PM 650 Women in Ministry

Catherine Stonehouse

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PM/CE 650: 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:

1. Use the Wesleyan quadrilateral to work through their questions on, and develop their theology of women and ministry.
2. Explore biblical perspectives on women in ministry, examine, and evaluate the varying views based on different hermeneutical approaches to biblical passages seen as relating to women in ministry.
3. Examine research findings on the developmental patterns and ways of knowing for both women and men and discover the significant contribution women as well as men have to offer in ministry.
4. Grow in knowledge of 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. Gain insights into the experiences of contemporary women in the Church and develop skills to meet the challenges of being a woman in ministry, supporting women ministers, and affirming the ministry of all women in the Church.

ASSIGNMENTS

Reading

Women in the Church, Stanley J. Grenz with Denise Muir Kjesbo.
Equal to Serve, Gretchen Gaebelein Hull.
"Learning from Gender Differences" by Catherine Stonehouse. 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.
An additional 250 pages. Include reading on:
   The ministry of women throughout history.
God language.

Readings are to be completed prior to the class session in which they are listed. I would therefore strongly urge that you complete the reading in Grenz, Hull, and Clouse before class begins. Bring to class marked texts or reading notes, ready to discuss the designated reading for each session.

At the end of the course submit a card stating that you have completed each of the required readings. List the books or articles read for the additional 250 pages and the total number of pages read.

Class Attendance

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

Required Projects

Interview
Interview a woman in ministry. In a 3-4-page paper give an abstract of the interview, then compare and contrast your story with that of the interviewee. What questions do your stories raise? What actions are suggested for you out of those reflections? Include responses to these questions in your paper.

Grading Criteria

Understanding of the woman’s call to ministry and the gifts she brings to ministry.
Grasp of the challenges the woman faces in ministry.
Insightfulness of the comparison of your story and hers.
Insightfulness of questions identified and actions suggested.

Due June 11.

Pro-Contra-Reply Cooperative Learning Project
The first day of class form a cooperative learning group of 3 or 4 persons. Meet to assign responsibilities as described below and to identify times when you can meet as a group.

Assign tasks 1, 2, and 3 each to a different group member. If you have 4 in the group, divided responsibility for item 2 or 3.

1. **Pro** - Identify the main claims or theses of “Learning from Gender Differences” by Stonehouse.
   Present your analysis to the group for their input and refinement. Provide group members with a refined copy of the claims—what Stonehouse is calling for.

2. **Contra** - Discover counter claims in the writing of Culver and Foe in *Women in Ministry: Four Views*.
   a. Identify the claims from Culver, which Stonehouse would oppose, based on what you find in “Learning from Gender Differences.” Present these to the group for refinement and distribute to group members a copy of the refined analysis.
   b. Identify the claims from Foe that Stonehouse would oppose, based on what you find in “Learning from Gender Differences.” Present these to the group for refinement and distribute to group members a copy of the refined analysis.
1. **Reply** – Counter or support the claims identified in steps 1 and 2 from the writing of Grenz, Hull, and class presentations. *(Continued on next page)*

   Identify claims from Grenz, Hull, and class presentations that counter or support the claims identified in steps 1 and 2. Present these to the group for refinement.

   Combine the refined version of the three or four documents into your group report. On the cover of the report list the names of group members and identify the producer of each document in the report.

   **Grading Criteria**

   - Grasp of the claims from Stonehouse
   - Grasp of claims from Culver and Foe
   - Grasp of claims from Grenz, Hull, and class presentations
   - Insightfulness of the discussion created between the authors.

   **Due June 15.**

**Church Visit**

On **June 14**, with class members, visit a church pastored by a woman.

**A Ten Page Paper**

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 approaches to 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** – further explore 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 others in your area of the church who are 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, or a women’s group which would allow them to discover some of the insights from this course which you believe the selected target audience needs to discover.

- **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.

- **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. This project would probably require work before the beginning of class.

- **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.
Quality of the biblical support for positions taken in the paper.
Significance of the material presented.
Insightfulness of the paper.

Due June 23.

Optional Project

Journaling. At least twice each week, reflect on your experiences as a woman or with women in the church and the impact of women on your formation. Journal your reflections and insights. Some possible reflection questions.
- 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?
- What experiences have I had with women in ministry?
- 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?

GRADING

The assignments will contribute to the grade as follows:
- Interview – 25%
- Pro-Contra-Reply Cooperative Learning Project – 25%
- Paper – 50%

Reading not completed will result in a lowering of the final grade.

All material is to be typed, double-spaced and written in inclusive language.
Type SPO number on the front of all papers.

COURSE SCHEDULE

Classes will meet June 8 – 18, 1999
9:00 – 11:30 AM Tuesday – Friday and 1:00 – 3:00 PM Tuesday – Thursday

Women in Church History

June 8 - Introduction
Sharing our stories
Women in the Church
Reading: Hull pp. 13 - 75

June 9 - Yentel
Reading: Clouse pp. 9 - 52
Reading: Stonehouse or Tannen
Women in Church History
   Reading: Grenz: pp. 7 – 62
   Reading: Additional reading on women in church history

The Bible on Women in Ministry

June 10 - Women in the Old Testament
   Reading: Grenz pp. 63 – 71, 142 – 172
   Reading: Hull pp. 76 - 128
Jesus and Women
   Reading: Grenz pp. 71 – 97
   Reading: Hull pp. 129 – 145
June 11 - Women in the New Testament Church
   Reading: Grenz: pp. 98 – 141.
   Reading: Clouse pp. 53-123
Feminist Theology
   Reading: God language articles

Contributions Women Bring to Ministry

June 16 - Women's Ways of Knowing and Valuing
   Male and Female Serving Side by Side
   Reading: Hull pp. 178 - 207
   Reading: Grenz pp. 173 – 198

The Woman's Real World of Ministry

June 17 - Women Experiencing Ministry
   Reading: Hull pp. 146-177
   The Issue of Ordination
   Reading: Hull pp. 208-232
   Reading: Grenz pp. 199 – 233.

June 18 - Wrap Up