**WBU Flame Logo

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**WBUOnline**

**School of Christian Studies**

**Wayland Baptist University Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

**THST 4341 Women in Ministry**

**Summer 2023**

**Lori Brown**

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**Adjunct Instructor, virtual office only: schedule appointments via email or Blackboard**

**Catalog Description:** 3 hrs - A survey of the historical traditions and present contexts of women’s roles in ministry by exploring biblical evidence, theological underpinnings, historical responses, and spiritual and practical implications within the church.

**Prerequisite:** RLGN1301 and RLGN1302.

**Required Textbook and Resources**:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Title** | **Editor/Author** | **Publisher** | **Ed** | **Year** | **ISBN** |
| *Gender Roles and the People of God: Rethinking What We Were Taught About Men and Women in the Church* | Alice Matthews | Zondervan | 1st | 2017 | 978-0310529392 |
| *The Making of Biblical Womanhood: How the Subjugation of Women Became Gospel Truth* | Beth Allison Barr | Brazos Press | 1st | 2021 | 978-1587434709 |

\*Additional articles & resources will also be assigned. These will be available on Blackboard.

**This course includes an Automatic eBook.  Opt out date is the 8th day of class (second Monday of the session).  Click on the menu link for more details.**

**Optional Materials:** None

**Course Outcome Competencies**:

1. Demonstrate knowledge of the broad movements of women’s involvement in ministry and various definitions of ministry in relation to women throughout Christian history
2. Compare and contrast differing doctrinal positions regarding women in ministry and the diversity of biblical passages that form the foundation for these doctrinal positions
3. Articulate an understanding of how the Bible, theology, and history affects the practice of women doing ministry and how the intersection of these aspects affect the Church and women spiritually

**Attendance Requirements**: As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings and turn in work by posted due dates.  Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

**Plagiarism and Academic Dishonesty**: <http://catalog.wbu.edu/content.php?catoid=7&navoid=446>

**Disability Statement**: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.”

**Course Requirements and Grading Criteria:**

* **Course Module Assignments:** The majority of the course will consist of finishing the weekly course modules and completing all of the assignments associated with each one. Each course module will include multiple instructive and/or evaluative elements to complete. These assignments may include a mixture of several of the following for each module: readings, discussion boards, videos, activities, and reflections related to the course material. All assignments in the weekly course modules will be due each Sunday at 11:59pm. Completing the course module assignments comprises 60% of the final course grade. Because of the frequent need for interaction with each other on discussion-related assignments, no late course module assignments will be accepted.
* **Final Position Paper:** After the completion of course modules, each student will develop a personal position paper on the role of women in ministry and leadership of the church. Students will reference course material on interpretation of biblical passages, women in Christian history, and current positions and realities for women in ministry in supporting their position, connecting it to the position of others, and discussing the consequential effects of their position on the church. Final position papers will be 4-6 pages (double-spaced, 12pt Times New Roman font and 1” margins) and are worth 20% of the final course grade. Final position papers will be graded on content and supporting documents of the chosen position, and weight will also be given to formatting and grammar.
* **Research Paper:** Each student will prepare a research paper which will be due the final week of the course. Students will have their choice of research topics which can include exegetical study of related biblical passages, or a particular woman/women/or topic from Christian history (can be modern history if desired). Topic will be chosen in consultation with the professor and must be submitted by the 3rd week of the course. The research paper will be 8-10 pages, must utilize at least 10 academic research sources, and must follow appropriate formatting guidelines found in the course documents on Blackboard. Research papers will be due the final week of the course and are worth 20% of the final course grade. Research papers will be graded on their coherent presentation of academic and relevant research, relation research to current issues, and weight will also be given to formatting and grammar.
* **Grading Scale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course Module Assignments | =60% |  | 90-100% | =A |
| Final Position Paper | =20% |  | 80-89% | =B |
| Research Paper | =20% |  | 70-79% | =C |
|  | 100% |  | 60-69% | =D |
|  |  |  | <60% | =F |

**Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the vice president of academic affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.**

**Tentative Schedule**:

Week #1

* Defining the framework
* Class introductions
* Read Mathews: Chapter 1
* Read Barr: Introduction and chapters 1-3
* Blackboard discussion question

Week #2

* Read Barr: Chapters 4-8
* Begin thinking about/researching topic for research paper
* Blackboard discussion question

Week #3

* Read Mathews Part 1
* Blackboard discussion question
* Turn in research paper topic and at least 3 sources you plan to use

Week #4

* Read Mathews Part 2
* Blackboard discussion question
* Work on research paper

Week #5

* Read Mathews Part 3
* Blackboard discussion question
* Work on research paper

Week #6

* Research Paper Due

Week #7

* Watch master’s level presentation videos and respond
* Blackboard discussion question

Week #8

* Final Position Papers Due

**\*Important Note to Students Enrolling in this Course:**

This course will include material on which there is currently intense, and sometimes divisive, debate within various circles of the contemporary church. In an academic course, consideration of all sides is expected and disagreement welcome. However, inappropriate, demeaning, or chastising comments or discussion will not be tolerated. Therefore, all students who decide to enroll in the course are expected to engage the course with an open mind and willingness to learn and engage others, even those with whom they disagree.