

*“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.”*

<b>Course</b>	<b>WOMEN AND MEN IN MINISTRY: PARTNERS IN CHRISTIAN LEADERSHIP</b> LEAD 0643 / PAST 0643 1S
<b>Date, Time, and Delivery Format</b>	JANUARY 10 – APRIL 3, 2024 Wednesday evenings, 6:45 PM – 9:35 PM SYNCHRONOUS ONLINE
<b>Instructor</b>	<b>MARILYN DRAPER, PhD</b> Telephone/voice mail: (416) 226-6620 Ext. 2185 Email: <a href="mailto:mdraper@tyndale.ca">mdraper@tyndale.ca</a>
<b>Class Information</b>	The classes will be livestreamed on Wednesday evenings from 6:45PM – 9:35 PM. Students may participate in live-streamed/in-person office hours as posted below.  Office Hours: Wednesday 4:00 PM – 5:00 PM. Professor will come online before class, around 6:30PM, and is also willing to stay after class to answer questions. Individual meetings (both in-person and online) can be arranged by appointment through email.  Zoom links will be posted on the class webpage on Moodle along with course material.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

“Women and Men in Ministry: Partners in Christian Leadership” 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 male and female gender issues with an awareness of how these terms might be perceived in the church, in diverse Canadian cultures, and global contexts. (Included terms: 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

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

Peeler, Amy. *Women and the Gender of God*. Grand Rapids: Eerdmans, 2022. ISBN: 978-0-8028-7909-7

Pierce, Ronald W. and Cynthia Long Westfall, eds. *Discovering Biblical Equality: Biblical, Theological, Cultural & Practical Perspective* (3<sup>rd</sup> edition). Downers Grove: IVP Academic, 2021. ISBN 978-0-9308-5479 (print) and ISBN 978-0-8308-5480-6 (digital) **[NOTE: Be sure to get the third edition of *Discovering Biblical Equality*. This edition is a complete reworking of earlier material.]**

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

## **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.

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

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

Tyndale recommends [www.stepbible.org](http://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 BLENDED COURSE REQUIREMENTS**

- Livestream attendance for the entire duration of the class 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
- Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
- A commitment to having the camera on to foster community building\*

\*exceptions with permission from professor

## **D. GUIDELINES FOR INTERACTIONS**

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca).

## E. 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 to better 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 where you will engage with course readings and lectures. In terms of attendance, every absence or lateness will lower your grade and more than 3 unexcused absences are grounds for course failure. See the Academic Calendar for the excused absence policy.

Forums emerge from discussion group questions assigned in class. On five occasions, the student will submit a 150 - 200 word response to interact with a question introduced in class and put on the class webpage. The purpose of the forum is to connect class material to the student’s own experience and encourages the student to offer one question that emerged from reflection course readings or the lecture or small group discussion. (Forums are marked as Pass/Fail).

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 7

Due Date: Presentation on March 13

For the purposes of this assignment, you are asked to identify a female Christian leader. First, describe her life and setting (1-2 pages). Second, discuss her approach to leadership and her rationale for women’s partnership in Christian leadership (4 pages). Finally, explain why you chose her and provide reasons to explain why you think she is significant for leadership and Christian mission today (1-2 pages). Pay attention to proper paragraph and grammatical construction. Include footnotes and bibliography (at least 4 sources) in Chicago style. Paper is due February 7 at 11:59pm.

On March 13 during class time, each student will present one aspect of the woman who is the subject of the paper. Summarize your findings in a five minute presentation to creatively share your conclusions with the class. (Spend approximately two minutes introducing the woman and three minutes to tell us why you think she is an important

example of Christian leadership). Provide some sort of an audio or visual accompaniment for your presentation, such as a PowerPoint image or short (30 second) video clip. (5 minutes for presentation, an additional 3 minutes will be allowed for one or two 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, [H. 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 20

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 H. 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. Paper is due: March 20 at 11:59 pm.

### **4. Reflection/Research Paper on Leadership and Gender: 30 % of final grade**

**Length: 10-12 pages**

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 six 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, [H. General Guidelines for the Submission of Written Work](#)). This requirement is relevant to outcomes 1 and 4. Paper is due: Friday, April 12 at 11:59 pm.

## GRADING RUBRIC

	A	B	C	D
Completeness	Addresses all parts of question; comprehensive response; submitted on time	Addresses all parts of question; somewhat Comprehensive; submitted on time	Addresses some parts of question; incomplete in some manner; or marks deducted for lateness	Misunderstands purpose of assignment; incomplete or irrelevant to course material
Clarity and Specificity	Clear and concise; grammatically correct with rare misspellings; provides introduction and logical sequence of thought, moves beyond generalities to specific arguments and illustrations	Clear, but can be more concise or precise; a few grammatical or spelling errors; generally follows a logical sequence from paragraph to paragraph, but may be lacking in detail or specificity	Somewhat clear, but with significant number of errors in spelling and grammar; too general; lacks logical cohesion	Unclear, poor spelling and grammar, makes over-generalized assumptions
Critical engagement with class material (lectures, readings)	Thoughtful; opinions and ideas are substantiated with class material and additional resources; active reflection; helpful questioning; obvious integration with one's ministry context	Thoughtful; opinions and ideas are occasionally substantiated with class material and outside resources; some reflection; some integration with one's ministry context	Less thoughtful; opinions and ideas are sometimes substantiated with class material, but lacks use of outside resources; insufficient reflection; less integration with one's ministry context	Opinions and ideas are not substantiated with class material; no reflection; no integration with one's ministry context

Style and quality of responses	Written in an engaging, scholarly manner, appropriate and accurate style in footnotes and bibliography	Written in an interesting manner, some mistakes or omissions with footnotes and bibliography	Harder to follow writing that is less engaging, many mistakes and/or omissions with footnotes and bibliography	Difficult to read and follow the train of thought, lacking in scholarship, footnotes or bibliography are lacking
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### Turnitin Text-Matching Software

Tyndale has a subscription to text-matching software called Turnitin. This software is used to ensure the originality of academic writing and to check that all of the sources used have been cited correctly. The instructor for this course will be using this software for the assignments that are submitted through your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca). When you submit your assignment, you will see a summary of your submission, which includes the file(s) that you submitted as well as a similarity report generated by Turnitin.

Below are some useful resources:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](http://classes.tyndale.ca) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

### F. 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.

### G. 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 %
Research Essay on Biblical Passage Related to Gender	30 %
Reflection/Research Paper on Leadership and Gender	30 %
Total Grade	100 %



## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

1. Your work should demonstrate the following characteristics:
  - An introduction and a straightforward line of argumentation
  - A thesis statement for the research essay
  - 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 [tip sheet, “Documenting Chicago Style”](#) (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 from the Chicago Manual of Style or reference the [tip sheet, “Citing Sources in Theology”](#).

### 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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

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](mailto:aa@tyndale.ca)) before proceeding.

## I. 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 10):** 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:** *Malestrom*, Introduction

*Discovering Biblical Equality* (3<sup>rd</sup> Edition), Introduction

**Week 2, (January 17):** “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:** *Discovering Biblical Equality* (3<sup>rd</sup> Edition), Chapters 1, 29, 30

See also reading on webpage

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

**Week 3, (January 24):** “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*, Chapters 1, 2, 3, 4, 5;

*Discovering Biblical Equality* (3<sup>rd</sup> Edition), Chapter 2

**Week 4, (January 31):** Women and Men in OT, Early Partnerships – biblical women you may not have previously noted – Deborah, Hannah, Ruth, Huldah, and more!

**Required Reading:** *Malestrom*, Chapters 6, 7, 8, 9;  
*Discovering Biblical Equality* (3<sup>rd</sup> Edition), Chapters 3, 4

**Week 5, (February 7):** Women in Jesus' Ministry and in the Early Church – God is not masculine. Jesus is a male Saviour with a human mother and invites disciples who are both male and female. How is this gospel "good news" for women and for men too?

**Required Reading:** *Discovering Biblical Equality* (3<sup>rd</sup> Edition), Chapter 5  
*Women and the Gender of God*

Section on webpage from *The Biblical World of Gender*

**DUE: Assignment 2 – Women in Leadership Essay, essay is due Feb 7<sup>th</sup> (Prepare Presentation for March 13)**

**Week 6, (February 14):** Paul and the men and women of the Corinthian Church

**Required Reading:** *Discovering Biblical Equality* (3<sup>rd</sup> Edition), Chapters 6, 7, 8, 13, 14, 16

**Family Day Holiday (and then Reading Days): NO CLASS February 21**

**Week 7, (February 28):** Paul and the Church in Ephesus

**Required Reading:** *Discovering Biblical Equality* (3<sup>rd</sup> Edition), Chapters 11, 22, 27, 28

**Week 8, (March 6):** Paul and Theological Issues in Gender Studies

**Required Reading:** *Discovering Biblical Equality* (3<sup>rd</sup> Edition), Chapters 9, 10, 18, 20, 21, 23

**Week 9, (March 13):** Women in Church Leadership and women's importance in history, in mission and biblical interpretation, student presentations

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

**DUE: Presentations will take place during class time (Based on paper due February 7)**

**Week 10, (March 20):** Creating a New Vision for Leadership and Life Together

**Required Reading:** *Discovering Biblical Equality* (3<sup>rd</sup> Edition), Chapter 26;  
*Better Together*, Part 1, 27-50

**DUE: Assignment 3 -- Research Essay on Biblical Passage, due March 20**

**Week 11, (March 27):** Creating a New Strategy for Leadership and Life Together

**Required Reading:** *Discovering Biblical Equality* (3<sup>rd</sup> Edition), Chapter 31;  
*Better Together*, Part 2

**Week 12, (April 3):** Thriving in Partnership – Women and Men Working Together and the Advancing of the Gospel

***Required Reading:*** *Better Together*, Part 3

**DUE Assignment 4: Autobiographical Reflection on Gender and Leadership, due April 12**

## **V. SELECTED BIBLIOGRAPHY**

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

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