



TYNDALE

• SEMINARY •

Course Syllabus

WINTER 2019

**WOMEN AND MEN IN MINISTRY: PARTNERS IN CHRISTIAN LEADERSHIP
LEAD 0643 / PAST 0643**

JANUARY 16 – APRIL 10, 2019

WEDNESDAY, 6:45 – 9:45 PM

INSTRUCTOR: DR. MARILYN DRAPER, PHD

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Access course material at <http://classes.tyndale.ca/>

Course emails will be sent to your @MyTyndale.ca e-mail account only.

[Learn how to access and forward emails to your personal account.](#)

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.

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 key 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.
4. Reflect critically on the intersection of biblical studies, theology, and culture in relation to one's own formation with the goal of integrating one's calling and identity as a woman or man 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-10: 0310529392 (238 pages)

Spencer, Aida Besançon, et al. *Global Voices on Biblical Equality*. Eugene: Wipf & Stock, 2008. ISBN-10:1556350559 (218 pages)

Storkey, Elaine. *Origins of Difference: The Gender Debate Revisited*. Grand Rapids, Baker Academic, 2001. ISBN-10: 0801022606 (133 pages)

Westfall, Cynthia Long. *Paul and Gender: Reclaiming the Apostle's Vision for Men and Women in Christ*. Grand Rapids: Baker Academic, 2016. ISBN-10:0801097942 (315 pages)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

The following three books will be placed on hold in the library:

Newson, Carol A. and Sharon H. Ringe, eds. *Women's Bible Commentary*. Louisville: Westminster John Knox, 1998. (488 pages)

Taylor, Marion Ann and Agnes Choi, eds. *Handbook of Women Biblical Interpreters*. Grand Rapids: Baker, 2012. (551 pages)

Pierce, Ronald W. and Rebecca Merrill Groothuis, eds. *Discovering Biblical Equality: Complementarity Without Hierarchy*. Downers Grove: IVP Academic, 2009. ISBN-10: 0830828346 (507 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. ASSIGNMENTS AND GRADING

1. **Class Engagement (Preparation and Participation):** 10 % of final grade

Students are asked to prepare for each interactive class session by completing reading from the texts and other assigned readings. Come prepared to share based on your readings and your life experience.

Basis of grade: This mark will reflect attendance, in-class engagement, and completion of readings. (During the final week, students will be asked to fill out percentage of material read). 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: 8-10 pages, plus 5 minute presentation

Due Date Essay: February 13

Due Date Presentation: March 20

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 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 video clip.

Basis of grade: All papers will be 12-font, double spaced, with 1 inch margins (see below, F. 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:** 40% of final grade

Length: 12-15 pages

Due Date: March 27

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 eight 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.

Basis of grade: Grading of the work will be determined by the specificity of the thesis, the use of reference material from at least eight different sources, the clarity of argumentation, the use of appropriate terminology, and the addition of relevance to current context. This requirement is relevant to outcomes 1 and 3.

4. Autobiographical Reflections on Leadership and Gender: 20 % of final grade

Length: 8-10 pages

Due Date: April 15

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 topics in the course. 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?
- 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, and 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. This requirement is relevant to outcomes 1 and 4.

D. 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**.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Required Reading and Class Participation	10 %
Woman in Leadership Essay, plus Presentation	30 %
Research Essay on Biblical Passage	40 %
Autobiographical Reflections	20 %
Total Grade	100 %

F. 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
 - Appropriate use of reference material in Chicago citation style
 - 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 a title page or a bibliography. Footnotes are to be included in the works rather than endnotes.

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 College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [writing resources](#).

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 approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aa@tyndale.ca) before proceeding.

G. 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 16):

Introduction – Flourishing in a #MeToo World – Creating a New Paradigm for Women and Men To Partner Together in Christian Leadership – Why is it important to have a discussion concerning gender? Introducing gender studies, relevant terms, overview of syllabus, expectations of course and for the classroom environment.

Week 2, (January 23):

Women in Church Leadership Today – The Global Context

Women and Men in Family, Business, Politics and Church Around the World –

Reading: Spencer, *Global Voices on Biblical Equity*, 1-102

Week 3, (January 30): Women in Church Leadership Today – The Western and Canadian Context

Reading: Spencer, *Global Voices on Biblical Equity*, 103-218

Week 4, (February 6):

Women and Men in OT, Early Partnerships – biblical women you may not have previously noted

Reading: Mathews, *Gender Roles*, 13-66

On Website: Pierce and Groothuis, *Discovering Biblical Equality*, read Chapter 4 “Equality With and Without Innocence.”

Week 5, (February 13): Women in Jesus’ Ministry and in the Early Church – the gospel is “good news” for women

Reading: Mathews, *Gender Roles*, 67-96

Westfall, *Paul and Gender*, 1-60

DUE: Assignment 2 – Women in Leadership Essay (Prepare Presentation for March 20)

Reading Days: NO CLASS February 20

Week 6, (Feb 27): Paul and Gender – What was happening in Corinth and Ephesus, and what difference does it make?

Reading: Mathews, *Gender Roles*, 97-158

Westfall, *Paul and Gender*, 61-141

Week 7, (March 6): Paul and Theological Issues in Gender Studies – The Role of the Spirit and Eschatology, Developing a Theology of the Body, Calling and Vocation

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

Week 8, (March 13): Women and Men in a Culture of Power, Paul and Authority in the Early Church and Repercussions for the Church Today

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

Week 9, (March 20):

Women in Church History: Biblical Interpreters, Christian Women and Feminism

Reading: Pierce and Groothuis, *Discovering Biblical Equality*, read Chapter 1, Tucker, “The Changing Role of Women in Ministry,” 23-38

DUE: Presentations will take place during class time (Based on paper due February 13)

Week 10, (March 27): Women and Men in Family, Business, Politics and Church – practical issues when balancing family, marriage or singleness, work, ministry and community involvement; men as allies, helping women find their voice

Reading: Storky, *Origins of Difference*, 13-23

DUE: Assignment 3 -- Research Essay on Biblical Passage

Week 11, (April 3): Women are From Venus, Men are from Mars – Really? Gender through PreModern, Modernist and Postmodern lenses

Men as Allies and Partners in navigating power structures, Helping Women Find Their Voice

Reading: Storky, *Origins of Difference*, 25-86

Week 12, (April 10): Thriving in Partnership – Women and Men Working Together and the Advancing of the Gospel

Reading: Storky, *Origins of Difference*, 87-133

DUE April 15: Autobiographical Reflection on Gender and Leadership

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

Becker, Carol E. *Leading Women: How Church Women Can Avoid the Leadership Traps and Negotiate the Gender Maze*. Nashville: Abingdon, 1996.

Belleville, Linda L. *Women Leaders and the Church: Three Crucial Questions*. Grand Rapids: Baker, 2000.

Bilezikian, Gilbert. *Beyond Sex Roles: What the Bible Says about a Woman's Place in Church and Family*. Grand Rapids: Baker Academic, 3rd ed., 2006.

Bristow, John Temple. *What Paul Really Said About Women*. San Francisco: Harper & Row, 1988.

Cousins, Don. *Experiencing LeaderShift: Letting Go of Leadership Heresies*. Colorado Springs: David C. Cook, 2008.

Creegan, Nicola Hoggard, and Christine D. Pohl. *Living on the Boundaries: Evangelical Women, Feminism and the Theological Academy*. Downers Grove: IVP Academic, 2005

Edwards, Sue, Kelley Matthews, and Henry J. Rogers. *Mixed Ministry Working Together as Brothers and Sisters in an Oversexed Society*. Grand Rapids: Kregel, 2008

Hurley, James B. *Man and Women in Biblical Perspective*. Grand Rapids: Zondervan, 1981.

Kimel, Alvin F. *Speaking of the Christian God: The Holy Trinity and the Challenge of Feminism*. Grand Rapids: Eerdmans, 1992.

Lee Barnewall, Michelle. *Neither Complementarian nor Egalitarian: A Kingdom Corrective to the Evangelical Gender Debate*. Grand Rapids: Baker Academic, 2016.

- Lewis, Karoline M. *Five Keys to Unlock the Power of Women in Ministry*. Nashville: Abingdon, 2016.
- Lewis, Lynette. *Climbing the Ladder in Stilettos: 10 Strategies for Stepping Up to Success and Satisfaction at Work*. Nashville: Nelson, 2006.
- Lutz, Lorry. *Women as Risk-Takers for God: Finding Your Role in the Neighbourhood, Church, and World*. Grand Rapids: Baker, 1997.
- Scanzoni, Letha Dawson, and Nancy A Hardesty. *All We're Meant to Be: Biblical Feminism for Today*. 3rd ed. Grand Rapids: Eerdmans, 1992.
- Scott, Halee Gray. *Dare Mighty things: Mapping the Challenges of Leadership for Christian Women*. Grand Rapids: Zondervan, 2014.
- Sevier, Melissa Bane. "Support and Solidarity: How Clergywomen Create Healthy Connections." *Congregations* 30 no 3 (2004): 25-28.
- Sumner, Sarah. *Leadership Above the Line: A Character-Based Leadership Tool that Leads to Success for You and Your Team*. Carol Stream: Tyndale, 2006.
- Tucker, Ruth. *Women in the Maze: Questions and Answers on Biblical Equality*. Downers Grove: IVP, 1992.
- _____. *Black and White Bible, Black and Blue Wife: My Story of Finding Hope After Domestic Abuse*. Grand Rapids: Zondervan, 2016
- Tucker, Ruth and Walter Liefeld. *Daughters of the Church: Women and Ministry from New Testament Times to the Present*. Grand Rapids: Zondervan, 1987.
- Van Leeuwen, Mary Stewart, et al. *After Eden: Facing the Challenge of Gender Reconciliation*. Grand Rapids: Eerdmans, 1993.
- _____. *Gender and Grace: Love, Work and Parenting in a Changing World*. Downers Grove: IVP, 1990.
- _____. *My Brother's Keeper: What the Social Sciences Do (and Don't) Tell Us About Masculinity*. Downers Grove: IVP, 2002.