I. Course Description

A study of women's lives, service and contribution to the church beginning with the Bible and early Christian writings. Women's roles and contributions will be surveyed in the apostolic period, the ascetic movement, the medieval period and the Reformation. The post-Reformation period will focus on women in America and the quest for ordination.

II. Student Learning Outcomes

As a result of this course, students will be able to:

1-3. Not assessed in this course.

4a. Demonstrate a breadth of knowledge about important people, movements, and events important for women in church history.

4b. Analyze the cultural contexts that shaped the life and thought of various individuals during the history of the church.

4c. Reflect critically on significant primary source documents from the history of women in the church.

4d. Apply insights from women in church history to the contemporary church.

5-6. Not assessed in this course.

III. Course Requirements

A. Textbooks and Other Materials


*Additionally, you will have various supplemental readings from the internet and from electronic reserve through the ATS library.

B. Attendance

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

C. Assignments/Assessment of Student Learning

This course utilizes an online component (BlueQuill) as its major teaching medium. Access to a reliable computer and the internet through a high-speed means (dial-up
access does not usually work satisfactorily in this course) is required, as is familiarity with the use of BlueQuill (assistance in BlueQuill is provided in video format within the course). It is highly recommended that you be familiar with computer and web functions prior to starting the course since it is not advised to try to learn them while the course is in progress. On-line learning often requires more self-motivation than a regular class and is not suitable for every student.

**Online Discussions (30% total):** Online discussions are the primary way in which you participate in the course and interact with others and your participation in these discussions will constitute your weekly “attendance” for the course. Therefore, non-participation in the discussions after two weeks will require extra work or a reduction of your grade. Non-participation after three weeks will result in failure or withdrawal from the course. Your participation will be evaluated not just by completing the required number of posts but by the quality of your on-line interaction. Your online participation will be evaluated by evidence presented that you have read the assigned reading material in its entirety, that you have grasped key concepts and ideas, that the questions you pose are related to the readings and their implications for our work in the course, and by thoughtful and respectful responses to your co-learners’ postings. Constructive disagreement is encouraged, but courtesy at all times is required. Any discourtesy will result in a deduction from your grade. Each week there will be two discussion forums: one will cover the week’s reading from the textbook (i.e., the selections from the Tucker & Liefeld text); the other will discuss the primary source readings (i.e., those from the Oden text or from the internet). The professor will post a series of questions to help facilitate discussion. In both forums each week the student will write one substantial paragraph in response to at least one of these questions and will write a one-paragraph response to one classmate (so, each student will make a minimum of four posts each week—two initial posts and two responses). All initial posts must be made each week by Wednesday at 8:00pm. All responses must be made each week by Friday at 8:00pm. **Late posts will not receive credit.**

**Five Quizzes (25%):** The quizzes will consist of objective questions (multiple choice, matching, true or false, fill in the blank, etc.). You will be given 30 minutes to answer 15-20 questions. The material will include the lectures and all of the reading assignments on the syllabus. The quizzes may be taken anytime during the given week. For example, Quiz #1 may be taken anytime between Sunday, September 6 and Saturday, September 12. Quiz #1 will cover weeks 1-3, Quiz #2 will cover weeks 4-6, Quiz #3 will cover weeks 7-9, Quiz #4 will cover weeks 10-12, and Quiz #5 will cover weeks 13-15. Quiz dates: **Week 3** (September 6-12), **Week 6** (September 27-October 3), **Week 9** (October 18-24), **Week 12** (November 8-14), and **Week 15** (November 29-December 5).

**Position Paper (5%):** Write 2-3 pages summarizing your thoughts on women in ministry. What ministry positions should be available to women? How does the history of women in the church inform your position? How has your denomination historically viewed women in ministry? To what extent do you agree with that position? You are not required to consult outside sources, but if you do utilize outside sources, be sure to cite them. (While this could certainly be a much longer paper, remember the key word here is summarize; you do not need to include an exhaustive discussion of your thoughts on this topic.) **Due: Saturday, September 12 at 8pm.**
Primary Source Analysis (25%): Each student will choose one extended primary source from the list on pg 8 and write a 5-6 page paper that follows the guidelines at the end of the syllabus (pg 8-9). ¹ Due: Saturday, November 21 at 8pm.

Final Exam (15%): The final exam will be a take-home exam and will consist of three comprehensive essay questions (which will be provided on December 2 [week 15]). The response for each question should be 2-3 pages (typed and double-spaced). Due: Friday, December 11 at 8pm.

Writing Guidelines: Use 12-point Times New Roman or Courier New fonts only; use one inch margins; use Turabian formatting for citations; when in doubt, include a citation. The instructor will spot-check for plagiarism. For this course, all papers must be submitted via the appropriate drop-box in BlueQuill.

Late Policy: Papers, quizzes, and final exams turned in after the deadline will be docked five points for each day late, unless permission to do otherwise was granted by the professor ahead of time. Late discussion forum posts will not receive credit unless permission to do otherwise was granted by the professor ahead of time.

D. Calculation of Grade and Connection of Learning Outcomes

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>4a, 4b, 4c, 4d</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>4a</td>
<td>25%</td>
</tr>
<tr>
<td>Primary Source Analysis</td>
<td>4b, 4c, 4d</td>
<td>25%</td>
</tr>
<tr>
<td>Position Paper</td>
<td>4d</td>
<td>5%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>4a, 4b, 4d</td>
<td>15%</td>
</tr>
</tbody>
</table>

IV. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 24-29</td>
<td>Why Study Women in Church History?</td>
<td>DotC,² 13-48 ( \text{IHW, 11-20} )</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jesus and Women</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>August 30-Sept 5</td>
<td>Women in the Early Church</td>
<td>DotC, 53-87 ( \text{IHW, 21-46} )</td>
</tr>
<tr>
<td>3</td>
<td>September 6-12</td>
<td>Women of the Imperial Church</td>
<td>DotC, 89-127 ( \text{IHW, 47-83} )</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz #1 (before Sept. 12 at 8pm)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Position Paper Due: Saturday, Sept. 12 at 8pm</td>
<td></td>
</tr>
</tbody>
</table>

¹ You may petition the instructor if there is another source you would like to use for this assignment.
² DotC stands for Daughters of the Church; IHW for In Her Words.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Books</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 4    | September 13-19 | Early Medieval Women | *DotC*, 129-143  
*IHW*, 87-113 |       |
| 5    | September 20-26   | Women of the High Middle Ages               | *DotC*, 143-156  
*IHW*, 114-169 |       |
| 6    | September 27-Oct 3 | Late Medieval Women              | *DotC*, 156-170  
*IHW*, 170-215 |       |
|      |              | **Quiz #2 (before Oct. 3 at 8pm)**               |               |       |
| 7    | October 4-10   | Women of the Reformation                  | *DotC*, 171-206  
*IHW*, 219-230 |       |
| 9    | October 18-24  | Puritan Women                              | *DotC*, 207-233  
*IHW*, 231-249 | Anne Hutchinson’s trial transcript (from:  
http://www.constitution.org/primarysources/hutchinson.html) |
|      |              | **Quiz #3 (before Oct. 24 at 8pm)**               |               |       |
| 10   | October 25-31  | Women of the First Great Awakening and the Early Republic | *DotC*, 233-244  
http://docsouth.unc.edu/neh/wheatley/wheatley.html) |
|      |              |                                           |               |       |
| 11   | November 1-7   | Women and the Nineteenth-Century Awakenings and Revivals | *DotC*, 245-267  
*IHW*, 276-291 |       |
| 12   | November 8-14  | Women of the Benevolent Empire            | *DotC*, 267-290  
*IHW*, 292-320 |       |
|      |              | **Quiz #4 (before Nov. 14 at 8pm)**               |               |       |
| 13   | November 15-21 | Pentecostal Women                           | *DotC*, 359-399  
*DotC*, 291-327  
*IHW*, 321-337 |       |
|      |              | Women on a Mission                          |               |       |
|      |              | **Primary Source Analysis Due: Saturday, Nov. 21 at 8pm** |       |       |
| 14   | November 22-28 | NO CLASS—THANKSGIVING                      | EAT TURKEY! |       |
V. Recommendations for Lifelong Learning
To continue learning from the women of church history, I recommend reading both from sources such as those listed in the Selected Bibliography below and from new works in the field that are constantly being published. Telling others about the lives and ministries of these women is also a key part of learning and incorporating their lessons into our own journeys. Further, you may want to join an organization such as Christians for Biblical Equality or participate in the “Women in Dialogue” series through ATS.

VI. Seminary Guidelines
A. ATS Academic Integrity Policy
Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

B. Academic Support Services
If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.
C. Students with Disabilities
Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require accommodations are encouraged to inform their instructors of their needs early in the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, 419-289-5904.

D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

VII. Selected Bibliography


PRIMARY SOURCE ANALYSIS OPTIONS

- Elaine V. Beilin, ed., *The Examinations of Anne Askew* (available through OhioLink)
- Bathsheba Bowers, *An Alarm Sounded to Prepare the Inhabitants of the World to Meet the Lord in the Way of His Judgments* (available through OhioLink and will either be on microform or as an electronic resource)
- Mary Rowlandson, *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* ([http://www.gutenberg.org/ebooks/851](http://www.gutenberg.org/ebooks/851))
- Antoinette Brown Blackwell, *The Social Side of Mind and Action* (available through OhioLink and may need to be on microform)
- Christiana Tsai, *Queen of the Dark Chamber* (available at the Seminary Library)
- Henrietta Mears, *What Jesus Is All About* (available through OhioLink)
- Dorothy Day, *Loaves and Fishes* (available at the Seminary Library)
- Georgia Harkness, *The Fellowship of the Holy Spirit* (available at the Seminary Library)
- Bettye Collier-Thomas, *Daughters of thunder: Black women preachers and their sermons, 1850-1979*, Part II and Epilogue (available at the Seminary Library)

PRIMARY SOURCE ANALYSIS GUIDELINES

ABSTRACT (Readers’ Digest Summary)—1-1 1/2 pages. Simply summarize the context and the content of the assigned reading in your own words. There should be no personal commentary or attempt to evaluate the content of the material. Summarize what the author says and why, given the context of the document. Include as many of the key concepts and ideas as you can. Strive to be both comprehensive and concise. The summary should be stylistically correct, coherent and clear. Communicate the essence of the author’s work in your own language and symbols. If and when you do quote directly from the source (which should be extremely minimal, if at all), use explicit and visible quotation marks.

ANALYSIS —3-4 pages. Respond to the following questions:
- What is the historical/theological context out of which this document arises?
- What was the author’s intention in producing this document?

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3 Feel free to use any edition of these works that is convenient for you. The ones listed here are just some options. Be sure to cite the specific edition you use in your paper.
• What are the central aspects of the argument or narrative?
• Are there particular terms that require explication? If so, describe both their significance and meaning in the document, as well as in the larger context out of which they come?
• What are the primary positive and negative features of the document from your perspective?
• How does this document apply or relate to concerns within the life of the church today?

CONCLUSION—1/2-1 page. Summarize your analysis of the text.