Course Description and Outcomes

This course introduces the student to theological reflection in the Wesleyan tradition. Basic terms, tasks, and methods of Christian theology will be introduced. Representative classical themes will be defined and illustrated. The course provides a foundation for further historical and theological study. *Students will be able to:*

1) Examine their understanding of faith, sin, salvation, grace, and the place of doctrine in the life of the Church.
2) Use and understand classical theological terms and themes.
3) Critically consider the sources of theological reflection, including scripture, tradition, experience, and reason.
4) Reflect theologically as a resource for pastoral ministry.

Required Textbooks


Supplementary Textbooks


Pre-Course Assignments [email to amy.elizabeth.walker@emory.edu no later than September 12, 2016]

1. Read Gonzalez and Perez’s *Introduction to Christian Theology* and Ted Campbell’s *Methodist Doctrine, The Essentials.* Summarize each section of Gonzalez indicating you have grasped the major theological issues raised, and then give a summary of what Campbell considers to be the essentials of United Methodist theology.

2. Read Gunter’s *Wesley and the Quadrilateral* and answer the following questions:
   - According to Richard Hooker, the Anglican theologian who lived 150 years prior to Wesley, how does an Anglican understanding of the authority of scripture differ from a Puritan use of Scripture?
   - What did Wesley mean by “the general tenor of Scripture,” and why is this important for our theological reflection?
   - What is a “programmatic appeal to tradition?”
   - What did Wesley mean by saying reason was a capacity or “faculty of the soul?”
   - What is meant by Wesley’s “dawning” awareness of the mediated nature of human experience?

*** Questions 1 & 2 above should be a combined total of 8-12 pages (double spaced).

Essay [bring with you to class on November 5, 2016]

Choose one of the issues below and write a 5-7 page (double spaced) essay indicating your ability to respond to the issue through your understanding of the role of the pastor as theologian and your understanding of the Wesleyan Quadrilateral. The essay should indicate you have a solid grasp of the subject matter and appropriate theological language for addressing it. You should be able to clearly show how the Wesleyan Quadrilateral can help provide pastoral context for addressing such difficult issues.

**Issues To Choose From:** divorce, suicide, torture, human sexuality, war and peace, racism, suffering, death of a child, or you may choose another issue after consultation with the instructor.

Final Exam [email to rexkaney@comcast.net by November 10, 2016]

An open book take home final exam will be given which will cover all reading material and class room lectures.
Grading System
Final grades will be determined by the following:

- 20% - Pre-Course Work due September 12
- 20% - Classroom Participation
- 30% - Essay due November 5
- 30% - Final Exam due November 10

Class Outline

Day One
Introduction
History and Development of Theology and Doctrine
Thinking and Growing Theologically
Development of the Biblical Canon and Creeds
Reformation Theology and the Wesleyan Movement
The Calvinist-Arminian Debate
The Book of Discipline – Our Theological Task
Introduction to the Wesleyan Quadrilateral

Day Two
General and Special Revelation
Personhood/Attributes of God
The Development of Christology
The Doctrine of the Trinity
The Problem of Evil/Theodicy
Original and Actual Sin
The Person and Work of Jesus/Soteriology
Nature of Christ/Christology
Atonement
Salvation, Stages of Grace, The Scripture

Day Three
Way of Salvation
Prevenient Grace
Justification
Regeneration
Sanctification
The Doctrine of the Holy Spirit/Pneumatology
The Doctrine of the Church Christian Hope
Christian Hope/Eschatology
The Sacraments
Review
Guidelines for Written Assignments

- All papers should be typed, double-spaced, and on 8.5x11” paper.
- The font should be Times New Roman, 12 point.
- Margins should be 1” on all sides.
- All papers must include a page number and the student’s last name in the header or footer.
- Note the question you are answering at the beginning of each new section or page.
- All papers must be properly cited. Please use MLA formatting. This is the best website for learning more about MLA format: https://owl.english.purdue.edu/owl/resource/747/1/

Directions to Email Pre-Course Assignments

SEND TO – Email your pre-course assignments to: amy.elizabeth.walker@emory.edu
  • You are encouraged to email the instructor with questions about the assignments, but do not email your pre-course assignment to them.

DEADLINE – Email must be received no later than 11:59p.m. EST on September 12, 2016.
Pre-course work received after the deadline will be subject to the late penalty schedule below:
  • Pre-course work received between September 13-19 will receive a one-letter grade deduction.
  • Pre-course work received between September 20-23 will receive a two-letter grade deduction.
  • Students who have not turned in pre-course work by September 24 will be dropped from the class.

EMAIL SUBJECT LINE – The subject of your email should be “Pre-Course Work – COS 122”

THE EMAIL – Your full name, phone number, and email address should be included at the beginning of your email. Pre-course work must be sent as an attachment and not in the body of the email.
  a. Only Microsoft Word documents will be accepted.
  b. All assignments for each course must be in one document. You should send only one attachment with all course assignments; emails sent with multiple documents will not be accepted.

PLAGIARISM – The “Plagiarism Policy” and “Plagiarism Defined” paragraphs below (in red) must be included in the body of your email, not within your pre-course 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.

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.

You will receive a confirmation of receipt within 72 hours of submitting your pre-course work.
**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 participation 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.