberts #29; Inskip #30]

6. The Free Methodist Schism
7. Congregationalism and Episcopacy in Methodism
8. The Non-Episcopal Union Movement

D. The Post Civil War Holiness Revival: 1865-1895
1. The Impact of the Civil War and the Transformation of the Nation, North and South (R.P. Warren thesis: the "treasure of virtue" and the "great alibi")
2. The National Holiness Association
3. Vineland and the use of the Camp-Meeting for Holiness Promotion
4. The NHA and Institutional Methodism (J. Inskip, Wm. McDonald, Hughes)

5. The Music of the Revival

Text studies: Benjamin t. Roberts
             John Inskip

Module Eleven. (7/26-8/1) [Dieter, 139-159; HWS #10; RPS #9]

6. The Deeper Life Movement
   - The Smiths and the International Campaigns (England, France and Germany) (the Keswick Movement)

7. The Holiness Revival and Faith Missions

Text studies: Hannah Whitehall Smith
              Robert Pearsall Smith

Module Twelve. (8/2-8) [Dieter, 171-192; Taylor #19 and #20; Thoburn #7 and #21]

8. Bishop Taylor, Thoburn of India
9. Colleges and Bible Institutes
10. Holiness Evangelism Associations
11. Union Meetings
13. Holiness in Methodist Periodicals: 1865-1895

Text studies: Bishop William Taylor
              Isabella Thoburn

Module Thirteen. (8/9-15) [Dieter, 247-265; Cullis #14; Simpson #23 #24; Carter #16; Blumhardts #A]

IV: Into the Twentieth Century
   A. The Holiness Revival and Social Concerns” 1865-1929
   B. African-Americans and the Holiness Movement
   C. Special Theological Issues in the Movement
      1. Ecclesiology
      2. Millennialism
      3. Church and World
      4. The Healing Movement (Cullis, Simpson, Carter; Blumhardts)
D. The Role of the Holiness Convention

Textual studies: Charles Cullis___________________
AB Simpson_____________________
Kelso Carter_______________________
Blumhardt_____________________

Module Fourteen (8/16-22) [Dieter, 199-233; Morrison #8 and #E]

E. Holiness Biography (Godby, Morrison, Knapp, Rees)

F. The Holiness Movement and the Rise of Pentecostalism

Text studies: Henry C. Morrison______________

V. Class Discussion of Research on Holiness Denominations

Module Fifteen (8/23-27)

VI. Final Examination
Documents for Analysis (Articles on Reserve in Library)

3. S.P. Spreng, The Life and Labors of John Seybert (1888), [selected sermons]
4. Scott Kiser, “Radical Pietism and Early German Methodism; John Seybert and the Evangelical Association,” (The Work of John Seybert), (April, 1999), 175-188
6. “Pillar of Fire”, (selected articles from Journal of the Pillar of Fire denomination from 1912)
12. J.S. O’Malley, “Gottlob Füßle and his role in the holiness movement within the Evangelical Association in Germany and Switzerland; the theology and piety of his legacy of tunes,” (unpubl, 1-46).
14. WH Daniels, ed., Dr. Cullis and His Work (Willard/Garland repr, 1985), 1-9, 353-359
17. Thomas C. Upham, “Treatise on Divine Union.” (Boston: Rand and Avery, 1856), 1-5

available online:

A. “Thy Kingdom Come: A Blumhardt Reader”  
B. “Lectures on Revivals of Religion,” (Lecture 7)  
[www.ccel.org/f/inney/revival/revival2.txt]
C. “Christian Perfection,” (Discourse 2)  
[http://truthinheart.com/Early Oberlin CD/CD/Maxan/Cxrieref.htm#N.2.]
D. “Revival Miscellanies,” (chapter 4, pdf p. 130-139),  
[www.nnu.edu/wesleyctr/books/0901-1000/xdm0937.pdf]
A Summary List of Holiness Authors:

Charles Finney
Asa Mahan
Phoebe Palmer
W.E. Boardman
James Caughey
Theodore Weld
Orange Scott
B.L. Roberts
Luther Lee
Robert Pearse and
Hannah Whitehall Smith
Bishop William Taylor
Isabella Thoburn
John Seybert
J.J. Escher
G. Tussle
Chas. Cullis
H.C. Morisson
A.B. Simpson

(A Schedule for presentation of these topics, as well as reports on denominational studies, will be published after assignments have been made.)
Questions for Final Exam:

1. Explain the roots of the holiness movement in the theology of John Wesley and in German Pietism. (note especially the current debate over Wesley's use of "Pentecostal" terminology that anticipated the holiness movement.)
2. Evaluate the American social and political environment in which the holiness movement emerged within the early nineteenth century.
3. Explain the prevailing conditions and controversies within the American Protestant churches at the time of the rise of the holiness movement (cite specific denominations, including Methodism).
4. Explain how the Oberlin School (1835-1865) joined the themes of Christian holiness with the issues of social justice, and evaluate the responses to that program that came from the major Protestant churches of the day.
5. Explain the role of the Palmers in shaping the nineteenth century holiness movement in America, and compare and contrast their doctrine and ministry with that of John Wesley and the early Methodists in England.
6. Explain and assess the extent to which the holiness movement penetrated beyond Methodism into other denominations of nineteenth century America.
7. Assess the efforts of the holiness movement to reinterpret church history and Christian doctrine, and what results did these efforts produce?
8. Compare and contrast the distinctive differences in music and worship between advocates of the holiness movement and "traditional" Protestant worship.
9. Explain and assess the factors that gave rise to the National Holiness Association, and explain also the distinctive teachings and structures that were produced by the NHA to advance the cause of Christian holiness.
10. Compare and contrast the American and European expressions of the holiness movement, and assess the role of the Smiths as a bridge factor in both expressions of the movement.
11. Assess the distinctive role of women in the holiness movement, and evaluate their contribution to the movement in socio-cultural and theological terms.
12. Explain the impact of the holiness movement upon world missions, and assess the controversies that developed between holiness advocates and denominational officials in the field of Christian missions.
13. Evaluate the healing movement within the nineteenth century holiness movement, and its reception within the larger sphere of American society.
14. Explain the factors that led to the rise of separate holiness denominations in the nineteenth century, citing specific ante bellum and post bellum denominations as cases in point.
15. Explain and evaluate the relation of the holiness movement to the rise of Pentecostalism.