"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."

Semester, Year	WINTER, 2027
Course Title	**WOMEN AND MEN IN MINISTRY: PARTNERS IN CHRISTIAN LEADERSHIP**
Course Code	LEAD / PAST 0643 1S
Date **Time** **Delivery Format**	From January 11, 2027 to April 12, 2027 Every Monday From 2:15pm to 5:05 pm SYNCHRONOUS ONLINE
Class information	The classes will be livestreamed on Monday from 2:15 to 5:05 pm.
Instructor **Contact Information**	**REV. MARILYN DRAPER, PHD**, Email: mdraper@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2185
Office Hours	I will stay online after the class each week. You can also make an appointment for a time that is more suitable for your schedule.
Course Materials	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.

I. COURSE DESCRIPTION

This course 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. Same as *LEAD 0643.*

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. Interpret 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. Examine the intersection of biblical studies, theology, and culture regarding women and men in ministry and formulate a reflective description of one's own formation with the goal of integrating one's calling, identity in Christ, and leadership.

III. COURSE REQUIREMENTS

A. REQUIRED READING

James, Carolyn Custis. *Malestrom: How Jesus Dismantles Patriarchy and Redefines Manhood*. Grand Rapids: Zondervan, 2015. ISBN: 978-0-310-13889-1

Pierce, Ronald W. and Cynthia Long Westfall, eds. *Discovering Biblical Equality: Biblical, Theological, Cultural & Practical Perspective* (3rd 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, print copy on hold in library

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Glahn, Sandra. *Nobody's Mother: Artemis of the Ephesians in Antiquity and the New Testament*. https://tyndale.on.worldcat.org/oclc/1389489227. Downers Grove: IVP Academic, 2023

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.

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

Taylor, Marion Ann and Agnes Choi, eds. *Handbook of Women Biblical Interpreters*. Grand Rapids: Baker, 2012. Boston: Credo Reference, 2014.

Tyndale recommends STEPBible – 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. 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, but do contribute to participation mark).

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 (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 8 at 11:59 pm.**

On **March 15** 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. 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, such as PowerPoint. (Practice your presentation to ensure you keep to the 5 minute time limit. This limit may be more flexible depending on number of students taking course). 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. 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 22 at 11:59 pm**.

4. Reflection/Research Paper on Leadership and Gender: 30 % of final grade. Length: 10-12 pages. Due Date: April 9

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?
- What is leadership to you? How do you exercise your leadership in your life, family, and church?

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 your church and 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. This requirement is relevant to outcomes 1 and 4. **Paper is due: April 9 at 11:59 pm.**

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	**Due**	**%**
Livestream Participation and Forum Discussions	Various	10 %
Descriptive Essay and Presentation	Essay: Feb 8 Presentation: Mar 15	30 %
Research Essay on Biblical Passage Related to Gender	Mar 22	30 %
Reflection/Research Paper on Leadership and Gender	Apr 9	30 %
Total Grade		**100 %**

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: *Malestrom,* Introduction
Discovering Biblical Equality (3rd Edition), Introduction

Week 2, (January 18)

"Hearing the Silenced Voices" -- Providing 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* (3rd Edition), Chapters 1, 22, 29, 30
See also reading on webpage. Section from *Prophesying Daughters: Black Women Preachers and the Word*

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,* Chapters 1, 2, 3, 4, 5;
Discovering Biblical Equality (3rd Edition), Chapter 2, 15

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: Malestrom, Chapters 6, 7, 8, 9;
Discovering Biblical Equality (3rd Edition), Chapters 3, 4

Week 5, (February 8)
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* (3rd Edition), Chapter 5;
Section on webpage from *Women and the Gender of God,* Chapter 5
Section on webpage from *The Biblical World of Gender*
DUE: Assignment 2 – Women in Leadership Essay, essay is due Feb 8, (Prepare Presentation for March 15)

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

Week 6, (February 22)
Paul and the men and women of the Corinthian Church
Required Reading: *Discovering Biblical Equality* (3rd Edition), Chapters 6, 7, 8, 13, 14, 16

Week 7, (March 1)
Paul and the Church in Ephesus
***Required Reading*:** *Discovering Biblical Equality* (3rd Edition), Chapters 11,
Further readings on Moodle from *Nobody's Mother*

Week 8, (March 8)
Paul and Theological Issues in Gender Studies,
Required Reading: *Discovering Biblical Equality* (3rd Edition), Chapters 9, 10, 18, 20, 21, 23

Week 9, (March 15)
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 14)

Week 10, (March 22)
Creating a New Vision for Leadership and Life Together
Required Reading*: *Discovering Biblical Equality (3rd Edition), Chapter 26, 27, 28; *Better Together*, Part 1, 27-50
DUE: Assignment 3 -- Research Essay on Biblical Passage, due March 25

Week 11, (March 29)
Creating a New Strategy for Leadership and Life Together
Required Reading: *Discovering Biblical Equality* (3rd Edition), Chapter 31; *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 Assignment 4: Autobiographical Reflection on Gender and Leadership, due April 9

V. SELECTED BIBLIOGRAPHY

Bibliography will be posted on class webpage.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- 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*

C. 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.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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 must review the policies and procedures regarding Artificial Intelligence (AI) outlined in Academic Calendar and consult guidance from their course instructors.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

Students should also consult the current Academic Calendar for polices and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Artificial Intelligence (AI)

Tyndale Seminary's Academic Calendar provides a definition and broad descriptions of types of Academic Dishonesty using AI.

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one's own name that is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of

gaining admission, credits, etc. … Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. (Seminary Academic Calendar, 2026/7, p. 173.)

AI programs are not adequate information sources for academic writing. Students should not use AI in academic writing without explicit permission from their course instructor. Given the tendency of AI programs to give inaccurate information and even falsify citations, students are cautioned against using AI prompts to begin researching or summarizing a topic. Instructors may deduct points from [or give a failing grade to] assignments for the improper use of AI sources. (Seminary Academic Calendar, 2026/7, p. 174.)

Students *may* use AI as an enhanced search engine, provided they are extremely careful about checking its sources. That means personally verifying texts and claims *every time* by clicking through to the source link or independently searching. This also means public information sources like Wikipedia are not satisfactory sources. We recommend using sites like Google Scholar or the variety of journal and research databases available with a Tyndale student ID.

Students *may* use AI to transcribe interviews, videos, or dictations of their own ideas when preparing for assignments. But they must read through the transcripts themselves and *manually* verify accuracy, make selections to quote, or edit for concision and clarity. This use of AI is reserved only for ideas that students have created themselves. Students may not submit course lectures, videos, or other course material to AI or any other software to transcribe, synthesize, annotate, or otherwise summarize course content.

Students *may not* use AI in any aspect of the planning and writing process for class assignments, including but not limited to early planning, ideas, outlining, argumentation, grammar, syntax, or phrasing. Struggling with all this is fundamental part of human learning. This struggle is precisely what develops writing ability and is essential to developing critical thinking and communication skills. If further clarification is required, students should ask their professors, not an AI assistant.

Students *may not* use Grammarly or similar AI copyediting programs, including Copilot in Microsoft Word. Tyndale students are expected to write with sophistication in English. Use of a LLM to edit/re-write/re-phrase/alter student work will be viewed as a breach of the Tyndale AI policy. Students should also be aware that many of these programs can/will change student ideas without permission or notification and should be careful to turn off any generative AI features in any software they use for course assignments.

Special Note:
Students should carefully discern and justify any use of AI tools. Convenience, efficiency, academic pressure, lack of time or even health issues are not sufficient reasons to rely on AI. If personal or external difficulties affect your work, you should first speak with your instructor

before using AI assistance. Your personal formation, theological reflection, and authentic engagement with the course remain the priority in completing assignments.

Some course professors may allow AI use for specific projects within specific limits. All Seminary syllabi (or course pages on Moodle) will contain guidelines for permitted uses of AI. When using AI for any professor-approved application in assignments, students should save all rough work and earlier versions of their assignments before editing. Students may be required to produce these versions on request. The name of the AI software used must be noted (Claude, ChatGPT, etc.) including the specific version number and model of that software, and the specific text of all prompts employed to get the results must be reported in the submitted assignment.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity (Guide, Video, Spectrum)

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 (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or

prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are
insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.