

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	BIBL 650
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Ken Cukrowski
2	Course Teacher	Ken Cukrowski
3	Course Title	Women in the New Testament
4	Course Abbreviation (if title is over 30 characters)	
5	College	College of Biblical Studies
6	Department	Graduate School of Theology
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	0
11	Maximum number of hours credit	3
12	Explanation for variable credit	NA
13a	Course contact hours - LEC	0
13b	Course contact hours - Lab	0
13c	Course contact hours - Practicum	0
13d	Course contact hours - Seminar	3
13e	Course contact hours - Studio	0
13f	Course contact hours - Online	0
13g	Course contact hours - Colloquium	0
13h	Course contact hours – Field Experience	0
13j	Course contact hours - Internship	0
13k	Course contact hours - Research	0
13m	Course contact hours - Workshop	0
13n	Course contact hours – Other (specify)	NA
14	Instructor Workload	3 hours credit
15	Grade Mode (check all appropriate):	X Standard ____ Credit/No Credit (undergrad only)
16	Maximum Enrollment	NA
17	Catalog Description (50 words or less)	The interpretation of the passages mentioning women in the New Testament based on a study of the historical, biblical, and the theological factors involved in the

		construction of gender
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	NA
19	List any co-requisites	NA
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	NA
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	NA
22a	How often will it be offered? Fall	
22b	How often will it be offered? Spring	Spring
22c	How often will it be offered? Summer	
23	Frequency? All, odd, or even years?	Odd
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2015
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	NA
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	No
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	Yes
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught. (Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	Yes; BIBL 640 Spring 2010 17 students Spring 2013 19 students; 5 audits
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept</i>	NA

	chair of existing course justifying the new offering in Section IV-D.	
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II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Elective MA in NT: NT elective MACM: text selection MDiv: text elective
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	This course addresses a relevant issue and provides a bookend to the Women in the OT course.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Graduate; no prerequisites
2	State the overarching course goal(s) in performance terms.	The interpretation of the passages mentioning women in the New Testament

2. Competencies and Measurements

	Competency	Measurement Instrument
1.	Evaluate the role of historical factors in the construction of gender	1. Reading report on <i>Handbook</i> 2. Reading reports (2) on MacHaffie 3. Reading report on <i>Half the Sky</i>
2.	Interpret the significance of Scripture in the depiction of gender	1. Reading report on article in <i>Discovering Biblical Equality</i> 2. Essay on a theology of gender 3. Evaluation of <i>Two Views</i>
3.	Evaluate the role of experience in the construction of gender	Reading report on Barton
4.	Integrate historical, textual, theological, and pastoral insights to articulate a response in a particular situation	Case Study

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Barton, Sara Gaston. *A Woman Called: Piecing Together the Ministry Puzzle*. Leafwood: Abilene, Tex., 2012.

Beck, James R., ed. *Two Views on Women in Ministry*. Revised ed. Zondervan: Grand Rapids, Mich., 2005.

Kristof, Nicholas D. and Sheryl WuDunn. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. Knopf: New York, 2010.

Love, D'Esta. "Why I Am I Afraid?" *Leaven* 4.2 (1996): 4-6.

MacHaffie, Barbara J. *Her Story: Women in Christian Tradition*. 2nd ed. Fortress: Minneapolis, 2006.

Pierce, Ronald W. and Rebecca Merrill Groothuis, eds. *Discovering Biblical Equality: Complementarity Without Hierarchy*. 2nd ed. IVP Academic: Downers Grove, Ill., 2005.

Taylor, Marion Ann, ed. *Handbook of Women Biblical Interpreters: A Historical and Biographical Guide*. Baker Academic: Grand Rapids, Mich., 2012.

Winter, Bruce W. *Roman Wives, Roman Widows: The Appearance of New Women and the Pauline Communities*. Eerdmans: Grand Rapids, Mich., 2003.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name: BIBL 650 Women in the New Testament

Primary Department

Lynn Sensing
Department Chair

11-11-14
Date

[Signature]
Dean of the College

11-11-14
Date

VI. Actions *Place all actions on one page.*

Course ID: BIBL 650

Course Title: Women in the New Testament

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ____ Denied ____ _____
College Dean or Director Date

Approved ____ Denied ____ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ____ Denied ____ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ____ Denied ____ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ____ Denied ____ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ____ Denied ____ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ____ Denied ____ _____
Provost Date

7. President of the University: (for all courses)

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

100

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

BIBL 6xx, Women in the

Reviewer

David Christianson

Developer

Ken Cukrowski

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☒ Semester and year
- ☒ Meeting time and place
- ☒ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☒ Phone numbers
- ☒ Email address
- ☒ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☐ Personal mission statement (optional)

Unique Christian Perspective

- ☒ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description
- ☒ Intended audience
- ☒ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

- ☒ Description of the types of activities students should expect in the course

Materials

- ☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☐ Extra credit opportunities (optional)

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☐ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

- ☒ Participation
- ☒ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☒ Exam dates
- ☒ Assignments
- ☒ Due dates and other deadlines (and late assignment/exam policy)

- ☒ Schedule of readings and topics
- ☒ Statement to reserve the right to modify the calendar as necessary

Any comments?

No further recommendations.

Submit

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Nov. 10, 2014

Ken Cukrowski
College of Biblical Studies

Re: Review of BIBL 6xx, Women in the New Testament

Dear Dr. Cukrowski,

Thank you for the submission of BIBL 6xx, Women in the New Testament. I reviewed the syllabus based on the ACU Syllabus Guidelines. Please review the attached list, which indicates whether items have been addressed.

You made all of the changes Berlin Fang and I suggested in our conversation this morning, and after another review, I have no further suggestions for this syllabus. Thank you for your excellent, thorough work.

This letter is not meant to be a final approval in the course application process. Instead it is intended as a reference which will be read by your department chair and members of the council, who may also have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University



LaCresha Longwell <lll08a@acu.edu>

Fwd: Course Number for Grad Class

Ken Cukrowski <cukrowskik@acu.edu>

Tue, Nov 11, 2014 at 9:47 AM

To: LaCresha Longwell <lacresha.longwell@acu.edu>, Tim Sensing <sensingt@acu.edu>

Here you go!

----- Forwarded message -----

From: **Ken Cukrowski** <cukrowskik@acu.edu>

Date: Mon, Nov 10, 2014 at 12:57 PM

Subject: Re: Course Number for Grad Class

To: Eric Gumm <gummj@acu.edu>

Eric,

Thank you so much!

I will propose the change so that there is a sequence of OT 649 and NT 650, because, well, the OCD in me likes that.

I appreciate your help, and I will send the new course on through the process, with the proposal for the new numbering for both courses.

Blessings,

Ken

On Mon, Nov 10, 2014 at 11:32 AM, Eric Gumm <gummj@acu.edu> wrote:

Ken,

Thanks for your question. Jessica and I both checked and BIBL 649 has not previously been used so it is available for this class.

However, in doing our research, I noticed that BIBL 650 has never actually been taught - it was approved and placed in the catalog but we have no record of it actually being taught after the council approved it. This is a unique situation so I am proposing what I think is a unique option for you - if you would like to keep the traditional sequencing of OT before NT, then you could change the number for the existing 650 class to 649 and then the new class could use the 650 number. If you are interested in that option, I believe you could write that change in a proposal to accompany the new course proposal and the two could be considered together. You certainly don't have to chose to do that - it just provides an option for you were you interested in doing so. This is ONLY an option because BIBL 650 has not actually been taught since being approved, so this would not normally be an option to even consider. Let me know if you have any additional questions.

In His Service,
EricDr. Eric Gumm
Registrar and Director of the First-Year Program and Academic Development
Abilene Christian University

ACU Box 29104
Abilene, TX 79699-9104

On Fri, Nov 7, 2014 at 1:38 PM, Ken Cukrowski <cukrowskik@acu.edu> wrote:
Eric,

I'm working on a new course application for BIBL 6xx "Women in the New Testament." The course will be an elective that students can select as a text course. In part, its companion piece is BIBL 650 Women in the Old Testament.

Since BIBL 651 is already taken, perhaps BIBL 649? Obviously, I'll leave the choice up to your discretion.

Let me know.

Thank you,

Ken

Cukrowski; Associate Prof.
 ACU Box 29400
 Office BI 204; Ext. 3700
 cukrowskik@acu.edu
 Fax: 325-674-3776

Abilene Christian University
 Spring 2015
 BIBL 650; 3 Credit Hours
 Thursday 3:00-5:50
 BI 250

WOMEN IN THE NEW TESTAMENT

Catalogue Description

The interpretation of the passages mentioning women in the New Testament based on a study of the historical, biblical, and the theological factors involved in the construction of gender.

Course Goals

The goals of the course are 1) to introduce the student to the Greco-Roman and Jewish culture of the first-century; 2) to examine the New Testament texts that treat women; 3) to reflect on the ways that Christians have responded to these texts throughout history; and 4) to synthesize and evaluate the relevant data in light of contemporary application.

Required Textbooks and Materials

1. Sara Gaston Barton, *A Woman Called: Piecing Together the Ministry Puzzle* (Leafwood: Abilene, Tex., 2012)
2. *Discovering Biblical Equality: Complementarity Without Hierarchy*. Eds. Ronald W. Pierce and Rebecca Merrill Groothuis, 2nd edition (IVP Academic, 2005)
3. *Handbook of Women Biblical Interpreters: A Historical and Biographical Guide*. Ed. Marion Ann Taylor (Baker Academic, 2012)
4. Nicholas D. Kristof and Sheryl WuDunn, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* (Knopf, 2010)
5. Barbara J. MacHaffie, *Her Story: Women in Christian Tradition* (Fortress, 2006; 2nd Edition)
6. *Two Views on Women in Ministry* (Zondervan, 2005; Revised Edition)

The reserve readings (indicated with an asterisk *) are found at the circulation desk of the library.

Audience, Prerequisites, Part of Curriculum

This course is appropriate for individuals in the M.A., M.A.C.M., and M.Div. programs. Requiring no prerequisite, this course provides a text elective for those wishing to deepen their understanding of women in the New Testament.

Class Format, and Evaluation

The course will explore the portrayals and activity of women through lectures, discussions, readings, presentations, film, and written assignments. Evaluation is based on performance on the written projects.

Course Requirements (9 Instruments; 2300 points)

Prepare the assigned readings and participate. If you know of scheduling conflicts, please contact me before the date you will miss. See **Competencies and Instruments** below for further details.

1. Turn in reading reports over the following four (4) readings:
 - The *Handbook of Women Biblical Interpreters* (due each week; worth 100 points),
 - One article in *Discovering Biblical Equality* (due the date in the syllabus; worth 100 points),
 - Barton's *A Woman Called* (due April 4; worth 200 points), and
 - *Half the Sky* (due May 2; worth 200 points).

For details about each report, see the descriptions under **Reading Reports** below.

2. Write a report (one page; double-spaced) on two (2) primary readings of the student's choice from MacHaffie. Name and analyze the historical factors that influenced the construction of gender and offer your critical evaluation. Worth 100 points each (due February 14, 21).
3. Write an essay (three pages; double-spaced) on the following questions:

“What is gender, theologically speaking? How is gender significant theologically, if at all? Explain your responses. Are there expressions of gender that are not biologically determined or socially constructed? Explain your response.”

Refer to and exposit relevant biblical texts as you explain your responses. Worth 300 points (due March 28).
4. Read *Two Views*. State the best argument for each view and articulate your response to each argument based on the interpretation of Scripture. Conclude with a summary of your own position (2 pages maximum total). Worth 200 points (due April 12).
5. A case study (six pages; double-spaced) on the application of this material. For details, see **Case Study** below. Worth 1000 points (due May 9).

Grading Scale (Based on 2300 points)

90-100%	A	60-69%	D
80-89%	B	0-59%	F
70-79%	C		

ACADEMIC INTEGRITY POLICY: Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

Class Policies

1. Prepare the assigned readings and participate. Preparation and participation is demonstrated through the responses to the readings and class discussion.
2. **I DO NOT ACCEPT LATE WORK.** Late work will receive an F (50). If you know of scheduling conflicts, please contact me before the date you will miss.
3. After two (2) unexcused absences, your final grade will be reduced five points for each additional absence; after four (4) unexcused absences, you will be dropped from the course (WF). Excused absences include illness, a school-sponsored trip, a death in the family, and the birth of a child. It is your responsibility to provide proof of an excused absence upon returning to class.
4. Make-up work is not allowed without the prior permission of the professor.
5. There are no extra credit assignments.
6. Academic dishonesty is grounds for dismissal from the course (WF). See the university policy at <http://www.acu.edu/campusoffices/provost>.
7. The professor reserves the right to modify the calendar as necessary.

The Americans with Disabilities Act (ADA) protects individuals with disabilities from discrimination. If a student requests accommodations under ADA, please notify the professor one week prior to the course. If needs arise during the course, please notify the professor as soon as possible. The professor will work to accommodate the student's needs.

Office Hours

Please call extension 3700 to schedule a time convenient for you.

Mission Statements

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

The mission of the College of Biblical Studies is to provide leadership preparation and resources for effective worldwide ministry in the cause of Christ.

The mission of the Graduate School of Theology is to equip men and women in effective ministerial leadership in a variety of missions and ministry contexts and to provide strong academic foundations for theological inquiry.

THINKING CULTURALLY, HISTORICALLY, AND HERMENEUTICALLY

1. Thursday, January 17

How is gender constructed?

- Introduction to the course
- Expectations; Our Social Location
- Cultural Expectations of Gender in Scripture

Student Preparation

- Barton, Dedication and Chapter 1
- *Handbook of Women Biblical Interpreters*, Introduction

2. Thursday, January 24

What was it like to be a woman in the first century?

Student Preparation

How do we read a text?

- Jewish Context
- Greco-Roman Context
- An Exercise in Hermeneutics

Student Preparation

- Winter, *Roman Wives, Roman Widows*, chapter 2
- Barton, Chapter 2

THINKING TEXTUALLY: TEN FUNCTIONS WOMEN PERFORM IN THE NT THINKING HISTORICALLY: TWO THOUSAND YEARS OF RESPONSE

3. Thursday, January 31

What do we see women doing in the NT?

- Female Deacons and Patrons
- Female Apostles and Ministry Teams
- Female Hosts of House Churches

Student Preparation

- Winter, *Roman Wives, Roman Widows*, chapter 9
- Barton, Chapter 3

4. Thursday, February 7

What do we see women doing in the NT?

- Female Coworkers and Laborers
- Female Prophets
- Female Prayer and Teachers

Student Preparation

- Linda L. Belleville, "Women Leaders in the Bible," in *Discovering Biblical Equality*, 110-125
- Barton, Chapter 4

5. Thursday, February 14**How does history influence practice?**

- MacHaffie, Chapter 1
- MacHaffie, Chapters 2-3
- MacHaffie, Chapters 4-5

Student Preparation

- MacHaffie, *Her Story: Women in Christian Tradition*, Chapters 1-5
- Barton, Chapter 5
- Reading Report on MacHaffie due

6. Thursday, February 21**How does history influence practice?**

- MacHaffie, Chapter 6-7
- MacHaffie, Chapter 8-9
- MacHaffie: Summary and Conclusions

Student Preparation

- MacHaffie, *Her Story: Women in Christian Tradition*, Chapters 6-9
- Barton, Chapter 6
- Reading Report on MacHaffie due

THINKING TEXTUALLY: THREE KEY PASSAGES
Can we be faithful to Scripture and inclusive?

7. Thursday, February 28

- Exploring 1 Corinthians 11:2-16

Student Preparation

- Gordon D. Fee, "Praying and Prophesying in the Assemblies: 1 Corinthians 11:2-16," in *Discovering Biblical Equality*, 142-160
- Barton, Chapter 7

8. Thursday, March 7

- Understanding 1 Corinthians 14:34-35

Student Preparation

- Craig S. Keener, "Learning in the Assemblies: 1 Corinthians 14:34-35," in *Discovering Biblical Equality*, 161-171
- Barton, Chapter 8

Thursday, March 14 SPRING BREAK

9. Thursday, March 21

- Unraveling 1 Timothy 2:8-15

Student Preparation

- Linda L. Bellville, "Teaching and Usurping Authority: 1 Timothy 2:11-15," in *Discovering Biblical Equality*, 205-223.
- Barton, Chapter 9

THINKING THEOLOGICALLY

10. Thursday, March 28

What is gender, theologically speaking?

- Interpreting Galatians 3:28
- What about creation and the Fall?
- What about God? What about Jesus?

Student Preparation

- Gordon D. Fee, "Male and Female in the New Creation: Galatians 3:26-29," in *Discovering Biblical Equality*, 172-185
- Joan Burgess Winfrey, "In Search of Holy Joy: Women and Self-Esteem," in *Discovering Biblical Equality*, 431-447
- Cynthia Neal Kimball, "Nature, Culture and Gender Complementarity," in *Discovering Biblical Equality*, 464-480
- R. K. McGregor Wright, "God, Metaphor and Gender: Is the God of the Bible a Male Deity," in *Discovering Biblical Equality*, 285-300
- Barton, Chapter 10
- Essay on gender due

11. Thursday, April 4

What is the role of experience?

- Reflection on Barton, *A Woman Called*
- Panel at the Christian Scholars Conference (2009)
- Half the Church podcasts

Student Preparation

- Barton, Chapters 11-13
- "D'Esta Love, "Why I Am I Afraid?" *Leaven* 4.2 (1996): 4-6.
- Listen to "Episode 100: She is Called" at <http://halfthechurch.wordpress.com/htc-podcast/>
- *Two Views on Women in Ministry*, Chapters 1-2 (for next week)
- Reading Report on Barton due

12. Thursday, April 11**Which view best accounts for the NT evidence?**

- Complementarian or egalitarian?
- What about OT priests and the twelve apostles?
- What about marriage?

Student Preparation

- *Two Views on Women in Ministry*, Chapters 3-4
- Stanley J. Grenz, "Biblical Priesthood and Women in Ministry," in *Discovering Biblical Equality*, 272-286
- Aida Besancon Spencer, "Jesus' Treatment of Women in the Gospels," in *Discovering Biblical Equality*, 126-141
- I. Howard Marshall, "Mutual Love and Submission in Marriage: Colossians 3:18-19 and Ephesians 5:21-33," in *Discovering Biblical Equality*, 186-204
- Judith K. Balswick and Jack O. Balswick, "Marriage as a Partnership of Equals," in *Discovering Biblical Equality*, 448-463
- Evaluation of *Two Views* due

THINKING PASTORALLY**13. Thursday, April 18****How does change occur?**

- Film: "Iron-Jawed Angels" (123 minutes)
- The Sociological Aspects of Change

Student Preparation

- *Half the Sky*, Introduction and Chapters 1-3
- "How Change Happens: Reflections on Gender-Inclusive Churches"

14. Thursday, April 25**How are others dealing with this issue?**

- Documentary Film: "The Mosque in Morgantown" (76 minutes)
- Diffusion of Innovation
- Action: Two Ideas; "Scaffolding"

Student Preparation

- *Half the Sky*, Chapters 4-7
- Mimi Haddad and Alvera Mickelsen, "Helping the Church Understand Biblical Equality," in *Discovering Biblical Equality*, 481-493

15. Thursday, May 2**What is the worldwide context?**

- *Half the Sky*: Video
- *Half the Sky*: Key Issues
- What will I do?

Student Preparation

- *Half the Sky*, Chapters 10-14 and Appendix
- Reading Report on *Half the Sky* due

16. Thursday, May 9**What would *you* do?**

- Case Study
- Female Elders
- Application: What Conversations Sound Like (6 Examples)

Student Preparation

- Case Study due

Reading Reports

1. For each week, read about the lives of twelve women (in alphabetical order) in the *Handbook of Women Biblical Interpreters* and follow the directions below (one 3X5 card; due each week).
 - Select one “most remarkable woman” each week and indicate why you chose her paying attention to her historical context; that is, tell me what wowed, surprised, or moved you.
2. Read and respond to one article in *Discovering Biblical Equality*. I’m looking for critical thinking and personal engagement. See my explanation below (one page; double spaced; due the date in the syllabus)
3. Read Barton’s *A Woman Called* and answer the following questions (two pages; double-spaced). Due April 4.
 - What is the most important thing that you would like to say to Barton?
 - What question would you most like to ask her?
 - How do you think that she would answer your question?
 - How are you different after reading her story (e.g., what you know, do, value, etc.)?
4. Read Kristof and WuDunn’s *Half the Sky* (xi-130, 167-252) and answer the following items (two pages; double-spaced). Due May 2.
 - Select one issue and offer your “solution,” detailing at least one action you will do (1 page).
 - How are you different as a result of reading this book? Give at least one example from each category: know, do, and value (1 page).

Reading Reports: Guidelines for Writing

In your responses, I am looking for critical thinking and personal engagement based on a close reading of Scripture and the assigned texts. The Q & A that follows is not intended to be comprehensive, but I do hope that it is helpful.

1. For the purpose of these reports, what is critical thinking? By the way, not every one of these items will be relevant to every part of every report; use your judgment.
 - Reflection on presuppositions and implications
 - Balance in your argument
 - Precision in your language
 - Analysis (breaking down an idea/argument/text into its parts)
 - Synthesis (discerning the connections among diverse, even seemingly contradictory, claims)
 - Evidence to support your claims
 - Evaluation of ideas (noting strengths and weaknesses)
 - Description of the significance of your observations
 - Specific examples showing the application of your ideas

2. For the purpose of these reports, what is personal engagement?
 - What are the stakes for you (personally, intellectually, theologically, etc.)?
 - How are you different after reading and thinking about this assignment?
3. What do I mean by “a close reading”?
 - Attention to detail: wording, structure, argument, etc.
4. What should I avoid?
 - Restating, paraphrasing, or describing the content (I’ve already read it)
 - Making observations without indicating the significance (e.g., “This word is only used in Luke.”)
 - Making claims without citing evidence
5. What other sources should I use?
 - It will depend on each assignment; explore our library.
 - You may need to use a concordance to find relevant biblical evidence.

Competencies and Instruments

	Competency	Measurement Instrument
1.	Evaluate the role of historical factors in the construction of gender	1. Reading report on <i>Handbook</i> 2. Reading reports (2) on MacHaffie 3. Reading report on <i>Half the Sky</i>
2.	Interpret the significance of Scripture in the depiction of gender	1. Reading report on article in <i>Discovering Biblical Equality</i> 2. Essay on a theology of gender 3. Evaluation of <i>Two Views</i>
3.	Evaluate the role of experience in the construction of gender	Reading report on Barton
4.	Integrate historical, textual, theological, and pastoral insights to articulate a response in a particular situation	Case Study

Case Study: Women in the NT

As the group settled into the chairs around the table, the tension was high. Earle, representing the elders of the First Street congregation, convened the meeting: "I'm glad that we'll have a chance to hear from all of you. I have asked each of you to read a prepared statement so that we all know what everyone else is thinking. I have invited a theological consultant to speak with each of you privately for ten minutes; the consultant will recommend a course of action to me in two days. First, we'll eat our dinner together and then read our statements. After your statements, we'll share some pie while the consultant meets briefly with each of you."

Arnold

I have been waiting for change for a long time. Seriously, how many years do I have to hear, "We think men and women are equal before God" but we don't do anything about it? Yes, Fiona is our children's minister and we've had a female youth intern, but women don't do *anything* in our services. So, I have decided to leave First Street and start a new congregation. I know that several other members feel the same way that I do. Since we wouldn't and don't treat other races this way, I don't understand how we can treat women as unequal, given the parallel phrases "Jew and Greek" and "male and female" in Galatians 3:28; I just don't see how Galatians 3:28 is only about "equal access to salvation," as some people are saying.

Barbara

I have been here longer than anyone else here, and I've seen a lot of changes in this church. We need to be patient; change does not happen quickly. Don't be naïve; think about how long it took for changes in slavery and women voting in the US. Plus, there are a lot of new folks here, folks who weren't here for our study about women ten years ago; they are hearing about these ideas for the first time. If we push for immediate change, then we will be more destructive than helpful. I will not be the cause of a church split because I know that God values unity. We need to study the issue, be guided by Scripture, and implement the changes we agree on.

Chuck

I think that we have been doing things the right way. I cannot support many of the changes that I hear from people. I'll just name them. First, I can't get around the statement "I don't permit a woman to teach or have authority over a man" in 1 Timothy 2. If you can explain that passage to me, then I'm willing to have women do more things in church. But, it seems pretty clear to me; there's a command, and it's supported by an appeal to creation. Second, I don't see how you can argue for women elders.

Dorothy

I'm not going to leave; this is my church too. However, this is what I am going to do. I am going to organize a protest day. In two weeks—on May 15th—I will not sing; I will not pass trays down my row; I will have a piece of pink duct tape over my mouth to symbolize the silencing that this church has inflicted on women; and I will encourage all the women of the congregation to do the same. I am submitting an editorial for the Riverdale Reporter and inviting a TV crew from KRRC to cover our protest. Our church's silence is *de facto* support of the status quo, and I cannot remain silent and inactive any longer.

Instructions:

1. As the theological consultant, tell how you would respond to each of the four members of the group.
 - What are the strengths and weaknesses of Arnold's decision to leave and his appeals to Galatians 3:28?
 - Evaluate Barbara's proposal to be patient and to uphold unity.
 - Explain 1 Timothy 2:11-14 to Chuck and offer your understanding about women functioning as elders.
 - Do you agree with Dorothy's decision? Explain your response. What else could Dorothy do?
2. Recommend a course of action to Earle.

Research and Writing Requirements

In your treatment of Galatians 3:28 and 1 Timothy 2, you must have at least three secondary sources (commentary or journal article) beyond our readings. Demonstrate critical thinking, cite evidence for your claims, and found your conclusions on theological commitments (6 pages, double-spaced, due May 9).

