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 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: Mary Lou Shea, Th.D.  Email: drmarylou.shea@gmail.com

Office Hours: by appointment

Catalog Description
This course is one of a series designed to provide specialized study of persons, ideas, or movements significant to the history of Christianity.

Course Narrative & Rationale
Throughout the history of Christianity, the visibility and authority of women has waxed and waned according to the vagaries of both external circumstance and internal organizational and theological pressure. In the process, the reality of Christ’s message of freedom, inclusion and full participation has been muted and, on occasion, lost to entire generations. Women, for whom the Good News is, indeed, the best possible news, have struggled to respond faithfully to the calls on their lives during such periods. As a result, the whole church has suffered, given the loss of recognition of half the experience and gifts with which the church has been blessed. This course attempts to resurrect the reality of women’s participation in the life of faith across two millennia, freeing men and women to embrace all that Christ dreams for his church.
The focus in this module is on the various roles fulfilled by women across the sweep of Christian history, and on the specific socio-cultural, historical, and theological forces that shaped women’s participation in the life of the church. Students will spend time with selected women, and their writings, from each of the major historical periods in the history of Christianity. Attention will be given to the roles women have assumed, including martyrdom, mystic and visionary authority, religious roles (as deaconesses, widows, virgins, nuns, sisters, abbesses, church planters, missionaries and spiritual advisors), preaching, social and political activism, and theological and institutional development.

**Degree Objectives**

This course meets the following Objective of the M.Div. Degree Program:

The development of wisdom and discernment through engagement with the literature of the Christian faith through critical, scholarly study of the history and theology of Christianity and the application of that heritage to personal and corporate Christian life, exhibited through the use of scholarly methods; the identification of how key figures and movements from the history of Christianity shape theological discourse; the identification and relation of theological literature to its particular setting and to theology today; and the appropriation of the formative power of theology in shaping corporate and personal Christian life.

In addition, this course seeks to strengthen the student’s ability to communicate effectively in writing and speech, singly and in group settings.

**Course Outcomes**

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

1. Identify and describe the major roles that women have assumed across time, in service to Christ and his church. (Quizzes; class leadership)
2. Identify specific women who have fulfilled these roles, and discuss the various influences on, hindrances to, and methods and outcomes of their ministries. (Course readings; quizzes; class leadership)
3. Claim, or reclaim, a deeper appreciation for, and knowledge of, the gifting of women and the necessity of responding to the calls placed on their lives, in every time and place. (Class participation/discussion; course readings; research)
4. Enunciate a fuller and more accurate history of Christianity, giving hope and respect to women and, by extension, other oft-silenced groups within the church. (Readings and research paper)
5. Identify and engage women in the twenty-first century who are reclaiming ancient roles and creating new ones as they seek to share the Good News of Christ. (Research paper, including on-line discussion)

**Required Texts & Course Materials**


**Recommended Texts & Course Materials**

Recent, academically sound translation of the Holy Bible, such as the NRSV. Translations used at NTS for courses in Scripture and biblical languages are ideal.

**Course Outline**

1. Early Christianity
   A. New Testament women
   B. Women in the first centuries, including a discussion of Perpetua

2. Medieval Christianity
   A. How were women seen and understood? Mary v. Eve
   B. Nuns, sisters, abbesses
   C. Mystics, including Julian of Norwich
   D. Tertiaries and laywomen
   E. Queens

3. The Reformation Churches, Catholic and Protestant
   A. How did the Protestant movement affect the status of women in the church?
   B. More queens
   C. More mystics and laywomen
   D. The beginnings of global Christianity

4. The Modern Era
   A. Wives and Mothers
   B. Missionary women, Catholic and Protestant
   C. Global voices
   D. Founders of new traditions, including Catherine Booth
   E. Women theologians, including Rosemary Ruether
   F. Women in the corridors of power, including Dorothy Day
Course Assignments & Requirements

Pre-module assignments

1. **Read six assigned books**, as noted in attached course calendar. Read all assigned pages, including Introductions, Prefaces, Forewords and Afterwards. Do not wait until the last minute, as some of these texts will require careful attention. Take notes as you read.

2. **Submit, via Moodle, a one-page response to each text**, due no later than the last day of the assigned reading period for that text. These documents will be graded when received. You may use bullet points, lists or outlines if narrative format is too limiting when trying to stay within a page or so of text. These responses will also be used to prompt discussion in the various module class sessions during which the texts will be considered. As you read, and write your responses to the reading, consider the following:

   A. Does the text surprise you? If so, why?
   B. What seems to be going on in the church, and in the wider culture, that is influencing the woman in question?
   C. Are the institutional church and the rank-and-file membership of the church thinking about this woman in the same ways, or do they understand her differently?
   D. Do these writings and/or behaviors sound heretical to you?
   E. What seems most memorable, inspiring, encouraging, frightening or disheartening about this text? Why?
   F. What would you most like to have the class discuss when we meet face-to-face, or about which aspects would you most like to learn more?

Together, these are **worth 30% of your course grade**, including one additional set of readings and one-page assignment that I will need to distribute on the first night of class, unless I can find on-line resources earlier. This eighth assignment should not take more than four hours to read, in any case. (Course Outcomes 2, 3 and 4)

Module assignments

3. **Quizzes** – each class session, after the first, will begin with a short quiz, which should take no more than fifteen minutes to complete. The topics for the one or two questions on each quiz will come directly from the previous day’s lecture, discussion and pre-module reading assignment. As such, preparation time should be minimal, if the student completes the readings on time, makes good notes while reading, submits thoughtful one-page responses and engages fully in classroom activities. Together, these are **worth 20% of your course grade**. (Course Outcomes 1 and 2)

4. **Class leadership** – Each student will lead a one-hour section of a single class session. The student should be prepared to introduce topics of discussion, prompt participation through the use of pertinent questions, incorporate information from earlier class lecture and conversation, and encourage classmates to respond with questions/insights/concerns and ideas that arise out of the material being discussed. While the syllabus suggests three hours of preparation time for this assignment, that is in addition to the time already allotted for reading, writing of responses, studying for
quizzes and class attendance/participation. As such, most students should find the three hours ample time to pull together a list of questions and prompts and to refresh themselves on the topics. If possible, assigned responsibilities will be made available before the module sessions begin, so that students may take additional time to prepare, should it be felt necessary or advisable. This session is worth 10% of your course grade. (Course Outcomes 1 and 2)

5. **Class participation** – Each student will be expected to arrive at class prepared to engage fully, having previously completed all readings, written work, leadership preparation and quiz review. Arrive prepared to contribute to classroom conversation, introduce insights and ask questions. While it is not expected that any student will arrive on the first evening of class as an expert (or leave after the last class having become an expert!), it is understood that every student will make meaningful contributions to the learning process for us all. Class Participation includes the hours listed under the “Post-module assignments” as continuing conversation, via Moodle, concerning student research. Class participation is worth 20% of your course grade. (Course Outcomes 3 and 5)

**Post-module assignments**

6. **Research Paper** – Each student will complete a 20-page paper, due no later than 11:55pm on August 10, 2012. DO NOT consult Wikipedia. Doing so will result in a failing grade. While each student will select an individual and specific subject, the general topic will be the same for everyone. Each student will research and report on a twentieth/twenty-first century woman, or on a “woman’s issue” in the global church. The subject does not need to be related to the Church of the Nazarene, or the Wesleyan-Holiness movement or Protestantism, although it may be. One might choose to investigate the ministry of the Presiding Bishop of the Episcopal Church, USA (ECUSA), Katharine Jefferts Schori, for example, or the Womanist theology of Dolores S. Williams. Perhaps the student would be interested in studying the on-going debate over women’s ordination in Roman Catholicism, or the role of Bible women in spreading the Gospel in sub-Saharan Africa. BEFORE the student begins research, he or she should seek approval of the topic from the professor. Some topics may prove too overwhelming for such a brief paper; others will prove too difficult to investigate in such a limited amount of time. Whatever topic is selected, the student should remember that this is not a simple time-line biography or quick Google search but rather, a thoughtful investigation of one aspect of women’s service and its contributions to, and ramifications for, the global Christian family.

Please also remember that every topic must be treated with respect and even-handedness. As a scholar, one must avoid personal opinion, denominational bias or expressions of favoritism. The paper is worth 20% of the course grade. (Course Objectives 3, 4 and 5)

7. **On-line discussion** – Students will be expected to post comments and questions on Moodle about their continuing research in this course, and to respond to the comments and queries regarding other students’ work. It is the hope that this continuing
discussion will sharpen student focus, illuminate strengths and weaknesses in one’s own and others’ work, and enhance the knowledge of every class member. Each student should plan to spend at least four hours engaged in this type of collaboration. Please remember that the most helpful posts are thoughtful, honest and objective, and that the tone of all discussion should be courteous. See assignment #5, under “module assignments,” for details regarding grading and Course Outcomes.

**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th></th>
<th>pre-module hours</th>
<th>module hours</th>
<th>post-module hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td></td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>0</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Reading</td>
<td>54</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Writing</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>0</td>
<td>3</td>
<td>40</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>60</strong></td>
<td><strong>50</strong></td>
<td><strong>44</strong></td>
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**Method for Submitting Assignments**

All written assignments should be submitted through Moodle, with the exception of the in-class quizzes, which will begin each session after the first during the module. Work is due no later than 11:55pm (Central Time) on the due date listed in the course calendar.

**Form and Style Expectations**

All work should be submitted using Turabian formatting. Turabian includes extensive sections on the use of electronic resources, so feel free to consult it for approved style and content. Be certain that any sources used, electronic or otherwise, are worthy of graduate-level research. If you have any doubts as to the merit of a website, journal, book or other posting or publication, please consult with the professor.

Please note that, while the professor fully endorses the use of Inclusive Language, as stated below, it is also imperative that historical research recognize the language being used at every point in the church’s past. As such, while it may be difficult to hear, students should be advised that the use of predominantly masculine language throughout the history of Christianity is indicative of the world in which women sought to be mentored, heard and appreciated. Changing that language, in class or in research, diminishes the attitude of the church authorities toward women, and softens the blow inherent in such exclusion. Inclusiveness is the goal, and such language will be used whenever possible, so long as it does not alter the historical record.
**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**

Work is due at the assigned times and dates. Late work will suffer a grade reduction of ten points for each 24-hour period during which it exceeds the deadline. Therefore, an assignment submitted after 11:55pm on the due date will suffer a ten-point deduction if it is received sometime before the next night at 11:55pm. If the assignment is received sometime after the 24-hour mark has passed, but before it is 48 hours late, it will suffer a twenty-point deduction, and so on.

Quizzes will be given at the beginning of class. Students who miss a quiz will not normally be allowed to make it up.

However, in all circumstances, it is not the intention of the professor to penalize a student who is facing a crisis. Students are encouraged to contact the professor as soon as practical following a missed assignment/deadline if there is a sudden emergency, serious illness, death in the student’s family, or other crisis. Arrangements can be made to reschedule any missed work/deadlines resulting from such crises.

**Course Grading**

One-page responses (6 pre-module and one during the module) 30% of course grade
8 quizzes 20%
class leadership 10%
class participation (including Moodle comments in post-module weeks) 20%
research paper 20%

The professor will make every effort to return corrected/graded assignments to students within one week of the due date for each submission. Should unavoidable delays occur, students will be notified at the earliest possible moment about the delay, and will be given an anticipated completion date by the professor.

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**

Attendance at classes is essential for realizing the maximum benefit of your education. As such, and to enhance the learning that happens for every other participant when a student is prompt and prepared, class attendance is a component of every student’s grade (see earlier remarks on “class participation.”) A student who misses up to thirty minutes of any class session will receive a reduced grade for that day’s participation. A student who misses more than thirty minutes of a class session will be marked absent for the day, and will get no credit towards his or her participation grade. However, even if a student must miss more than thirty minutes of a session, he or she should make every effort to attend as much of the class as possible, since discussion and lecture will contain information not readily available elsewhere. Missing a session will have a negative impact on future class sessions, since quizzes, class leadership and ongoing classroom dialogue all rely on previous material.

Students whose bodies are present, but whose attention is elsewhere (private conversation, texting, tweeting, sleeping, day dreaming, etc.), will be considered absent for the time during which they are engaged in such activities. Alternately, disruptive or distracting behavior will result in being asked to leave the class, and will also result in an absence for the session.

If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. As noted in the “Course Grading” section of the syllabus, attendance issues can be dealt with on an individual basis in crisis situations.

If a student is absent for nine hours of a two-week module or does not participate during four or more weeks of the pre/post module, 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**

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>May 7</td>
<td>1</td>
<td>Pre-Module Begins</td>
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<tr>
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<td>Read Salisbury’s <em>Perpetua’s Passion</em>.</td>
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<td>Post on-line one-page response.</td>
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<td>Post on-line in “Introductions.”</td>
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<td>May 14</td>
<td>2</td>
<td>Read Hobbins’ <em>Trial of Joan of Arc</em>.</td>
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<td>Post on-line one-page response.</td>
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<td>May 21</td>
<td>3</td>
<td>Read Julian’s <em>Showings</em> – skip the short version (the earlier version</td>
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<td>Date</td>
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<td>Action</td>
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<td>May 28</td>
<td>4</td>
<td>Read Day's <em>Selected Writings</em> – read pp. 1-48; 233 to the end</td>
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<td>June 4</td>
<td>5</td>
<td>Read Booth’s <em>Godliness</em>.</td>
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<td>June 11</td>
<td>6</td>
<td>Read Ruether’s <em>Sexism and God Talk</em>. While I would prefer that the entire text be read, and while we will not discuss this text until the end of the second week of class, should you desire to read the entire text, please be certain to have read AT LEAST from page 93 to the end.</td>
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<td>June 18</td>
<td>7</td>
<td><strong>Module Face to Face Begins</strong></td>
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<td>Monday, June 18 – Women in the New Testament Church</td>
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<td>Tuesday, June 19 – Women in the first few centuries</td>
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<td>Wednesday, June 20 – Mary v. Eve, and enclosed women</td>
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<td>Thursday, June 21 – mystics and tertiaries</td>
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<td>Friday, June 22 – queens and counselors</td>
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<td>June 25</td>
<td>8</td>
<td>Monday, June 25 – The Protestant Movement and women; more queens</td>
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<td>Tuesday, June 26 – Missionary women</td>
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<td>Wednesday, June 27 – Founders, agitators, global voices</td>
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<td>Thursday, June 28 – Theologians, political and social figures, current trends</td>
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<td>July 2</td>
<td>9</td>
<td><strong>Post-Module Begins</strong></td>
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<td>Rest and Relax. Eat a hotdog. Watch some fireworks. Introduce yourself to the loved ones you have been ignoring in order to keep up with the ridiculous amount of work this course demands. Sleep.</td>
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<td>July 9</td>
<td>10</td>
<td>Begin research in earnest, after having gotten topic approval.</td>
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<td>Begin posting and responding to posts as research notes and questions start arising.</td>
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<td>July 16</td>
<td>11</td>
<td>Keep researching. Keep posting.</td>
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<tr>
<td>July 23</td>
<td>12</td>
<td>You know the drill – research and post.</td>
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<tr>
<td>July 30</td>
<td>13</td>
<td>Last full week of research and posting opportunities. DO NOT wait any longer to start wrapping things up. You should be starting to draft your final paper.</td>
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<tr>
<td>August 6</td>
<td>14</td>
<td>Paper due Thursday, August 10<strong>th</strong> by 11:55pm Central Time.</td>
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