

HORIZON

COLLEGE & SEMINARY

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Advancing God's Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry

BI5110/TS5110 Women and Vocation

3 credit hours. Prerequisites: none.

👤 On Campus 'A' Live-Stream

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October 28-29, November 11-12, December 2-3, 2022

6:00-8:45 pm Fridays, 9:00 am-4:00 pm Saturdays



Course Goals

Course Description

In conversation with other Christian thinkers, this course develops a biblical theology of vocation and, subsequently, uses this theological framework as a lens for evaluating the vocations of women in scripture and beyond. In the process, students have the opportunity to articulate their own sense of calling in light of the witness of scripture and in comparison with stories of women from church history.

Relationship to Horizon's Mission

The course equips both seasoned and aspiring leaders with a theology of vocation that provides a fresh perspective for discerning and articulating the vocations of both men and women in the church.

Course Competencies and Learning Outcomes

To demonstrate competency in *Biblical and Theological Literacy*, students achieve the following outcomes:

1. Study passages from the Old and New Testaments that portray vocation from different vantage points (the calling of God's people, the calling of prophets and disciples, and the responsibility to bear God's image) and reflect on how these passages provide a framework for understanding your own calling.
 - *Assessment:* Reading and Reflection Exercises.
2. Explore the complexities of vocation especially as this relates to age, gender, class, and race.
 - *Assessment:* Book Review.
3. Analyze a range of views on the roles of women in the Bible.
 - *Assessment:* Panel Article Analysis.
4. Evaluate the stories of women in biblical history and beyond with the aim of understanding how their accounts serve as examples of the embodiment of Christian vocation.
 - *Assessment:* Research Paper.

Course Work

Required Readings

Maros, Susan L. *Calling in Context: Social Location and Vocational Formation*. Grand Rapids: IVP, 2022. ISBN: 978-1514001448.

Vocation workbook (provided in class)

Other Course Readings:

- Panel Articles posted in Lessons Section on Populi (see bibliography for list of articles)
- *Acts of Paul and Thecla*. Available at http://www.tertullian.org/fathers/apocryphal_acts_06_thecla.htm.
- *The Martyrdom of Perpetua and Felicitas*. Available at https://www.ssf.org/pdf/The_Martyrdom_of_Saints_Perpetua_and_Felicitas.pdf

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

1. *Reading and Reflection Exercises* (20%).

Using the readings and workbook supplied in class, reflect on how biblical passages portray vocation and thus inform our own unique sense of calling.

- Related learning outcome: #1.
- **Assignment length:** 5-7 pages.
- **Due date:** Nov. 11, 2022.

2. *Book Review* (20%).

Read and write a book review of *Calling in Context: Social Location and Vocational Formation* by Susan L. Maros. Further instructions for the book review will be provided on the first day of class.

- Related to learning outcome: #2.
- **Assignment length:** 4-6 pages.
- **Due date:** Nov. 23, 2022.

3. *Panel Article Analysis* (30%).

On the weekend of Dec. 2-3, 2022, there will be two student-led discussions of panel articles (and videos). Six-seven students will have the opportunity to provide oral presentations while other students will provide written analyses of the articles (and videos). Further instructions will be distributed on the first day class.

- Related learning outcome: #3.
- **Assignment length:** 4-6 pages.
- **Due date:** Dec. 3, 2022.

4. *Research Paper* (30%).

Option One: Write a 2400-word essay that has the following three parts: 1) research, outline, and provide an analysis of the story of a woman in biblical or church history; 2) discuss how her life embodies vocation within a unique historical context; 3) identify how her story informs your own sense of calling and contributes to the life of the Christian community.

Option Two: Write a 2400-word research paper that discusses a particular biblical passage, or set of passages, about a woman or women in the bible. This paper should provide a critical discussion of key exegetical issues surrounding a particular passage, or set of passages, and address the secondary literature in detail (at least 8-10 sources including academic journal articles, monographs, and commentaries).

- Related learning outcome: #4.
- **Assignment length:** 8 pages.
- **Due date:** Dec. 16, 2022.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs		Assignment Weighting
1. Reading and Reflection Exercises	15 hrs	Nov. 11	20%
2. Book Review	25 hrs	Nov. 23	20%
3. Panel Article Analysis	20 hrs	Dec. 3	30%
5. Research Paper	30 hrs	Dec. 16	30%
Total =		~120 hrs	

Course Outline

Date	Class Topic	Primary Reading	Secondary Reading	Supporting Assignments
10-28	Class Introduction: Towards a Definition of Vocation Called as a Covenant Community			
10-29	Called to a Prophetic Vocation	Judg 6:1-24; Jer 1:1-8; Isa 6:1-11 Luke 5:1-11; Luke 10; Gal 1:11-17; Acts 9:1-19; 1 Corinthians 12-14		
10-29	Called to Bear God's Image	Gen 1:26-28; 3:16-19 Rom 5:12-20; 6:1-14 Rom 8:18-30; 1 Cor 15; Col 1:15-20; 3:10-11		
11-11	Eve: The Mother of All Living	Genesis 1-3		Reading and Reflection Exercises Due: Nov. 11
11-12	Sarah and Rebecca: Wives of Patriarchs	Genesis 12-28		
11-12	Deborah and Jael: Prophetess and Warrior	Judges 4-5		Maros Book Review Due: Nov. 23
12-02	Women in the Gospel of Luke			
12-03	Pauline Women: Women in Leadership & Women in the Household Panel Discussion 1: 1 Timothy 2:8-15 Panel Discussion 2: 1 Corinthians 11:2-16	1 Cor 11:2-16; 14:34-36 Rom 16:1-16; Col 3:18-25; Eph 5:21-33; 1 Tim 2:8-15	<u>Panel 1</u> : Hübner, Heidebrecht, Carson, Piper, Keller <u>Panel 2</u> : Fee, Holmyard, Massey, Newberry	Panel Article Analyses (Panels 1 and 2)
12-03	Portraits of Women from Church History: Apostles, Martyrs, and Virgins	Martyrdom of Perpetua and Felicitas (online); Acts of Paul and Thecla (online)		
	Summing Up: How Do We Discern Vocation?			Research Paper Due: Dec. 16

- Assignments will not be accepted after December 16, 2022.

Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to

give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Seminary [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Jessie Lysholm, Associate Dean of Students, at jlysholm@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Live-Streaming Etiquette

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

SELECT BIBLIOGRAPHY

Bibliography for Panels

Panel 1:

Heidebrecht, Doug. "Reading 1 Timothy 2:9-15 in Its Literary Context." *Direction* 33 (2004): 171-184.

Hübner, Jamin. "Revisiting the Clarity of Scripture in 1 Timothy 2:12." *JETS* 59 (2016): 99-117.

Keller, Tim with Donald Carson and John Piper. "Why is the Gospel Coalition Complementarian?" <https://www.youtube.com/watch?v=jnq-19yoRC4> & Tim Keller with Donald Carson. "What Did Paul Mean by 'I Do Not Permit a Woman to Teach'?" at https://www.youtube.com/watch?v=zShK_3DxxKs

Panel 2:

Fee, Gordon D. "Praying and Prophesying in the Assemblies: 1 Corinthians 11:2-16." Pages 126-145 in *Discovering Biblical Equality: Biblical, Theological, Cultural & Practical Perspectives*. Grand Rapids: InterVarsity Press, 2021.

Holmyard, Harold R. III. "Does 1 Corinthians 11:2-16 Refer to Women Praying and Prophesying in Church?" *BibSac* (1997): 461-472.

Massey, Preston T. "Gender Versus Marital Concerns: Does 1 Corinthians 11:2-16 Address the Issues of Male/Female or Husband/Wife?" *Tyndale Bulletin* 64 (2013): 239-256.

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General Bibliography

Abraham, Joseph. *Eve: Accused or Acquitted? An Analysis of Feminist Readings of the Creation Narrative Texts in Genesis 1-3*. Paternoster Biblical Monographs. Eugene, Oregon: Wipf & Stock, 2002.

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