All precourse assignments should be emailed to the Course of Study office by September 23, 2013

Course Description
This course is a critical reflection on significant individuals, decisive events, and fundamental tenets of the Christian faith as found in the development of United Methodism. Utilizing the categories of grace and faith as focusing lenses, the student appropriates particulars of the Wesleyan heritage and enters into the church’s ongoing task of interpreting, articulating, and enacting the gospel in contemporary life.

Course Objectives
- A review of the factors in the English Reformation, the Puritan revolution, and German Pietism that illuminate the Evangelical Revival
- Introduction to John, Charles, and Susanna Wesley, with emphasis upon the ministry and theology of John Wesley and the development of Methodist societies within eighteenth-century Anglicanism
- Consideration of significant theological and historical developments in Methodism and in the Evangelical United Brethren tradition in nineteenth and twentieth-century America
- Reflection upon pressing theological and church polity issues facing contemporary United Methodism
- Appreciation for and appropriation of the contributions of historical theology
- Continued growth of the pastor’s identity as theologian

Required Textbooks

Recommended Texts
Expectations and Grading

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 (Outler, 95).

Course Final grade will be based upon the following components:

Precourse Assignments:
1. Term definitions – 5%
2. Wesley’s understanding of Sacraments essays – 8%
3. Chilcote reflection paper #1 – 8%

Class #2 Assignments:
1. Stages of Christian development short essay – 20%
2. Chilcote reflection paper #2 – 8%

Class #3 Assignments:
1. Methodism in America Essay – 16%
2. Spiritual Journal (DUE last day of class) – 5%

Final Exam (last day of class) – 30 points

CLASS SCHEDULE AND ASSIGNMENTS

Precourse Assignment - DUE in COS office September 23, 2013

READ
2. Paul Chilcote. Recapturing the Wesley’s Vision. Read Parts 3-4 (pp. 67-118 - No, this is not a mistake - Do your reading in the last half of the book first, please)

WRITE
1. For EACH term below, use the Outler book to write a paragraph-length explanation of what John Wesley means by that term:
   (a) “catholic spirit”
   (b) The Methodist Discipline or “General Rules”
   (c) Societies, Classes, and Bands
   (d) “the use of money”
   (e) the “Means of Grace” (or “ordinances of God”)
2. Use the Outler book to write no more than two pages to discuss John Wesley’s understanding of the Sacraments. Be sure to include answers to the following:
   (a) What is the meaning of Baptism for John Wesley? Why should infants be included?
   (b) What is the meaning of Holy Communion for the Wesleys? How often should Christians take it and why?
3. 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.

PRINT OUT AND BRING TO FIRST DAY OF CLASS...

...A copy of the “Resource Packet” (“COS412 Supplement”) provided at the “Precourse Assignment” link of the COS website http://www.candler.emory.edu/programs/cos/precourse-saturday.cfm, OR found on
my COS Blog “Wesley World” at www.emorycos412.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 5, 2013, 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 19, 2013, 9am – 5 pm - Assignments DUE at beginning of class:**

**READ**


2. Paul Chilcote. *Recapturing the Wesley’s Vision*. Read *Parts 1-2* (pp. 15-65. This is not a mistake, either - Do your reading here in the first half of the book here).

**WRITE**

1. Use the Outler book on Wesley to outline and describe the stages of Christian spiritual development according to John Wesley using the stages and concepts listed below. Show how each builds on the one before and after it. *Be thorough* – each stage/concept should be covered in approximately 1-2 paragraphs (but no more than two).

   (a) “Image of God”

   (b) Humanity’s “Natural” state

   (c) Prevenient (“Preventing”) Grace

   (d) Repentance before Justification

   (e) Justification

   (f) Repentance after Justification

   (g) Regeneration (“New Birth”)

   (h) Assurance (“Witness of the Spirit”)

   (i) Sanctification

   (j) “Christian perfection

2. 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.

3. 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 and 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 form 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 9, 2013, 9am – 5 pm - Assignments DUE at beginning of class:**

**READ**

**WRITE**
1. Use the McEllhenney book on American Methodism to write a short essay on each of the following aspects of the history of American Methodism:
   (a) How and why did the Methodist Episcopal Church begin. Do NOT include the Wesley’s time in Georgia, but DO include the following:
      1) The beginnings of the Methodist societies in America (be sure to include a discussion of the early Lay Preachers and Wesley’s Missionary Preachers);
      2) The first conference in America
      3) The sacramental controversy;
      4) How Wesley’s understanding of ordination helped him respond to that controversy;
      5) The Christmas Conference of 1784.
(b) How and why did the United Brethren and Evangelical Association begin? Include discussions of Otterbein, Boehm, and Albright.
(c) What divisions and unifications occurred in American Methodism, and why? Be sure to include discussions of the events of 1830, 1939, & 1968.
(d) 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.
(e) What has been the developing role of women in American Methodism? Be sure to include key dates and events?

2. 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
DIRECTIONS FOR EMAILING PRECOURSE WORK

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, do not email the instructor your assignment.
2. Emails must be received no later than 11:59pm on September 23, 2013 deadline.
   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 23rd at 11:59pm will be subject to a late penalty.
      1. Precourse work received between September 24th – Sept. 29th is 1 letter grade deduction.
      2. Precourse work received between Sept. 30th – October 5th is 2 letter grade deductions.
3. The course number and the phrase “precourse work” should be the subject of your email:
   Example - Precourse Work 113
   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 or WordPerfect documents will be accepted; PDF and Mac-Pages documents will be accepted.
   b. All of your assignments for each course must be in one document, multiple documents are not acceptable. You should send only one attachment with course all assignments.
5. Your FULL name, phone number and email, should all be clearly included at the beginning of your email:
   Example: Michelle Levan
            404.727.4587
            michelle.levan@emory.edu
6. Plagiarism Policy and Plagiarism Defined paragraphs 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. 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 cover sheet for your precourse work, because it has the verification of date and time received, and your agreement to the plagiarism policy and definition, and your contact information.
   **Plagiarism Policy**
   I have read the plagiarism definition below and verify that this assignment represents my own work, except where credit is given. I have also made copies of this assignment and I will bring them with me to class in the event that any of my work is misplaced.
   **Plagiarism Defined**
   “You plagiarize when, intentionally or not, you use someone’s words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow. When accused of plagiarism, some writers claim I must have somehow memorized the passage. When I wrote it, I certainly thought it was my own. That excuse convinces very few.” From page 167 of *The Craft of Research* by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, published in 1995 by The University of Chicago Press in Chicago.
7. If you do not follow the procedure your precourse work WILL NOT BE ACCEPTED!!!!!!!