

WESTERN SEMINARY - SACRAMENTO

PCW511M Pastoral Understanding of Women

2 credit hours

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SYLLABUS – Spring 2010

COURSE SCHEDULE

Jan. 22 & 23 and Feb. 19 & 20. Fridays & Saturdays, 9:00am – 4:30pm

COURSE PURPOSE

To provide understanding and strategies which enhance biblical pastoral care to women.

COURSE DESCRIPTION

Expand understanding of the essence of womanhood, comparing historical and societal views with biblical foundations. Explore physiological and psychological aspects of a woman's life as they relate to good pastoral care. Gain understanding of how life cycles, choice, transitions, and community issues impact a woman's life. Develop biblical shepherding strategies, e.g. spiritual friendship, mentor/protégé relationships, group support, and pastoral care to women programs.

COURSE OBJECTIVES

1. To define the essence of womanhood, comparing historical and societal views with biblical foundations
2. To deepen appreciation through understanding of physiological and psychological aspects of a woman's life as they relate to good pastoral care
3. To provide elements needed for students to develop and begin implementation of biblical strategies for effective pastoral care to women

COURSE COMPETENCIES & ASSIGNMENTS (see “Course Assignments” for details)

- 1. Course competency**—To define the essence of womanhood, comparing historical and societal views with biblical foundations
Assignment—Respond to questions regarding issues covered in lecture and readings, reflecting students' expanded understanding
- 2. Course competency**—To deepen appreciation through understanding of physiological and psychological aspects of a woman's life as they relate to good pastoral care
Assignment—Summarize the critical issues in **one** life cycle stage. Include summaries of interviews with women and provide recommendations for preparing younger women to enter this stage.
- 3. Course competency**—To provide elements needed for students to develop and begin implementation of strategies for effective pastoral care to women
Assignment—Give ten hours of pastoral care to one or more women. Incorporate information from class discussions, lectures, and reading to formulate your strategy. Record your experience.

COURSE READING

Please support your seminary by using the following link for all your Amazon purchases – a minimum of 4% comes to Western Seminary. Click [here](#) to order texts and other products.

Required books (Read for familiarity)

Shepherding a Woman's Heart, Beverly Hislop, Moody Publishing (196 pgs)

The Emotionally Healthy Church, Peter Scazzero, Zondervan (199 pgs)

Choose one (1) book for additional REQUIRED reading and assignment #1

The Body Project, Joan Jacobs Brumberg, Vintage Books (214 pgs)

In the Company of Women, Brenda Hunter, Multnomah Books (212 pgs)

Additional resources for PCW 511 course components (not required reading)

Growing Strong Daughters, Lisa McMinn, Baker Books.

The Essential Difference, Male and Female Brains and the Truth... Simon Baron-Cohen, Basic Books

The Female Brain, Louann Brizendine, Morgan Road Books (Random House)

For Women Only, Shaunti Feldhahn, Multnomah Publishers

For Men Only, Shaunti and Jeff Feldhanh, Multnomah Publishers

Captivating, Unveiling the Mystery of a Woman's Soul, John & Stasi Eldredge, Nelson Books.

The Feminine Soul, Janet Davis, NavPress

What Women Wish Pastors Knew, Denise George, Zondervan

Preaching that Speaks to Women, Alice P. Mathews, Baker Books and InterVarsity Press

Divine Secrets of Mentoring, Spiritual Growth Through Friendship, Carol Brazo, InterVarsity Press

Connecting, Paul Stanley and J. Robert Clinton, NavPress.

Becoming a Woman of Influence, Carol Kent, NavPress.

Eve's Revenge, Lilian Calles Barger, Brazos Press, Baker Book House.

Balancing Act, Mary Ellen Ashcroft, InterVarsity.

The Feminist Mistake, Mary A. Kassian, Crossway Books

New Passages, Gail Sheehy, Ballantine Books.

Emotional Phases of a Woman's Life, Jean Lush, Fleming Revell.

Emotionally Healthy Spirituality, Peter Scazzero, Zondervan.

The Safest Place on Earth, Larry Crabb, Word.

In My Father's House: Finding Your Heart's True Home, Mary Kassian, B & H Publishing.

A Shepherd Looks at the Good Shepherd and His Sheep, Phillip Keller, Zondervan

Reading is calculated at familiarity reading 45 pages per hour and mastery reading 20 pages per hour. Required reading should be completed by designated dates in class outline for maximum participation in class discussions. Report **number of pages read**, both required and recommended on "Reading and Assignment Form."

READING MUST BE COMPLETED BY 12 NOON Friday, April 16, 2010. PLEASE SUBMIT "Reading and Assignment Form" WITH FINAL ASSIGNMENT BY 12 NOON April 16, 2010.

COURSE POLICIES

Credit students

Final grade will be determined by

Attendance and class participation	20
Assigned reading	20
Assignment #1	20
Assignment #2	15
Assignment #3	<u>25</u>
Total points	100

All papers should be double-spaced and follow standard rules of grammar. Assignments are due on the date and time specified. Late assignments will reduce grade one-half letter per day and weekend up to a maximum of two letter grades unless special arrangements have been made ahead of time in writing with instructor. Unless you qualify for an incomplete as defined in Western’s catalog, final reading must be turned in by **12 noon Friday, April 16, 2010**. Class involvement will contribute to decision of borderline grades. The campus approved grading scale will be used: A+ 100-99, A 95-98, A- 94-93, B+ 92-91, B 90-88, B- 87-86, C+ 85-84, C 83-81, C- 80-79, D+ 78-77, D 76-74, D- 73-70, F 69-0.

2. Audit students

To receive audit credit as defined in Western Seminary’s catalog, students must attend at least 80% of the class sessions as reflected in completed “Reading and Assignment Form” submitted no later than **April 16, 2010**.

3. ASC students

If you have an ASC application on file and are part of the ASC in PCW program, you may refer to your ASC program outline for the “Reflection and Connection” segments of the PCW 511 requirements.

4. Enrichment students

You have the option of deciding your level of participation. I encourage you to choose wisely, knowing that the more time you invest in reading, discussing and processing, the more long-term benefit you will receive.

ALL STUDENTS

PLEASE SUBMIT COMPLETED “Reading and Assignment Form” NO LATER THAN 12 NOON FRIDAY APRIL 16, 2010.

PLEASE PRAY THAT GOD WILL DO AN ETERNAL WORK IN EACH OF OUR LIVES DURING THIS TIME TOGETHER. You are an important part of this class. Please feel free to talk with me regarding issues that impact your contributions or assimilation. I look forward to what God will do during this semester together!

The instructor reserves the right to make additions, deletions, or other adjustments to the syllabus as she deems appropriate.

Course Assignments

OPTIONAL: View ONE of the following movies: *The Spitfire Grill*, *Yentle*, or *Mona Lisa's Smile*

Be ready to answer these questions in class discussion

From the movie: How were women in the movie portrayed? Identify their challenges and struggles. What was the greatest catalyst for healing, growth, and/or accomplishment? What was the key line of the movie? How did it factor into the life of the lead woman?

PRE-COURSE ASSIGNMENT – DUE 9 AM Friday, Jan 22, 2010.

1. REQUIRED: Read the following Scriptures: Luke 10:25-37; John 8:1-11; Mark 5:21-34

Be ready to answer these questions in class discussion (no written assignment)

- 1) **From your reading:** What do we learn about shepherding women from these texts?
- 2) **From your own study:** In a sentence or two give your definition or description of the distinctive intrinsic differences between men and women according to the Bible. This is NOT a statement about roles.

ASSIGNMENT #1 -- DUE 9 AM Friday, Feb. 19, 2010. (20 points)

Submit responses to the following questions in writing. Answers should be short but complete. You may include information presented in class, reading material, plus your own reflection.

1. ANSWER ONE (1) OF THE FOLLOWING

A) Read Brumberg's book *The Body Project*. Name five (5) or more changing focuses society has placed on women's bodies from the early 1800's to late 1990's. What impact has each had on society's view of virginity? What are some of the gains and some of the losses adolescent girls have experienced since shedding the ideal of virginity? What is the meaning of the book title? What is the author's conclusions regarding women's bodies? Give reasons why you agree or disagree. **OR**

B) Read Brenda Hunter's book, *In the Company of Women*. Describe "Mother Love" and "Mother Woe." How does each impact our ability to have healthy connections with other women? What did you learn about daughters and sisters relationships? Tell why you agree or disagree with Hunter's statement that "women are better at friendships than men." What predicts how we will handle conflict in friendships? How can we enhance our ability to handle conflict? What is a mentor? Name some aspects of mentoring that would be helpful for you.

2. RESEARCH THE CURRENT "STATE OF THE AMERICAN WOMAN" AND SUMMARIZE YOUR FINDINGS IN WRITING.

Check resources such as TIME, October 26, 2009; The Shriver Report; www.mtp.msnbc.com October 18, 2009; The White House Council on Women and Girls; Center of American Progress; A Woman's Nation <http://awomansnation.com>. Explore 5 additional web or print media sources and name sources.

SUMMARIZE your findings by listing and describing 10 changes for women in America from 1970 to 2010.

ASSIGNMENT #2 –DUE 12 noon Friday March 19, 2010 (15 points)

Choose one season of a woman’s life —NOT the one you are currently in. Explore women’s experiences in this season and develop a strategy for preparing women for this season.

Write a 3 to 5 double-spaced typed paper with your findings. Include these elements:

1. Identify the season (20’s, 30’s, 40’s, etc.). Briefly summarize characteristics of this season from Sheehy’s work.
2. **Summarize** an INTERVIEW with a woman who is currently or very recently has been in this season (give name of woman interviewed and date of interview). Sample issues to discuss:

Greatest joys of this season; greatest challenges of this season
“What I wished I’d known” about this season before entering it
How I could have been better prepared, and how others could prepare
Physical, psychological, social, emotional, mental and spiritual changes
Greatest need in this season
Kind of friendship I needed during this season
Greatest gift I’ve been able to give in this season
One word description of myself during this season

Write only a summary of the interview in written paper. Include responses that help define the issues, feelings, struggles, joys, etc. Include quotes as appropriate.

3. Develop a strategy to prepare younger women for this season of life. Incorporate innovative and original ideas. Include ways the church (women’s ministries) can be involved in this. Note also how this may be relevant to women outside the church.

ASSIGNMENT #3 –DUE 12 noon Friday April 16, 2010 (25 points)

Spend a minimum of ten (10) hours shepherding one or two at the most women. Incorporate information from class discussions, lectures, and reading to formulate your strategy. Record your hours on the “Record of Pastoral Care” chart (see page 6). Include these elements in your paper:

1. Listen to the story of the woman you are shepherding. Write what you learned about who she is from her story (don’t repeat her story in your paper). Describe her awareness (or lack) of God’s presence amidst her pain. What did she gain from telling her story to you?
2. Write a vision letter for one of these women. Refer to Crabb’s model (per handout).
3. What shepherding skills did you use? How did you feel about your listening skills? Name one decision/dilemma/issue you helped her process. List Scriptures you used (whether to comfort her or for your own understanding) and tell how they were used. Name other resources used.
4. How will you follow up? Include future strategies for on-going pastoral care for this woman. What would you do differently next time? What would you do this same? What did you learn from this experience?

ASSIGNMENT #3, con't

Spend a minimum of ten (10) hours shepherding one or more women. Incorporate information from class discussions, lectures, and reading to formulate your strategy. Record your hours on this “Record of Pastoral Care” chart. Include additional elements in your paper.

RECORD OF PASTORAL CARE

PSEUDO NAME DATE HOURS LOCATION

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

TOTAL # OF HOURS = _____

My Name _____

Box # _____

E mail _____

CLASS POLICIES

Cover page: To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

Attendance and Late Assignments: Students are expected to attend all class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor. Students who miss two or more classes will not pass the course, without a request for and the completion of additional assignments. Assignments submitted after the due date and time constitutes a drop in the student's letter grade for that assignment.

Enrichment Students: Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

Incompletes: Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by the student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator, with 5 weeks after the end of the course being the longest possible extension for work being due to the prof; for this semester that date is **Saturday, 5/29/10**. (This allows a 6th week for the grading of work and a grade change request to be filed.) A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. Under no circumstances may the six-week period (allots 1 week to the prof for grading and grade change petition) be extended except by petition and approval of the Administrative Committee in Portland.

The Availability of Disability Services at Western Seminary: Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.

LIBRARY AND INTERNET RESEARCH – SACRAMENTO

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit www.westernseminary.edu/sacramento

- Click the link “Library Services” in the right navigation pane.

Reserve Collection

The library carries all required readings for this course.

Print Resources

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Search the Library Collection Online”.

Periodical & Research Databases

As you complete your assignments for this course, don’t forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Research Databases” from the bottom menu.
- Click the link “Ebsco Host Research Databases”.
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link “EBSCOhost Web”.
- Click the database(s) you wish to use. Start with *ATLA Religion Database with ATLASerials*.

To cite your information, consider the following MLA composers:

<http://www.noodletools.com> and <http://www.citationmachine.net>

Western-Arcade Library offers a variety of ministry related software for student use including BibleWorks, Logos Bible Software, and SeminaryLibrary.

Course Packs (if applicable)

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link ‘Course Packs’.

Reference and Research Contact Information

David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 / dholfield@westernseminary.edu

STANDARDS FOR WRITTEN WORK (MLA)

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the MLA (Modern Language Association) style guide. The basic elements are:

- Double-spacing, except for block quotes
- Single space block quotes
- Page numbers appear at the upper right on every text page
- Use footnotes or parenthetical citations.
- Footnotes and parenthetical references follow standard format.

Helpful web sites on MLA style include:

<http://owl.english.purdue.edu/owl/>

<http://www.cws.illinois.edu/workshop/writers/citation/>

[These websites are expanded and pasted into Western Seminary's "How to Write a Research Paper" located at <http://www.westernseminary.edu/papers/Faculty/WGuideNu.doc>]

A good website with footnote/bibliography entries is:

<http://writing.wisc.edu/Handbook/Documentation.html>

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.