All precourse assignments should be emailed to the Course of Study Office by May 1, 2014.

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
  - Read entire book (pp. 9-163).
  - Read entire book.
Recommended Texts


Precourse Assignments

Read the assigned pages in each book. Then, follow the instructions below in writing your answers. Write in your OWN words, except to quote from one of the books. IF YOU DO QUOTE, BE SURE TO INDICATE THE PAGE NUMBER(S) AND BOOK FROM WHICH THE QUOTE CAME IN YOUR ANSWER. Answers should be typed and double-spaced.

1. Use the Outler book on Wesley to answer the following questions:

   A. For each term below, 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”)

   B. 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.”

   C. Write no more than two pages to discuss John Wesley’s understanding of the Sacraments. Be sure to include answers to the following: What is the meaning of Baptism for John Wesley? Why should infants be included? What is the meaning of Holy Communion for the Wesleys? How often should Christians take it and why?
2. 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 Wesleys’ time in Georgia, but DO include the following:
      
      (a) The beginnings of the Methodist societies in America (be sure to include a discussion of the early Lay Preachers and Wesley’s Missionary Preachers);
      
      (b) The first conference in America
      
      (c) The sacramental controversy;
      
      (d) How Wesley’s understanding of ordination helped him respond to that controversy;
      
      (e) 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?

3. Read the entirety of the Chilcote text BEFORE you arrive for class (there will be an assignment based on it during the first week of class).

4. Print out and bring to class a copy of the “COS 412A Resource Packet” provided on the “Precourse Assignment” link of the Course of Study website (www.candler.emory.edu/programs/cos/precourse-summer.cfm), OR also available in our class site on Emory’s Blackboard system, OR also from Dr. Germano’s COS412 blog “Wesley World” (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.
**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, do not email instructors precourse assignments.
2. Email must be received no later than 11:59pm on the deadline of May 1st.
   1. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   2. Any precourse work received after May 1st at 11:59pm will be subject to a late penalty.
      · Precourse work received between May 2 – June 1 is 1 letter grade deduction.
      · Precourse work received between June 2 – June 20 is 2 letter grade deductions.
      · You will be drop from any course for which precourse work has not been received after June 20th. No precourse work will be accepted at check-in.
3. The course number and the phrase “precourse work” should be the subject of your email: Example - Precourse Work 113
   1. 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.
   1. Any version of Microsoft Word will be accepted; PDF and Mac-Pages documents will not be accepted.
   2. 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.
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!