

Foundations of Women's Ordination

Educational Institution, Setting or Educational Provider: DTC

Location of the Course: Hollins COTN Roanoke VA

Course Dates: September 10,17 – October 1,8, 22

Time: 6-9:30 p.m.

Name of the Instructor: Rev. Lynn Riddle

Instructor information:

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Module Vision Statement:

Foundations of Women's Ordination is an interdisciplinary module for understanding why the Church of the Nazarene ordains women. This module will introduce the student to the biblical, historical, and theological foundations, as well as the practical issues related to this topic. The founding themes are Gender Mutuality, the restoration in Christ of the human race to the image of God and the giving of spiritual gifts as the responsibility of the Holy Spirit and not based on human criteria.

Educational Assumptions

1. The work of the Holy Spirit of Christ is essential to any process of Christian education at any level. We will consistently request and expect the Spirit's presence within and among us.
2. Christian teaching and learning is best done in the context of community (people being and working together). Community is the gift of the Spirit but may be enhanced or hindered by human effort. Communities have common values, stories, practices, and goals. Explicit effort will be invested to enhance community within the class. Group work will take place in every lesson.
3. Every adult student has knowledge and experiences to contribute to the class. We learn not only from the instructor and the reading assignments, but also from each other. Each student is valued not only as a learner but also as a teacher. That is why there are exercises in this course that are cooperative and collaborative in nature.
4. Journaling is an ideal way to bring theory and practice together as students synthesize the principles and content of the lessons with their own experiences, preferences, and ideas.

Ability Statements

This module contributes to the development of the following abilities as defined in the *U.S. Sourcebook for Ministerial Development*.

PROGRAM OBJECTIVES (From Revised Ability Statements 2013)

CN1 Ability to identify the literary structure, the theological concepts and main story line of the Old Testament.

CN2 Ability to describe the historical and cultural contexts of the major sections of the Old Testament.

CN3 Ability to identify the literary structure, theological concepts and main storyline of the New Testament.

CN4 Ability to describe the historical and cultural contexts of the New Testament including an ability to Biblically affirm pastoral leadership of men and women within the Church.

CN6 Ability to exegete a passage of Scripture using contextual, literary, and theological analysis.

CN8 Ability to demonstrate an understanding of theological reflection, including its sources, its historical development, and its Wesleyan contemporary expressions.

CN 11 Ability to describe the mission and practice of the Church throughout its history.

CN12 Ability to identify the formative influences of the American Holiness Movement and the Church of the Nazarene.

CN13 Ability to identify and explain the significance of the major events, and male and female figures in the Church of the Nazarene.

CP1 Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity, and creativity, utilizing gender inclusive language

CH6 Ability to articulate his or her call from God to ministry as affirmed by the Church.

CH8 Ability to practice holistic stewardship (mutual submission in gender relationships, sexual purity, marriage and family, personal finance, professional conduct, practicing Sabbath, etc.).

CX3 Ability to discern sociological dynamics, (including the power dynamics of gender, age and ethnicity) and to apply that information to specific ministry settings.

Required Reading/Viewing

Brower, Kent and Serrão, C. Jeanne. May/June 2009 and September/October 2009. "Reclaiming the Radical Story, Part 1 and Part 2. *Holiness Today*

Ingersol, Stan. March/April 2006 "Patterns of Sisterhood," *Holiness Today*

Ingersol, Stan. March 2000 "Your Daughters Shall Prophecy" *Holiness Today*

Metcalf, Janine, "Ablaze with Love." Video Documentary on Women in Ministry (Order at: <http://www.nph.com/nphweb/html/nph/itempage.jsp?itemId=DVD-2400>)

Paul, Mary Rearick. 2011. *Women Who Lead*. Kansas City, MO: Beacon Hill Press.
Nazarene Roots (2009)

Course Requirements

1. Class attendance, attention, and participation are especially important.

Students are responsible for all assignments and in-class work. Some of the work in this course is small-group work and discussions. Cooperative, small-group work and discussions cannot be made up. That makes attendance imperative. Even if one does extra reading or writing, the values of discussion, dialogue, and learning from each other are thwarted. If one or two lessons are missed, the learning leader will require extra work before completion can be acknowledged. If three or more classes are missed, the student will be required to repeat the whole module.

2. Assignments

Journaling: The only "term assignment" is your journal. It is to be used regularly, if not daily. On two occasions during the term, the journals will be checked by the instructor. Each week the

homework assignment includes "Journal Prompts," which start you on interpretation and application of the themes of the lesson.

The journal should become the student's friend and treasury of insights, devotions, and ideas. Here the integration of theory and practice occurs. The spiritual life nature of the journal helps guard against the course of study being merely academic as you are repeatedly called upon to apply the principles studied to your own heart and your own ministry situation.

This journal is not a diary, not a catchall. It is, rather, a guided journal or a focused journal in which the educational experience and its implications are selected for reflection and writing.

The framers of this curriculum are concerned about the way that students fall into learning "about" the Bible, or "about" the spiritual life rather than learning—that is coming to know and internalize the Bible and spiritual principles. The journaling experience ensures that the "Be" component of "Be, Know, and Do" is present in the course of study. Be faithful with all journaling assignments.

Homework: This module has regular homework assignments. Sometimes the homework assignments are quite heavy. The assignments are important. Even if homework is not discussed in class every session, the work is to be handed in. This gives the instructor regular information about the student's progress in the course. The normal time for homework to be handed in is at the beginning of each class session.

All assignments are to be completed.

Book Reports:

Choose two of the following books and write a 3-4 page reflection paper on each. Make sure you document quotes. In this reflection paper, you will:

- Identify the thesis
- Identify the main points and discuss (your discussion should include; how well the author articulates his or her thesis within each main point AND what insights you have gained from reading this book)

Burden, Suzanne, Sunberg, Carla and Wright, Jamie. 2014. *Reclaiming Eve: The Identity & Calling of Women in the Kingdom of God*. Beacon Hill Press, Kansas City, MO.

Chilcote, Paul W. (1994) *John Wesley and the Women Preachers of Early Methodism*. Metuchen, NJ: The Scarecrow Press.

Barton, Ruth Haley. (1998) *Equal to the Task: Men & Women in Partnership at Work at Church at Home*. Downers Grove, IL: InterVarsity Press.

Cowles, C. S. (1993) *A Woman's Place? Leadership in the Church*. Kansas City, MO: Beacon Hill Press.

Course Outline and Schedule

Session Date	Session Time	
Sept.10	6-9:30	Lesson 1: The Need for Ordained Women clergy
Sept. 10	6-9:30	Lesson 2: Overview of Recent History and Hermeneutical Principles
Sept. 10	6-9:30	Lesson 3: Creation and Fall
Sept.17	6-9:30	Lesson 4: Women of the Old Testament
Sept. 17	6-9:30	Lesson 5: Jesus and the Early Church: the Gospels and Acts
Sept. 17	6-9:30	Lesson 6: Paul and Gender Mutuality
Oct. 1	6-9:30	Lesson 7: Women of the New Testament and Obscure Passages
Oct. 1	6-9:30	Lesson 8: Women Church Leaders: Early and Medieval Period
Oct. 1	6-9:30	Lesson 9: Women Church Leaders: Wesley through the Modern Period
Oct. 8	6-9:30	Lesson 10: Wesleyan Theology & Gender Mutuality
Oct. 8	6-9:30	Lesson 11: Gender Roles and Liberation in God
Oct. 8	6-9:30	Lesson 12: Power Dynamics
Oct. 15	6-9:30	Lesson 13: So That All Can Hear; So That All Can Speak
Oct. 15	6-9:30	Lesson 14: Pastoral Teams, Co-Pastoring, Staff and Family Issues
Oct. 15	6-9:30	Lesson 15: Mentoring Decision Makers and Modeling Gender Mutuality

Course Evaluation

The instructor, the course itself, and the student's progress will be evaluated. These evaluations will be made in several ways.

The progress of students will be evaluated with an eye for enhancing the learning experience by:

1. Carefully observing the small-group work, noting the competence of reports, the balance of discussion, the quality of the relationships, the cooperation level, and the achievement of assigned tasks
2. Careful reading of homework assignments
3. Journal checks

Each student will receive a pass or fail grade. The student's progress is evaluated by the following point system:

Attendance 50 points each class session – Total 250

Participation 50 points each class session - Total 250

Homework on time 100 points each lesson assignment – Total 1500 (Late Work will result in 10 point deductions for each day work is late.)

Journal - Total 500

Reading Assignments – 500

Book Reflection Papers (see above requirements) 500 points each paper

Total Possible point for this class – 4000 points

In order to receive a passing grade your total points must be at least 75% of total possible points.

Students will receive a "Pass," either "Fail" or "Pass with Distinction" for their course work.

75-95% = Pass

Additional Information

A reasonable effort to assist every student will be made. Any student who has handicaps, learning disabilities, or other conditions that make the achievement of the class requirements exceedingly difficult should make an appointment with the instructor as soon as possible to see what special arrangements can be made. Any student who is having trouble understanding the assignments, lectures, or other learning activities should talk to the instructor to see what can be done to help.

Instructor's Availability

Good faith efforts to serve the students both in and beyond the classroom will be made.