

Spring 2023

Meeting days: Tuesday & Thursday	Instructor title and name: Dr Stephanie Smith Matthews
Meeting times: 9:30 – 10:45 a.m.	Phone: 619-849-2594
Meeting location: Taylor 314	E-mail: smatthew@pointloma.edu
Final Project due: Thurs, May 4, 10:30 am – 1:00 pm	Office location and hours: Smee 211 or videochat By appointment (set up via email)

PLNU Mission: To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

A historical survey addressing the ideas, practices, and institutions of Christianity emphasizing the contribution and challenges of women as disciples, preachers, martyrs, writers and community leaders from the end of the New Testament period to the present with attention to the Wesleyan and American Holiness traditions.

COURSE LEARNING OUTCOMES

Upon completion of the course, students will be able to ...

1. Examine the varied roles women have played in the biblical testimony and church to God’s saving activity in the world;
2. Identify the ways women have often been marginalized or measured by differing cultural and gender norms in Scripture and church tradition;
3. Express a biblical and theological position of the roles of men and women in family, church and society; and
4. Research an individual woman or group of women’s contribution to the Christian church through a combination of academic and contextual research.

REQUIRED TEXTS

1. Elaine A. Heath, *Five Means of Grace: Experience God’s Love the Wesleyan Way* (Nashville: Abingdon, 2017), ISBN 1501835643.
 - a. Assigned readings + essay in Modules 1 & 2

2. Rebecca Moore, *Women in Christian Traditions* (New York: New York University Press, 2015), ISBN 0834128845.
 - a. Assigned readings & throughout the semester + exam in Module 4
3. Loida I. Martell-Otero, Zaida Maldonado Pérez, and Elizabeth Conde-Frazier (preface by Serene Jones), *Latina Evangélicas* (Eugene, Oregon: Cascade Books, 2013), ISBN 1608991365.
 - a. Assigned readings & assignments in Modules 3-5 + exam in Module 4
4. Amy Oden, *In Her Words: Women's Writings in the History of Christian Thought* (Nashville: Abingdon, 1994), ISBN 0687459729.
 - a. Used IN CLASS throughout the semester + exam in Module 4

RECOMMENDED STUDY RESOURCES

1. Rebecca Laird, *Ordained Women in the Church of the Nazarene: The First Generation* (Kansas City, Mo.: Nazarene Publishing House, 1993), ISBN 0834133976.

ASSESSMENT AND GRADING

Assignment distribution by percentage: <ul style="list-style-type: none"> • Weekly homework 40% <ul style="list-style-type: none"> ○ Online quizzes (4) ○ Reading chart check-ins (3) ○ Canvas discussion posts (4) ○ Canvas leadership (1, double points) • Attendance & in-class participation 10% • Means of Grace reflection paper 15% • Christian Traditions exam 15% • Pilgrimage project 20% 	Grade scale: <table style="width: 100%; border: none;"> <tr> <td>A = 93-100</td> <td>C = 73-76</td> </tr> <tr> <td>A- = 92-90</td> <td>C- = 70-72</td> </tr> <tr> <td>B+ = 87-89</td> <td>D+ = 67-69</td> </tr> <tr> <td>B = 83-86</td> <td>D = 63-66</td> </tr> <tr> <td>B- = 80-82</td> <td>D- = 60-62</td> </tr> <tr> <td>C+ = 77-79</td> <td>F = 0-59</td> </tr> </table>	A = 93-100	C = 73-76	A- = 92-90	C- = 70-72	B+ = 87-89	D+ = 67-69	B = 83-86	D = 63-66	B- = 80-82	D- = 60-62	C+ = 77-79	F = 0-59
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C+ = 77-79	F = 0-59												

ASSIGNMENT DETAILS

Attendance & In-Class participation (10%): See the PLNU attendance policy below. Class participation encompasses being prepared to discuss assigned reading, sharing insights, responding to other students, asking and attempting to answer relevant questions, and discussing the issues brought up in class. Opportunities will be given to participate in pairs and small groups. Students who find speaking in front of large groups challenging are encouraged to come prepared with a written question or comment to share when called on.

Weekly homework: Each week will feature one of the following assignments linked to assigned readings and videos. They are intended to both give you credit for your reading and to guide your preparation for class sessions. Diligence in these regular assignments will prepare you well for the Christian traditions exam.

- **Online quizzes (15%):** Canvas quizzes with multiple submissions possible. For best learning and test preparation, take the quiz at least once without consulting the readings/videos. Then, review what you missed and retake it for full points. Quizzes are individual (not group) assignments.

- **Reading chart check-ins (10%):** Fill in the template as you read and watch the videos. Submit online **before** class begins on the day it is due. In the rare case of technical difficulties, bring a printed copy to class and submit online when available.
- **Canvas discussion posts (10%):** You will be split into groups to facilitate more manageable discussion. Reply to the prompt with 1-2 paragraphs **before** class on Tuesday. Then, respond to at least two other posts before class on Thursday. Guidelines for online discussion will be posted to Canvas.
 - **Canvas leadership (5%):** Each week that there is Canvas discussion, an assigned leader will review the week’s group discussion and synthesize it into a (4-8 sentence) summary that group members can access for exam prep.

Christian Traditions exam (15%): This comprehensive in-class exam will cover CLO’s 1-3 outlined above. It will consist of matching, multiple choice, a time line fill-in, and short answer questions. A study guide will be posted to Canvas. You will be expected to demonstrate knowledge of the basic historical movements and figures as outlined in Moore and the videos, and doctrinal concepts from Martell-Otero, et. al. To study for the exam, review your class preparation assignments and notes you have taken from class lectures and discussions. Be prepared to answer respond to the statements of CLO’s 1-3 in a short answer (1-2 paragraph) format and to incorporation primary sources from Ogden as supporting evidence where appropriate.

Means of Grace reflection paper (15%): Based on the reading of the book, The Means of Grace, and the spiritual formational practices included in this class, write a 2-3-page reflection paper addressing each of these three topics:

- 1) What are the means of grace and why do they matter to Christian life and faith?
- 2) Describe your engagement with at least one of the 5 means of grace; What specifically did you do, observe, feel, experience, wonder about afterwards?
- 3) How might the means of grace become or continue to impact your faith, decision-making and way of life when you leave the university classroom?

Proper citations are required to receive credit for this assignment. MLA, APA, or Chicago format is acceptable. Consult the appropriate citation guide: <http://libguides.pointloma.edu/CitationHelp>. Late submissions will receive a full letter grade reduction per day (24 hours from the start of class).

Pilgrimage final project (20%): Choose a woman rooted in the Christian tradition and research her life, struggles and faith. Your initial research will come from academic research, when available, or oral history interviews. Then you “use your feet” to research her. You can go somewhere, (i.e., to Tijuana or Baja in search of the virgin of Guadalupe, or to Santa Clara, St. Helena, or Santa Barbara to research the women whose lives are memorialized all over California), or you can walk across your church to conduct an oral history with someone you don't know but admire (e.g., the only woman on the church board or staff, or a lay matriarch of the church). Instructions and rubric will be posted to Canvas.

Projects are due by the end of the scheduled final examination period for this class (May 4 at 10:30 am – 1:00 pm). Please plan well in advance to submit the project on time, as late submissions may result in an incomplete.

TENTATIVE COURSE SCHEDULE

Date	Class Topic	Reading & Class Preparation	Assessment (Tuesday)
Thu, Jan 12	Introductions to the course & one another		
Tue, Jan 17	Studying Women in the Christian Tradition	Moore 1-18 Videos: Linda Beale & Kelli McCoy	Discussion
Thu, Jan 19	Means of Grace: Prayer	Heath 3-14	
Tue, Jan 24	In the Beginning...Eve	Moore 19-26 Video: Stephanie Smith Matthews	Quiz
Thu, Jan 26	Searching the Scriptures	Heath 15-26	
Tue, Jan 31	OT Women Leaders	Wynkoop Center resource excerpt (Canvas)	Chart
Thu, Feb 2	Women Disciples	Moore 27-46 Video: Kara Lyons-Pardue	
Tue, Feb 7	NT Difficult Passages	Wynkoop Center resource excerpt (Canvas)	Discussion
Thu, Feb 9	The Lord's Supper & Fasting	Heath 27-52	
Tue, Feb 14	Conversion of an Empire	Moore 47-66 Video: Samuel Powell	Quiz
Thu, Feb 16	Christian Conferencing	Heath 54-64	
Tue, Feb 21	Middle Ages	Moore 67-86 Video: Carol Blessing	Chart
Thu, Feb 23	<i>Abuelita</i> Theologies	Martell-Otero 1-13	
Tue, Feb 28	Scripture & Tradition	Conde-Frazier 73-89	Means of grace reflection paper due
Thu, Mar 2	Women Reformed	Moore 87-106 Video: Bettina Pederson	
<i>Spring Break</i>			
Tue, Mar 14	The Holy Spirit	Maldonado Pérez, Martell-Otero, Conde-Frazier 14-32	Quiz
Thu, Mar 16	Spirit-filled Women	Moore 107-128 Video: Rebecca Laird	
Tue, Mar 21	Jewish-Christian relations	Content on Canvas	Discussion
Thu, Mar 23	Salvation	Martell-Otero 33-51	
Tue, Mar 28	Ecclesiology	Conde-Frazier 90-107	Quiz
Thu, Mar 30	Margins & Mainstream Race, Class, & the Church	Moore 129-152 Videos: Michael Lodahl & Jimi Valiente-Neighbors	
Tue, Apr 4	*Christian Traditions exam (in class)*		
<i>Easter Break</i>			
Tue, Apr 11	The Trinity	Maldonado Pérez 52-72	Chart
Thu, Apr 13	<i>Flex</i>		
Tue, Apr 18	Eschatology	Martell-Otero 108-126	
Tue, Apr 20	<i>Flex</i>		

Tue, Apr 25	Semester wrap-up	Martell-Otero 127-138 Moore 153-156	Discussion
Thu, Apr 27	Citation school 😊	Bring your project drafts & notes	
<i>PILGRIMAGE FINAL PROJECT DUE (ONLINE SUBMISSION):</i> Thursday, May 7, 2020 @ 10:00 A.M.			

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

INCLUSIVE LANGUAGE

The School of Theology and Christian Ministry 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, the school urges students,

faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. Thus, terms like “man” or “mankind” or the pronoun “he,” should not be used to refer to all humans. Instead “people,” “humanity,” “humans,” and “he or she” better acknowledge women as full persons.

DISCRIMINATION/HARASSMENT

Discrimination or harassment related to race, gender, ethnicity, sexual identity or orientation, religious choice, or any other type of behavior that dehumanizes human beings or dismisses difference, is not conducive to a good learning environment and is harmful to human vitality and healthy community. These behaviors will not be tolerated. I encourage all students to be open to any honest, respectful, and tactful discussion of issues that might arise in the context of our learning.