



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

PTH790 — Women Clergy in Leadership (Module) Summer 2011

Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at <http://support.nts.edu>.

- NTS Mission Statement & Purpose and Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

Instructor Information

Professor: Judith Schwanz, Ph.D.

Course Narrative & Rationale

Very often in the past, programs for women in ministry have focused on identifying the roadblocks women face and have attempted to remove those roadblocks — a focus on the negative. This approach has produced moderate results: some valuable publications and modest increases in the number of women appointed or called to church leadership positions.

This course is structured around a positive, proactive approach to the issue of women's leadership in the church. Appreciative Inquiry-based interviews with women presently in ministry roles, and the stories of female leaders in church history will reveal personal characteristics, life skills, strengths, and virtues which have enabled those women to overcome resistance to their leadership. The strengths and virtues identified in this research form the foundation for a model of leadership development to nurture resiliency and success for women in church and ministry settings.

Degree Objectives

This course meets the following Objectives of the MDiv Degree Program:

1. The development of wisdom and discernment through engagement with the intellectual challenge of the literature of the Christian faith, by the critical, scholarly study of the history and theology of Christianity, and of the literature and practices of Christian spirituality, ethics and ministry.
2. The growth of mature self-awareness and self-understanding as flawed human beings, reconciled to God and to each other within the Christian community, who are being transformed into the perfect likeness of Christ, filled with his Spirit, and gifted for the service of humanity.
3. The cultivation of gifts for ministry into competent skills and practices in worship and preaching, teaching and discipleship, care and counseling, evangelism and missions, administration and servant-leadership.
4. The investigation of human society, thought and culture in order to articulate clear and coherent views of the context of the mission of the Church, and to develop an understanding of the Church as the community of faith with a passion for the gospel engaging in mission to different cultures.

Course Outcomes

At the conclusion of this course, the student will be able to:

1. Demonstrate an understanding of the Appreciative Inquiry process and its use in the context of the Church. (AI interviews and reports)
2. Reflect on her/his personal strengths and areas of needed growth in leadership and ministry. ("My Story" reflection paper)
3. Articulate a Biblical and theological understanding of women's gifting, calling and service for Christian ministry. ("My Story" reflection paper, devotional presentation)
4. Demonstrate increased knowledge of the history and tradition of women's leadership in the Wesleyan-holiness movement. (Biography paper)

Church of the Nazarene COSAC Competencies

CN27 Ability to identify the formative influences of the American Holiness Movement and the Church of the Nazarene (Biography)

CH10 Ability to demonstrate a realistic self-understanding including personal strengths, gifts, weaknesses, and areas of needed growth ("My Story" paper)

CH13 Ability to describe and cultivate healthy interpersonal relationships through personal communication skills, conflict resolution skills, nurturing relational strategies for marriage/family, and congregational interaction (AI Interviews and Reports, "My Story" paper)

Required Texts & Course Materials

Branson, Mark Lau, *Memories, Hopes and Conversations: Appreciative Inquiry and Congregational Change*. Herndon, VA: The Alban Institute, 2004.

Hull, Gretchen Gaebelien, *Equal to Serve: Women and Men Working Together Revealing the Gospel*. Grand Rapids, MI: Baker Books, 1991.

LaCelle-Peterson, Kristina, *Liberating Tradition: Women's Identity and Vocation in Christian Perspective*. Grand Rapids, MI: Baker Academic, 2008.

Morse, MaryKate, *Making Room for Leadership: Power, Space and Influence*. Downers Grove, IL: IVP Books, 2008.

Willhauck, Susan and Jacquelyn Thorpe, *The Web of Women's Leadership: Recasting Congregational Ministry*. Nashville: Abingdon, 2001.

Recommended Texts & Course Material

Wynkoop Center Bible Studies – to be made available in class.

Ablaze With Love video, Janine Tartaglia Metcalf.

Course Outline

1. What Works?
 - a. The art of Appreciative Inquiry – listening to others' stories
 - b. Sharing our stories
2. What does leadership look like?
 - a. Is there a “women's way of leading?”
3. Learning from Scripture – God's story
 - a. Women in the Old Testament
 - b. Women in the New Testament
4. Learning from History
 - a. Women in Church History
 - b. Women in the Holiness Movement

Course Assignments & Requirements

Pre-module assignments

1. Text reading – to be prepared for in-class discussion and activities, the student should read *all* texts according to the course calendar.
2. On-line (Moodle) introduction and participation in discussion forums of the text reading. (10% of course grade)
3. Appreciative Inquiry interview and report #1 – student will interview one woman serving in a clergy/church leadership position, using the Appreciative Inquiry questions and model posted on Moodle. The student will write a 3-4-page summary of the interview and discussion of the themes that emerge from it. (15% of course grade) [Outcome #1, COSAC CH13]

Module assignments

4. Active participation in class discussion and small group activities. This includes a 500-word written reflection on each textbook, posted to Moodle discussion forums (10% of course grade)
5. Devotional presentation – Prior to the module, each student will choose one Bible study session from the Wynkoop Center for Women in Ministry to read. The student will present the material in that study to the class in the form of a 15-minute devotional time. (5% of course grade) [Outcome #3]

Post-module assignments

6. Appreciative Inquiry interview and report #2 – student will interview one woman serving in a clergy/church leadership position, using the Appreciative Inquiry questions and model posted on Moodle. The student will write a 3-4-page summary of the interview and discussion of the themes that emerge from it. (15% of course grade) [Outcome #1, COSAC CH13]
7. Historical biography – student will research the life and ministry of one woman who served in ministry between 1800 and the present, and write a 10-page biography. (20% of course grade)[Outcome#4, COSAC CN27]
8. “My Story” reflection paper (25% of course grade) [Outcomes #2,3, COSAC CH10, CH13] – student will write a 10-12-page paper articulating her/his:
 - a. Call to ministry
 - b. Biblical understanding of women’s leadership in the church
 - c. Theological understanding of women’s leadership in the church

Distribution of Student Learning Hours

	pre-module hours	module hours	post-module hours
Face-to-face Class Sessions		36	
Online Participation in forums, groups, etc.	6		2
Reading	33	1	7
Writing	12	0	36
Other Assignments and Learning Activities	1	0	1
Exams & Quizzes	0	0	0
TOTAL	52	37	46

Method for Submitting Assignments

All assignments should be submitted through Moodle no later than 11:55 PM (Central Time) of the due date listed for the assignment.

Form and Style Expectations

All papers shall be written using Turabian format for form and style. Specific guidelines will be provided in Moodle for the Appreciative Inquiry interview and biography.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work & Missed Exams

All written work is expected to be handed in by 23:55 (11:55 PM – Central Time) on the due date given. Late work will be marked down 10% for every week (or portion thereof) that it is late.

Course Grading

On-line forum participation (Moodle)	10% of course grade
AI Interviews and Reports (15% each)	30%
Class participation	10%
Devotional presentation	5%

Historical biography	20%
“My Story” paper	25%

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

Class Attendance

It is expected that students will attend all class sessions except in case of serious illness or emergency. The student is responsible directly to the professor to see that course requirements are met. A student who is absent 30 minutes or more of the class (including late arrivals and/or early departures) may be counted absent. A student who fails to exhibit a good faith effort at attention during the class (inattentive, visiting, sleeping, etc.) may be counted as “absent.”

If you must be absent due to extenuating circumstances, contact the professor as soon as possible to discuss the situation. If a student misses 3 or more sessions of the module face-to-face time, the professor may automatically fail the student. Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

Course Calendar

Date	Week	Assignment
April 25	1 Pre-Module Begins	Begin reading course texts; post online in “Introductions forum”
May 2	2	Read Hull text; post 500-word reflection on this reading and participate in on-going online discussion as directed in Moodle
May 9	3	Read LaCelle-Peterson text
May 16	4	Read LaCelle- Peterson text; post 500-word reflection on this reading and participate in on-going online discussion as directed in Moodle
May 23	5	Read Branson text; post 500-word reflection on this reading and participate in on-going online discussion as directed in Moodle
May 30	6	First AI interview and report due 5/30; Read Morse text; post 500-word reflection on this reading and participate in on-going online discussion as directed in Moodle
June 6	7 Module Face	Monday, June 6 – “What’s the issue?” Tuesday, June 7 – Women in Ministry: Appreciative Inquiry and positive

	to Face Begins	psychology. Wednesday, June 8 – Leadership -- attitudes and attributes Thursday, June 9 – Emotional Intelligence / Finding our voice Friday, June 10 – Mentors/heroes of the past
June 13	8	Monday, June 13 – Old Testament studies Tuesday, June 14 –Mentors/champions of the present Wednesday, June 15 – New Testament understandings Thursday, June 16 – building our resources
June 20	9 Post-Module Begins	Reading and Research Week – no assignments due
June 27	10	Read Willhauck and Thorpe text; post 500-word reflection on this reading and participate in on-going online discussion as directed in Moodle
July 4	11	Second AI interview and report due July 8
July 11	12	
July 18	13	Historical biography due
July 25	14	“My Story” paper due

Bibliography

To be provided in class