Course Description:
A given in this life is that we all experience pain - physical and psychical. How do people accept and manage every sort of pain? In this course you will explore the particular sources of pain experienced by women in contemporary society. We will seek together, first, an adequate theodicy for dealing with pain, and second, a deeper understanding of the complex presenting problems many women experience. Then we will search out the most effective ways to help women as they deal with pain-inducing events or circumstances in their lives, within the context of a truthful Christian theodicy.

Course Objectives:
If you faithfully interact with the readings and class discussions, and produce an adequate paper and oral presentation, at the end of this course you should be able to--

- Discuss sensitively the problem areas women deal with in contemporary society;
- Minister effectively as a counselor, pastor or friend to women dealing with these problems;
- Help others develop sensitivity to these complex areas which are often without simple solutions; and
- Articulate a theology of ministry to women in pain.

Course Structure:
This class will meet in three ten-hour weekends: 6:30-9:30 p.m. on Friday evenings, and 8:30 a.m. to 4:30 p.m. on Saturdays, on the weekends of September 14-15, October 12-13, and November 9-10. The class format is interactive, promoting peer learning through various group activities as well as through formal lectures. I do not give tests but use your reading reports, your major paper and your class presentation for grade evaluation.

Relationship to the Mission Statement:
Article 3: To train and encourage students, in cooperation with the Church, to become skilled in ministry. Ministry in Jesus' name deals with people in pain of every sort. This course is designed to help future ministers and counselors grasp the multiple sources of pain in people's lives and to develop the skills to help those who suffer. In particular, this course focuses on the needs of women in our congregations as they face loss, change, and other sources of personal pain.

Relationship to the Curriculum:
As both pastors and counselors prepare for the challenges of ministry, all will face people dealing with every imaginable form of personal pain. As students complete their required courses for the MACC or the MDIV, this elective course adds to those curricula this exploration of the many faces of pain and the ways in which we can come alongside sufferers with God's truth and healing.
Course Requirements:

Achievement of the course objectives will be measured through a variety of assignments and activities as described below. The successful completion of these activities will require each student to spend approximately 135 hours devoted to coursework, both in class and out of class. The following chart indicates how these hours are distributed across the various course assignments. Descriptions of the assignments are listed below.

<table>
<thead>
<tr>
<th>Course Assignment</th>
<th>Expected Time Commitment (hrs)</th>
<th>Student’s actual time on task</th>
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<tbody>
<tr>
<td>Class Attendance</td>
<td>30</td>
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<tr>
<td>Reading</td>
<td>40</td>
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<tr>
<td>Short Critical Essays</td>
<td>9</td>
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<tr>
<td>Class Presentation</td>
<td>30</td>
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<tr>
<td>Research Paper</td>
<td>26</td>
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<tr>
<td><strong>Total Time</strong></td>
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Textbooks:
The required texts for this course are:

  - Dr. Hubbard writes out of at least three decades of experience as a Christian therapist. This book ably grounds the reader in the Christian theodicy needed to keep counselors, pastors and friends from saying in God's name what God has not said. The author skillfully weaves together stories from her long counseling practice, God's truth revealed in Scripture, and practical help in developing resources to deal with pain.

  - This classic is a must for a course of this sort. Lewis explores human pain with clarity and a realism that can help all of us see it with greater understanding and courage.

  - The title of this course brings gender into the picture. So I've included my book (written as a homiletics text for preachers) because many women have found that it lays out psychological, epistemological, ethical and practical data about women that can be valuable for anyone working with women.

In addition to the above 660 pages of required readings, once you've determined the topic of your research for this course, you will read sufficiently on that subject for your major paper and your class presentation.
Grading:

In this course you are expected to--

• Attend all class sessions and participate actively,
• Complete the reading of the three required books and the writing of the brief critical essays on each of them (see below), and
• Write one major paper from which you will also give a 20-minute class presentation.

Your final grade will be weighted as follows:

• 30% of your grade will be based on your three (3) critical essays on assigned readings (10% of your final grade for each essay);
• 30% of your grade will be based on your major paper;
• 30% of your grade will be based on your oral presentation to the class;
• 10% of your grade will be based on your active intelligent interaction in class.

The grading scale for this course is as follows: 95-100 = A; 90-94 = A-; 86-89 = B+; 83-84 = B; 80-82 = B-; 76-79 = C+; 73-75 = C; 70-72 = C-; 66-69 = D+; 63-65 = D; 60-62 = D-; under 60 = F.

Assigned Papers and Presentation:

You will write three short (1-3 pages) critical essays and one long research paper (12-15 pages plus annotated bibliography). All papers must be typed, double-spaced, on one side of the paper only if submitted in hard copy, or typed and double-spaced if submitted as an electronic Word document.

All papers will receive numeric grades derived from three sub-grades for the cumulative grade. Because graduate students need to be able to communicate clearly on paper, each paper will be graded on the following criteria:

• 20% of the paper grade is based on your grammar, spelling, and punctuation
• 30% of the paper grade is based on the logical progression of thought in the paper
• 50% of the grade is based on the integration of your own thinking with the assigned readings and research.

These three sub-grades will be averaged as stated for a cumulative grade on each paper.

_The short critical essays:_ On or before October 13, you will turn in three short critical essays (1-3 pages each) assessing the value of the three assigned readings. In these essays you will discuss how the readings fit into your growing body of knowledge and understanding of the course subject matter. In these critical essays, evaluate each author's argument or contribution. Do not merely tell me what each author wrote (I have read the assignments!). Explore the significance of the readings as they impact your own thinking and ministry to women in pain.

_A note on writing critical essays:_ An essay is NOT a research paper objectively laying out data with footnotes, etc. Instead, these short critical essays (1-3 pages) explore the assigned readings and critique them as you discuss their integration into your growing awareness of the

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1 This will be adjusted for students for whom English is a second language or in cases of learning disabilities appropriate to writing.
issues for women dealing with pain. The term critical does not mean that you are obligated to criticize the book negatively; it means that you must judge the merit of each book both pro and con.

These essays are to be personal, thoughtful reflections on the subject at hand. Webster defines an essay as "an attempt, an effort, a test," coming from the Latin word meaning "weighing." The Larousse dictionary defines an essay as "a writing (often quite short) dealing with a particular subject, a trial or experiment," coming from the French word meaning "an attempt." An essay isn't "the last word" on a subject. Often it's the "first word," your first effort to weigh and consider the data and make some tentative conclusions. While I expect your essays to interact thoughtfully with the assigned reading, I do not expect you to have come to fully formed opinions in every case. Furthermore, in your essays do NOT merely reiterate for me what the authors have written. I want your evaluation of what they have written.

The major research paper: At the end of our first class session (Friday, September 14) the scope of issues which cause pain for many women in our society will be clear to you. Choose one area in which you want to become very well informed and write your research paper on that topic. Note requirements for formatting on the previous page. This major paper must be no less than 12 pages and no more than 15 pages in length, NOT including the required annotated bibliography and any appendices you add. You may use either endnotes or footnotes for documentation of your sources. You may use any standard thesis format (APA, Chicago Manual of Style, Turabian, etc.), but be consistent in your application of the chosen format. Because this is a research paper, you will need to include a range of resources which you will reference in the paper. Also include a complete annotated bibliography of works cited and works consulted but not cited. A bibliographic annotation is a short paragraph (one or two sentences) telling the reader what was valuable (or not valuable) in that work. Research papers are NOT essays. A research paper reports on the range of data available in the literature and attempts to lay out the relevant issues in a logical manner to inform the reader. (An essay, on the other hand, does not rely on citations from outside sources, but is more personal and reflective.) The language of a research paper is formal, avoiding colloquialisms, contractions, etc.

The 20-minute class presentation: You will be the "class expert" in your chosen subject, and you will teach that subject to the class. This teaching presentation will be based on the research done for your major paper. You are expected to bring to the class information and insight that go well beyond any assigned readings the rest of the class will do.

Your teaching session should be presented in a concise but complete manner, combining factual and anecdotal materials. It must be well prepared and can be presented with visual aids, handouts, etc. You will be given only 20 minutes in class to present your material, so organize it well because you will not be allowed to go over that time limit. Following your presentation, you will take questions from the class for five minutes. As the class expert in your chosen subject, you are responsible for communicating clearly and concisely to the class. Be prepared to give each member of the class a copy of your bibliography (hard copy or electronically) at the time you make the presentation. The grade on this presentation will be derived from your content and organization. You will NOT be graded down for nervousness! :)

4
Scheduling:

The three essays on the assigned readings will be due by Saturday, October 13. All class presentations will be scheduled for Saturday, November 10 (the final day of the course) and the major research paper will be due at the time of your presentation. All papers can be submitted electronically or in hard-copy, depending on your resources.

Class schedule:

Friday, September 14:

We will set up the scope of the challenge before us. The class will together develop a grid of six sources of pain for women. We will then walk through the syllabus and the basic classroom methodology. We will conclude with a lecture and discussion around developing an adequate Christian theodicy for ministering to hurting people.

Saturday, September 15:

Using our grid, we will work with issues of LOSS in the morning and of CHANGE in the afternoon (as sources of pain). We will explore the importance of developing resilience and learned optimism as antidotes that can help sufferers move through their painful experiences.

Friday, October 12:

Continuing with our grid, we will work with the ways in which our changing ROLES bring pain and what we can learn from role theory to help women cope with role-induced pain.

Saturday, October 13:

In the morning we'll look at RELATIONSHIP issues that are sources of pain for many women; in the afternoon we'll explore the multiple BODY issues that trip up so many women.

Friday, November 9:

We'll explore the final source of pain for women, MEANINGLESSNESS, revisiting an adequate Christian theodicy and the importance of the imago dei for women's self-understanding.

Saturday, November 10:

All class presentations will be scheduled on this Saturday, followed by a wrap-up of the course and the required course evaluation.

Syllabus Addendum

Academic Standards

Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and
substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

ADA Policy
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations, should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy
Arrangements for submission of late work at a date on or before the “last day to submit written work,” as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

Grades
Faculty have six weeks from the course work due date to submit a final grade. Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades (unless instructed otherwise). Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.

Returned Work
Submitted hard-copy course work will be returned to the students if they provide a self addressed and postage- paid envelope with their final work. Work submitted without the appropriate envelope will be destroyed after the grade has been assessed and issued.