GB 5693 01 Gender in Ministry  
Fall 2014  
Tuesday 5:00-8:00  
Lowry’s Home  
Rhonda Lowry and John York, Instructors

Syllabus

Note: Students should have read Paul Jewett, *Man as Male and Female*, in its entirety, by the second class period, August 26th.

**Course Description:** Although originally conceived as a course specifically for women in the Graduate Bible program, this course is open to both men and women. From the earliest disciples of Jesus to the present time, women have been vitally involved in the mission of the church. This course will examine the biblical, theological, and socio-cultural issues related to gender roles in ministry, missions and the local church. Special attention will be given to interpretive issues that help define perceptions of women and their roles of service in the local church context.

**Course Objectives:** This course is designed to affirm God’s gifts for ministry for both men and women in the Body of Christ. In seminar format, the instructors and students will seek understanding in the following areas:

1. Explore issues related to the theology of male and female as the image of God on earth from Creation to Christ's mission of reconciliation to the present cultural context.
2. Examine and discuss the major texts concerning women, men, and ministry in Scripture.
3. Examine the philosophical, theological, and hermeneutical questions that are inherent in this discussion.
4. Explore issues and challenges confronting women and men in a variety of contemporary cultural contexts.
5. Review current trends in church and culture that affect women, men, and their relationships in home, church, and ministry.
6. Encourage students to develop a Spiritual, Christ-centered paradigm for leadership and service.

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<thead>
<tr>
<th>Learning Objectives</th>
<th>How Delivered</th>
<th>How Assessed</th>
<th>Goals</th>
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<tbody>
<tr>
<td>Understand the meaning and implications for ministry of</td>
<td>Lecture, readings,</td>
<td>Class discussion, class</td>
<td>90% of class score</td>
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<tr>
<td>the most important biblical</td>
<td>Small group discussion</td>
<td>presentations, annotated</td>
<td>at least 80%</td>
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<td></td>
<td></td>
<td>bibliography, journal entries</td>
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<tr>
<td>Texts relating to women and men in ministry.</td>
<td>Research paper</td>
<td>Lecture, readings, media, small group discussion</td>
<td>Class discussion, class presentations, journal entries, research paper</td>
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<td>Accurately describe the various perspectives that have arisen in Christian history regarding women and men in ministry.</td>
<td>Lecture, readings, small group discussion</td>
<td>Class discussion, class presentations, annotated bibliography, research paper</td>
<td>90% of class score at least 80%</td>
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<td>Articulate a theological perspective encompassing the ministry of women in all contexts of Christian life and service.</td>
<td>Lecture, readings, small group discussion</td>
<td>Class discussion, class presentations, annotated bibliography, research paper</td>
<td>90% of class score at least 80%</td>
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<td>Demonstrate knowledge of the history of women's participation in service to God and the community of faith.</td>
<td>Lecture, readings, media, small group discussion</td>
<td>Class discussion, oral presentations, journal entries, research paper</td>
<td>90% of class score at least 80%</td>
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<td>Critically analyze contemporary needs of the church regarding gender, servanthood, leadership, and ministry.</td>
<td>Lecture, readings, media, small group discussion</td>
<td>Course discussion, class presentations, research paper</td>
<td>90% of class score at least 80%</td>
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<td>Demonstrate a commitment to unity within the wider body of Christ regarding the issues of gender, mission, and ministry.</td>
<td>Lecture, readings, media, small group discussion</td>
<td>Class discussion, class presentations, journal entries</td>
<td>90% of class score at least 80%</td>
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Course Measurements:

1. Students will read the assigned readings and make weekly journal responses to those readings. This journal will be turned in on November 25th.
2. Students will read additional books and articles on Gender in Ministry and develop an annotated bibliography of not less than 25 entries. Among these entries will be at least 5 sermons delivered by women. This resource is to be turned in for review and grade on November 4th.
3. Students will prepare 15-20 minute presentations based on the assigned readings that will be used to facilitate class discussion.
4. Students will write a major project paper presenting her/his understanding of the role of women in ministry of the church for the 21st century. 10-12 pages in length; due November 25th.

Grading:

<table>
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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Class Participation and presentations:</td>
<td>30%</td>
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<tr>
<td>Journal:</td>
<td>20%</td>
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<tr>
<td>Annotated Bibliography</td>
<td>20%</td>
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<tr>
<td>Major project paper</td>
<td>30%</td>
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Required Texts:


Clark, Elizabeth. Women In The Early Church (Liturical Press, 1983).

Cohick, Lynn H. Women in the World of the Earliest Christians (Baker Academic, 2009).

Jewett, Robert. MAN as Male and Female (Eerdmans, 1975).

McKnight, Scot. The Blue Parakeet: Rethinking How You Read the Bible (Zondervan, 2008).


Recommended Text:


Course Outline:

I. Introduction to Course
II. Introduction to the issues of women and ministry in Culture and Church today.
III. Issues of Interpretation
IV. Women in the Old Testament
V. Women in Ancient Cultures
VI. Women in the Gospels and Acts
VII. Women in Pauline Churches
VIII. Women in the Household Codes
IX. Women in the post-biblical church
X. Women, ministry, and postmodernity
XI. Concluding stories and reflections

Course Readings:

Week 1 – August 19
   Course Introductions
   Movie

Week 2 – August 26
   Jewett, Man as Male and Female

Week 3 – September 2
   Beck/Blomberg 19-119

Week 4 – September 9
   Beck/Blomberg 123-201
   Scholer 1-28

Week 5 – September 16
   Beck/Blomberg 203-261
   York: chapters on Interpretation

Week 6 – September 23
   Beck/Blomberg 263-346
McKnight 1-40

Week 7 – September 30
McKnight 41-152
Scholer, 56-79

Week 8 – October 7
McKnight 153-214
Robinson, 30-43
Judith and Susanna from *The Apocrypha*

Week 9 – October 14
Cohick, 19-132
Scholer, 80-98
Robinson, 1-29

Week 10 – October 21
Cohick, 133-224
Robinson, 43-48

Week 11 – October 28
Cohick 225-338
Scholer, 99-118

Week 12 – November 4
Scholer, pp. 150-187
Robinson, 49-80
Clark, 15-114

Week 13 – November 11
Clark 115-204
Robinson 81-95

Week 14 – November 18
Clark 156-258
Scholer 188-94
Miroslav Volf, “Gender Identity”

Week 15 – December 2
Barton, A Woman Called

**Contact Information:**
John York’s Office, Ezell 227
Phone #: 966-5838
Email: john.york@lipscomb.edu
Academic Integrity Policy:
This is a course designed to integrate one’s experience of the Gospel of Jesus Christ in such a way that, by word and deed, the gospel is proclaimed to others. For that reason, academic integrity and excellence in effort is expected of every student. As your instructors, we will deal with each student fairly and honestly. As students, you are expected to do your own work on tests and oral presentations unless we indicate that collaboration is allowed on a specific assignment. Penalties for integrity violations will range from failure on the assignment involved to failure in the course. As your instructors, we reserve the right to report violations to members of the administration. For clarification, refer to the university’s Code of Conduct (http://campuslife.lipscomb.edu/content.asp?SID=41&CID=306) and the Academic Integrity Policy (http://academics.lipscomb.edu/content.asp?CID=5329&SID=12).

Class Schedule Disruption Policy:
Except in the rarest of instances, Lipscomb University does not cancel classes or close offices. However, should an event (weather-related or otherwise) occur that requires disruption of the entire Lipscomb University class schedule, students will be notified via multiple venues including the Lipscomb homepage (www.lipscomb.edu), a text message sent through LU ALERT (http://lualert.lipscomb.edu), and the Lipscomb Weather Information Line (966-1836). For information on possible snow-related closures or “late starts,” students should consult local television stations (2-WKRN, 4-WSMV, 5-WTVF and 6-WZTV, and Channel 9 on campus). Students should look for information regarding “Lipscomb University,” not “David Lipscomb Campus Schools.”

Student’s Responsibility for Notification of Extended Absence:
In the case of individual absences, students should contact their professors directly. However, students who find themselves in circumstances which would cause them to miss classes for an extended period of time (e.g., missing a week or more of classes due to illness) should contact Steve Prewitt, Associate Provost for Student Academic Support, (steve.prewitt@lipscomb.edu; 615-966-5804). The Associate Provost for Student Academic Support will communicate the student’s situation to the appropriate faculty members. Students are expected to provide timely notification to the Associate Provost for Student Academic Support regarding any extended absence and may be required to provide supporting documentation for their absences.

Dropping the Course:
A student’s decision to stop attending class does NOT constitute dropping the course. A drop/add form (available in the Registrar’s office) must be signed by
the teacher and processed in the Registrar’s office before the drop is official. 
NOTE: If your name appears on the roster at grading time and you have not 
officially dropped the course, you will be assigned a grade based on the policies 
outlined in this syllabus.