

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	WOMEN AND MEN IN MINISTRY: PARTNERS IN CHRISTIAN LEADERSHIP LEAD 0643 / PAST 0643
Date and Time	JANUARY 11 – APRIL 5, 2021 MONDAYS 11:15 AM – 2:05 PM
Instructor	MARILYN DRAPER, PhD Telephone/voice mail: (416) 226-6620 Ext. 2185 Email: mdraper@tyndale.ca
Class Information	The classes will be livestreamed on Mondays 11:15 AM – 2:05 PM. Professor will send out Zoom link via class webpage. Students may participate in live-streamed office hours as posted below/on the course page. Office Hours: Professor will come on-line around 11 am and will stay after class to answer questions. Individual meetings can be arranged by appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

Introduces students to some of the myriad of ways in which gender may impact Christian ministry: from one’s self-identity as male or female, to constructing theological categories, to methods of biblical interpretation, to clarifying pastoral care issues, to greater sensitization

towards the joys and challenges of working together in a “sexualized society.” Along the way students will learn not only from biblical studies and theology, but also from the fields of sociology, biology, psychotherapy, anthropology, history, and psychology.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Recognize concepts and appropriately use terminology related to gender issues with an awareness of how these terms might be perceived in the church, in diverse Canadian cultures and global contexts. (Terms will include: complementarian, egalitarian, patriarchy, biblical feminism, androcentric, headship, gender stereotypes, and cult of domesticity).
2. Identify a Christian female leader (either historic or contemporary), describe her setting, and explain her rationale and approach to leadership, stating her relevance to Christian ministry in the 21st century.
3. Clarify key biblical texts that concern gender and clearly articulate an exegetical, theological, and/or historical explanation of one of the texts, providing insight into its applicability for mission in the contemporary Canadian and global context.
4. Reflect critically on the intersection of biblical studies, theology, and culture regarding women and men in ministry in relation to one’s own formation with the goal of integrating one’s calling and identity in Christ.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Mathews, Alice. *Gender Roles and the People of God: Rethinking What We Were Taught About Men and Women in the Church*. Grand Rapids: Zondervan, 2017. ISBN: 978-0-310529392

James, Carolyn Custis. *Malestrom: Manhood Swept into the Currents of a Changing World*. Grand Rapids: Zondervan, 2015. ISBN: 978-0-310325574

Strickland, Danielle. *Better Together: How Women and Men Can Heal the Divide and Work Together to Transform the Future*. Nashville: W Publishing, 2020. ISBN: 978-0785230151

Westfall, Cynthia Long. [*Paul and Gender: Reclaiming the Apostle’s Vision for Men and Women in Christ*](#). Grand Rapids: Baker Academic, 2016. ISBN: 978-0-801097942

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Haywood, Chanta M. [*Prophesying Daughters: Black Women Preachers and the Word, 1823-1913*](#). Columbia: University of Missouri Press, 2003.

Newson, Carol A., Sharon H. Ringe, and Jacqueline E. Lapsley, eds. [*Women's Bible Commentary*](#). Louisville: Westminster John Knox, 2012.

Pierce, Ronald W. and Rebecca Merrill Groothuis, eds. [*Discovering Biblical Equality: Complementarity Without Hierarchy*](#). Downers Grove: IVP Academic, 2005. ISBN-10: 0830866140

Taylor, Marion Ann and Agnes Choi, eds. [*Handbook of Women Biblical Interpreters*](#). Grand Rapids: Baker, 2012. Boston: Credo Reference, 2014. (551 pages)

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. ASSIGNMENTS AND GRADING

1. Livestream Class Participation and Forum Discussions: 10 % of final grade.

This assignment is related to all outcomes.

“Blessed is the student who invests the time necessary to read assigned texts in advance of class, who listens respectfully to the professor and other students in order to engage with questions and comments during class, and who takes time to reflect and interact with the Tyndale community after class!” As you read, make note of questions, thoughts, and observations in order to contribute to class discussions.

Basis of Grade: This mark will reflect attendance, in-class engagement (often in small break out groups), and occasional forums for interaction. You will also be asked to assess your completion of readings. Every absence or lateness will lower this grade and more than 3

unexcused absences are grounds for course failure. See the Academic Calendar for the excused absence policy. This requirement is relevant to all outcomes.

2. Women in Ministry Descriptive Essay and Presentation: 30% of final grade (25% on written work and 5% presentation) Length: 6-8 pages, plus 5 minute presentation

Due Date: Essay on February 8

Due Date: Presentation on March 15

For the purposes of this assignment, you are asked to identify a female Christian leader. First, describe her life and setting. Second, discuss her approach to leadership and her rationale for women's partnership in leadership. Finally, explain why you chose her and provide reasons to explain why you think she is significant for leadership and Christian mission today.

Summarize your findings in a five minute presentation to creatively share your conclusions with the class. Provide some sort of an audio or visual accompaniment for your presentation, such as a powerpoint image or short video clip. (5 minutes, an additional 3 minutes will be allowed for questions).

Basis of grade: All papers will be 12-font, double spaced, with 1 inch margins and footnotes and bibliography in Chicago style (see below, [G. General Guidelines for the Submission of Written Work](#)). You will be graded on the inclusion of all aspects of the assignment. The mark will be determined by the clarity and precision with which you provide a description of this leader and her setting, as well as the detail and analysis with which you explain her approach to leadership, and her contemporary significance. For the presentation, provide some type of audio or visual accompaniment. (Practice your presentation to ensure you keep to the 5 minute time limit). This requirement is relevant to outcome 2.

3. Research Essay on Biblical Passage Related to Gender: 30% of final grade Length: 10-12 pages

Due Date: March 22

In this paper, you will examine one of the biblical passages related to gender. You will explore this text biblically, theologically, and/or historically explaining your current understanding of the passage and why this finding is significant. The work will display exegetical depth, theological coherence and/or historical argumentation and will utilize at least six different sources. It will draw conclusions pointing to how this biblical passage is relevant in the lives of men and women seeking to live out the gospel in equal partnership as part of the contemporary Canadian church within its missional setting.

Basis of grade: All papers will be 12-font, double spaced, with 1 inch margins and footnotes and bibliography in Chicago style (see below, [Section G. General Guidelines for the Submission of Written Work](#)). Grading of the work will be determined by the specificity of the thesis, the use of reference material from at least six different sources, the clarity of argumentation, the use of appropriate terminology, and the addition of relevance to current context with an emphasis on missional engagement. This requirement is relevant to outcomes 1 and 3.

4. Reflection Paper on Leadership and Gender: 30 % of final grade Length: 10-12pages

Due Date: April 12

Engage in a process of theological reflection about yourself as male or female and your perspectives of gender partnership in Christian ministry in light of the course readings, lectures, and discussions (use at least 4 different sources). Consider:

- i) From where have you come?
 - What kind of gender leadership roles were modelled, accepted, and/or rejected in your past? Were these ascribed to nature (because of your sex) or nurture (because of influences on you)? What messages were you given in relation to being female or male?
 - What role does culture play? If helpful, tell about your family of origin: siblings, parents, grandparents, and any others of significance.
 - Reflect on the sphere of schooling into your teen years and beyond. How about in theological education?
 - Reflect on your Church experience in terms of male/female models, official teaching, explicit and implicit messages. Were there restrictions based on sex? What support was offered for those distinctions?

- ii) Where are you now?
 - What topics from the course have encouraged and/or stretched you?
 - How do you currently see yourself as a woman or man in leadership in your context? What questions remain?

- iii) What about the future?
 - What are your hopes for yourself and the church in terms of gender?
 - What cultural and contextual and gospel issues still need addressing? How do you envision gender and leadership in the future for the Canadian and global church?

Basis of grade: You do not need to answer every question from the above set. However, it is important that you provide a well-rounded reflection regarding your position on gender partnership in ministry based on your understanding before the course, your current understanding, how you are integrating the readings and classroom materials,

as well as your thoughts about the future, including questions that you still have about gender roles in ministry. Grading of the work will be determined by your clear organization, clarity of thought, depth of reflection, as well as connections to the topics and authors explored during the course. All papers will be 12-font, double spaced, with 1 inch margins and footnotes and bibliography in Chicago style (see below, [G. General Guidelines for the Submission of Written Work](#)). This requirement is relevant to outcomes 1 and 4.

Turnitin Text-Matching Software

Tyndale has a subscription to text-matching software called Turnitin. Assignments in the course will be submitted through Turnitin. This will happen automatically when assignments are submitted to the Assignment Box on the class webpage located on Moodle. Students do not need to subscribe to Turnitin before the class. (You may be asked to accept the End User License Agreement when you hand in your first assignment).

The software works by comparing text with documents submitted by other students, published works, and a range of other sources including online text and generates an originality report. Submissions are stored on a server in the United States and subject to potential review. The software does not make academic judgements about plagiarism; faculty will evaluate the originality report together with the submitted text and decisions about plagiarism will be made in accordance with Tyndale's academic policy.

Below is a useful resource:

- [Student Guide for Turnitin via Moodle course resource page](#)

E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Livestream Participation and Forum Discussions	10 %
Descriptive Essay and Presentation	30 %
Essay on Biblical Passage Related to Gender	30 %
Reflection Paper on Leadership and Gender	30 %
Total Grade	100 %

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:
 - A clear thesis and a straightforward line of argumentation
 - Evidence of research without over-reliance on any one source
 - Willingness to examine and be critical of your own views
 - Creativity
2. Unless otherwise indicated, full sentences and paragraphs are assumed in Times New Roman, Font 12 pt, with 1 inch margins. There should be no extra spaces between paragraphs, instead a new paragraph should be indented. The number of pages listed does not include the title page or a bibliography.
3. Footnotes are to be included in the works rather than endnotes. Appropriate use of reference material in Chicago citation style for footnotes and bibliography.

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

H. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week 1, (January 11): Introduction – “Not Just a Female Issue, also a Male Issue” -- Creating a New Lens and a New Paradigm for Women and Men To Partner Together in Christian Leadership – Why is it important to have a discussion concerning gender? Introducing relevant terms, overview of syllabus, requirements of course and expectations for the on-line classroom environment.

Reading: Introduction to *Malestrom*

Week 2, (January 18): “Hearing the Silenced Voices” -- Providing the Cultural and Historical Backdrop for Women and Men in Ministry – awakening to the voices of women interpreters and women preachers, including women of colour in the conversation

Required Reading: *Gender Roles*, 13-30

See also these readings on webpage

Section from *Prophesying Daughters: Black Women Preachers and the Word*

Chapter from *Discovering Biblical Equality*

Week 3, (January 25): “In the image of God” – Genesis 1 and 2: God splits the Adam – into two equal parts with the vision of a greater whole

Required Reading: *Malestrom*, 39-132; *Gender Roles*, 35-49

Week 4, (February 1): Women and Men in OT, Early Partnerships – biblical women you may not have previously noted – Deborah, Hannah, Ruth, Huldah, and more!

Required Reading: *Gender Roles*, 50-66; *Malestrom*, 133-205

Week 5, (February 8): Women in Jesus’ Ministry and in the Early Church – the gospel is “good news” for women and for men too!

Required Reading: *Gender Roles*, 67-96; *Paul and Gender*, 1-60

DUE: Assignment 2 – Women in Leadership Essay (Prepare Presentation for March 8)

Family Day Holiday (and then Reading Days): NO CLASS February 15

Week 6, (Feb 22): Paul and Gender – What was happening in Corinth and Ephesus, and what difference does it make?

Required Reading: *Gender Roles*, 97-158; *Paul and Gender*, 61-141

Week 7, (March 1): Paul and Theological Issues in Gender Studies – The Role of the Spirit and Eschatology, Developing a Theology of the Body, Calling and Vocation

Required Reading: *Paul and Gender*, 142-242

Week 8, (March 8): Women and Men in a Culture of Power, Paul and Authority in the Early Church and Repercussions for the Church Today

Required Reading: *Paul and Gender*, 243-315

Week 9, (March 15): Women in Church Leadership and their importance in mission and biblical interpretation

Required Reading: *Better Together*, Part 1, 3-26

DUE: Presentations will take place during class time (Based on paper due February 8)

Week 10, (March 22): Women and Men in Family, Business, Politics and Church – practical issues when balancing family, marriage or singleness, work, ministry and community involvement; setting a new vision for moving forward

Required Reading: *Better Together*, Part 1, 27-50

DUE: Assignment 3 -- Research Essay on Biblical Passage

Week 11, (March 29): Women are From Venus, Men are from Mars – Really? Gender through PreModern, Modernist and Postmodern lenses, Men as Allies and Partners in a sexualized context, pulling back and pulling forward

Required Reading: *Better Together*, Part 2

Week 12, (April 5): Thriving in Partnership – Women and Men Working Together and the Advancing of the Gospel

Required Reading: *Better Together*, Part 3

DUE April 12: Autobiographical Reflection on Gender and Leadership

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Selected bibliography will be posted to the class webpage during the course.