

Women and Christianity, Spring 2013 Syllabus  
admin, admin

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## Syllabus About

Mary Magdalene holds the status of first apostle and “apostle to the apostles,” because she was the first person to see the resurrected Jesus. Yet the Catholic Church does not allow women to become priests. Why not? This course will examine women in Christian history and literature as well as the construction of ideal models of womanhood and gender roles in Christian traditions. What leadership positions have women undertaken in churches? How has Christian theology and doctrine shaped the lives of average women? What does Christian literature say about the relationship between women and sexuality? How have women challenged and changed gender norms in Christian traditions? If the Christian god is male, does that make male god? The course will be divided into five units:

1. Women in the Bible: Scripture and the Construction of Christian Womanhood
2. Early Christianity: From Virgin Martyrs to Desert Mothers
3. Women in the Middle Ages and Reformation: Witches, Saints, and Sinners
4. Women in American Christianities
5. Contemporary Feminist Theology: Rewriting the Tradition

**This course fulfills the University Diversity requirement.**

We meet T/Th 1-2:45 pm in the Classroom Building, room 204.



The nursing Virgin Mary,  
Monastery of the Syrians, Egypt  
(Photo: Schroeder)



Lucas Cranach's Adam and Eve  
(1528), via the Uffizi Gallery



Edwina Sandys' "Christa" (1975),  
via Bloomberg

## Contact Your Prof

[Image not found](#) You can find me, Dr. S., at:

cschroeder [at] pacific.edu

[www.carrieschroeder.com](http://www.carrieschroeder.com)

209.946.3093

WPC 101

Office Hours T 5-6, Th 11-12 and by appt

On [Twitter \(@ctschroeder\)](#)

On [Facebook](#)

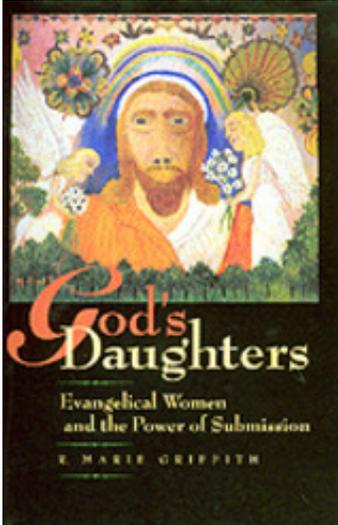
## Objectives

Upon successful completion of the course, students will be able to:

- articulate orally and in writing an understanding of the social history of women's participation in Christian movements as well as their resistance to patriarchal Christian traditions
- articulate orally and in writing the relationship between religious claims to authority and the social and cultural construction of gender roles
- use critical methods in the study of women (including questions about representation vs reality in male-authored texts and the role of historical context) to investigate questions about gender
- use skills methods to conduct historical research on women and gender
- articulate orally and in writing arguments about women and gender in history that are supported with evidence from historical sources

Students: on the first day of class, we will discuss what *you* want to learn and post your objectives here, too.

## Books/Media



God's Daughters, R. Marie Griffith

**The following required readings form the core of the course.**

Elizabeth A. Clark, *Women and Religion* (rev. edition)

Barbara J. MacHaffie, *Her Story* (2<sup>nd</sup> edition)

R. Marie Griffith, *God's Daughters: Evangelical Women and the Power of Submission*

Additional required reading on [Sakai](#), in handouts, on websites

**Films and video clips on DVD and online will also be a required part of the course.** See the links and information on the syllabus schedule for details.

## Assignments

Copies of student work may be retained to assess how the learning objectives of the course are being met. Explore the dropdown menu to learn more about participation, papers, and other assignments.

## Participation and Attendance



Ancient classroom in Alexandria, including stone where (according to historical speculation) students had to stand and recite, answer questions, or face chastisement. (Photo: Schroeder)

**Since we will all be members of a learning community this semester, enthusiastic class participation is essential. Daily assignments should be completed before class on the day on which they are listed on the syllabus.**

Class participation is an integral part of this course. All students are expected to participate in a thoughtful, well-prepared manner that is grounded in the course assignments. Students should come to class prepared to discuss the assignments every day. I will provide study guides or in-class exercises to help you with the readings and class discussions.

All members of the class are expected to reflect critically on they ways in which they can contribute to constructive rather than destructive class dynamics.

I often call upon students and may not wait for students to volunteer themselves.

**Take notes:** you will be expected to incorporate issues raised in class discussions in your papers. See the beginning of the course schedule for tips on preparing for class.

The Attendance and Participation Grade will include:

- Possible in-class presentations, graded activities, or providing discussion questions for class.
- Regular participation in class, which means:
  - Informed, thoughtful, and respectful engagement in discussions, activities, and in-class writing assignments on a regular basis
  - *Listening* to the professor and the other students (including taking notes)
  - Bringing class readings and/or notes to class to enable discussion
  - Respectful behavior in class. Disruptive or disrespectful behavior (including arriving late and leaving early) will lower Participation and Attendance grades.
- Daily attendance.

Daily attendance is essential for learning in this course.

- **Every absence beyond two absences (a week of class) may lower the participation and attendance grade by up to one letter level (A to B, B+ to C+, etc.)** Students may make-up their missed participation if they have a documented illnesses, required sports games/meets or other university event, or a personal or family emergency (such as a death of a close relative). **It is the professor's discretion as to which absences can or should be made up.**
- To make up an absence, students will provide a written analysis of the readings/websites/films for the missed day. The response will be a minimum of one page long, typed, 12-point font, and will be submitted via email within 24 hours of the student's return to class. It will be evaluated for quality and will count toward missed participation and quiz that day, depending on the quality of the paper.
- At the beginning of the semester, athletes/debaters/etc. should provide me with the dates of class to be missed due to official university activities.
- Students who are too ill to come to class should go to health services and provide documentation with their make up assignment.
- Students with other emergencies should email me as soon as possible.
- **Lying to avoid a penalty is a violation of the Honor Code**
- **Make friends:** Students who miss class should get notes from a peer before coming to talk to the professor about missed material.
- The make-up policy outlined above is designed for students who have unavoidable commitments or emergencies, which will lead to more than a week of absences. Students with multiple unexcused absences at the beginning of the semester should not expect accommodation late in the semester.

## Critical Reading Papers

For every day on which there is a reading or other homework assignment, two or more students will provide critical reading papers (which may take the form of handouts, short papers read aloud, presentations, or some

other assignment to be determined). These assignments will change as the semester proceeds.

Paper conferences with our class writing mentor Jillian Hall are required and will really help your papers.

The papers will be evaluated based on the grading guidelines on the syllabus.

More information will be provided as the semester progresses

## **Research Project**

Students will conduct a research project, culminating in a 10-12 page paper, over the semester. Each student will choose a topic in consultation with the professor, write a paper proposal and bibliography, write and present a draft of the paper to the class, and then turn in a final research paper on the day assigned for our course's final exam. (There will be no final exam in the course.)

Paper conferences with our class writing mentor Jillian Hall are required and will really help your papers.

The papers will be evaluated based on the grading guidelines on the syllabus.

More information will be provided as the semester progresses.

## **Grading**

Students must complete all papers and exams to pass the course.

All papers and exams must be submitted anonymously. Please put only your Pacific ID number on your paper or exam. See specific course assignments for more information on the evaluation of each assignment.

Explore the drop-down menu for the grading rubric, late policies, and more information.

## **Rubric**

Assignments in the course are graded using the following rubric:

A	Reserved for excellence. The assignment, paper, exam, class participation, etc., demonstrates all the qualities of a B and demonstrates originality or complexity in thinking.
B	Assignments, exams, and papers fulfill <u>all the</u>

requirements of the assignment and demonstrate strong competency in the course material. Essay exams and papers also demonstrate critical, analytical thinking about the material in the course, and provide a clear argument and thesis (where required) with documentation. (Essays and papers are neither simple summaries of the readings/films/etc. nor personal reflection ungrounded in the course material.)

Typed assignments are well proof-read, with clear prose and accurate grammar.

Participation and Reading Responses demonstrate preparation and critical thinking about the material. For class participation, students provide quality questions and comments AND listen and respond where appropriate to the professor and fellow students.

C	Assignments, exams, papers, participation, and reading responses demonstrate preparation and competency in the course material but are deficient in one of the key elements of B quality assignments, etc.
D	Shows little competency in the subject or is missing more than one key element of B quality assignments, etc.
F	Demonstrates little to no competency in the subject matter and/or is missing several elements of B quality assignments, etc.

## **Makeup & Late Policy**

Papers other assignments submitted late will be penalized one letter grade per 24-hour period late. (E.g., an “A” quality paper that was due Wednesday in class but was submitted on Thursday at 9 am will receive an B; if submitted at 5 pm Thursday, it will receive a C.)

Students who miss an in-class exam or other graded in-class assignment will receive a zero.

Extensions on assignments and rescheduling in-class presentations/discussion facilitations will be provided only in emergencies (e.g., death in the immediate family, severe illness, etc.) or unavoidable conflicts with another required university commitment (such as an athletic competition) with advance notice. Students with an emergency should contact the professor to make alternative arrangements immediately.

## Letter and % Grades

Dr. S's Percentage to Letter Grade Conversion:

93-100 A  
90-92.9 A-  
87-89.9 B+  
83-86.9 B  
80-82.9 B-  
77-79.9 C+  
73-76.9 C  
70-72.9 C-  
67-69.9 D+  
60-66.9 D  
0-59.9 F

## Final Course Grades

Final course grades will be calculated as follows:

Quality class participation and attendance 20%

Daily Reading Responses on Sakai 30%

Research Project:

Consultation with Dr. S 5%

Proposal and bibliography 10%

Presentation & Draft 10%

Final paper 25%

## Resources

The most important resources for the course (also available on the drop-down menu under Resources on the course site) are:

- The [Sakai](#) site, which will have announcements, assignments, and additional resources
- The course website at <http://women13.carrieschroeder.net>
- Our incredible student writing mentor Jillian Hall
- The Office of Services for Students with Disabilities in the McCaffrey Center, Rm. 137. Phone: 209-946-3221. Email: [ssd@pacific.edu](mailto:ssd@pacific.edu). Online: [www.pacific.edu/disabilities](http://www.pacific.edu/disabilities)
- Me! Office hours T 5-6, Th 11-12, and by appointment in WPC 101.
- Dropbox at [www.dropbox.com](http://www.dropbox.com). Save copies your paper drafts, class notes, etc., here so you don't lose them if your computer crashes!!! Backup early, backup often, backup easily.

At the Library you will find a number of books on reserve. I'll post a list here soon.

Other cool websites are...

- Museum websites such as the British Museum, British Library, Metropolitan Museum, Getty Museum, etc.
- <http://bible.oremus.org> (a nice search engine for Bible passages; please use the NRSV translation for this course)

*I strongly caution against using non-academic websites to find background information.*

## Writing Mentor

Jillian Hall, the student writing mentor for this course, is a senior at Pacific and took this course two years ago. She has won writing awards, studied abroad in France, and worked as a writing mentor for many courses at Pacific — including another course of mine!

Students find working with her extremely helpful for developing their ideas and producing a clear, cohesive paper.

Writing conferences with Jillian will be required for some assignments and recommended for all. You can even consult with her on your short reading responses!

*Stay tuned for more information on how to contact Jillian, where to meet, etc.*

## Disability Resources

If you are a student with a disability who requires accommodations, please contact the Director of the Office of Services for Students with Disabilities (SSD) for information on how to obtain an Accommodations Request Letter. **To ensure timeliness of services, please obtain the accommodation letter(s) from the Office of SSD at the very beginning of the semester.** Depending on course and session, the wait time may be as long as 1-2 weeks or as short as 1-2 days. After I receive the accommodation letter, please schedule a meeting with me during office hours or some other mutually convenient time to arrange the accommodation(s).

The Office of Services for Students with Disabilities is located in the McCaffrey Center, Rm. 137. Phone: 209-946-3221. Email: [ssd@pacific.edu](mailto:ssd@pacific.edu). Online: [www.pacific.edu/disabilities](http://www.pacific.edu/disabilities)

*Pacific's 3-Step Accommodation Process:*

1. Student meets with the SSD Director and provides documentation and completes registration forms.
2. Student requests accommodation(s) each semester by completing the Request for Accommodations Form.
3. Student arranges to meet with his/her professors to discuss the accommodation(s) and to sign the Accommodation Request Letter