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## CL 651 Women in Ministry

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## **Final Draft**

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Course Prospectus  
Fall 2004

### **CL/MS 651: WOMEN IN MINISTRY**

#### **Three Hours**

The purpose of this course is to acquaint students with matters relating to women in the ordained and lay ministries of the church. Consideration is given to both the impact of the Church on women, and the impact of women on the Church, from biblical times to the present. The course is interdisciplinary in its structure, investigating the topic of women in ministry from biblical, historical, theological, psychological, sociological, anthropological, and pastoral perspectives.

#### **COURSE OBJECTIVES**

Students who complete the course with basic competency will be able to:

1. Use the Wesleyan quadrilateral to work through their questions on, and develop their theology of women and ministry.
2. Articulate biblical perspectives on women in ministry and use biblical perspectives to evaluate the varying views on women in ministry.
3. Use research findings on the developmental patterns and ways of knowing for both women and men to identify the significant contribution women as well as men have to offer in ministry.
4. Discuss the contributions women have made to the Church throughout history.
5. Reflect on the impact of women on their personal lives and spiritual growth.
6. Meet the challenges of being a woman in ministry or supporting women ministers, and affirming the ministry of all women in the Church, based on increased understanding of the experiences of contemporary women in the Church.

#### **ASSIGNMENTS**

##### **Reading**

*Equal to the Task: Men and Women in Partnership*, Ruth Haley Barton

*Two Views on Women in Ministry*, James R. Beck and Craig L. Blomberg, Eds., Part Two (175-327).

*Women in the Church: A Biblical Theology of Women in Ministry*, Stanley J. Grenz with Denise Muir Kjesbo

*Not Without a Struggle: Leadership Development for African American Women in Ministry*, Vashti M. McKenzie

*Origins of Difference: The Gender Debate Revisited*, Elaine Storkey.

"Learning from Gender Differences" by Catherine Stonehouse.

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Or, if you have read the Stonehouse article for another course, review it and read two chapters from *You Just Don't Understand: Women and Men in Conversation*, Deborah Tannen.

**(Continued)**

An additional 200 pages, including reading on:  
The ministry of women throughout history  
God language.

### **Reading Reports (15 Points)**

Submit a card indicating the completion of reading in each assigned book.

Reading cards are due as follows:

October 5 – Beck and Blomberg

October 19 - Storkey

October 19 – Additional 200 pages: submit a list of the books read, number of pages in each, and total pages read.

October 26 - Stonehouse or Tannen

November 9 – Grenz

November 16 – Barton

November 30 - McKenzie

### **Class Attendance**

Regular class attendance is expected. If absence is unavoidable, discuss with the professor how the class session can be made up.

### **Church Visit (5 Points)**

With class members, visit a church pastored by a woman.

### **Journaling**

Twice during the semester, spend a minimum of 30 minutes reflecting on your experiences as a woman or with women in the church and the impact of women on your formation. Journal the insights that come from your reflections.

Here are some possible reflection questions.

#### **First Journaling Session (5 Points)**

Who have been the most important women in my life?

How did they impact me?

At points in my life where I have been most at risk, who, by God's grace, was there for me?

Was there a woman?

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What experiences have I had with women in ministry?  
How has the limited number of women in ministry models impacted me?  
How has the way in which women have been treated in the churches I have attended affected my attitudes and me?

What have been the important influences and events along my path to ministry? What has helped or hindered?

**Due: September 21**

### **Second Journaling Session (5 Points)**

What insights or concepts from the course have been most helpful? Why?  
With which aspects of the course materials have I struggled most? Why?

**Due: December 7 or 14**

### **Interview and Report (10 Points)**

Interview a woman in ministry. Complete a significant portion of the required reading before conducting the interview. Decide on the questions to ask in the interview based in part on questions raised by your reading.

Submit a **one-page** report, indicating that the interview is completed and discussing the three main insights you gleaned from the interview.

**Due: October 19**

### **A Ten Page Paper (30 Points)**

Research and write a ten page paper on a subject related to the content of this course and to your particular interests or needs for learning. Possible topics for the paper are listed below. **Choose just one.** Whichever focus you choose, integrate into the paper the witness of scripture, church history, contemporary research, and experience, as you discuss some aspect of women in the ordained, professional lay, or volunteer lay ministries of the church. Document your paper including endnotes and bibliography.

**A Theology of Women in Ministry** – explore further your theology of women in ministry and articulate it in the paper. You may want to prepare the paper so that it could be of help to a particular group of persons who may be struggling with the issue of women in ministry.

**A Workshop on Women in Ministry** – develop a workshop which you could present to pastors, church leaders, college students, a couples or a women's group which would allow them to discover some of the insights from this course which you believe the selected audience needs to discover. This project requires that you identify the structure of the workshop, creative methods of teaching and engaging participants interactively, as well as an outline of the content to be explored. This workshop could be an expansion of the plan developed by your cooperative learning group.

**A Biography with Reflective Commentary** – research the life of a woman and her ministry. Provide commentary on her life and ministry in the light of the content of this course.

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**A Study of Women in Ministry in Your Denomination** – study the history or the present status of women in ministry in your denomination. Write up your findings, analyzing them in the light of the course.

**A Topic of your Choice** – Discuss with the professor other ideas you might have.

### Grading Criteria

Clarity in articulating significant issues relating to women in ministry

Appropriate use of Wesleyan Quadrilateral –Scripture, tradition, reason, and experience—in the development of the paper

Insightfulness of the paper

<b>Due: November 16</b>
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### Cooperative Learning Project (30 Points)

Form a cooperative learning group of 3 or 4 persons and identify times available for the group to meet, beginning the end of September.

Groups will meet for a minimum of 4 hours. Together review the insights and concepts from course readings and class presentations. Who needs to hear the concepts you see as most important? How could these concepts be communicated most effectively with the particular group you have identified? Develop a plan for sharing with this group the “women in ministry” concepts you believe are most important for them to comprehend. Outline your plan identifying the group, the setting for instruction, concepts to be explored, and the methods to be used.

Prepare a creative class presentation of your plan. The creative presentation could be part of one session from your plan, or the promotion you might use to encourage people to participate in the study. Also share with the class the audience you have in mind, why the audience needs your presentation, the setting you have selected, the concepts you will explore, and special methods to be used for effectiveness. Your group will have 30 minutes for the full presentation, the creative and the informational portions. Submit the outline of your plan to the professor at the time of the presentation. You may also want to distribute a brief outline of the plan to the class. Be sure to provide your classmates with good ideas they may want to use in their churches in the future.

### Grading Criteria

- a. Importance of concepts and their significance for the designated audience
- b. Creativity and effectiveness of presentation and plan

<b>Due: December 7 or 14</b>
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## GRADING

The assignments will contribute to the grade as follows:

Reading	15
Church Visit	5
Journals	10
Interview and report	10
Paper	30

<b>Grade for Points</b>
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<b>A</b>	<b>95-100</b>
<b>A-</b>	<b>90-94.9</b>
<b>B+</b>	<b>85-89.9</b>
<b>B</b>	<b>82-84.9</b>
<b>B-</b>	<b>79-81.9</b>
<b>C+</b>	<b>77-78.9</b>
<b>C</b>	<b>75-76.9</b>
<b>C-</b>	<b>73-74.9</b>

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Cooperative Learning Project	30
Total	100

### COURSE SCHEDULE

#### **Women in Church History**

September 7 – Introduction

Sharing our stories

September 14 – Women in Church History

**Reading:** Grenz: pp. 7 – 62

McKenzie: pp. 1 - 40

Additional reading on women in church history

#### **The Bible on Women in Ministry**

September 21 Women in the Old Testament

**Reading:** Grenz pp. 63 – 71, 142 – 172

Beck and Blomberg pp. 177-235

September 28 Jesus and Women

**Reading:** Grenz pp. 71 – 97

October 5 Women in the New Testament Church

**Reading:** Grenz pp. 98 – 141

McKenzie pp. 41 - 54

Beck and Blomberg pp. 239-327

October 12 Yentyl

October 19 Feminist Theology

**Reading:** Storkey

God language articles

#### **Contributions Women Bring to Ministry**

October 26 Women's Ways of Knowing and Valuing

**Reading:** Stonehouse or Tannen

November 2 Male and Female Serving Side by Side

**Reading:** Barton pp. 13 - 151

Grenz pp. 173 – 198

#### **The Woman's Real World of Ministry**

November 9 The Issue of Ordination

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**Reading:** Grenz pp.199 – 233  
November 16 Women Experiencing Ministry  
**Reading:** Barton pp. 152 - 213

### **Reading Week**

November 30 Ministry Challenges  
**Reading:** McKenzie 55 – 120  
December 7 Presentations  
  
December 14 Presentations and Wrap Up

**All material is to be typed, double-spaced and written using inclusive language.  
Provide documentation when drawing ideas from various sources.  
Type SPO number on the front of all papers.**