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CL 651 Women in Ministry

Zaida Maldonado Perez

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Course: CL651 O1 (JA 2009)
Title: Women in Ministry
Hours: 3.00
Published: Yes, on 01/06/2009
Prerequisites:
None

Department: Christian Leadership
Faculty: Dr. Zaida Perez

Email: zaida.perez@asburyseminary.edu
Office: FC
SPO:

Meetings:
During 01/15/2009 to 01/17/2009 on Thursday, Friday and Saturday from 9:00a to 5:00p in FC215.
During 01/20/2009 to 01/21/2009 on Tuesday and Wednesday from 9:00a to 5:00p in FC215.

Maximum Registration: 20
Catalog Description: Acquaints students with matters relating to women in the ordained, diaconal, 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.

Objectives:
Asbury Theological Seminary
Professor: Zaida Maldonado Pérez
CL651/MS651 Women in Ministry
Dunnam Campus, FL

This is a draft.

Zaida Maldonado Pérez, Ph.D.
407-482-7647 (O)
Note: the best way to reach me is through email
zaida.perez@asburyseminary.edu or in the To Professor icon in the virtual campus

Meetings
During 01/15/2009 to 01/17/2009; Th., F., Sat. from 9:00a to 5:00p in FC227.
During 01/20/2009 to 01/21/2009 on T. and W.

Description: This course acquaints students with matters relating to women in the ordained, diaconal, 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.

Objectives: After successful completion of this course students will be able to:
• Articulate a personal theology concerning women in ministry that is biblically based and theologically sound
• Delineate a historical development of views concerning women in ministry
• Articulate the theological and biblical foundations for at least two opposing views on women in ministry.
• Offer intelligent insights related to the impact of psychological, sociological, anthropological factors in the question of gender equality.
• Express development of self-awareness concerning their own "Gender History"
• Give an overview of the theological and historical impact of women in ministry.

Required Texts:
• Childers, Jana, Editor. Birthing the Sermon: Women Preachers on the Creative Process,
• Clouse & Clouse, Editors. Women in Ministry: Four Views. Downers Grove, IL:

Reading Schedule and Assignments
The class will be divided into 8 groups. Because of the size of the class there will be at
least four persons in two of the groups (rather than three).

Day One
Readings:
• WIM Ch. 1
A Traditional View and responses: pp. 25-65
Group 1: Traditionalist
Group 2: Male Leadership
Group 3: Plural Ministry
Group 4: Egalitarian

Assignment: a) Turn in a one-page outline of the arguments each of the 4 views (for a total of 4 pages). Note: this first assignment is to be completed by everyone. Be ready to discuss these in class. b) Look over the readings and have an idea of what group you would like to be in for the next 4 days. Please have a second and third option! Otherwise, feel free to email me with your option once you know. I will let the class know what groups are complete. First come, first served!
Weighting: 15 pts

Day Two
Readings:
• WIM Ch. 2
A Male Leadership View and responses:
Group 2: Male Leadership
Group 1: Traditionalist
Group 3: Plural Ministry
Group 4: Egalitarian
• PW&W
Group 5: Ch. 1
Group 6: Ch. 2
Group 7: Ch. 3
Group 8: Ch. 4

Assignment: a) Turn in a one-page outline of the arguments in the chapter assigned to your group. Be ready to present and discuss your chapter in class in a panel format. b) Post a copy to the Virtual Campus for students.
Weighting: 15 pts

Day Three
Readings:
• WIM Ch. 3
A Plural Ministry View and responses:
Group 3: Plural Ministry
Group 1: Traditional
Group 2: Male Leadership
Group 4: Egalitarian
• PW&W
Group 5: Ch. 5
Group 6: Ch. 6  
Group 7: Ch. 7  
WITC  
Group 8: Ch. 1

Assignment: a) Turn in a one-page outline of the arguments in the chapter assigned to your group. Be ready to present and discuss your chapter in class in a panel format. b) Post a copy to the Virtual Campus for students.  
Weighting: 15 pts

Day Four  
• Guest Panelists  
Readings:  
• WIM Ch. 4  
An Egalitarian View and responses:  
Group 4: Egalitarian  
Group 1: Traditionalist  
Group 2: Male Leadership  
Group 3: Plural Ministry  
• WITC  
Group 5: Ch. 2  
Group 6: Ch. 3  
Group 7: Ch. 4  
Group 8: Ch. 5  
• WITC:  
All of the class reads and discusses chs. 6, 7 and Epilogue pp. 173-233

Assignment: a) Turn in a one-page outline of the arguments in the chapter assigned to your group. Be ready to present and discuss your chapter in class in a panel format. b) Post a copy to the Virtual Campus for students.  
Weighting: 15 pts

Day Five  
Readings:  
BTS: Discuss the readings especially focusing on nature of preparation and any nuances, insights related to gender in the sermon.

Assignment:  
1. Presentation of Project. 15 minutes each person. Or, students may opt to combine their minutes to create a play or scenario (e.g. presenting an argument for the ordination of women to bishoprics).

Choices:
• A Christian Education Class
• A Sermon from a "woman's" perspective
• A presentation of choice (drama, etc.)
• A systematic articulation of a position.
• A historical development of theological views
• concerning women in ministry.
• A paper on a particular woman who distinguished herself as a leader in the church.
• Other: discuss with the professor
Weighting: 30pts

2. One page paper reflecting on where you are and why. Although a reflection, be sure to include biblical, theological grounds that would support your position.  
Weighting: 10pts.

Due three days after end of class. Email the paper in the Virtual Class: TO Professor icon.

Calendar of Assignments:
Assignment Due Date Pages Points Weighting
4 Outline Papers Day 1, 2, 3, 4 1 page ea.
Note: day 1 only has 4 pages--one per view. 15 points includes discussion 60
Presentation Day 5 Oral 30 30
Reflection Paper J 24/25 1 page no more than 2 10 pts 10
Total: 100pts

My style of teaching is dialogical. My role is to facilitate your learning. This means that I am here mainly to help you understand and process the readings and to do this in relation to Christian faith and ministry. I believe that students learn best when they take the time to think critically through the material and articulate their thoughts, questions, concerns, etc.
This means that:
• I will promote and expect discussion on the materials read.
(This assumes that you have read it.) Discussions will focus on content as well as on application from your various contexts.
• You must be involved in your own learning.
Think through the material, look up any terms, authors about which you have questions, etc. Work to fill in knowledge gaps as we go. (This is why I am recommending a theological dictionary. The The Christian Theology Reader also has a brief dictionary of terms in the back. Make sure you go over it.) A good way to do this is to keep a notebook or journal of such terms, thoughts, questions, etc.

This is an intensive course. I promise you that we will have periods when we will feel "brain dead". This is normal. Most of your "aha" moments may come after the course is over and you have been able to make connections, etc. This is expected with any course you take. So, relax, learn, and enjoy.

FORMATT FOR ALL ASSIGNMENTS:
• All papers should be double-spaced, typed, with one-inch margins and 12 font. Note: Outlines can be single spaced.
Quotations should be clearly marked and sources must be noted in footnotes or endnotes. The Chicago style of annotation is preferred but the APA will also be allowed.

Note: Citation of sources must be appropriately and rigorously documented. Direct quotes and paraphrases must be appropriately footnoted. Key ideas must be credited to their sources and documented in footnotes. Not doing so can be considered plagiarism!

No folders, title pages or binders please
Final papers must be emailed. They will be returned through email.
Students must use inclusive language in class discussions and in their papers.

All papers are required to be written in inclusive language. This guideline is intended to help sensitize the Asbury Theological Seminary community and to provide help in moving beyond our present habits to more just expressions (FH). A 5% penalty will be levied against an assignment that is consistently written in exclusive language. Examples of inclusive language are the use of "humankind," "humanity" or "persons" rather than "mankind" or "men" when referring to groups that include males and females.

Inclusive language in theology would also include referring to God in ways other than exclusively male pronouns (example, "God" instead of "He" and "Godself" rather than "Himself"). This is not mandatory but, it may be a good practice in expanding your metaphors for God. For instance, language for God such as, "Holy One," "Merciful One," "Creating, Sustaining God," "Gentle God," or "Loving Savior," allows for a broader biblical perspective of God's essence and work in relation to God's own creation.

For a good introduction on Inclusive Language see, Core, Deborah. The Seminary Student Writes. St. Louis, MO: Chalice Press, 2000. Your own denominations often have great resources on the importance of inclusive language as well!

GRADING
Grading must reflect graduate level work. This implies competency in such areas as*:

- focus on the subject at hand
- discovery of data
- ability to question, analyze, integrate, to reconsider and synthesize
- capacity to integrate old and new data
- depth and maturity of knowledge
- skills to make growth in ministry possible
- originality and creativity

(*From FH)

All work is expected on time and as completed as indicated in the assignment. Extensions are not given except for the kind of medical and family emergencies that merit the Dean's approval. An extension implies lateness without penalty. Note: It is your responsibility to communicate with me if you need an extension before the due date of an assignment. Otherwise, I will have no recourse but to penalize you for your late work. A late Final Paper will have an automatic grade deduction and will not be accepted after the end of the semester (unless you have applied for an extension). A letter grade will be given based on the grades of work done, with incomplete work...
counted as "F."

A (95-) Exceptional work: outstanding or surpassing achievement of course objectives
A- (90-94) Fine work
B+ (87-89) Good, solid work: substantial achievement of course objectives
B (83-86) Good work
B- (80-82) Verging between good and acceptable.
C+ (77-79) Acceptable work: essential achievement of course objectives
C (73-76) Acceptable work; significant gaps
C- (70-72) Serious gaps in achievement of course objectives
D+ (67-69) Marginal work: minimal or inadequate achievement of course objectives
D (63-66) Barely acceptable
F Unacceptable work: failure to achieve course objectives.

Please note: A "B/B+" stands for good, solid work. To get an "A-/A" you must go beyond good, solid work to work that is outstanding, exceptional.

Things that might potentially result in a reduction in total score:

Poor or non-engagement with material Poor analysis of material
Presentation of a weak conclusion or argument Misspellings
Lack, or poor use of, dialogue between authors Poor syntax
Answering a different question Lack of inclusive language

Following is a list of the sorts of things that would evidence going beyond the basic assignment and would, therefore, warrant a higher total score.

• Writing that is particularly articulate and/or worded with exceptional clarity and concision.
• Particularly insightful interaction with the material, including exceptional criticisms or the recognition of the more profound implications of certain positions.
• Presentation that moves beyond mere repetition of the arguments of others.
• Evidence of research that goes beyond what is required for the assignment.
• Conclusions that effectively summarize criticisms and that propose solutions.
• Critical interaction that probes deeply into the arguments at hand.

Online Databases
To access the online library resources including the library catalog and full-text journal databases, go to http://www.asburyseminary.edu/information/index.htm and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

Technology policy
Cell phone usage, internet surfing, instant messaging, emailing or similar activities are strictly prohibited during class time. Students must turn off cell phones during class, unless employment or family obligations necessitate that the student be on call. Such students must ensure that their cell phones are on "vibrate" and must inform me of their situation during the first week of class.
Timely and Substantive Feedback
I am committed to marking, grading, and returning student work within one week of its submission; in the case of classes enrolling more than 40 students, two weeks. Longer assignments are often due at the end of term, and are not subject to this definition. Work that is turned in after the due date may not receive substantive feedback. Reflection papers (due to their more personal nature) may not receive "substantive feedback."

Participation:
Discussions are an important part of this course. They provide opportunities for further theological reflection and conversation at the communal level and across denominational lines. Students are expected to a) be present at each class and, b) read the assigned material and come prepared to discuss it. Active, thoughtful participation in class will be taken into account in determining final grades. Students in masters level courses at the Seminary will normally expect to invest two and one-half (2.5) to three (3.0) hours of work per week outside of class in preparation for every hour of credit to be earned. (See Asbury catalog.)

Attendance:
This is an intensive course and students are expected to be present for its entirety. An excused absence refers to unavoidable emergency that does not include delinquency or attending to church work or other employment. A student may not be absent for more than 3 hours to pass this course. An unexcused absence (non-emergency) will result in a 5% grade reduction.

Academic Integrity:
The standards of conduct that are articulated in the Asbury Theological Seminary's Student Handbook concerning academic matters are important to the integrity of our community and the high ethical standards we expect of those who are preparing for Christian ministry. Abuse of these policies will be handled as stipulated in the handbook.

THE VIRTUAL CLASSROOM
The Virtual Classroom is built upon the open-source Moodle platform. By logging into http://virtual.asburyseminary.edu you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course. The following are functions with which you should familiarize yourself:

1. The Course Information Center contains many features to be used throughout the class:
   a) Course News and Announcements, where I will post items important for the entire class;
   b) Syllabus, where a copy of the syllabus is provided;
   c) To Professor, which is a way for you to post a message directly to me and we can discuss an issue privately;
d) Course Questions, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum;

e) Prayer Forum, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community;

f) Open Forum, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community. It is not mandatory that you read and/or respond to questions and comments in the Open Forum. This is simply for those who wish to carry on conversation outside of the normal modules and assignments. Though not mandatory, it is a great way to dialogue and discuss things that are on your mind.

2. Modules, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your outlines. Modules will be clearly labeled so you can follow along during the semester.

3. Resources, a section located on the left side, provides links to items you may want to use later.