Course Description and Outcomes
This course covers the significant individuals, decisive events, and theology of the Methodist movement. Utilizing categories of grace, faith, and holiness, the student will appropriate the Wesleyan heritage.

Students will be able to:
1. Understand and reflect on the movements, major figures, and events that led to the eighteenth century revivals, especially the lives and ministries of John and Charles Wesley.
2. Understand and articulate the vision of holiness and the theology of grace as it shaped the Wesleys, and the structures of the Methodist movement.
3. Identify and discuss significant theological and historical developments in American Methodism, including ordination and episcopacy.
4. Reflect theologically on their Wesleyan heritage and identity.

Required Textbooks
  - READING ASSIGNMENT: Read The Entire Book
  - READING ASSIGNMENT: Pages 1-146, 242-248, and 285-292

Required Online Readings
NOTE: Rather than type all the online links above in your internet browser “by hand,” you may choose to visit the instructor’s blog “Wesley World” at [www.cos422.blogspot.com](http://www.cos422.blogspot.com) and open the “Class Readings” link at the bottom of the blog page to find up-to-date links taking your directly to the assigned readings. In addition, if you access the readings from the precourse
assignments on the web or save the document to your desktop the hyperlinks will remain active as long as you have internet service.

Read the following selected John Wesley sermons found online
http://www.umcmission.org/Find-Resources/John-Wesley-Sermons:
• "Witness of the Spirit II, The" (Sermon 11)
• "Repentance of Believers" (Sermon 14)
• “Catholic Spirit” (Sermon 39)
• "Christian Perfection" (Sermon 40)
• "The Scripture Way to Salvation" (Sermon 43)
• “The Use of Money” (Sermon 50)
• “The Duty of Constant Communion” (Sermon 101)

Read the following selected John Wesley writings found online:
• "Nature, Design, and General Rules of the United Societies"
  http://www.godrules.net/library/wesley/274wesley_h7.htm
• "Rules of the Bands-Societies” http://www.godrules.net/library/wesley/274wesley_h8.htm
• "Treatise on Baptism"
  http://books.google.com/books?id=T6M7AAAAYAAJ&pg=PA155&dq=Treatise+on+baptism+John+Wesley&hl=en&sa=X&ei=Jkj_U6PPI8vpggSH1oCQCA&ved=0CB4Q6AEwAA#v=onepage&q=Treatise%20on%20baptism%20John%20Wesley&f=false

Supplementary Textbooks
• Materials and resources found online at the blog "Wesley World" at www.cos422.blogspot.com

Course Expectations
All students participating in this course agree to complete written assignments in a timely manner, prepare appropriate readings for each class, and attend class sessions faithfully. If a student misses more than 20% of class time, they cannot receive a grade for this class.

All written work must be typed, double-spaced, and in your own words (except to quote from an author). When you do quote an author, avoid plagiarism by citing your sources parenthetically by author and page number, for example (Maddox, 95).

CLASS SCHEDULE AND ASSIGNMENTS
Precourse Assignment
DUE in COS office September 21, 2015 to the first day of class:
READ
3. Read the following selected John Wesley sermons found online at  
   - "Witness of the Spirit II, The" (Sermon 11)  
   - "Repentance of Believers" (Sermon 14)  
   - "Christian Perfection" (Sermon 40)  
   - "The Scripture Way to Salvation" (Sermon 43)  

**WRITE**  
- Using your precourse readings as source material, write **TWO sermons** (i.e., a 2-sermon series) that could be preached in your church/ministry context describing the process of (#1) becoming and (#2) growing as a Christian based on John Wesley’s stages of spiritual development identified in your readings. In each sermon, be sure to cover the stages and concepts requested below, and show how each builds on the one before it and after it.  
  *Be thorough* -- the stages/concepts covered in each sermon should result in a preached sermon approximately 25 minutes long (Note: this may be longer than you usually preach - that is intentional; please aim for this length for this assignment). Remember that the goal of this two-part sermon series is to help your congregants better understand the nature of salvation from a Wesleyan Christian perspective. You may creatively name/title your sermon series and/or individual sermons if you like.  
  (A) In sermon #1 describing the process of **becoming** a Christian, be sure to cover the stages and concepts listed below:  
    1. The "Image of God"  
    2. Humanity’s "Natural" state  
    3. Prevenient ("Preventing") grace  
    4. Conviction and Repentance before Justification  
    5. Justification (Justifying grace)  
    6. Regeneration ("New Birth")  
  (B) In sermon #2 describing the process of **growing/maturing** as a Christian, be sure to cover the stages and concepts listed below:  
    1. Repentance after Justification ("Repentance of Believers")  
    2. Assurance ("Witness of the Spirit")  
    3. Sanctification (Sanctifying grace)  
    4. "Christian Perfection" ("Entire Sanctification")  
- Write a one-page reflection paper (about 2 paragraphs) responding to one chapter from the first half of the Chilcote book (Parts 1 & 2; write one essay total, NOT one per Part)  
  (a) In the first paragraph, summarize the author’s point of view.  
  (b) In the second paragraph, reflect on the author’s point of view from the standpoint of your own belief about the topic.  

**PRINT OUT AND BRING TO FIRST DAY OF CLASS...**  
…a copy of the “Class Resource Packet available from Dr. Germano’s COS422 blog “Wesley World” ([www.cos422.blogspot.com](http://www.cos422.blogspot.com)). This 50+ page packet includes the course syllabus, as well as helpful outlines, diagrams, and other pertinent material that the instructor will refer to during class lectures.
Saturday, October 3, 2015, 9am – 5 pm

Class #1 Syllabus:

Session 1. Course Introduction and Background
(a) Course Introduction and Overview
(b) The Spiritual Context of 17th & 18th-century England

Session 2. Introduction to Early Methodism
(a) The Life and Legacy of John Wesley
(b) The Development of Early Methodism
(c) The Cultural Context of 18th-century England and Methodism’s Response

Session 3. Wesley’s Theology, Part 1
(a) Four Sources of Authority (the "Quadrilateral")
(b) The Christian Life: Turning to God
   (Original Sin, Prevenient Grace, Repentance)
(c) The Christian Life: Soteriology (The Way to Salvation)
   (Justification, New Birth, and Assurance)

Saturday, October 17, 2015, 9am – 5 pm

Assignments DUE at beginning of class:

READ

2. Read the following selected John Wesley sermons found online at http://www.umcmission.org/Find-Resources/John-Wesley-Sermons:
   - "Catholic Spirit" (Sermon 39)
   - "The Use of Money" (Sermon 50)
   - “The Duty of Constant Communion” (Sermon 101)
3. Read the following selected John Wesley writings found online:
   - "Treatise on Baptism"
     http://books.google.com/books?id=T6M7AAAAYAAJ&pg=PA155&dq=Treatise+on+baptism+John+Wesley&hl=en&sa=X&ei=Jkj_U6PPI8vpggSH1oCQCA&ved=0CB4Q6AEwAA#v=onepage&q=Treatise%20on%20baptism%20John%20Wesley&f=false

WRITE

• Write a half-page explanation of John Wesley’s meaning for each of the following terms (2 ½ pages total):
  (A) “catholic spirit”
(B) "the use of money"
(C) The Methodist Discipline (be sure to discuss Methodism’s “General Rules”)
(D) Societies, Classes, and Bands
(E) the “Means of Grace” (or “ordinances of God”)

• From your readings, write ONE 20-minute sermon that could be delivered in your ministry context on a Wesleyan understanding of the Sacraments, based upon John Wesley’s approach described in your readings. Be sure to include answers to the following:
  (A) What is the meaning of Baptism? and why should infants be included?
  (B) What is the meaning of Holy Communion? How often should Christians receive it and why?

• Write a one-page reflection paper (about 2 paragraphs) responding to one chapter from the last half of the Chilcote book (Parts 3 & 4; write one essay total, NOT one per Part)
  (A) In the first paragraph, summarize the author’s point of view.
  (B) In the second paragraph, reflect on the author’s point of view from the standpoint of your own belief about the topic.

• Begin work in your Spiritual Journal. Journaling is a spiritual discipline by which we explore the spiritual life, thereby witnessing the presence and action of God. The following daily reflection guide parallels some of the major events in John Wesley’s life and ministry. Before the next class session, complete the exercises below on separate days as a means of examining your own spiritual life. Be sensitive to God’s presence, and your own growth and development as a Christian minister of the gospel. Your journal is DUE the last day of class.

**DAY ONE.**
One of the great treasures we inherit from the Wesleyan tradition is the Journal of John Wesley. In many ways Wesley’s journals for the basis of a spiritual autobiography.

Begin constructing your own spiritual autobiography by doing the following:

1) Draw a time line.
2) Record the major events of your life on the time line (birth, graduation(s), marriage, accomplishments, religious events and ceremonies, church attendance/membership, children, deaths, etc.).
3) Use the time line to identify any significant spiritual events in your life.
4) Write a short narrative describing how you became a Christian.

**DAY TWO.**
A survey of Wesley’s life reveals the influence of a number of spiritual traditions. Using the time line you created yesterday, take a mental tour of your own life and identify the various traditions, which have influenced you. In what ways have these traditions shaped your faith and theology?

**DAY THREE.**
In his early years, John Wesley was particularly inspired by the spiritual writings of Thomas a Kempis, Jeremy Taylor and William Law. Name one book, other than the Bible, that has
been meaningful to your spiritual development. Identify what is was about the book that was helpful to you faith development?

**DAY FOUR.**

John Wesley was influenced by a number of persons, from his mother to the leaders of various traditions along the way, who taught him, guided, and contributed to his spiritual development. Make a list of some of the persons who have helped to develop your spiritual life. In what ways have they influenced you?

**Class #2 Syllabus:**

**Session 4.** Wesley’s Theology, Part 2

(a) The Christian Life: Sanctification (Growth in Salvation)

(b) The Goal of the Christian: Perfect Love

(c) Three Summaries of the Christian Life

**Session 5.** The Means of Grace

(a) Introduction and Two Dangers (Formalism and Enthusiasm)

(b) The Instituted Means of Grace

(c) The Prudential Means of Grace

(d) Some Cautions

**Session 6.** The Sacraments

(a) The Lord’s Supper

(b) Baptism

**Saturday, November 7, 2015, 9am – 5 pm**

**Assignments DUE at beginning of class:**

**READ**


**WRITE**

Use the Richey and Heitzenrater books on American Methodism to complete the following assignments on various aspects of the history of American Methodism:

1) Write a 25-30-minute **class teaching/lesson** on the beginnings and rise of Methodism in America that can be shared either with adults or Confirmation-aged youth. This teaching should not cover the Wesley’s time in Georgia, but should include a discussion of the following...
   
   (A) the story and role of Lay Preachers in the formation of early American Methodist societies in America

   (B) the role and impact of Wesley’s Itinerant/Missionary Preachers (be sure to highlight the role and influence of Francis Asbury)

   (C) the "Sacramental Controversy": what was it? what caused it? and how Wesley’s understanding of ordination helped to resolve it?

   (D) the "Christmas Conference" of 1784 and its results.
By way of accountability, please submit to your instructor: a copy of your lecture/lesson notes; any charts, or handouts that you prepared for the lesson.

2) Write a 2-page essay describing the history and contribution of the Evangelical United Brethren tradition to our heritage. Be sure to include discussions of...
   (A) How and why both the United Brethren and the Evangelical Association began?
   (B) The role and impact of William Otterbein, Martin Boehm, and Jacob Albright on these traditions.

3) Write a 6-page essay addressing the following topics in the development of American Methodism:
   (A) What divisions and unifications occurred in American Methodism, and why? Be sure to include discussions of the events of 1830, 1939, &1968.
   (B) How has race been an issue in American Methodism throughout its history? Include discussions on Richard Allen, the events of 1844, and the Central Jurisdiction.
   (C) What has been the developing role of women in American Methodism? Be sure to include key figures, dates, and events.

4) Continue work in your Spiritual Journal (remember: DUE class Day #3 – NEXT CLASS!).

DAY FIVE.
While in Georgia, Augustus Spangenberg inquired into the state of John Wesley’s soul by asking him the question: “Does the Spirit of God bear witness with your spirit that you are a child of God?” How do you answer that question for yourself?

DAY SIX.
Describing his Aldersgate experience, John Wesley wrote: “In the evening I went very unwillingly to a society in Aldersgate Street, where one was reading Luther’s Preface to the Epistle to the Romans. About a quarter before nine, while he was describing the change, which God works in the heart through faith in Christ, I felt my heart strangely warmed. I felt I did trust in Christ, Christ alone for salvation, and an assurance was given me that he had taken away my sins, even mine, and saved me from the law of sin and death.” -- Write about a heart warming experience in your life.

DAY SEVEN.
John Wesley encouraged the people called Methodist to receive the sacrament of Holy Communion as often as possible. Reflect on a “means of grace” that has been particularly meaningful to your ministry. In what ways have you experienced God at work?

DAY EIGHT.
For many years, “The world is my parish...” has been a uniquely Methodist principle characterizing our tradition. Write about one way you are living out this principle in your ministry.
Class #3 Syllabus:

Session 7. Development of American Methodism through the 19th-century
(a) Early American Methodism
(b) German-American "Methodism" (the E.U.B. Tradition)
(c) African-American Methodism
(d) Nineteenth-Century Traditions
   1. Camp Meeting Tradition
   2. Holiness Tradition

Session 8. Development of the Methodist Tradition: 20th-century until today
(a) Twentieth-Century Traditions
   1. Pentecostal Tradition
   2. Charismatic Movement
   3. Social Action Tradition
   4. Women in Ministry
(b) Contemporary Renewal / Emerging Church Movement

Session 9. Final Examination

COURSE GRADING CRITERIA

Course Final grade will be based upon the following components:

Precourse Assignments:
1. Becoming a Christian Sermon - 12%
2. Growing as a Christian Sermon - 8%
3. Chilcote reflection paper #1 – 5%

Class #2 Assignments:
1. Terms Short Answer Definitions – 5%
2. Sacraments Sermon –10%
3. Chilcote reflection paper #2 – 5%

Class #3 Assignments:
1. Beginning of American Methodism Class Lesson - 8%
2. EUB Tradition Essay - 3%
3. Topics in the Development of American Methodism Essay - 9%
4. Spiritual Journal – 5%

Final Exam (last day of class) – 25%

Class Participation -- 5%

Guidelines for Written Assignments

• All papers should be typed, double-spaced, on 8 ½” by 11” paper, unless the instructor has asked for a different format specifically within the precourse work. Font should be Times New Roman or something similar and no larger than size 12. Margins are to be 1” on all four sides of each page.
• All papers must include a page number and the last name of the student in either the header or footer of every page.
• You should note the question you are answering at the beginning of each new section of materials.
• All papers should provide citations for all quoted material. You may use MLA, Turabain, APA or Chicago Style.
• Punctuation should be consistent; clarity of meaning is the primary purpose of punctuation. Edit and retype material as needed and check spelling in a standard dictionary.
• All papers should attempt to eliminate discriminatory language—for example: racism, ageism, sexism, classism, and prejudicial usage concerning handicapping conditions.

**Inclusive Language Covenant**
The faculty of Emory Course of Study School has adopted a covenant statement encouraging inclusiveness in the use of language, as follows:

The Inclusive Language Covenant is designed to create a linguistic environment in which all students, staff, and faculty can grow in understanding and appreciating the rich diversity of God’s people. The COS faculty commits itself—through continued discussion, reflection, and exploration—to using language in such a way that we respond to the fullness of God’s presence among us as much by our choice of words as by our care for one another. Recognizing that our experience with inclusive language is an integral part of theological formation, we invite students and others to share as partners with us in this learning process.

We understand “covenant” more in terms of its biblical and theological meaning than in a legal or contractual context. Covenant signifies the common commitment of a community of faith in response to God’s revelation and in partnership with one another. The values implied in the covenant have morally persuaded us to try to generate patterns of speech and behavior that bond the members of the community in mutual respect. We expect all members of the community to address issues of diversity constructively. The entire Inclusive Language Covenant can be found on the COS website, and you are encouraged to read the whole covenant.

**Directions to Email Precourse Assignments**
Please read all the directions below before emailing your assignments to the COS Office, any emails received that do not follow the directions below will not be accepted. You will receive an email confirmation of receipt and if your email is not submitted correctly an email indicating you will need to resend your assignments.

1. Email only michelle.levan@emory.edu your precourse assignments, do not email assignments to the instructors. You are encouraged to email the instructors questions about the assignments.

2. Email must be received no later than 11:59pm on the deadline of September 21, 2015.
   a. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   b. Any precourse work received after September 21st at 11:59pm will be subject to a late penalty.
      • Precourse work received between September 22-27 is 1 letter grade deduction.
      • Precourse work received between September 28-October 3 is 2 letter grade deductions.
      • You will be drop from any course for which precourse work has not been received by check-in on October 3rd.

3. The course number and the phrase “precourse work” should be the subject of your email: Example - Precourse Work 223
   a. You will need to send a separate email for each course you are registered to attend.

4. Precourse work must be sent as an attached document and not in the body of the email.
   a. Any version of Microsoft Word will be accepted; PDF, Word Perfect, and Mac-Pages documents will not be accepted. If you are using another type of word processing program please convert your document to a version of Microsoft Word before sending.
   b. All assignments for each course must be in one document, multiple documents are not acceptable. You should send only one attachment with all course assignments; emails sent with multiple documents will not be accepted.

5. Your FULL name, phone number and email, should all be clearly included at the beginning of your
email. See Example

6. Plagiarism Policy and Plagiarism Defined

The plagiarism Policy and Defined paragraphs below must be included in the body of your email (both are below), not within your precourse work. The inclusion of the policy and definition in the body of the email, verifies that you agree to it and your email will represent your signature (which is a requirement). If the email does not include the plagiarism policy and definition it will not be accepted. Your email, with the plagiarism policy and definition will be printed and used as the cover sheet for your precourse assignments, because it has the verification of date and time received, and your agreement to the plagiarism policy and definition.

**Plagiarism Policy** - I have read the plagiarism definition below and verify that this assignment represents my own work, except where credit is given.

**Plagiarism Defined**: “You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person, leading your readers to think that those words are yours. In all fields, you plagiarize when you use a source’s words or ideas without citing that source. In most fields, you plagiarize even when you do credit the source but use its exact words without using quotation marks or block indentation” (201-202). Booth, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research, Second Edition*. Chicago, IL: University of Chicago Press, 2003.

7. If you do not follow the procedure your precourse work WILL NOT BE ACCEPTED! You will receive a confirmation of receipt within 24 hours or notice to resubmit following the process.