1-1-2002

DO 690 John Wesley's Theology for Today

Paul W. Chilcote

Follow this and additional works at: http://place.asburyseminary.edu/syllabi

Recommended Citation
http://place.asburyseminary.edu/syllabi/1069

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.
DO 690

JOHN WESLEY’S THEOLOGY FOR TODAY

Fall Semester 2002  
ATS Florida  
Thursday, 9:00-10:40 a.m. (2 sem hrs)  
paul_chilcote@asburyseminary.edu

Dr. Paul W. Chilcote  
Office  407-482-7651  
Home  407-971-9911  
PWChilcote@cs.com

PURPOSE/DESCRIPTION

This course focuses upon the distinctive theological contributions of the Wesleys to the larger Christian tradition, exploring the dynamic of living faith that characterized early Methodism and made the movement a potent source for spiritual and social renewal. It will explore vital Wesleyan synthesizes and will intentionally integrate theology and the practice of ministry so as to demonstrate the relevance of a Wesleyan theological method and model for the contemporary church.

COURSE OBJECTIVES

This course will seek to equip students:
1. To identify the formative influences upon the Wesley brothers that helped shape the theology of the Methodist movement;
2. To articulate the so-called “Wesleyan quadrilateral” as a model of authority within the life of contemporary Methodism;
3. To describe how Wesleyan theology revolves around the over-arching theme of grace;
4. To discuss the “synthetic” nature and method of early Methodist theology;
5. To articulate the distinctive Wesleyan “way of salvation,” demonstrating a well-developed understanding of repentance, faith, and holiness;
6. To demonstrate the significance of the Christian life as a “way of devotion” and how accountable discipleship informs Christian ministry;
7. To discuss how Wesleyan theology was translated into the life of the church, its sacraments, and ministry;
8. To evaluate one's Christian vocation in the light of the Wesleyan theological heritage.

SCHEDULE/OUTLINE

Tue Sep 03  Introductions/Outline and Resources
Tue Sep 10  Theological Renewal: Background and Context
Tue Sep 17  “John Wesley, Preacher” and Charles Wesley, Poet  
Wesleyan “Evangelical-Catholicism”

Reading:  
Langford, “Charles Wesley as Theologian” (hnd)  
Outler, “John Wesley as Theologian” (hnd)  
Outler, Wesley, 3-33, 51-69, 87-116
DO691 Reading:
Outler, *Wesley*, 41-50, 70-86
Whaling, *Wesley*, 276-89, 291-95

Tue Sep 24  “Living Faith”: An Introduction to Wesleyan Theology

Reading:  Outler, *Theology in the Wesleyan Spirit* (entirety)
Outler, *Wesley*, 119-47; 181-96
Wesley, *Sermons*, 49-60

DS691 Reading:
Wesley, *Sermons*, 33-38, 85-95
Whaling, *Wesley*, 175-86

**Part 1. The Message: The Height of Sovereign Grace**

Tue Oct 01  Free Grace (Proclamation): Faith & Works

Reading:  Chilcote, *Living Faith*, chapter 1

DS691 Reading:
Wesley, *Sermons*, 97-110, 173-82
Whaling, *Wesley*, 186-239

Tue Oct 08  Inclusive Love (Preaching): Word & Spirit
Quiz on Terms related to Wesleyan Theology  Quiz

Reading:  Chilcote, *Living Faith*, chapter 2
Outler, *Wesley*, 492-99
Whaling, *Wesley*, 192-95, 289-91

DO691 Reading:

**Part 2. The Community: The Depth of Caring Relationship**

Tue Oct 15  Shared Experience (Fellowship): Personal & Social

Reading:  Chilcote, *Living Faith*, chapter 3
Outler, *Wesley*, 177-81, 384-97
Wesley, *Sermons*, 193-206

DO691 Reading:
  Outler, *Wesley*, 209-20, 475-84

Tue Oct 22  Enthused Disciples (Partnership): Form & Power

Reading:  Chilcote, *Living Faith*, chapter 4
  Outler, *Wesley*, 353-76, 397-424
  Wesley, *Sermons*, 157-72

DO691 Reading:
  Wesley, *Sermons*, 381-91, 405-17

**Part 3. The Discipline: The Length of Christian Pilgrimage**

Tue Oct 29  Wholistic Formation (Instruction): Heart & Head

Reading:  Chilcote, *Living Faith*, chapter 5
  Outler, *Wesley*, 317-32
  Wesley, *Sermons*, 431-40
  Whaling, *Wesley*, 146-61

DO691 Reading:
  Wesley, *Sermons*, 255-76, 567-72

Tue Nov 05  Spiritual Nourishment (Guidance): Pulpit & Table

Eucharistic Celebration

Reading:  Chilcote, *Living Faith*, chapter 6
  Outler, *Wesley*, 231-37, 332-44
  Whaling, *Wesley*, 251-72

DO691 Reading:
  Whaling, *Wesley*, 77-89, 162-71

Tue Nov 12  NO CLASS (Dr. Chilcote in Zimbabwe)

**Part 4. The Servanthood: The Breadth of Compassionate Witness**

Tue Nov 19  Transformational Vocation (Mission): Christ & Culture
Reading:  Chilcote, *Living Faith*, chapter 7  
Outler, *Wesley*, 306-17  
Wesley, *Sermons*, 485-500, 511-22, 541-48

DO691 Reading:  
Whaling, *Wesley*, 208-17, 239-50  

**FALL READING BREAK**

Tue Dec 03  Incarnational Ministry (Service): Piety & Mercy

Reading:  Chilcote, *Living Faith*, chapter 8  
Outler, *Wesley*, 238-50  
Wesley, *Sermons*, 251-74, 419-30, 549-58

DO691 Reading:  
Wesley, *Sermons*, 239-53

Tue Dec 10  Final Examination

**RESOURCES**

**Required Texts:**
Paul W. Chilcote, *Living Faith* (manuscript provided)  
Paul W. Chilcote, *Praying in the Wesleyan Spirit*  
Albert C. Outler, ed., *John Wesley*  
Albert C. Outler, *Theology in the Wesleyan Spirit*

**Supplemental Texts:**
Albert Outler & Richard Heitzenrater, eds., *John Wesley’s Sermons* (excerpts)  
Frank Whaling, ed., *John and Charles Wesley* (excerpts)

**Recommended Texts (for Book Reports)**
Teresa Berger, *Theology in Hymns?*  
Gregory S. Clapper, *As If the Heart Mattered*  
John Cobb, *Grace and Responsibility*  
Ken Collins, *A Real Christian*  
Ken Collins, *The Scripture Way of Salvation*  
W. Steve Gunter, ed., *Wesley and the Quadrilateral*  
Steve Harper, *Wesley’s Message for Today*  
S T Kimbrough, ed., *Charles Wesley: Poet and Theologian*  
Randy Maddox, *Responsible Grace*  
Randy Maddox, ed., *Rethinking Wesley’s Theology*  
Thomas Oden, *John Wesley’s Scriptural Christianity*
Requirements and Evaluation

1. Reflection Report (10%). Each student must complete a reflection report on Chilcote, *Praying in the Wesleyan Spirit*. The purpose of this assignment is for you to reflect on how this reading of the Wesleyan “Standard Sermons-as-prayers” and hymns has shaped your understanding of Christian vocation and ministry. The report must be at least two pages (typed and double-spaced). The paper is due no later than Tuesday, Nov. 19.

2. Book Report (30%). Each student must complete one book report on a work related to Wesleyan theology (a book of about 200 pages, or combination of books from the “Recommended Texts” list above totally about 200 pages, or a book approved by the instructor). The report must be four pages (typed and double-spaced). The Report must be completed no later than Tuesday, Dec. 3.

3. Quiz on Terms related to Wesleyan Theology (20%). A quiz on theological terms related to the Wesleyan tradition will be administered on Tuesday, Oct. 8. A list of terms for potential inclusion on the exam is appended to the syllabus. Specific information concerning the format of the exam will be discussed in class.

4. Final Examination (40%). A comprehensive final examination will be administered on Tuesday, Dec. 10. An examination study guide is appended to this syllabus so that students can be working on the areas to be covered by reading and lecture from the outset of the course.

Unite the pair so long disjoined
Knowledge and vital piety;
Learning and holiness combined
And truth and love let all men see
In these, whom up to thee we give
Thine, wholly thine, to die and live

- Charles Wesley
BOOK REPORT GUIDELINES

The purpose of a reflection paper is to enter into a dialog with the material, that is to say, the person or community that has communicated their thoughts, feelings, and actions to you. Reflection, therefore, is an exciting adventure, a conversation, a means of growth. It is one of the important ways by which we can explore our own “inner world” and become open to God’s transforming power in our lives as we encounter others with whom we both agree and disagree.

A Reflection Paper in this course has a prescribed format. It should be four pages (typed and double-spaced) and divided into four distinct sections (one page each), headed with the titles, ABSTRACT, ANALYSIS, ANECDOTE, and APPLICATION. (The narrative description of each section that follows is based on the previous work of Dr. Donald Joy and Dr. Steve Seamands.)

ABSTRACT (Readers’ Digest Summary). Simply summarize the content of the assigned reading in your own words. There should be no personal commentary or attempt to evaluate the content of the material. Summarize what the author says. Include as many of the key concepts and ideas as you can. Strive to be both comprehensive and concise. The summary should be stylistically correct, coherent and clear. Communicate the essence of the author’s work in your own language and symbols. If and when you do quote directly from the source (which should be extremely minimal, if at all), use explicit and visible quote marks. (Page One)

ANALYSIS. What questions came to mind as you worked your way through the material? It would be helpful to you if you were to keep a rough note sheet at hand as you read so you can write them down. In this section, list and briefly engage two or three of these central questions. Questions may be critical in nature, emerging out of spontaneous curiosity, essentially informational, or related to a serious plumbing of the depths of issues involved. Whatever the nature of your questions, make sure that they relate directly to the material content of the reading. (Page Two)

ANECDOTE. Describe one or two personal experiences which reading this material has brought to mind. Here is your chance to be a storyteller. Relate the experiences in “first person,” describing action, quoting exact words you remember hearing or saying. Be as specific and concrete as possible. Interface these memories directly with the material. Why are these memories related to the reading? What is it that has elicited this memory? If possible, here is an excellent opportunity to draw your experiences out of vocational circumstances. How do the “pastoral memories or accounts” relate to the issues that arise in the reading. The presupposition here is that if you can connect what you are reading and hearing with what you have previously lived or observed, you will be profoundly changed in the process. Here is where genuine insight can occur most meaningfully. (Page Three)

APPLICATION. So what are you going to do about all of this, anyway? Learning that is related to ministry must lead to “acts of piety and mercy,” whether these are transformative actions for your inner person or acquired skills and methods that have an impact on the lives of other people. In this section, describe what you feel called to do in response to what you have discovered in this reflective process. What has the Lord laid upon your heart? How can you translate that “word” or “call” into concrete action? To use a metaphor to help explain the ideal; you need a MAST upon which to attach this new sail into which the Spirit can blow. Whatever your action is, it should be Measurable, Attainable, Specific, and able to be accomplished within a given Timeframe. To provide a specific example, “For the next month during my times of prayer, I will meditate on a different attribute of God for five minutes.” Here is another opportunity to relate your learning to some specific aspect of your vocation or setting of ministry as well. Do not feel compelled to fill this final page, but some reflection upon why this action is necessary will be helpful to you. (Page Four)
REFLECTION PAPER EVALUATION

NAME____________________________________                     DATE____________________

ABSTRACT

Written from the original author’s point of view; no commentary; no evaluation of content.
Concise, linguistically and stylistically correct, coherent, and clear.

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

Included the all of the key concepts in the assigned material in the summary.

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

ANALYSIS

Honest interrogation of conceptual or factual material. Lists and briefly engages three or four central questions. Dialog is related directly to the material content of the reading.

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

ANECDOTE

Describes one or two personal experiences and interfaces these memories directly with the material. Wherever possible draws experiences out of vocational settings.

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

APPLICATION

Detailed report of something you have already done or need to do if you are to obey the insight or truth that God has revealed to you in the reflective process. Actions should be specific and measurable (MAST).

0 ----- 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 ----- 8 ----- 9 ----- 10

GRADE __________
# 50 IMPORTANT WESLEYAN TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountable Discipleship</td>
<td>Imparted/Imputed righteousness</td>
<td>Universal redemption</td>
</tr>
<tr>
<td>Aldersgate</td>
<td>“Justification by Grace through Faith”</td>
<td>Virtues</td>
</tr>
<tr>
<td>Anglicanism</td>
<td>“Law and Gospel”</td>
<td>“Wesleyan Quadrilateral”</td>
</tr>
<tr>
<td>Antinomianism</td>
<td>Lyrical Theology</td>
<td>“Witness of the Spirit”</td>
</tr>
<tr>
<td>Arminianism</td>
<td>“Means of Grace”</td>
<td>“Works of Mercy”</td>
</tr>
<tr>
<td>Articles of Religion</td>
<td>Moravians</td>
<td>“Works of Piety”</td>
</tr>
<tr>
<td>Assurance</td>
<td>“New Birth”</td>
<td></td>
</tr>
<tr>
<td>Authority of Scripture</td>
<td>Ordo Salutis</td>
<td></td>
</tr>
<tr>
<td><em>Book of Common Prayer</em></td>
<td>“Original Sin”</td>
<td></td>
</tr>
<tr>
<td>“Catholic Spirit”</td>
<td>Pardon</td>
<td></td>
</tr>
<tr>
<td>“Christian Perfection”</td>
<td>Pelagianism</td>
<td></td>
</tr>
<tr>
<td>Conversion</td>
<td>“Prevenient grace”</td>
<td></td>
</tr>
<tr>
<td>Deism</td>
<td>Puritanism</td>
<td></td>
</tr>
<tr>
<td><em>Ecclesiola in ecclesia</em></td>
<td>Quietism</td>
<td></td>
</tr>
<tr>
<td>Evangelical Revival</td>
<td>Regeneration</td>
<td></td>
</tr>
<tr>
<td>“Faith”</td>
<td>Repentance</td>
<td></td>
</tr>
<tr>
<td>“Free Grace”</td>
<td>“Sacramental grace”</td>
<td></td>
</tr>
<tr>
<td>“Grace”</td>
<td>Sanctification</td>
<td></td>
</tr>
<tr>
<td>Holiness</td>
<td>Synergism</td>
<td></td>
</tr>
<tr>
<td>Holy Communion</td>
<td>Synthesis</td>
<td></td>
</tr>
<tr>
<td><em>Homo unius libri</em></td>
<td>Theosis</td>
<td></td>
</tr>
<tr>
<td>Hymns</td>
<td>“Total Depravity”</td>
<td></td>
</tr>
</tbody>
</table>
1. Discuss the formative influences upon the Wesley brothers that helped to shape the theology of the early Methodist movement.

2. John Wesley’s theology is sometimes described as a “theology of grace.” What does he mean by grace, and how is Methodist doctrine shaped by this over-arching theme?

3. Wesleyan theology has been described in class as an expression of “living faith.” Discuss the “synthetic” nature of this theology with reference to two characteristic conjunctions.

4. Describe Wesley’s so-called “order of salvation.”

5. The Wesleys viewed the Christian life as a “way of devotion.” What does this mean and how does this understanding influence your conception of ministry?

6. The Wesleyan Revival was both evangelical and sacramental. Discuss.

7. The “means of grace” figured prominently in early Methodism. What are these means, and what continued relevance do they have for the life of the church today?

8. Describe the so-called “Wesleyan quadrilateral” as a model of authority within the life of contemporary Methodism.

9. Personal piety and social action are necessary components of Christian vocation from the Wesleyan perspective. Discuss.

10. How can Wesleyan theology be translated into the life of the church, its sacraments, and ministry today?