CD 650 Tutorial in Christian Education: - Women, Development and the Journey

Chris Kiesling

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Recommended Citation
Course: CD650 W1 (SP 2009)
Title: Tutorial in Christian Education: - Women, Development & the Journey
Hours: 1.00
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Prerequisites: None

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Meetings:
On Friday, 03/06/2009 from 12:30p to 3:30p in AD302.
On Friday, 03/13/2009 from 12:30p to 3:30p in AD302.
On Friday, 04/17/2009 from 12:30p to 3:30p in AD302.
On Friday, 05/08/2009 from 12:30p to 3:30p in AD302.

Maximum Registration: 20
Catalog Description: For students with specialized interests/needs in selected areas of intermediate studies in Christian Discipleship. Consult syllabus for course requirements. See academic policy. May be repeated.

Objectives:

CAMPUS MINISTRY SEMINAR
WOMEN, DEVELOPMENT AND THE JOURNEY OF FAITH
CD 650 (1 CREDIT HOUR)
Spring 2008
This is the first time this seminar has been offered and hence exploratory in many ways. It would be presumptuous for me to attempt to teach about the subjective experiences of women. Rather, in this class I hope to provide a forum for discussion of developmental issues prominent at the interface of relationships, development and the meanings women derive and struggle through in their journeys of faith. This is a tentative syllabus, readings for the class are confirmed, but there may be some slight variation in assignments till class meets the first time.

Textbooks:

(Pick one of the following)
Josselson, R. *Revising Herself: The Story of Women’s Identity from College to Midlife. OR*


Assignments:
Relational Mapping:
Women’s development and spirituality is decidedly, if not uniquely, relational. Hence, one of the ways to process a woman’s journey of faith is through relational mapping. There are many ways to do relational mapping, but we will follow a simple approach, supplemented with developmental questions to ponder along the way. A part of the “written work” for this class is to have students draw, sketch, paint, or though some other medium symbolize the people who mattered to them at significant seasons through the life course. In other words, choose one of the most memorable times of your childhood. Think about who the significant people were in your life at that age and how you related to them emotionally and psychologically. As best you can, find a way of illustrating this that helps capture the sense of self you were deriving from having that person in your life. For example, if you use circles to represent people, overlap relationships that you felt close to or enmeshed with and distance those from whom you felt estranged or alienated from or abandoned by; or use colors to connote the kind of bond you felt; or name the dominant feeling you associate with a particular relationship. As needed, provide a narrative that explains your portrayal of this time of life and how these relationships shaped your journey of faith. Repeat this process for a salient period of your adolescence,
young adulthood, and if you place yourself beyond young adulthood your current season of life.

My hope is that sharing these relational maps can be part of what we share in class. The value is that others can often see things or bring to light aspects of your drawing that you were not even aware of. However, I do recognize that some things are too personal to share and are better honored if not displayed in public. So, these drawings can be kept from the eyes of others in the class.

**Paper:**
Write a 5-6 page reflection paper that incorporates the readings that are selected for this course. You may exercise some flexibility in which text you emphasize, but attempt to address each of them at some level in your paper. For example, if you found yourself identifying with one of Josselson’s pathways or Belenky’s ways of knowing, address how you identified with the considerations, anguish, commitments, voice and regrets women who fit this category exhibited. Or if you found yourself encountering (or promoting) beliefs or ideologies like those mentioned in James’ book that discourage women as theologians, tangle with these beliefs in your paper. You may write more than 5-6 pages, but not less, unless you have worked out an alternative with the professor. Send your paper to me no later than Dec 8. If you e-mail it or send it to the course icon, put your last name in the subject line and indicate that it is for the CD seminar.

First, consider what aspects of each reading seemed most salient to you as you read. Reference at least five narratives, issues, concepts, or quotes that you find significant in these readings and summarize why this is of particular importance to you. (e.g. name concrete experiences from these authors)

Second, connect these insights to your own story or to a situation that connects with or illuminates the major points in your reading. (reflective observations)

Third, generate a set of questions that this material evokes for you in your search for understanding, wisdom, and stewardship of the awareness you are gaining. In particular, think about what troubled you; what dissatisfactions you encountered over the way family, school, church, media, society socializes women; what you wish women and/or men could know about this topic; and how the church could be a better steward of the lives of women. (abstract conceptualization)

Finally, close the loop by considering what this material can become. Let your reflection move you to apply knowledge to a particular context. What are the implications of what I just read and what use will I make of this material? (active experimentation)

**On-line discussions:**
I fully anticipate that once discussions on these texts begin, we will find that there simply is not enough class time to process the issues to the depth we might desire. Therefore, utilizing the technology afforded us via Moodle we will keep several threaded discussions ongoing between class meeting times. The expectation will be for you to check this discussion at least weekly and to contribute to the conversation at least twice between each class meeting date.

**Dates the class will meet:**
As this class found its way into the course schedule at a late date, I have had to schedule things at peculiar times. So, this class is scheduled to meet four times on Friday from 12:30 til 3:30 on the following dates:

- February 27th
- March 13th
- April 17th
- May 8th

If one of these dates conflicts with your availability please notify me. I would anticipate teaching for about an hour, having a guest or panel discussion for about an hour, and then utilizing the remainder of the time to process pictures and class readings together. So come to class ready to contribute, letting your own journey become part of the exploration we will share.

**Bibliography that may hold interest and/or be referenced during class:**

- **Austin, I. (1999)** *Eve’s Daughters.*
- **Diamant, A.** *The Red Tent.*
- **Josselson, R.** *Finding Herself, Revising Herself or Playing Pygmalion: How People Create One Another.*
- **Labouvie-Vief, G. (1994),** *Psyche and Eros: Mind and Gender in the Life Course.*
- **Levinson, D.J. (1996)** *Season’s of a Woman’s Life.*
- **Monk Kidd, S.** *The Dance of the Dissident Daughter.*