

COURSE SYLLABUS

ML505: Ministering to Women in the Church

Course Lecturer: Lucy Mabery-Foster, PhD
Former Professor of Pastoral Ministries at Dallas Theological Seminary

About This Course



This course was originally created through the Institute of Theological Studies in association with the Evangelical Seminary Deans' Council. There are nearly 100 evangelical seminaries of various denominations represented within the council and many continue to use the ITS courses to supplement their curriculum. The lecturers were selected primarily by the Deans' Council as highly recognized scholars in their particular fields of study.

Course Description

Often overlooked or misunderstood are the vital roles of women in the home, society, and the church. Learners will study ministry to and by women, including biblical foundations for women and principles for evangelizing, discipling, and counseling women. Lectures focus on the history of women's ministries in the church, the role of women's ministries in the New Testament, and the contemporary cultural context for women's ministries. In addition, students will learn how to minister to the needs of specific women's groups, such as singles, homemakers, those in the workplace, and those who are hurting.

Course Objectives

Upon completion of the course, the student should be able to do the following:

- Articulate a biblical philosophy of ministry to and with women.
- Discuss the nature of Christian ministry to and with women.
- Evaluate aspects of ministry to and with women from a biblical perspective.
- Grow in his/her understanding and appreciation of the unique privileges and opportunities of women in Christian ministry.
- Clarify his/her own personal approach to women in ministry.

Accessibility

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

Course Lecturer



Lucy Mabery-Foster, PhD

Education:

- Texas Women's University, PhD
- Dallas Theological Seminary, MA and ThM
- Southern Methodist University, BA

Teaching Career:

- Professor of Pastoral Ministries, Dallas Theological Seminary (1990-2002)
- First female Professor at Dallas Theological Seminary
- Director of Women's Ministries, Creative Leadership Ministries (1989-1992)
- Taught "Through the Bible," a Scofield Correspondence accredited course, at Moody Bible Institute for more than 20 years

Other Career Highlights:

- Certified Marriage and Family Therapist in Texas
- Chairman, Christian Women's Club
- Member, Christian Association for Psychological Studies
- Board of Trustees, Trinity Christian Academy
- Member, The American Association of Christian Counselors
- Several short-term missionary trips to China, Israel, Jamaica, Japan, and the Ukraine
- Taught, ministered to the indigent, and assisted her husband as a surgical nurse in medical missions across Europe

Publications:

- Author of *Women and the Church: Reaching, Teaching, and Developing Women for Christ* and compiler of *The Role of Women in Ministry: Reader*

Online Professor

If you are taking this course for credit, CUGN will assign one of its faculty members as the online professor for this course. This professor will contact you upon enrollment in the course and will guide your study. Your online professor will be available to you by email and, at set times, by chat room or other real-time technology. Your online professor will do the following in order to stimulate student involvement and facilitate effective learning:

- Evaluate and assign grades to all coursework.
- Provide assistance with technological problems that may occur.
- Answer questions that may arise.
- Issue your final grades.

Course Texts

Clark, Stephen B. *Man and Woman in Christ*. Ann Arbor, MI: Servant Books, 1980. **(provided in your course Reader)**

Mabery-Foster, Lucy, compiler. *The Role of Women in Ministry: Reader*. Grand Rapids: ITS, 1996. **(available in the Before You Begin section of the course)**

Collateral Reading:

Additional readings from various books, journals, and magazines are provided in the course Reader. This additional reading will aid you in better understanding the lessons and in preparing your term paper.

Textbooks can be ordered through our online store at CUGN.org, through your local bookstore, or through your preferred eReader when available.

Academic Honesty

At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

Quizzes and Exams: Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

Plagiarism: If a student’s work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar’s Office at registrar@cugn.org or toll free at (888) 487-5376 ext. 3.

Course Methods

Throughout this course, a number of methods will be used to engage the students in learning and processing information, and applying the learning to their lives. These methods include the following:

Media/Materials

The course will include media presentations of lectures and supplementary materials to be listened to and/or read throughout the lessons of the course.

- **Audio-based teaching**

The primary teaching session in each lesson is provided in audio format. If available, we also provide the option of reading the lesson from a transcript of the audio lecture (found in the course Audio Lecture section).

- **Readings**

Reading from the required textbook(s) is assigned in this syllabus.

Mentor Relationship

Students are required to seek out a mentor with whom they can discuss the spiritual impact of the course on their life. The goal of this process is to facilitate the student's growth through interaction with a mature believer.

Spiritual Formation Project

Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection through the course's Spiritual Formation Project.

Course Requirements

1. **Time:** The student is required to spend a minimum of 120 hours in this course. All course requirements must be completed within 6 months of enrolling in the course.
2. **Recorded Lectures:** The student is required to listen to all 24 audio lectures recorded by Dr. Lucy Mabery-Foster.
3. **Required Reading:** Complete all of the required readings as they are listed in the Assignment section of this Syllabus.
4. **Study Questions:** Contained in the Assignment section of this Syllabus are study questions covering both the lectures and the reading, which are to be completed in writing. Brief answers are preferred. These should be completed study by study as the student works through each lecture, and any resources may be used in compiling his/her answers. (NOTE: These and some additional questions are included in the back of the Study Guide. Only the questions given in the Syllabus are required.)
5. **Reaction Papers:** You will react to **three** specific subjects in a succinct paper **not to exceed two pages**, doubled-spaced, and including **two** outside references (other than assigned material or hand-outs). You will address the same topic whether you are a woman or a man.

Reaction Paper #1: "What Does It Mean To Be A Woman?"

Reaction Paper #2: "Discussion of Biblical Passages on Women"

Reaction Paper #3: “Answer to Biblical Feminists’ Views”

6. **Term Paper:** You will develop *a personal philosophy of ministry to and with women*. The paper should incorporate the biblical texts and theological principles that support each point you make. This is an attempt to have you think biblically and theologically about ministry to and with women and your present or future role in such ministry.

This philosophy should relate to positions that you intend to assume in relation to women in the home, church, and society.

It should clearly discuss relationships of women to men in the home, church, and society, and be based clearly on the biblical position that the student has taken.

The paper should not exceed **twenty pages**, double-spaced, not including the Bibliography. Either footnotes or endnotes are acceptable.

7. **Spiritual Gifts Inventory:** Take the inventory to determine your Spiritual Gifts in conjunction with Lectures #14 and #15.

8. Spiritual Formation Project

RATIONALE: Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. With this in mind, CUGN includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. Identify your mentor early in the course, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following:

A. Personal Reflection and Evaluation: Reflect on the course – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.

- i. Follow these steps in your reflection:
 - Step 1: What one theme, principle, or concept in the course is the most significant to you personally? Why is it significant?
 - Step 2: What portion(s) of the course brought this theme/principle/concept to light?
 - Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?
 - Step 4: How should this affect your thoughts and actions, and what specific steps should you take to concretely apply what you have learned?
- ii. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: approximately three pages)
- iii. Give a copy of this reflection to your mentor (see #2).

B. Community Reflection and Interaction: Interview a mentor – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

- i. Who should you interview? (1-3 are required; 4-6 are recommended)
 1. Someone with whom you have a reasonably close relationship.
 2. Someone who is a mature Christian ministry leader (i.e. a pastor).
 3. Someone who is not your grader or a family member.
 4. Someone who values the spiritual formation process.
 5. Someone who is familiar with and values the subject of the course.
 6. Someone who has experience using the content of the course in ministry.

NOTE: Identify your mentor early in the course, and give him/her the page entitled “Guidelines for Mentors.”

- ii. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
 - What feedback can your mentor give in response to your essay?
 - In light of the course content, are the conclusions you made appropriate? Why or why not?
 - What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

NOTE: Conduct this interview either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

C. Synthesis and Application: Draw your final conclusions – Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:

- iii. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
- iv. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
 - What were the mentor’s comments regarding your essay?
 - What advice did he/she give?
 - How did his/her comments expand or correct your application of the course?
 - Include the person’s name, occupation, and the length of the interview.
- v. Section 3: Conclude with a synthesis of what you have learned. Answer the following:

- If your mentor corrected any thoughts in your “Personal Reflection and Evaluation”, how do you feel about these corrections? Do you agree or disagree? Why?
- Synthesizing your thoughts from section one and your mentor’s insight in section two, what final conclusions have you reached? How is this different from section one?
- In light of the interview and further reflection, what additional, specific changes need to occur in your life and what concrete steps will you take to implement them?

NOTE TO STUDENTS: Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life. If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

Course Grading

Your grade for the course will be determined as follows:

Answers to Syllabus Questions	20% of Course Grade
Philosophy of Women’s Ministry Paper	40% of Course Grade
Reaction Papers	15% (5% ea.) of Course Grade
Completion of all reading material	10% of Course Grade
Spiritual Formation Project	15% of Course Grade
Total	100%

Grades will be issued within two weeks of the end of the course.*Note: There is no examination for this course.

Student Name: _____ Course: _____ Interview
Date/Time: _____

Guidelines for Mentors

(Students, give this sheet to your mentor for the Spiritual Formation Project.)

Thank you for your involvement in this student's CUGN coursework. We believe the Christian life is more than an academic exercise, so we encourage students to critically reflect on their life in light of what they learn and then apply those insights to the daily life of faith.

Therefore, students taking CUGN courses are required to complete a final assignment called the "Spiritual Formation Project." This assignment involves two parts: an essay and an interview:

The ESSAY: After completing their coursework, students reflect on the content of the course, evaluate their lives, and discuss the one theme, principle or concept that is most significant to them and why. Students are to identify specific ways this theme/principle/concept should apply to their lives and what action steps they plan to take in order to make these changes a reality.

The INTERVIEW: After writing this reflection, students give a copy to their mentor and meet with him/her to discuss their thoughts and get feedback. The goal of this interview is to facilitate the student's growth through interaction with a mature believer.

NOTES ON THE INTERVIEW:

- You do not need to be familiar with the course to participate in this interview. You will primarily respond to the thoughts of the student. (However, general knowledge of the subject matter of the course and/or experience applying it to ministry is valuable.)
- Prior to meeting with the student, read his/her "Personal Reflection and Evaluation" and prepare to discuss the following:
 1. What feedback can you give the student in response to his/her essay?
 2. Are the student's conclusions from the course appropriate? Why or why not?
 3. What additional advice, deeper insights or broader applications would you suggest from your own life and ministry?
- Meet with the student either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc.).
- Suggested length of the interview: 45 minutes

Thanks again for participating in this project! You have a real opportunity to guide this student in the application process and to help him/her connect academics to life – *a valuable process for all who wish to grow in Christ.*

NOTE: If the student's school makes any changes to this assignment, their requirements should replace those described here.

Course Bibliography

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Lesson Plan with Assignments

1. The Uniqueness of Womanhood

Read Clark, pp. 371-448
Genesis 1 & 2

2. The Fall and Its Consequences

Read Clark, pp. 3-45
Genesis 3

3. New Testament Passages Addressing The Roles of Women—Part I

Read Clark, pp. 47-94; 165-280; I Corinthians 11:2-16;
I Corinthians 14:33-38; I Timothy 2:8-11.

4. New Testament Passages Addressing The Roles of Women—Part II

Read I Timothy 2:12-15; Ephesians 5:22-23;
Colossians 3:18-19; I Peter 3:1-7

5. Biblical and Secular Feminists—Part I

Read Clark, pp. 327-367

6. Biblical and Secular Feminists—Part II

7. What Are the Needs of the Local Church?

8. Ministry to Hurting Women—Through Death, Divorce, Troubled Children, and Other Losses

9. Counseling With Women

10. Teaching Women Responsibility

11. Ministering to Single Women

12. Meeting the Needs of Homemakers

13. Ministering to The Working Woman

14. Teaching Women How To Discover Their Spiritual Gifts—Part I

*Take the Spiritual Gifts Inventory before doing this Lesson.
Read Romans 12:3-8; I Corinthians 12-14 (12:1-11);
Ephesians 4:7-17; II Timothy 1:6; I Peter 4:10-11

15. Teaching Women How To Discover Their Spiritual Gifts—Part II

16. Comparing Women's Roles in the Early Church With Those in Today's Church

Read Articles in Christian History handout on "Women in the Medieval Church" and "Women in the Early Church."

Read Clark, pp. 101-136; 467-540

17. Teaching Women About Leadership

Read R. Chisholm's Article, "The Role of Women in the Rhetorical Strategy of the Book of Judges."

18. Age Difference—How to Encourage Involvement In Role Modeling

19. How To Set Up a Women's Ministry in The Church

20. What is Culturally Determined and What is Biblical In Relation to Women's Ministries?

Read Clark, pp. 137-163; 619-666

21. How Women's Ministries Are Received In Missionary Endeavors

Read Clark, pp. 541-618

22. The Limitations For Women in Ministry—Part I

23. The Limitations For Women in Ministry—Part II

24. Learning to Establish Your Own Philosophy of Women's Ministry

Lesson Assignments

Lecture 1: The Uniqueness of Womanhood

Follow Reading Handout Clark, pp. 371-448;
and Lecture 1 with Genesis 1-2

1. How do men and women differ in their social behavior?
2. How did God's creation of man differ from His creation of the animals?
3. What does the word "helper" mean?
4. In order to keep distortion to a minimum, what principles should be observed?
5. How do men and women differ in the trait-pattern of "integration/differentiation"?

Lecture 2: The Fall and Its Consequences

Follow Reading Handout: Clark, pp. 3-45
and Lecture 2 with Genesis 3

1. Describe the steps of Satan's temptation presented in Genesis 3 and Eve's response.
2. Why do men and women doubt God's goodness today?
3. As a result of the Fall, how does the oracle of God say that man and woman will act in their fallen states?
4. Once the Holy Spirit has come, how should man's role differ from the oracle of God in the Genesis passage?

Lecture 3: New Testament Passages Addressing the Roles of Women—Part 1

Read Clark, pp. 47-94; 165-280
and Lecture 3 with
I Corinthians 11:2-16, I Corinthians 14:33-38

1. What are the main arguments against the Greek word, *kephale*, meaning "source"?
2. How do the majority of Christians interpret I Timothy 2:8, "Therefore I want the men in every place to pray, lifting up holy hands, without wrath and dissension."
3. How do the majority of Christians interpret I Timothy 2:9-10, "Likewise, I want women to adorn themselves with proper clothing, modestly and discreetly, not with braided hair and gold or pearls or costly garments; but rather by means of good works, as befits women making a claim to godliness."
4. How is I Timothy 2:11, "Let a woman quietly receive instruction with entire submissiveness," interpreted?

Lecture 4: New Testament Passages Addressing the Roles of Women—Part 2

Read I Timothy 2:12-15; Ephesians 5:22-23;
Colossians 3:18-19; I Peter 3:1-7

1. How does Philip Payne interpret I Timothy 2:12, “But I do not allow a woman to teach or exercise authority over a man, but to remain quiet”? How does he arrive at this interpretation?
2. Should we understand verse 14, which says, “And it was not Adam who was deceived, but the woman being quite deceived, fell into transgression,” to be saying that women are more easily deceived, as has traditionally been viewed? Explain.
3. John Stott named three relevant truths which will enable us to preface the Ephesians passage correctly. What are they?
4. Paul uses five verbs in Ephesians 5:25-27 to show Christ’s commitment to His bride, the church. What are they?

Lecture 5: Biblical and Secular Feminists—Part 1

Read Clark, pp. 327-368

1. Define the term “feminist.”
2. Define the term “traditionalist.”
3. How do evangelical feminists interpret Galatians 3:28, “There is neither Jew nor Greek, there is neither slave nor free man, there is neither male nor female; for you are all one in Christ Jesus”?
4. How do traditionalists interpret the same verse?
5. What are the three areas of theological debate which occur within the feminist movement?

Lecture 6: Biblical and Secular Feminists—Part 2

1. Susan Foh states that there are two problems inherent in the biblical feminists’ concept of Scripture. What are they?
2. What is holding the Feminist Spirituality Movement (Goddess Movement) together?
3. What is the Womanist Movement?
4. How do both Feminist Spirituality and Womanism differ from contemporary mainstream Christianity and from American civil religion?
5. Where do biblical feminists stand on the inspiration of the Scriptures?

Lecture 7: What Are the Needs of the Local Church?

1. Why are some women in our evangelical churches listening to the feminist voice?
2. What are some of the major changes which have occurred in our evangelical churches in recent years?

3. Dorothy Curren polled thousands of people concerning the traits of a healthy family. Which trait was the most surprising?
4. When the members were asked to list the top ten areas of study they would like to see addressed from the pulpit, what was the surprising results?
5. Define the “traditional” and the “nouveau” family.

Lecture 8: Ministry to Hurting Women Through Death, Divorce, Troubled Children and Other Losses

1. Explain the first task a person experiencing loss must go through.
2. Explain the second task a person experiencing loss must go through.
3. Explain the third task a person experiencing loss must go through.
4. Explain the fourth task a person experiencing loss must go through.
5. What are some of the normal characteristics of normal grief?

Lecture 9: Counseling with Women

1. What are some of the variables facing women more than men?
2. What are the three principles which guide our present relationships?
3. What is required for a married couple to relieve stress build-up?
4. What are the eight guidelines for learning better communication?

Lecture 10: Responsibility

1. Define “responsibility,” and discuss its importance in your view of helping people.
2. How would you answer those who claim that accountability stirs up guilt feelings and condemnation?
3. Name the seven ways we can look at responsibility.
4. In helping others take responsibility, what are our options for looking at responsibility for the resolution of problems?

Lecture 11: Ministering to Single Women

1. What are our primary concerns in ministering to single women today?
2. What are some of the trends in the attitudes and behavior of those who have never been married?
3. How have women’s views about marriage changed in recent years?
4. According to Drs. Joy and Morris, true intimacy is missing in so many relationships today for what reasons?

Lecture 12: Meeting the Needs of Homemakers

1. In working with homemaker groups, what are three good objectives to have?
2. What are the four processes that are helpful for homemakers to learn in order to become more effective in their roles?
3. Why is it helpful to get each member of the homemaker group to give a commitment to the year of meetings?
4. Why is it so important for homemakers to focus on improving the marriage?

Lecture 13: Meeting the Needs of the Working Woman

1. What are the tensions Christian women who work have to face?
2. After years of propaganda from the culture, explain the recent shift in attitudes of women in the work force.
3. What are the two most significant changes in the typical American family?
4. What are the options available to families who desire more flexibility in their lifestyle?
5. What is involved in constructing a “life vision” for your life?

Lecture 14: Teaching Women How to Discover Their Spiritual Gifts—Part 1

*Take the Spiritual Gifts Inventory before doing this lesson.

Read Romans 12:3-8; I Corinthians 12:14 (12: 1-11); Ephesians 4:7-17;
II Timothy 1:6; and I Peter 4:10-11

1. Explain how you get a spiritual gift.
2. Define spiritual gift.
3. What is the difference between spiritual gifts and fruits of the Spirit?
4. Explain the gift of “helps.”
5. Explain the gift of “teaching.”

Lecture 15: Teaching Women How to Discover Their Spiritual Gifts—Part 2

1. If you have the gift of “exhortation” or “counseling,” how would your ability display itself in the body of Christ?
2. How does the spiritual gift of “giving” differ from God’s mandate that each believer should lay aside in proportion to how prospered?
3. Define the gift of “mercy.”
4. What is the gift of “discernment”?

Lecture 16: Comparing Women's Roles in the Early Church With Those in Today's Church

Read Articles in *Christian History* (Course Reader) on "Women in Medieval Church" and "Women in the Early Church,"
and Read Clark, pp. 101-136; 467-540

1. What were the specialized orders open to women in the early church?
2. What was the role of deaconess in the early church?
3. From the middle of the third century on, the controversies over women's ministries in the church orders teach us much about women's leadership. What were they doing during that period in history?
4. Explain who Priscilla was and why there is so much talk about her.

Lecture 17: Leadership

Read R. Chisholm's Article, "The Role of Women in the Rhetorical Strategy of the Book of Judges."

1. What is essential for a woman who is going to be in a position of Leadership?
2. Explain the two parts of Moses' call to service.
3. Where did Moses fail to follow God's leading?
4. What were the four main qualities for elders, both in the Old and New Testaments?
5. Describe the priesthood by the time the Temple was destroyed in 70 AD and during the time of the second Temple (516).

Lecture 18: Age Differences—How to Encourage Involvement in Role Modeling

1. Why is there such a need for strong role models for younger women in our culture today?
2. What are some of the things older women can teach the younger women?
3. What are some important precautions to take in helping younger women discern the leading they are feeling?

Lecture 19: How to Set Up a Women's Ministry in the Church

1. What is the first question that needs to be asked when wanting to set up a new women's ministry in the church, and what is the first step that needs to be taken?
2. According to Titus 2:3-5, what is meant by "not slandering"?
3. What commonalities were found among the most successful women's ministry programs around the country?

Lecture 20: What is Culturally Determined and What is Biblical in Relation to Women's Ministries?

1. What is the first question that needs to be asked when wanting to set up a new women's ministry in the church, and what is the first step that needs to be taken?
2. According to Titus 2:3-5, what is meant by "not slandering"?
3. What commonalities were found among the most successful women's ministry programs around the country?

Lecture 21: How Women's Ministries are Received in Missionary Endeavors

Read Clark, pp. 541-618

1. What was Hudson Taylor's philosophy of using women in missions?
2. How have times changed since the initiation of our missionary societies?
3. In 1989 the *Evangelical Missions Quarterly* published a list of ten issues of importance to women in missions. What was meant by the issue of "communication channels"?

Lecture 22: Limitations for Women in Ministry—Part 1

1. Who wrote the Danvers Statement, and what is it?
2. What position do the Christians for Biblical Equality take concerning the matters of the Danvers Statement?
3. What are women in conservative churches doing in order to feel more fulfilled, according to the Christians for Biblical Equality?

Lecture 23: Limitations for Women in Ministry—Part 2

1. What are the three areas where restrictions for women in ministry appear, according to Dr. Wayne Grudem, President of Christians for Biblical Manhood and Womanhood?
2. According to Dr. Grudem, there are six areas of governing authority in which women are not permitted to participate, based on biblical principles. What are they?
3. What is the only restriction the CBE places on women in regard to areas of public visibility?
4. According to Dr. John Hannah, is the "headship-submission" relationship universal in every situation? If not, to what spheres does it apply?

Lecture 24: Learning to Establish Your Own Philosophy of Women's Ministry

1. Define "ministry" from a biblical concept, not a dictionary definition.
2. What is a key term in understanding the concept of the meaning of ministry?
3. Explain the principle of "The ambition of a servant."
4. Why is there a paradox in Christian service?